English ES1 student workbook - Character/Narrative

Name:

Class:

Activity 1

During this activity you will learn to:

- experiment with describing words (adjectives)
- engage in conversations and discussions.

Task 1 Speaking and listening

Look in the kitchen and without gesturing or hand signals, describe one object in detail to an adult.

Try not to name the object. You are encouraged to use descriptive language.

Task 2 Reading and viewing

Chose a text from https://storyboxlibrary.com.au/ or one from home. Discuss with an adult who the main characters are.

Task 3 Writing and representing

Waiting for something can be hard! Sometimes waiting can be exciting, sometimes it fills you with fear.

Discuss waiting for something, or someone, like Christmas, a tooth to fall out or even waiting for a new sibling!

Draw a picture, showing me what you have had to wait a long time for. Add labels to your drawing or a few sentences to explain your picture.

Discuss this with an adult and record your answer.

Task 4 Handwriting l i

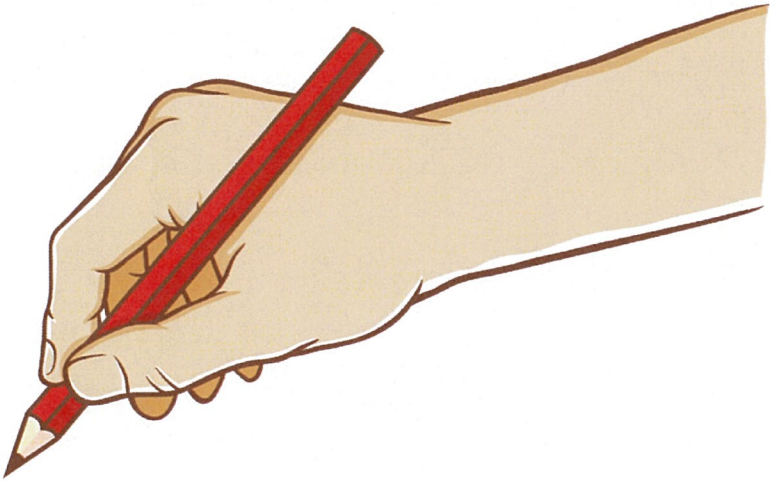
Practise writing the letter l, both lowercase and uppercase.

Make sure you are sitting correctly with your feet on the floor.

Hold your pencil so it rests easy in the soft spot between your thumb and your pointer finger.

Is your pencil sharp?

You're ready to start writing!

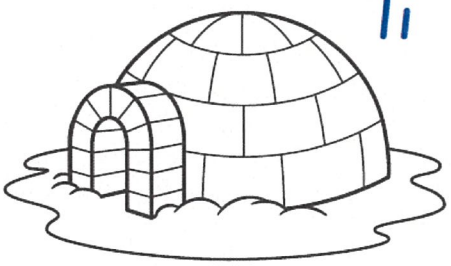


Lower case i

li

The lower case 'i' is a short letter.
We make a little line and one small dot on top.

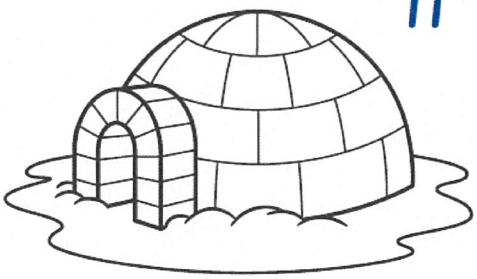
Example mnemonic: Down, dot!



