

Stage 1 student English workbook

Name:

Class:

Overview

During this sequence of learning you will explore what narrative is and why it is important to understand it for your writing, reading and in everyday life.

You will also do many of the same types of learning activities you do at school – you're just doing them in a different space.

Resources

Everyday, you:

- will need an adult so you have the opportunity to discuss work. They can explain concepts and tasks to you. Your adult will also check your work and can help you if you need it
- will need access to stationery. This will include pens, coloured pencils, textas, highlighters, scissors and glue
- will need to use the S1 Student workbook your teacher has sent home with you, or some paper
- are expected to engage in a reading task, and a writing task
- are encouraged to read aloud with an adult for approximately 5-10 minutes
- are expected to write legibly and present your work just as well as you would to your teacher at school. Your teacher's bookwork expectations are expected here too.

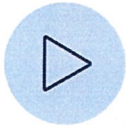
Texts

Printed and accompanying this workbook

- narrative video script
- Text from The School Magazine: Once Upon a time

Activity 1

Task a– Phonics



Play this game with a partner. You've got 3 minutes! What phoneme/grapheme are you focusing on? If you're not sure, let's focus on 'th'...Think of and say the words that contain that phoneme/grapheme.

Ready, set, GO! Write the words here:

A boy's name: _____

A girl's name: _____

A fruit: _____

A vegetable: _____

A toy: _____

Something in your bedroom: _____

Task b – High frequency words

Write three sentences using high frequency sight words. Examples of high frequency words sight words might be: because, should, there, they, came, people, around, was. If you can write your high frequency sight words in compound sentences – go for it!

Write your sentences here. Highlight the high frequency sight word you have used.

1.

2.

3.

Task c – reading



Your teacher or adult will select a text for you to read aloud to them.

Remember to read 'smoothly'. You might also like to experiment with using expression.

When you are finished reading, retell the story to your adult. Who were the characters in the story? What happened? Did anything interesting or unusual happen?

If this was a non-fiction text, what was it about? Did you learn anything new? Has it challenged the way you have always thought about something?

Write the title of the text you read here. Also record this information in Record of text, which is at the back of this workbook.

Task d – response to text



If you are able to, watch the narrative stimulus video at <https://vimeo.com/398136873>. If not, ask an adult to read the script of the video (included in this pack) to you. Remind your adult to read smoothly. You may like to highlight all of the important parts.

As you are watching or listening, think about the following questions:

Think of the narrative the girl (Erin) was telling Mr Cranna about: what happened to her at the beginning (orientation), middle (complication) and end (resolution)?

What is narrative? What does a narrative include? How does knowing about narrative help you when reading and writing?

Discuss these questions with your adult.

Information about narrative

Narrative is the way we make sense of our lives. We communicate through telling narratives of our own experiences, those of others and fictional characters. We recognise ourselves and others, make judgements and think critically as we are invited to respond to a narrative. Narrative is how we communicate information, values and ideas and explore human motivations and actions. Through the objectives of reading and viewing, writing and responding, speaking and listening, this sequence of lessons aims to introduce the concept of narrative, explore how conventions work in a range of texts to invite creative writing and responding.

In stage 1, students understand that narrative is constructed for particular audiences and purposes.

They learn that stories

- are usually made up of a sequence of events
- have patterns that set up expectations and allow prediction of actions and attitudes
- can have messages and evoke feelings
- can be varied in the telling
- present a view of their world.

Check your work



Check you have completed all these tasks

- Task a - phonics
- Task b – high frequency words
- Task c – reading
- Task d – narrative video/script response to narrative structure

Reflection



Think about what you have learnt so far. Think about these questions.

- What did I learn from the narrative video/script?
- Why is it important to make sure my story makes sense?

Discuss your thoughts with your adult.

Activity 2

Task a - vocabulary

Let's think about the word 'good'. It's a bit boring! Brainstorm to write other words that mean the same thing, for example: awesome, super, great.

Write one of these words in a sentence, that starts with the word 'as'. Example: As I was such a wonderful writer, I wrote a great story about my cat!

If you can write more – go for it!

