

Jack, the Pirates



*and the
Blue Mermaid*

An Adventure

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THIS YEAR 3 LEARNER BOOK A

BELONGS TO:

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Jack, the Pirates



*and the
Blue Mermaid*

An Adventure

LET'S INVESTIGATE



Where?
When?

IMAGINARY

Where?

REAL

When?

PAST
PRESENT
FUTURE

SEASONS
WEATHER



What
happened?

THE CHALLENGE



Climax

Turning Point

SOMETHING IS UP

Rising Action

NEXT

Falling Action

ADD DETAILS

Rising Action

THEN

Falling Action

First Person

Third Person

THE HOOK



Beginning or Introduction

The end

ALL IS WELL

Ending or Resolution

The Super Story Staircase ©



Who?

CHARACTERS



CHARACTER
APPEARANCE

'Don't only
judge a book by
its cover!'

Feelings or emotions come and go!



feelings

actions

thoughts

speech or dialogue

Collect Clues



Who?

The **antagonist** is the character that
acts to stop the main character from
achieving their goal.

They can cause problems or challenges for
the protagonist. The antagonist can be
'good' but is usually 'bad'.



Who?

The **main character** is also
known as the **protagonist**.

The story will be about how this character
responds to events, other characters and
even the setting. These actions drive the
plot of the story toward the goal.

The main character can be 'bad'
but is usually 'good'.



Who?

**Supporting
characters** are
all the other
characters.
They can be
'good' or 'bad'
or in between.

MOOD

THEME



protagonist (say pro - tag - o - nist)
NOUN



antagonist (say an - tag - o - nist)
NOUN

LET'S INVESTIGATE

Parts of a Book

pages
title
cover
spine

Our Earth The Continents

A first fact book for smart children

Parts of a Book



The topics in a book and their page numbers.



information NOUN

(say "in - for - may - shen")

Features

illustration photograph text box
caption diagram timeline chart
map graph key words
italics coloured
Bold words

bullets
• detail
• detail

Key words and meaning in alphabetical order.

GLOSSARY

adapt—to change in order to survive
cargo—things that are carried from one place to another
droop—to hang down
grip—to hold on tightly
herbivores—are animals that only eat plants
nostril—nose holes that help an animal breathe
sandstorm—strong desert winds that blow sand into the air

Did you know?
Camels are found in hot deserts. They can go for long periods without drinking water.

Photograph

The Heading



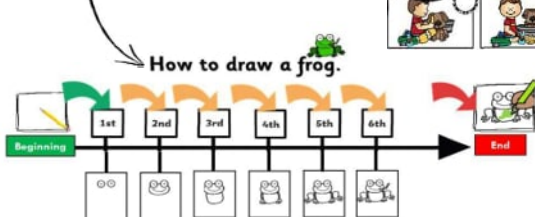
Instructions in learner books.

Instructions in learner books.

underline write circle
trace hold tick

The Heading

How to draw a frog.



The Heading

Title or Heading	
Bullet points	• fact • fact • fact
Caption	
Diagram	
Photograph	
Illustration	
Page number	2 3

ROCKS

Text A from Rocks from our planet Earth.

THE ROCK CYCLE

Rocks make a journey over millions of years, they do not stay in one place. The rock changes, it does not stay the same.

Igneous
example: granite
• Lots of holes
• Flows in water
• Comes like a sponge
• Used for road tarmac

Sedimentary
example: chalk
• Very soft and crumbly
• Light weight
• Very fine grains

Metamorphic
example: slate
• Dark grey or black
• Has the smooth layers
• Splits into flat pieces
• Used for roofs and floors

SOME MINERALS THAT COME FROM ROCKS

Gemstones Metals

THE ROCK CYCLE

Metamorphic rocks are made by either heating up or squeezing the earth's crust. These rocks are often found where there are mountains.