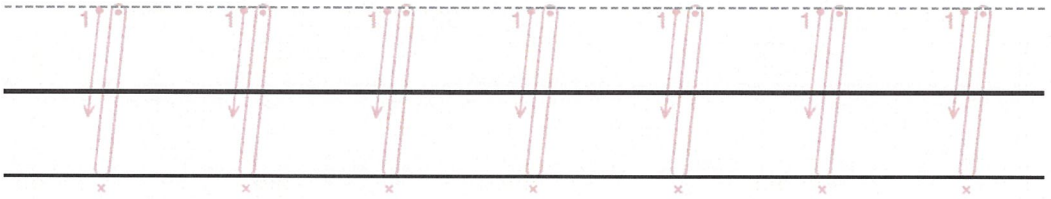
Upper case I

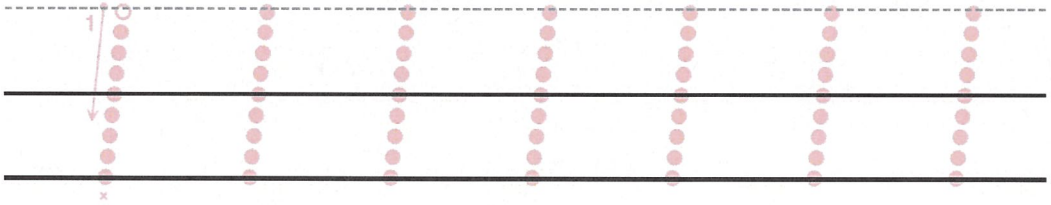
li

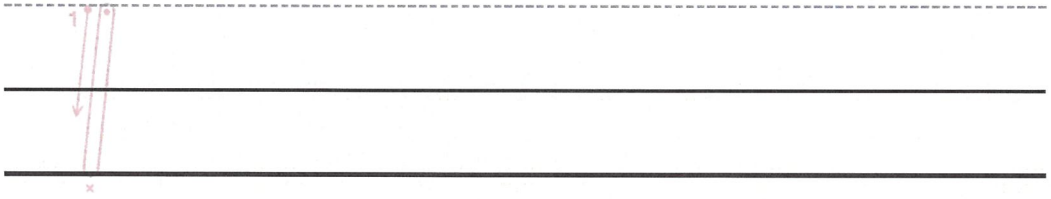
The upper case 'I' is a tall letter.
We make one straight line.



Example mnemonic: Straight down!







Task 5 Reflection

What did you enjoy about the story you read today?

What was interesting about the characters?

Why are characters important in any stories?

Activity 2

During this activity you will learn to:

- experiment with describing words (adjectives) and understand the meaning they carry
- identify literal meanings presented in texts, e.g. characters, setting and events
- understand that characters can invite positive or negative responses.

Task 1 Speaking and listening

Think of a familiar character from a movie or book (Spiderman, Elsa, Mickey Mouse, Pig the Pug)

Play 'Bounce' with an adult.

Taking turns, the player will use a word or short phrase to describe the character, including what they look like (bossy, tall, pointy ears, messy, sad, lonely).

You will take it in turns until one person can no longer think of a word. Choose another character and Bounce starts again!

Task 2 Reading and viewing

Choose a text from https://storyboxlibrary.com.au/ or one from home.

Discuss the setting of this story and the similarities and differences to where you live.

Task 3 Writing and representing

You have discussed the setting, where the story takes place (lesson 2.2).

Discuss the landscape and features and compare it to the landscape where you live. What are the similarities and differences? Draw your personal setting and the setting described in the story you read. Label each picture to draw attention to the similarities and differences.

Task 4 Reflection

Can you think of some characters you don't like? Some characters are very unlikeable but they're interesting! Think about: what makes a character interesting in a text?

Activity 3

During this activity you will learn to:

- blend through phonemes to read words with increasing degrees of confidence
- discuss new vocabulary and demonstrate growing understanding by experimenting to use them in context.

Task 1 Speaking and listening

Play Eye Spy and use the learnt phonemes: a, s, t, p.

Explicit phonics

Read Foldable Decodable text book 1 aloud.

Blend through the phonemes to read words.

Task 2 Reading and viewing

Narratives have a beginning that tells us where the story is taking place and who is in it.

An adult will read you a story (choose a text from https://storyboxlibrary.com.au/ or one from home) and ask these questions"

Prior to reading: Where do you think this book will be set? How do you know?