Task b – High frequency words

Write three sentences using high frequency sight words. Examples of high frequency words sight words might be: would, what, house, play, come, said. If you can write your high frequency sight words in compound sentences – go for it!

Write your sentences here. Highlight the high frequency sight word you have used.

1. _____

2. _____

3. _____

Task c – reading



Your teacher or adult will select a text for you to read aloud to them.

Remember to read 'smoothly'. You might also like to experiment with using expression.

When you are finished reading, retell the story to your adult. Who were the characters in the story? What happened? Did anything interesting or unusual happen?

If this was a non-fiction text, what was it about? Did you learn anything new? Has it challenged the way you have always thought about something?

Write the title of the text you read here. Also record this information in Record of text, which is at the back of this workbook.

Task d – response to text



If you are able to, watch the narrative stimulus video at <https://vimeo.com/398136873>. If not, ask an adult to read the script of the video (available as part of the student resource package) to you. Remind your adult to read smoothly.

As you are watching or listening, think about the following question:

- Who are the characters in this narrative? (Hint: They are not all human!)
- Draw and label the characters and setting (place).

1. Write what you know about the two characters. Think about both their personality (what they say and do) as well as what they look like.

Check your work



Check you have completed all these tasks

- Task a - words the same as good
- Task b – high frequency words
- Task c – reading
- Task d – narrative video/script response on character and setting

Reflection



Think of a book that you love reading. Answer these questions and discuss your answers with your adult.

- Who are the characters in the book?
- What is the complication in the narrative (story)?
- If the problem is solved, how?
- What do you know about narrative so far?

Activity 3

Task a - vocabulary

Let's think about the word 'bad'...it's a bit boring! And bad can mean so many different things, depending on what you're talking about. Brainstorm other words that can be used instead of bad, for example: awful, yuck, wrong, hard, unpleasant, painful...

Write one of these words in a sentence, that starts with the word 'when'. Example: When my brother made dinner last night, he added too much salt and it tasted foul! (I used the word 'foul' instead of 'bad'.)

Task b – phonics/spelling



Look around the house and try to spell 5-10 objects that you can see (example: desk, table, book, microwave, fridge).

Task c – reading



Remember to read 'smoothly'. You might also like to experiment with using expression.

When you are finished reading, retell the story to your adult. Who were the characters in the story? What happened? Did anything interesting or unusual happen?

If this was a non-fiction text, what was it about? Did you learn anything new? Has it challenged the way you have always thought about something?

Write the title of the text you read here. Also record this information in Record of text, which is at the back of this workbook.

Your teacher or adult will select a text for you to read aloud to them.

Task d – response to text



Read or listen to 'Once upon a time' by Sara Matson -

<https://theschoolmagazine.com.au/resources/once-upon-a-time> (a copy is included in this pack).

A narrative (story) has characters and settings (places). Characters are not always people. Using the text 'Once upon a time' by Sara Matson, use a highlighter to indicate the orientation of the narrative. Using a different colour, highlight just once, the section in the text which indicates the complication. Using a final colour, circle the resolution to the story, when the ending is resolved and explained.

Check your work



Check you have completed all these tasks

- Task a – words instead of 'bad'
- Task b – spell 5-10 words from the house
- Task c – reading independently
- Task d –response to 'Once upon a time'

Reflection



Think about the narrative 'Once upon a time' by Sara Matson Answer these questions and discuss your answers with your adult.

- Think of other stories you have read, listened to or viewed, that have a clear orientation, complication and resolution. Fairytales often have a very clear structure.
- Discuss with your adult why texts often follow a structure like that, and if the author chooses NOT to follow that structure, what happens?
- How does this affect the viewer's experience of the text?

Activity 4

Task a – Interesting words



The text 'Once Upon a Time' by Sara Matson uses some 'interesting' words. Ask an adult to help you use a dictionary or explain the meaning of these words.

1. crumpled _____
2. soaring _____
3. chirped _____
4. nap _____
5. gathered _____
6. scolded _____

Draw a picture that shows what one of these words means. Challenge: can you include the meaning of more than one word in your picture? Remember to label your picture with the word/s.