Igneous rocks are formed by volcanoes. There is a tiny hole inside a volcano that sends out lava. When it cools down, it forms hard rocks.

Sedimentary rocks are formed at the bottom of the sea. Water, sand or silt is pushed down and pushed together in layers. This forms a large rock.

Did you know?
DIAMOND
A gemstone
Some rocks are used in jewellery because they shine brightly
They are also one of the hardest materials on Earth
Diamonds can be used to drill through almost any object
For example: rocks and metals

HOW ROCKS ARE FORMED

Rocks are sorted into three main groups based on how they are formed.

Some rocks are formed by heat and pressure. These rocks are called igneous rocks.

Other rocks are formed by layers of sand and silt being pushed together. These rocks are called sedimentary rocks.

The last group of rocks are ones that are formed by heat and pressure. These are called metamorphic rocks.

instruction NOUN

(say "in - struhk - shn")

Title or Heading	A how to statement.
List of what is needed	Ingredients and or equipment
Method or steps to follow	Numbers Letters Bullet points
Diagram	
Photograph	
Illustration	
Page number	2 3

explanation NOUN

(say "ex - spluh - nay - shn")

The title asks a question	How or Why in the title
Order of events	Sequence words like: first, next, after
Caption	
Diagram	
Photograph	
Illustration	
Page number	2 3

Subheading

Why do mammals have different teeth?

The teeth that mammals have in their mouths match the food that they eat. Mammals' teeth can look different from each other.

There are four types of mammal teeth:

- Canines**
Cut and tear food up.
- Molars**
Chew, grind and crush food.
- Incisors**
Grab, slice, or cut food.
- Premolars**
Tear, slice and chew food.

Learn - I - vowels
eat - other animals.

Learn - I - vowels
eat - plants, nuts, fruit, and roots.

Learn - I - vowels
eat - other animals and plants, nuts, fruit, and roots.

Carnivores
Carnivores, or meat eaters, will have long and sharper teeth. These teeth are used for catching and gripping food since they do not eat plants.

Herbivores
Herbivores, or plant eaters, will have more teeth for crushing and grinding food and for grinding grass and plants.

Omnivores
This group have all kinds of teeth, including canines, incisors, and molars. These mammals eat a variety of foods that come from both meat and plant sources.

Did you know?
Humans have all three types of teeth: canines, incisors, and molars.

Glossary
Incisor: A sharp tooth used for cutting.
Molar: A tooth used for grinding and crushing food.
Canine: A sharp tooth used for tearing and gripping food.

sequence (say see-kwens)

NOUN sequences

1st 2nd 3rd 4th 5th

Sequence

1st 2nd 3rd 4th 5th

How to make a healthy easy breakfast.

Method:

- 1st Crack the eggs into the bowl and add milk.
- 2nd
- 3rd
- 4th
- 5th

For extra taste sprinkle with spices or add tomato sauce. Enjoy!

Words Matter

switch drop crack add heat pour stir
whisk cook serve for extra taste sprinkle

How to wash a dog.



How do honeybees make honey?

There are thousands of species or kinds of bees in the world but only the honeybee makes the honey that we eat.

Worker bees search for nectar from sunrise to sunset.

First, the worker bee finds a flower and sucks the nectar.

The worker bee sucks with its proboscis, which is like a long tongue.

The worker bee must visit up to a thousand flowers to fill its 'honey stomach'.

This is the honey stomach.

After, its stomach is full, it flies back to the hive.

Next, the worker bee passes the nectar to the mouth of another bee.

As it is passed one bee's mouth to the next bee's mouth, it turns into honey.