During reading: Describe the setting of this story and who is in it.

After reading: Can you tell me what the problem was in the story?

Record the title of the book on My Record of texts.

Sam sits on a mat.

Pam sips at the tap.

Tim taps the tin.

Book: 1

Phonics sequence:

i

n

m

d

To help practise your phonemes, read these sentences and draw a picture to match.

Practise words: a, on, the, at

Task 3 Writing and representing

Activity - Sequencing drawing

What happened in the text (read in 3.2)?

Draw what happened at the beginning, middle and end. Label your drawing so it is clear.

Beginning	
Middle	
End	

Task 4 Reflection

Discuss what you can do if you get stuck when reading.

Use your voice to blend the phonemes to read words.

Remember nobody was born reading, it's a skill we must all learn.

Practice reading and writing your HFSW.

Write them: in the air, pretend to write them on the floor, on your knee, on your adults back, on paper, on whiteboards, in sand, etc.

Suggested words are:

a

am

on

I

the

Activity 4

During this activity you will learn to:

- use adjectives to describe emotions
- demonstrate understanding of key, common adjectives through expression
- create a description of a character's appearance and personality.

Task 1 Speaking and listening

An adult will show you an emotion card.

Emotion cards	
happy	**surprised**
excited	**shocked**
scared	**nervous**
silly	**proud**
frustrated	**angry**

You will demonstrate to the adult:

What would your face look like if you were feeling this emotion?

What would your body look like?

What is something you might say when you are feeling this emotion?

When have you felt this emotion?

Task 2 Writing and representing

Select four emotions from the activity you just completed. Discuss each of them and draw an image reflecting that emotion. Can line and colour symbolise emotion? Your pictures may be about when you have felt these emotions.

Task 3 Reading and viewing

Narratives have a beginning that tells us where the story is taking place and who is in it.

An adult will share a text with you and ask some questions so you can talk about the story with them. Texts can be found at https://storyboxlibrary.com.au/

Prior to reading: Where do you think this book will be set? How do you know?

During reading: Describe the setting of this story and who is in it.

After reading: Who do you think the author wrote this story for? Who is the audience?

Complete the following activity about setting.

Setting

The setting is where the story takes place. A story can have more than one setting.
Examples: farm, house, forest, beach, bedroom

Task:

- Where did most of the story take place? Describe it to your adult.
- Draw it below
- Have a go at writing about the setting

Task 4 Handwriting - N n, M m

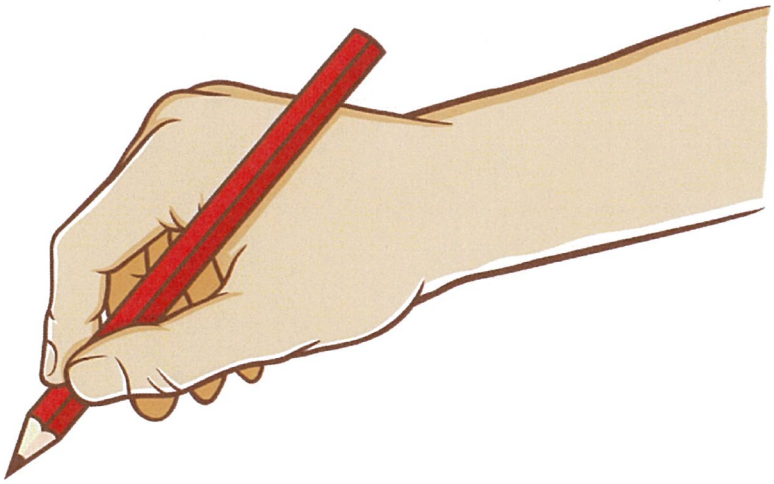
Practise writing the letters Nn and Mm, both lowercase and uppercase.

Make sure you are sitting correctly with your feet on the floor.

