

S2 - 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 reading, writing and in everyday life.

Resources

Every day you:

- will need an adult so you can discuss your work. Your adult can explain tasks for you and you can explain concepts and tasks to them. 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 workbook your teacher has sent home with you, or some paper.
- are expected to complete a reading task, and a writing task.
- are expected to write neatly and present your work just as well as you would at school. Your teacher's bookwork expectations are also expected at home too.

You are encouraged to engage with a wide range of texts. This means non-fiction, fiction, across a variety of subjects, forms and features. We know texts to be: books, novels, decodable texts, poems, plays and short stories, but it can also be an advertisement, a comic, an ad or serial on TV, a catalogue or a menu. Texts can also be spoken and viewed, like movies, podcasts and speeches.

Task d – understanding narrative



Read or listen to an adult read the script of the narrative video included below. If you have access to the internet you may wish to watch the video using this link

<https://vimeo.com/398136873>

As you read, think about these questions.

- What is narrative?
- Why is narrative useful?
- How can understanding 'narrative' help me?

As you read or listen, highlight the sections of the script that you think help answer the questions.

NARRATIVE VIDEO SCRIPT

INT. 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 O/S. 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 where 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, whooshing, 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...

Use your highlighted sections to write your own definition of 'narrative' and why it is important below.

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.

Challenge: Do you want to do more? See if you can redraw the pictures Mr Cranna drew in the narrative script and put them in the correct order below!

Check your work



Tick each activity that you have completed

- ☐ Task a – vocabulary activity
- ☐ Task b – writing
- ☐ Task c – independent reading
- ☐ Task d – understanding narrative

Reflection



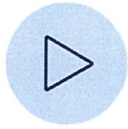
Write a paragraph about an event that has changed the way you think about something.

Have you included:

- Where it happened
- When it happened
- Who was there
- What happened
- How this changed your thinking

Activity 2

Task a – vocabulary



Sometimes newspapers, magazines or news shows want the title of their text to catch your attention. We call these catchy titles 'headlines'. They are short and snappy! Can you improve the titles below to make them shorter and to grab attention? You might want to find new words by asking your adult or looking in a thesaurus. You have 5 minutes to create the best headlines you can. Ready? Set, GO!

Elephant found in school yard

Magpies are protective because they are nesting

People get sick from food

Farmers need dogs to help with sheep

Computers stopped working in schools

Task b – reading



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

Remember everything you have been taught by your teacher when reading, including fluency (smooth reading) and expression.

Finished? Tell your adult what the text was about. Was it fiction or non-fiction? How did you know? If it was fiction – who were the characters? What happened? Did anything interesting happen? If it was a non-fiction text, what was the topic? What new information have you learnt? Does knowing this change your thinking?

Record the title of the text below and include it in your record of texts (at the back of this workbook).

Task c - narrative presents a view of the world



Read the transcript from the BTN website about 'Magpie season' that accompanies this workbook. If you have access to the internet you can watch this clip at <https://www.abc.net.au/btn/classroom/magpie-season/1150608>

Even though 'Magpie season' is clearly a news report (in other words a non-fiction text) it is still structured as a narrative to keep us interested. Narratives always present a view of the world.

In other words, narrative includes some things and leaves out others.

One way to explore what is included or left out is to think about who gets to 'tell' their story and who might not be included.

Use the transcript to retell the narrative that the following people or groups share with us in 'Magpie season'.

Matt's narrative

The children's narrative (Fatick, Marco, Ella, Jay, Sienna and Sam)

The magpies' narrative

Who's story is shared with us the least? _____

Why do you think the author made that story less powerful?

Can you think of a group, person or animal who was left out of this news report that the author might have included? How might the news report have changed if they were included?

Why do you think the author used narrative to engage the audience in this text?

Check your work



Tick each activity that you have completed

- ☐ Task a - vocabulary task
- ☐ Task b - independent reading
- ☐ Task c - narrative presents a view of the world ('Magpie season')

Reflection



Think about what you have learnt so far about narrative. Use this structure to guide your reflection.