Task b – adjectives



An adjective gives more information in a sentence, for example:

- The **beautiful**, **white** cat strutted across the garden.

Adjectives describe someone or something. The character in the story remembers sitting in a **little** chair. In this sentence 'little' is the adjective because it describes the chair.

Brainstorm and write 5-10 other adjectives that could describe a chair. For example, 'large', 'brown', 'hard' or 'comfortable'.

1. _____

2. _____

3. _____

4. _____

5. _____

Think of an adjective to describe these nouns:

bird _____

bear _____

owl _____

tree _____

book _____

Task c – reading



Your teacher or adult will select a text for you to read aloud to them.

Remember to read 'smoothly'. You might also like to experiment with using expression.

When finished reading, retell the story to your adult. Who were the characters in the story? What happened? Did anything interesting or unusual happen?

If this was a non-fiction text, what was it about? Did you learn anything new? Has it challenged the way you have always thought about something?

Write the title of the text you read here. Also record this information in Record of text, which is at the back of this workbook.

Task d – Quality Text



Select a text you like. This might be a picture book or an online text. Discuss this with an adult, and then describe in a short paragraph or picture, what you like about it and how it makes you feel. Is there something you can relate to? What is it about that text that makes you connect to it?

A large, empty rectangular box with a black border, intended for a student to draw a picture or write a paragraph.

Check your work



Check you have completed all these tasks

- Task a – interesting words
- Task b – adjectives
- Task c – reading independently
- Task d – quality text

Reflection



- Speak with an adult about your current level of understanding. Why is narrative important? Who uses narrative? What is the reason for using this structure in both written and spoken language?

Activity 5

Task a – description



Look out your window and use adjectives to describe what you can see, hear and feel. For example, “My soft, sleepy cat is lying under the tall tree. There is a light wind blowing the wet washing on the line.”

Describe two things you saw:

Task b - reading



Your teacher or adult will select a text for you to read aloud to them.

Remember to read ‘smoothly’. You might also like to experiment with using expression.

When finished reading, retell the story to your adult. Who were the characters in the story? What happened? Did anything interesting or unusual happen?

If this was a non-fiction text, what was it about? Did you learn anything new? Has it challenged the way you have always thought about something?

Write the title of the text you read here. Also record this information in Record of text, which is at the back of this workbook.

Write the name of the text you read here.

Task c – independent writing



Write a short narrative (story) in response to a picture. You might like to use the picture below.



Remember to include:

- an orientation (setting, characters) to introduce the characters and places
- a complication (a problem)
- a resolution (ending) that might solve the problem (or not).

Make sure you can easily see the difference between the sections of your narrative.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Check your work



Check you have completed all these tasks

- Task a – describe outside your window
- Task b – reading independently
- Task c – independent narrative writing

Reflection



What do you consider to be the best part of your narrative? Does it sound awesome?

Did you experiment with adjectives? What is one thing you would like to improve in your writing?

You might like to read it aloud to your adult; I'm sure they would love to hear it.

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).

Date	Title	Type of text e.g. a poem	Independent or shared	Notes
1 April	The Barber Shop Scissor Twister	comic	Shared with mum	I recommend this comic because it is funny. Mum did funny voices.

NARRATIVE VIDEO SCRIPT

INTERNAL OF A CLASSROOM – DAY

MR CRANNA is drawing in his sketchbook as STUDENT 1 runs in shocked and horrified, clutching their head.

STUDENT 1

Help! It's drawn blood!

Mr Cranna looks up from his sketch book.

MR CRANNA

What has?

STUDENT 1

Out there!

STUDENT 1 points outside. MR CRANNA looks in the direction STUDENT 1 is pointing.

MR CRANNA

Where?

STUDENT 1

It flew down!

MR CRANNA

What flew down? From where? You're not making any sense.

STUDENT 1

Why not?

MR CRANNA

Because you haven't told me what's happened in a way I can understand. Your thoughts aren't organised and I can't make sense of them.

STUDENT 1

How do I make you understand?

MR CRANNA

Why don't you try telling me what happened in a narrative form?