Hold your pencil so it rests easy in the soft spot between your thumb and your pointer finger.

Is your pencil sharp?

You're ready to start writing!

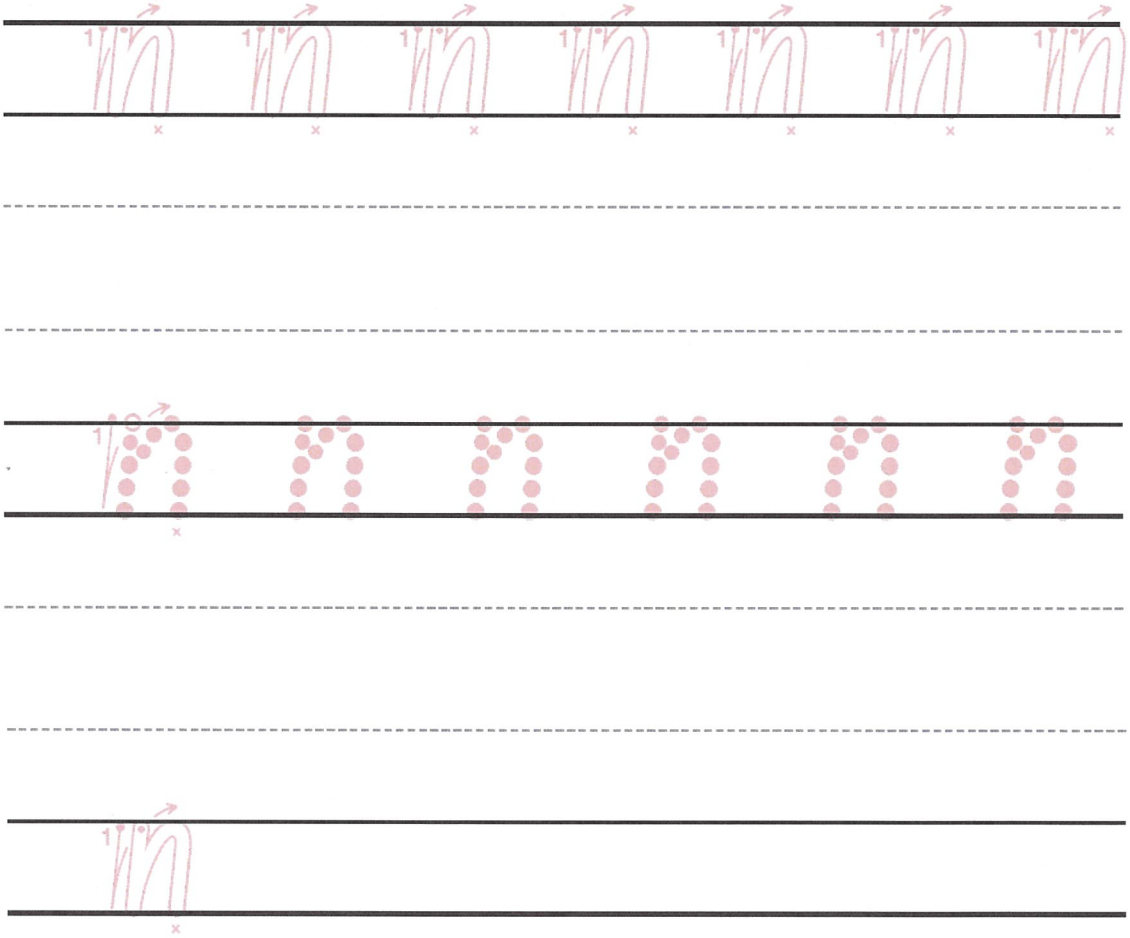


Lower case n

Nn

The lower case 'n' is a short letter.
We make a short, straight line and keep our pencil still. We then follow the same line back up. When we are nearly at the top, we make a little wedge and a bump, coming back down to the bottom.

Example mnemonic: Down, up and around!