<div>3</div> <div>things I learnt today</div>	
<div>2</div> <div>things I want to know more about</div>	
<div>1</div> <div>question I still have</div>	

Activity 3

Task a – vocabulary



Find an advertisement. This may be a print ad or an ad on television.

Choose a word that you are not familiar with and answer the following questions:

The word is: _____

I think it means: _____

Clues I used: _____

Dictionary definition:

It makes me think of: _____

Put it in a sentence:

Task b – reading



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

Remember everything you have been taught by your teacher when reading, including fluency (smooth reading) and expression.

Finished? Tell your adult what the text was about. Was it fiction or non-fiction? How did you know? If it was fiction – who were the characters? What happened? Did anything interesting happen? If it was a non-fiction text, what was the topic? What new information have you learnt? Does knowing this change your thinking?

Record the text that you have read below, and also add it to the record of texts at the end of this workbook:

Task c – reading ‘Stinky Sid’



Read ‘Stinky Sid’, by Zoe Disher, a narrative that accompanies this workbook.

Identify the orientation, complication/s and resolution. Using the highlighters or pencils, highlight the sections in the text which indicate this using 3 different colours and a label.

Find and highlight in another colour the description of the setting in the orientation. Look further in the text to identify and highlight words or phrases that provide more information to the setting description. Can you make a clear picture in your head of the setting?

Below write the words and sentences that help you to create a clear picture of the setting for this narrative.

Check your work



Tick each activity that you have completed

- ☐ Newspaper article vocabulary
- ☐ Independent reading
- ☐ Reading 'Stinky Sid'

Reflection



Share with an adult the structure of a narrative. Remember to share why structure is important to help the audience.

- What is usually included in the orientation? (setting, characters, time)
- Can you think of a text where it does not start with an orientation?

Activity 4

Task a – vocabulary



Look out your window or door. What do you see?

Describe this to an adult. Remember to use adjectives and imagery.

You should be using language that helps the adult build a clear 'picture' in their mind.

Task b – reading



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

Remember everything you have been taught by your teacher when reading, including fluency (smooth reading) and expression.

Finished? Tell your adult what the text was about. Was it fiction or non-fiction? How did you know? If it was fiction – who were the characters? What happened? Did anything interesting happen? If it was a non-fiction text, what was the topic? What new information have you learnt? Does knowing this change your thinking?

Record the title of the text that you have read below and in your record of texts at the end of this workbook.

Task c – imagery in ‘Stinky Sid’



‘When Sid came into the house, flowers dropped their petals and the paint peeled off the walls. Bert’s feathers dropped out and fell in his birdseed.’

Discuss with an adult, the images the words created in your mind from the above passage.

What feelings does this imagery provoke?

What do you think is the purpose of this imagery? What impact does it have on the reader?

Use imagery to describe an object, family member or pet. This can be written below or shared with an adult.

Task d – punctuation in ‘Stinky Sid’



There are 19 exclamation marks used in Stinky Sid. That’s way more than usual...Why did the author, Zoe Disher, use so many?

What do you think is the **purpose** of the exclamation marks in ‘Stinky Sid’?

Check your work



Tick each activity that you have completed

- ☐ Vocabulary activity
- ☐ Independent reading
- ☐ Imagery in ‘Stinky Sid’
- ☐ Exclamation marks in ‘Stinky Sid’

Reflection



Consider how the choices the author made contribute to the mood and feeling of 'Stinky Sid'.

Who is telling the story of Stinky Sid?

Could the story be told by the dog?

Who else could tell this story?

If they told the story, how might it change the mood or feeling of the narrative?

Activity 5

Task a – visual stimulus (description)



Describe the image below to an adult in your house.

Remember to use great adjectives and imagery.

Try using a simile where you compare one thing to another.

- Example of a simile: The house was as dark as the night sky without any stars.



Share your description by writing it below.

Task b – reading



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

Remember everything you have been taught by your teacher when reading, including fluency (smooth reading) and expression.