SFX: record scratch. STUDENT 1 looks to camera, thoroughly confused.

STUDENT 1

Er, what's narrative?

CLOSE ON MR CRANNA as he addresses camera.

MR CRANNA

Narrative is the way we organise thoughts and make sense of things that happen to us or to other people.

WIDE ON MR CRANNA.

STUDENT 1

Can you help me make what happened to me into a narrative?

MR CRANNA

Sure. Why don't you start by telling me where you were when this happened?

STUDENT 1

I was in the park.

MR CRANNA

Okay, So the narrative takes place in the park.

Mr Cranna draws a picture of Student 1 in the park. He blue tacks it on the wall behind him.

MR CRANNA

Got it! What were you doing in the park?

STUDENT 1

I was skipping with the skipping rope under the big gum tree.

MR CRANNA

Okay...

Mr Cranna draws a picture of Student 1 skipping with a rope under a big gum tree. He blue tacks the picture on the wall.

MR CRANNA

Okay, what happened next?

STUDENT 1

Something hit me on the head. I was bleeding. It really hurt.

Mr Cranna draws a picture of Student 1 clutching their head and blue tacks it on the wall behind him.

MR CRANNA

How did you feel?

STUDENT 1

I was freaked out. It was such a shock. I didn't know what had hit me!

Mr Cranna draws a picture of Student 1 looking up at the tree in shock and blue tacks it on the wall behind him.

MR CRANNA

Hmm, did you hear anything before you were hit?

STUDENT 1

I heard a swooshing, wooshing, flapping sound. Then a squawk and smack! Something hit me on the skull!

MR CRANNA

Interesting...

Mr Cranna draws a picture of Student 1 hearing a swooshing flapping sound while skipping the rope. He blue tacks the picture on the wall behind him.

Mr Cranna looks at all the pictures on the wall and starts arranging them into order.

MR CRANNA

So you were in the park, skipping with a rope under the big gum tree. Then you...

He moves the picture of STUDENT 1 hearing the flapping sound to be third in the sequence.

MR CRANNA

...heard a swooshing, wooshing flapping sound and smack, something hit you on the head but we don't know what. It hurt, so you clutched your head and then you felt shocked because you didn't know what had hit you.

STUDENT 1

That's right!

MR CRANNA

I wonder what it was... When did this happen?

STUDENT 1

Today. At lunchtime.

MR CRANNA

Today, at lunch... what's special about today? (thinks) Well, it's spring... you were under a tree... you heard a flapping sound... oh I know!

Mr Cranna draws a picture of a magpie dive bombing STUDENT 1. He blue tacks it on the wall in between the picture of STUDENT 1 hearing the swooshing, and STUDENT 1 clutching their head.

MR CRANNA

You must've been pecked by a magpie! It's spring, which means its nesting season for magpies. They often swoop unsuspecting humans who they think are a threat to their babies. There must have been a magpie nest in the tree you were skipping underneath!

STUDENT 1

Wow, it's all making sense now!

MR CRANNA

Because you've organised your thoughts in a narrative form.
You've made a story.

Mr Cranna admires his drawings.

MR CRANNA

If it's spring, someone else might get swooped by a magpie. We should put this narrative in the magazine.

STUDENT 1

But don't narratives usually have a meaning? Or a moral?

MR CRANNA

Yes...

STUDENT 1

So I guess the moral of my narrative is don't forget to wear your zip tie hat during magpie season!

STUDENT 1 puts on a helmet covered in zip ties.

MR CRANNA

Excellent!

Mr Cranna looks at his drawings again.

MR CRANNA

This is good inspiration for my next comic. If it hadn't been a magpie that hit you, I wonder what it could have been...

Mr Cranna takes down the drawing of the dive bombing magpie. They all start thinking...

Once Upon a Time

story by Sara Matson

Wake up! Wake up!' Bluebird twittered in Bear's ear.

Bear stopped snoring and opened one eye. 'Is it spring yet?'

'Spring started a week ago!' Bluebird chirped. 'Now get up! I have news.'