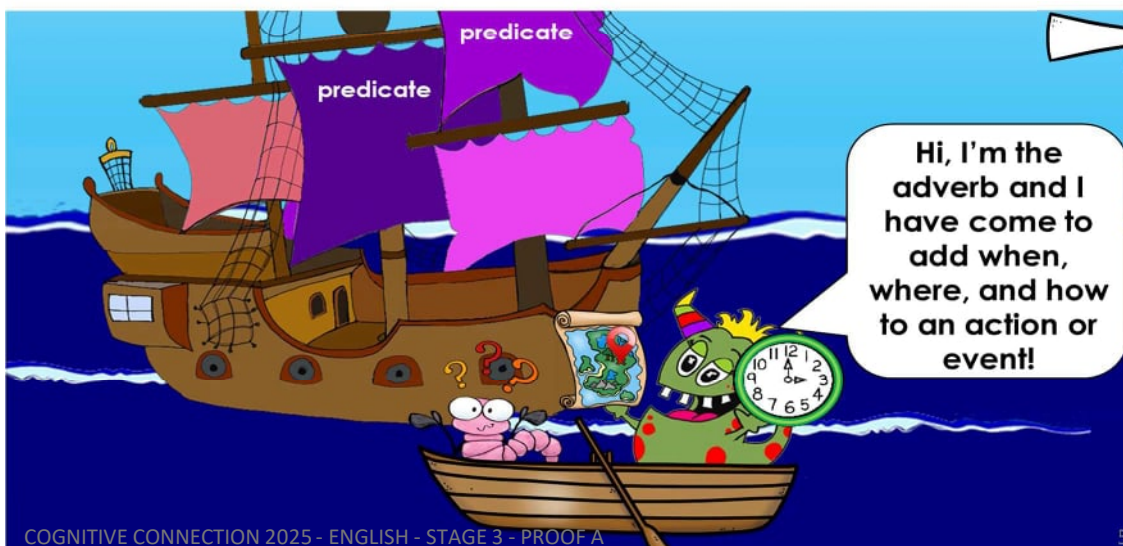
Finally, the last worker bee in the row, spits the honey into a cell. In the honeycomb.

The worker bee works the whole day and rests at night.

Did you know?
Honey is a sweet liquid made by bees. It is made from the nectar of flowers. It is a natural sweetener and is healthy for you.

Prologue

On a ship in the middle of the Great Grammar Sea...



verb tenses

THE TIME BEFORE NOW.

THE TIME THAT WILL COME.

Present

Future

Past

NOW

Look for **'-d'** or **'-ed'** at the end of the **verb** to show that the action or event has happened.

THE ACTION or EVENT HAS HAPPENED.

AND IS COMPLETED!

SIMPLE PAST TENSE

ACTIONS or EVENTS THAT HAPPEN OFTEN!

SIMPLE PRESENT TENSE

PRESENT CONTINUOUS TENSE

THE ACTION or EVENT IS HAPPENING NOW!

Look out for the **verb or the **verb** with the ending **'-es'**, **'-s'** or **'-ing'** to show the present action or event!**

am is are

to be

The way the regular verb ending changes tells us when an action or event happens; **in the past**, **in the present** or **in the future**.

regular and irregular verbs

Let's study, think, and discuss clues that verbs can give us about when an action or event happens!

Regular means usual or common.

Irregular means not usual or common.

Some verbs that change.

say	said
know	knew
see	saw
run	ran
begin	began
break	broke
speak	spoke
eat	ate
go	went

am/is/are was/were
do/does/doing did/done
have/has/having had

Some stay the same.