Finished? Tell your adult what the text was about. Was it fiction or non-fiction? How did you know? If it was fiction – who were the characters? What happened? Did anything interesting happen? If it was a non-fiction text, what was the topic? What new information have you learnt? Does knowing this change your thinking?

Record the text that you have read below and in your Record of texts:

Task c – writing



Show what you know about narrative. Write your own!

Remember to include:

- include an orientation, including characters, setting and time
- a complication
- a resolution
- use imagery to 'paint' a picture with words

Look carefully at the picture. Who might live there? Why? What problem might happen that effects them?

Once you have a plan, get writing and share the world of your story!

Title: _____

by _____

[illegible]

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



Tick each activity that you have completed.

- Description using visual stimulus
- Independent reading
- Independent writing task

Reflection



Reread your narrative to someone else. Show them where you have included:

- an orientation, including characters, setting and time
- a complication
- a resolution

Explain to them what imagery is and where you used it in your narrative. Why did you use it there?

What would you improve when you are writing next time?

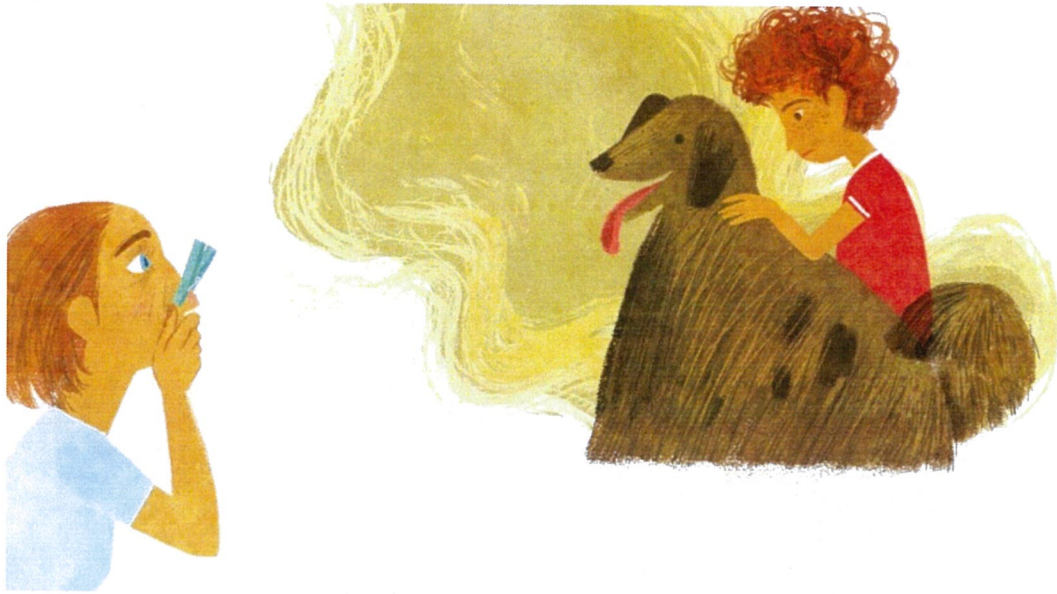
Record of texts

'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	Independent	I recommend this comic because it is funny.

Date	Title	Type of text e.g. a poem	Independent or shared	Notes



Stinky Sid

[story by Zoë Disher](#), [illustrated by Anna Bron](#)

WHEN SID CAME into the house, flowers dropped their petals and the paint peeled off the walls. Bert's feathers dropped out and fell in his birdseed.

'Sid stinks!' cried Mum, putting a peg on her nose. 'I can't put up with that any longer.'

'It's not his fault,' said Ben, throwing his arms around Sid's neck. But it was true—Sid smelt worse than an old sock in the bottom of a rubbish bin. The trouble was that Sid loved fetching the sticks that Ben threw into the creek for him. Sid's fur picked up all the slime and muddy water from the creek. When his fur dried, the muddy smell wafted into the air. Today he smelt like dead fish and yabbies.

'I've had enough!' said Mum. She picked up Bert's cage and marched out of the house. 'I can't live with that smell any longer.' She slammed the car door and drove away.