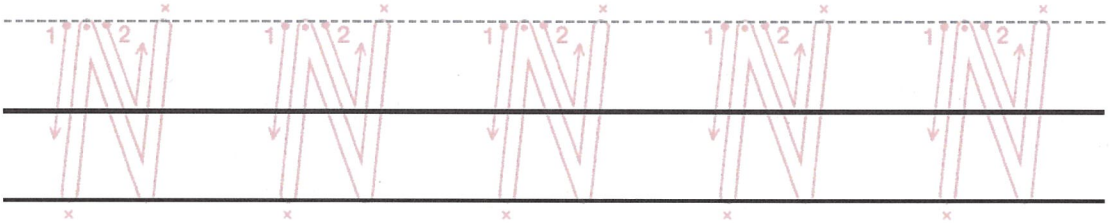


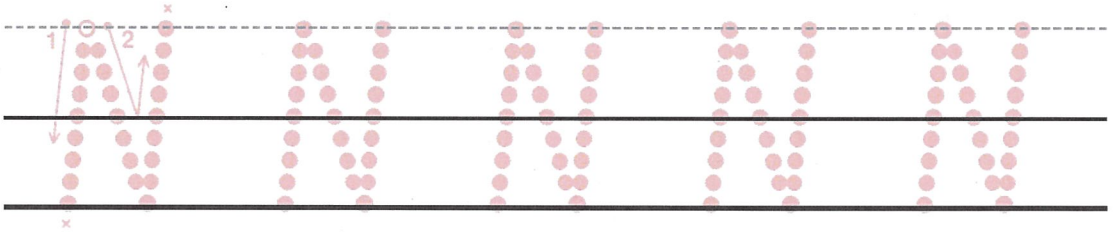
Upper case N

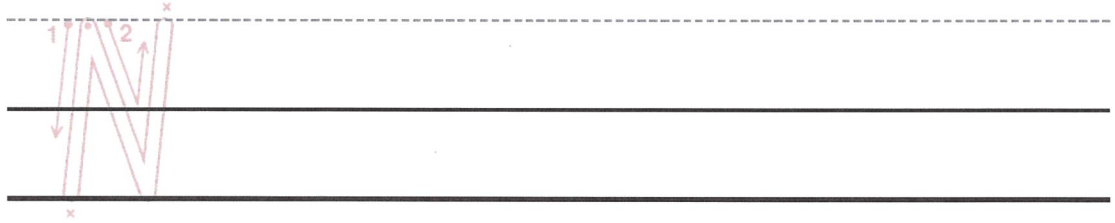
Nn

The upper case 'N' is a tall letter.
We make a straight line starting at the top and going down. We take our pencil off and make another from the top. Then we keep our pencil on the point at the bottom and make a line going straight up.

Example mnemonic: Down, down, up!







Lower case m

Mm

The lower case 'm' is a short letter.
We make this letter in one movement. We start by making a short line going down come back up the same line to make a wedge and the first bump. Keeping our pencil still, we head down, back up the same line and make a second bump and follow this to the bottom.

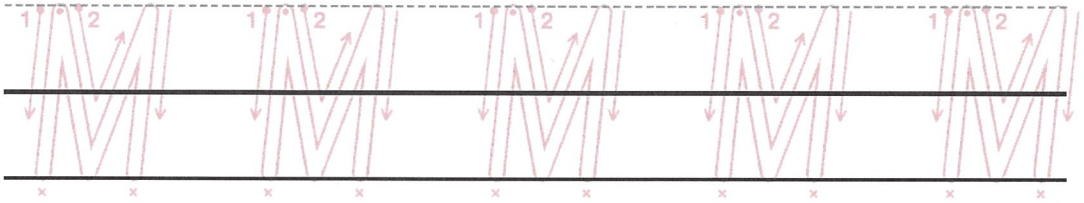
Example mnemonic: Down, up, down, up, down!