hit	hit	shut	shut
put	put	fit	fit
cut	cut	set	set

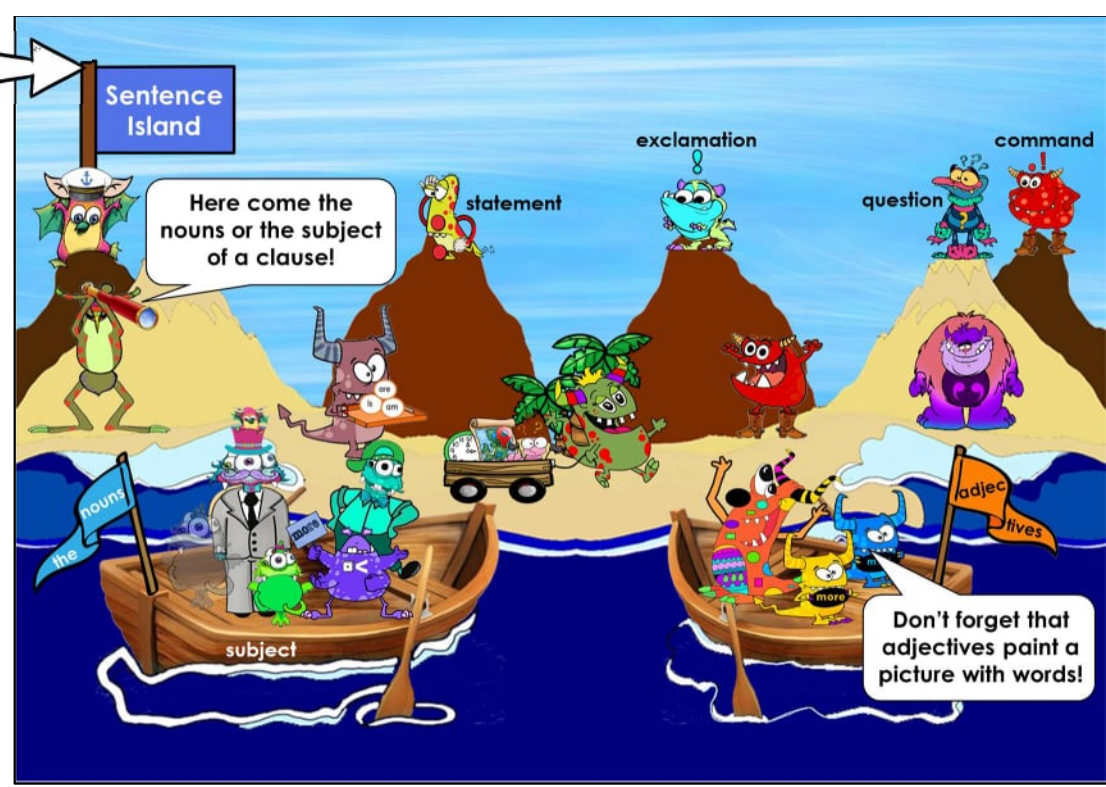
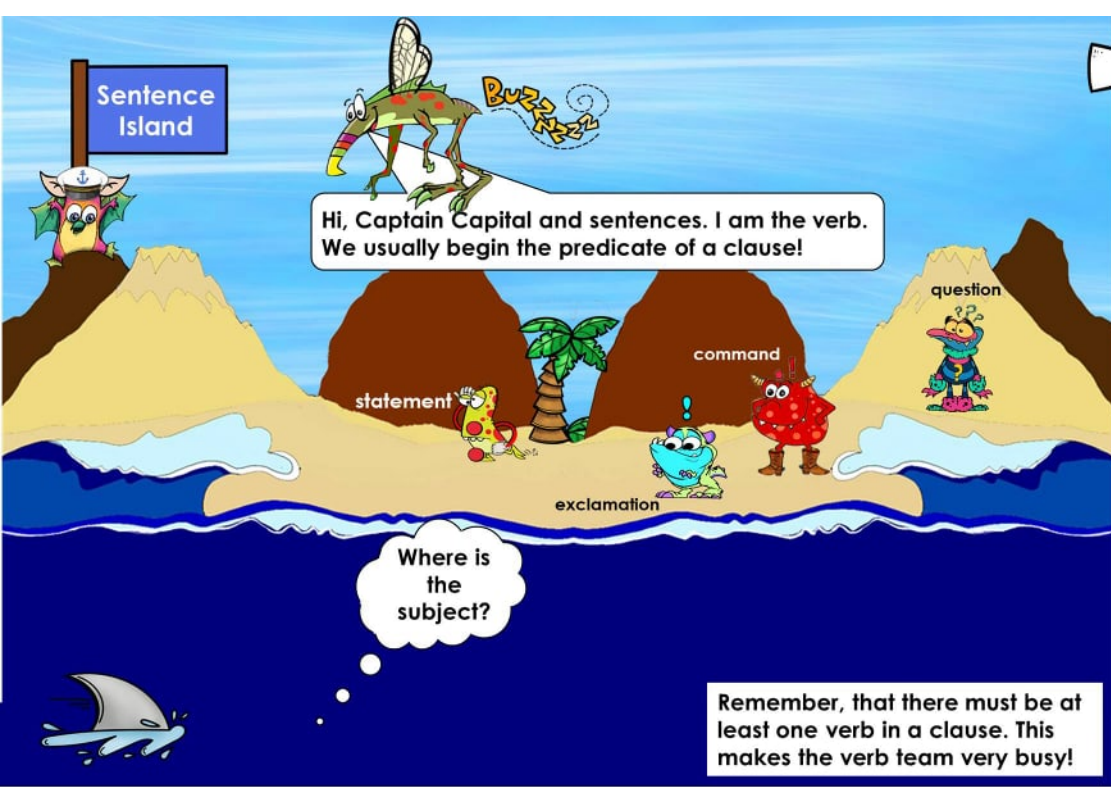
So, when you read the verb you will be able to tell if the action or event is in the simple past tense or if the action or event is in the simple present or simple continuous tense.