Ben ran to Dad. 'Mum's left!' he said. 'She said she can't live with Sid's smell anymore and now she's gone!'

Dad turned white. Sid bounced up and licked his face. Dad turned green. 'Phew!' he gasped. 'I guess it's time to give you a bath, old mate.'

In the laundry, Dad found carpet shampoo and nit shampoo—but no dog shampoo.

'He can use my shampoo,' offered Ben.

'No,' said Dad, 'it's bad for his skin.'

Sid squeezed into the laundry. His stink hung in a dirty cloud all around them. Dad staggered and fell over. 'I think this is a job for the professionals,' he wheezed. He looked up a dog grooming salon on his phone. 'Perfect!' he said. 'We'll catch the bus.'

'Sid can't catch a bus!' said Ben. Dad just winked.

At the bus stop, Sid whined. He didn't like hiding in a bag.

'Just some dirty washing!' Dad said to the driver when they bought their tickets. Ben and Dad dragged the bag to the back of the bus. Sid whined again. Dad slipped him a bone to chew on. The bag went *crunch!* And *slurp!* An old lady turned and stared. Then her nose twitched. Her eyes started to water. She pressed the bell to get off.

The stink rolled around the bus. It was like being in a big hot oven of pong. Dad and Ben stuck their heads as close as they could to the open window to get some fresh air.

'What's that stench?' coughed a man in a suit.

'We're being gassed!' groaned another man.

The stink hit the driver, and the bus began to wobble. He slammed on the brakes and veered off the road. He opened the doors and everyone ran out, gasping for breath.

'Let's get out of here,' said Ben, dragging the bag away.

Dad and Ben walked Sid the rest of the way. When they went into the dog salon, the dog groomer fainted and fell into the pot plants. Ben threw a glass of water on her.

'How could you let your dog get so smelly?' she spluttered.

'It's not his fault,' said Ben. 'Anyway, Sid likes the way he smells.'

'Just give him the works,' said Dad.

'I'll do my best,' said the dog groomer. She put on thick rubber gloves, safety goggles and a nose plug. Then she got to work.

When she finished, Sid didn't smell of creek water and slime anymore. He smelt of roses and flea powder. He looked different too. His fur was pink, and there were pompoms everywhere on his head, on his feet, on his hips, on his tail and even on the ends of his ears.

'Sid?' asked Dad. 'Is that you?'

The dog groomer charged double price. There was no money left for the bus so Dad and Ben walked Sid home. Dad kept shaking his head and saying, 'What has she done to you?'

Sid didn't seem too happy about his new smell. His tail lost its wag. It drooped down, dragging its pompom in the dust.

When Ben and Dad got home, the car was in the driveway.

'Mum's home!' cried Ben. Mum was in the driveway getting the birdcage out of the car. Bert was sitting back on his perch wearing a tiny jumper.

'Whose dog is that?' said Mum. She looked again, 'Is that Sid?' She was so surprised she dropped Bert's cage. It bounced down the hill to the creek. Bert swung wildly on his perch and chirped like mad as the cage splashed into the water.

'Oh no!' said Mum. 'Budgies can't swim!' The cage drifted down the creek and started to sink.

'Don't worry!' said Ben, 'Sid can help.' He unclipped Sid's lead. 'Go fetch, Sid!'

Sid raced to the creek like a pink cloud. He splashed into the muddy water. He paddled over to Bert and grabbed his cage with his teeth. When Sid brought Bert back, he didn't look like a cloud any more. He looked like a dirty puddle. Mum checked that Bert was okay. Then she gave Sid a big hug. 'You're a hero, Sid,' she said.

'But now he stinks again!' cried Dad. 'Please don't leave us!'

'Don't be silly; why would I leave you?' said Mum. 'I just took Bert to the vet—that's all. His feathers should grow back in a few weeks.'

'But you said you can't live with Sid's smell,' Ben pointed out.

'I can't,' said Mum, reaching into the car. 'That's why I picked up some dog shampoo at the vet's.'

'Come on,' she added, as Sid shook creek water all over her. 'You need a bath!'