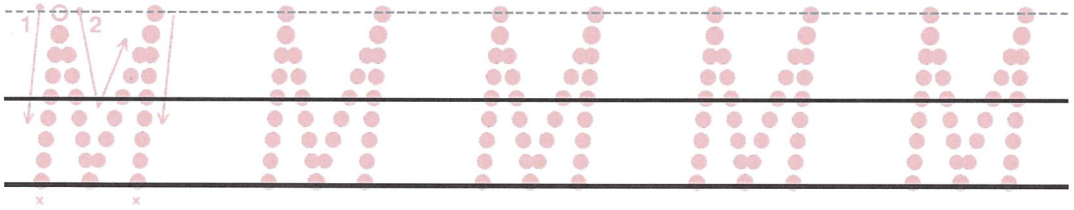
Upper case M

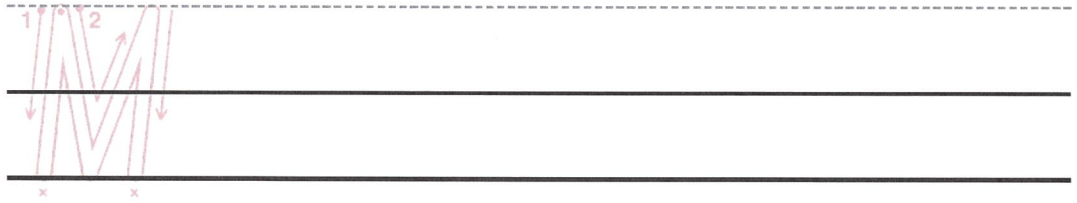
Mm

The upper case 'M' is a tall letter. We make this letter with two steps. We start at the top and make a straight line. We take our pencil off the paper and draw another line from the top of the first line down to the bottom. We leave our pencil on the page and push back up to the top and then down to the bottom.

Example mnemonic: Down, down, up, down!







Task 5 Reflection

Which emotion do you like to feel the most?

Which one the least? Why?

If everyone feels emotions, then why is it sometimes not obvious what they're feeling?

Activity 5

During this activity you will learn to:

- use persuasive language to convince
- recognise the typical features and structures of a narrative

Task 1 Speaking and listening

Using persuasive language, attempt to convince an adult using 3 reasons why:

- you should have pets at school
- you should eat whatever they like all day.

Task 2 Writing and representing

Draw 3 representations of your argument.

Task 3 Reading and viewing

Choose a text from https://storyboxlibrary.com.au/ or one from home.

Can you identify the beginning, middle (complication) and end (conclusion) of the story?

Role-play a familiar event in a text (book or movie), adopting the role of the known character.

You are encouraged to pay attention to voice, body language and facial expressions.

Other members of the house might also like to be involved. They could be any character. (e.g. Shrek and Donkey from the Shrek movie franchise).

Explicit phonics

Read Foldable Decodable text book 2, aloud.

Blend through the phonemes to read words.

Book: 2

Phonics sequence:

i
n
m
d

Point to each grapheme and say the phoneme.

To help practise your phonemes, read these sentences and draw a picture to match.

Practise words: on, the, and, I, in

The man sat on the map.

I am on the mat.

Pam and Sam sat in the pan.

Task 4 Reflection

Discuss why many narratives follow a predictable structure of beginning, middle (complication) and end (conclusion).

What happens when a narrative is not resolved?

Does every story need a conclusion?

My Record of Texts

'Texts' includes sound, print, film, digital and multimedia. It's the way we communicate. So that means it can be a book, text message, podcast, play, website and even a movie. When we talk about text, it could be any of these communications.

Record the title of each text you engage with (or if it is a novel, you might like to record each chapter title).

Record of Texts				
Date	**Title**	**Type of text**	**Independent or shared**	**Notes**
1 April	The Barber Shop Scissor Twister	comic	Shared with dad	I recommend this comic because it is funny. Dad did funny voices.

NSW GOVERNMENT