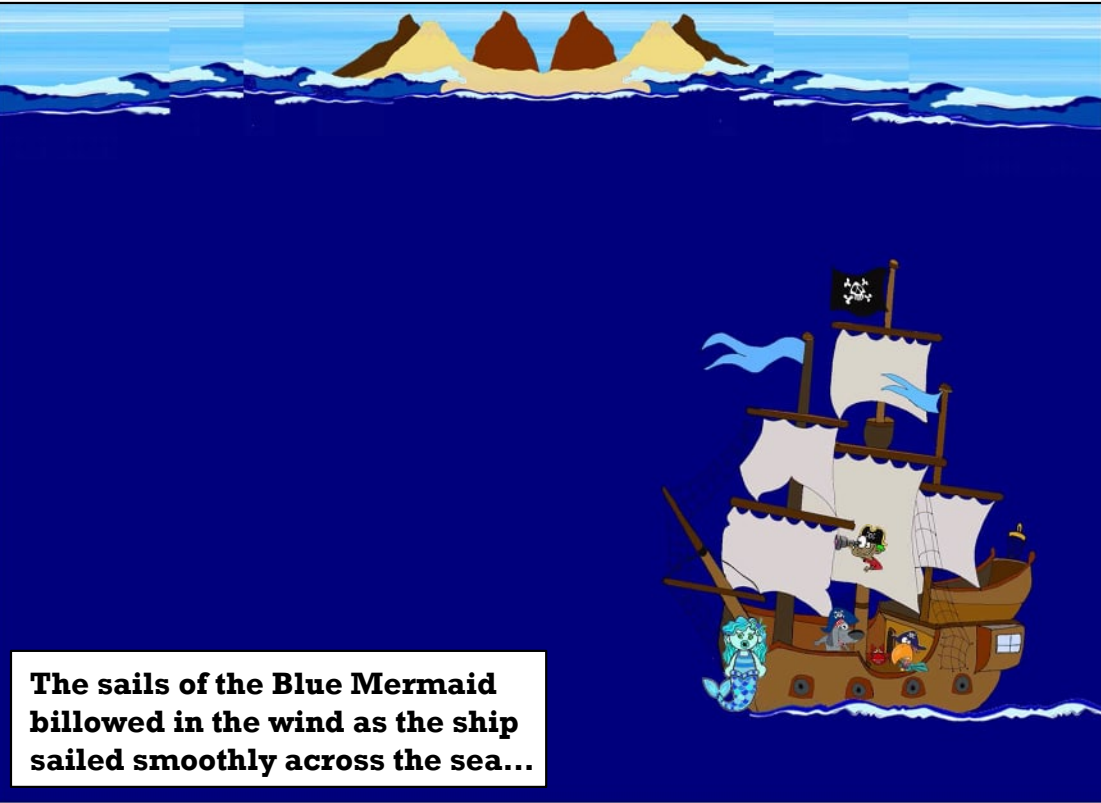
I looked and I looked!