Bear lumbered out of his cave and down to the river. After a long drink of water, he asked, 'What kind of news?'

'It's about the Forest Fling,' Bluebird said, soaring in circles above Bear's head. 'This year, there's a writing contest. The winner's story will be read aloud on opening night. And guess who's—'

'A story contest?' Bear interrupted. 'Maybe I'll enter. I've always wanted to be a writer.'

'So has Owl!' Bluebird said. 'She's entering too, and you know how smart she is.'

Bear frowned. If Owl entered the contest, she'd be sure to win. He might as well give up now.

But then he pictured all the forest animals circled around the campfire, listening to his story. His winning story.

'I think I'll give it a try,' he said.

The next morning, Bear sat in his cave, surrounded by crumpled papers.

'Writing a story is hard,' he said.

Just then, Bluebird fluttered in. 'Guess what? I stopped by Owl's tree, and she's already written fifty-two pages. Her story's amazing! At least ... I *think* it is.'

'What do you mean?' Bear asked.

'She uses a lot of long words,' Bluebird said.

'Harrumph,' Bear said. 'I like stories I can understand.'

He remembered being a cub. He had loved to sit in his little chair while Papa Bear read to him in a deep, growly voice. None of Papa Bear's stories were confusing.

Bluebird looked doubtful. 'Owl's story sounds really smart. She just might win.'

Bear sighed and picked up his pencil. 'You're probably right.'

The next day, Bear went outside to write. But the sunshine made him sleepy, so he took a nap instead. He dreamed about fish soup and acorns and the porridge Mama Bear used to make for breakfast. She'd covered it with brown sugar and thick, yellow cream.

Bear woke up hungry. While he was catching himself a fish for supper, Bluebird came by.

'How many pages have you finished?' she asked.

Bear flipped a fish out of the water. 'One—well, *almost* one.'

'Bear! The deadline is tomorrow night,' Bluebird scolded. 'You need to get busy!'

'How's Owl doing?' Bear asked, although he wasn't sure he wanted to know.

'She's written eighty-eight pages!' Bluebird said. 'She has a chapter about the history of shoelaces, and another about giant pickles, and another about Polish-speaking ostriches.'

'I've never heard of Polish-speaking ostriches,' Bear said.

Bluebird looked wise. 'Owl says a story's supposed to teach you something.'

'Harrumph,' Bear said. 'I like stories about everyday things. Like friends, and families, and forests. And maybe porridge.'

Bluebird patted him on the head. 'Try not to feel too bad. It's not your fault you don't have Owl's brain.'

The next day, Bear woke up early. After breakfast, he sat at the table with his notebook and pencil.

'Now where was I?' he said aloud. He looked down at the paper. All he had so far was *Once upon a time*.

Moments later, Bluebird sailed in. 'I just came from Owl's tree. She's finished!'

'Really,' Bear said glumly.

'She wrote 203 pages,' Bluebird said, hopping up and down on Bear's shoulder. 'Her description of the sunrise takes up 100 pages alone!'

'Harrumph,' Bear said. 'I can describe the sunrise in two words: *It's pink*.'

'I'm sorry, Bear, but she's going to win for sure!' Bluebird flew around the room in a feathery frenzy. As she zoomed over the coffee table, her wing brushed a framed photo to the ground. *Crash!*

'Bluebird!' Bear said. 'Watch where you're flying, please.'

He picked up the photo. It showed him as a cub, standing next to his childhood friend, a little girl with long, golden hair. He hadn't thought about Goldilocks in a long time.

'I like stories with interesting characters,' he said softly, remembering the day they had met. Suddenly his paw itched for a pencil.

'Sorry about the broken glass,' Bluebird said. 'And I'm sorry about the contest. Maybe next year, huh?'

'Maybe,' Bear said, sitting down again. 'Or maybe not.'

The next night, the Forest Fling opened with its traditional campfire. All the animals gathered around as Mouse, the head of the judging committee, cleared his throat and began the winning story:

Once upon a time, there were three bears: Papa Bear, Mama Bear and Baby Bear. They lived in a cottage in the forest. One day, while waiting for their porridge to cool ...