I look. I am looking.

I see Sentence Island!

He saw Sentence Island!





The sails of the Blue Mermaid billowed in the wind as the ship sailed smoothly across the sea...

“LAND AHEAD!” came the sharp shout from the Crow’s Nest. The crew paused to look up at the pirate in the basket, at the very top of the mast. “LAND AHEAD!” he shouted again, pointing at the island on the horizon.

“I wonder if the island has a name?” asked Pirate Pike. Pirate Pool answered, “It’s not on the map.” “Let’s ask Captain Mooncrab if we can row ashore. Perhaps we will find treasure!” exclaimed Carlo Crab, excitedly.

Just then they heard a thump-stomp, thump-stomp, crossing the wooden deck. “Here he comes!” Carlo muttered, nervously.

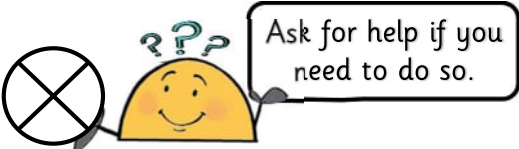
“You lazy rascals you are supposed to be swabbing the deck!” bellowed the captain. “B...b...but...” murmured Pirate Pike. “Get back to work or I will make you walk the plank!” he growled. The three friends trembled and picked up their mops, silently. Captain Mooncrab limped away, thump-stomp, thump-stomp.

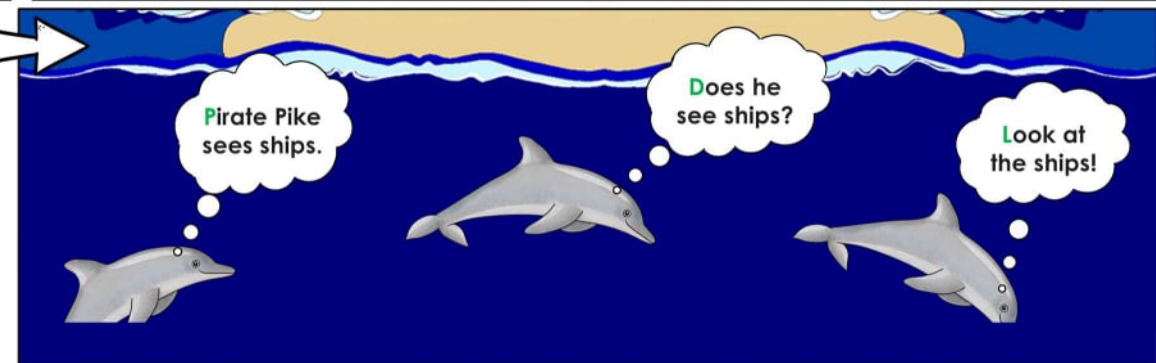
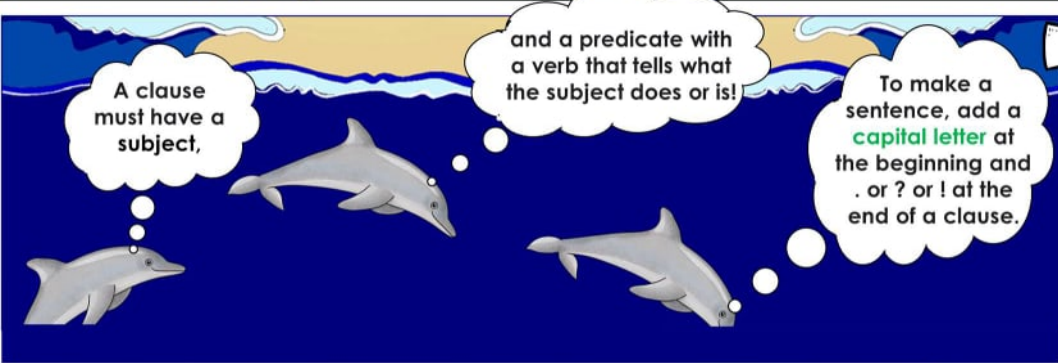
“Sir, maybe we will find the lost treasure of Pirate Black Hand. Think of all the gems and gold coins.” called Carlo Crab, bravely. Captain Mooncrab turned slowly, squinting across the deep, dark ocean. “Bring me my spyglass, Pirate Salt Sparrow. Hop to it!”

The Blue Mermaid swung back and forth, lazily in the hot afternoon sun. The captain raised his spyglass to his eye, then focussed on the far-off island. It was then that he saw a blue flag flapping in the breeze.

He was curious about the creature he saw at the top of a jagged peak. “Let’s sail closer.” he ordered. ‘Hop to it.’

REMEMBER TO ANNOTATE!		
	or	
	or	
	or	
		A command sentence
		A question sentence
		A statement







Can you write about Pirate Pike, and the crew of the Blue Mermaid and what they saw when the Blue Mermaid got to Sentence Island ?



You must write in the simple past tense.

Think



Discuss



Plan

When?

Who?

Where?

What?

Write



words

Just like this!

An hour ago



When?



Key Words

Setting

Where?



Key Words

Setting

Who?



Key Words

Characters

What happened?



Key Words

Events

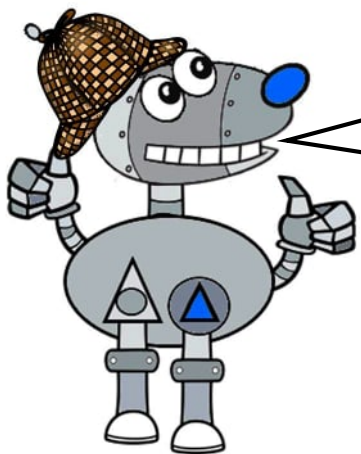


Ask for help if you need to do so.

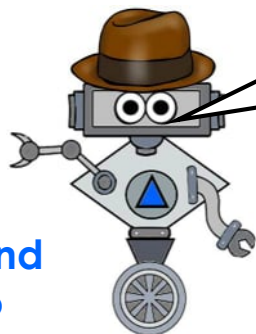
Add your own adjectives



Paint a picture with adjectives.



How to
learn
words.



Ways
or strategies
to use!

Add the word and
its meaning to
your personal list.



Trace the word.

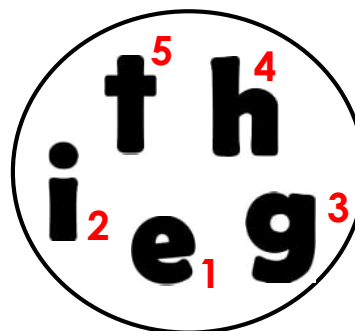
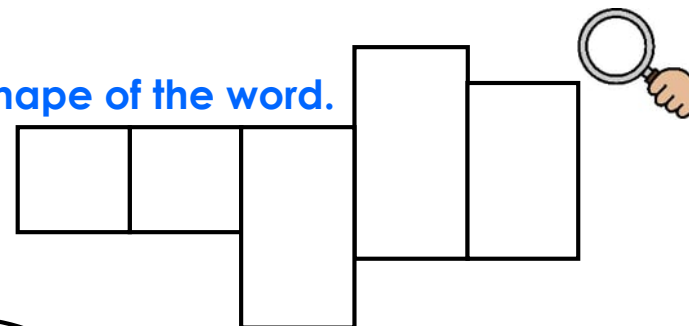


eight

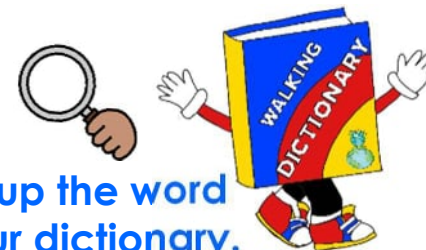
eight

eight

Study the shape of the word.



Order the letters.



Look up the word
in your dictionary.

Recognise and underline the word in a text.

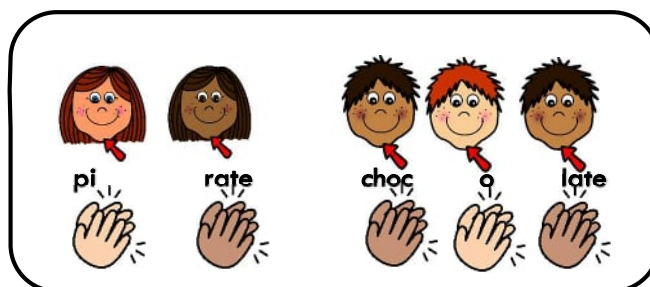


This weekend I ate eight slices of watermelon.

Eight plus eight equals sixteen.

A shape with eight sides is called an octagon.

Break the word into syllables.



Find words that rhyme.

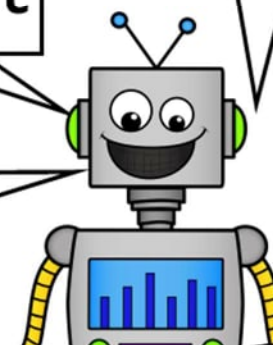


Words that rhyme with
eight

straight

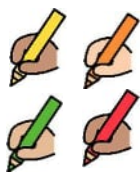
great

ate

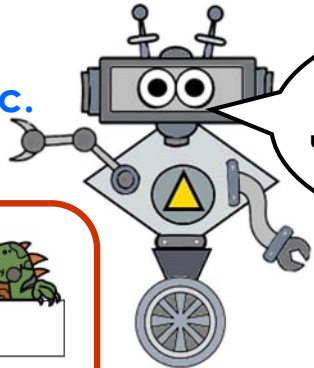


Copy the word in different colours.

you you you you



Try to make up a mnemonic.



This is called a mnemonic
It is a strategy that can be
used to help us to remember
almost any information!



mnemonic NOUN
mnemonics

(say ni - mon - ik)

Colour the word mindfully.

eight

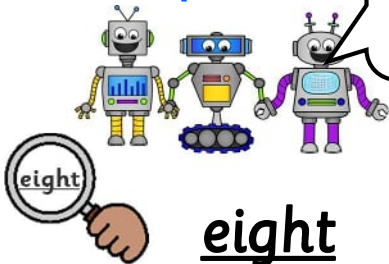


Use the word in
sentences or
write a poem.



Find the pattern.

A pattern is a set
that appears over
and over again.



eight

eighth

eighteen

eighty

height

weight

weightless

Some exception words for you
to learn.

eight, history, describe, environment,
because, would, should, could, don't,
can't, complete, enough, believe,
different, build, appear, disappear,
describe, early, centre, century, busy,
decide, consider, their, island, answer,
although, eighth, medicine, bicycle,
material, breath, glass, mention,
accident, accidentally, space,
experiment, height, guide, guard,
February, heard, forwards, continue,
extreme, fossils, fossil fuels, and group.

Finish the word.



eight

e _ _ _ _

_ _ _ _ t

_ _ 9 _ _

Now write the full word:

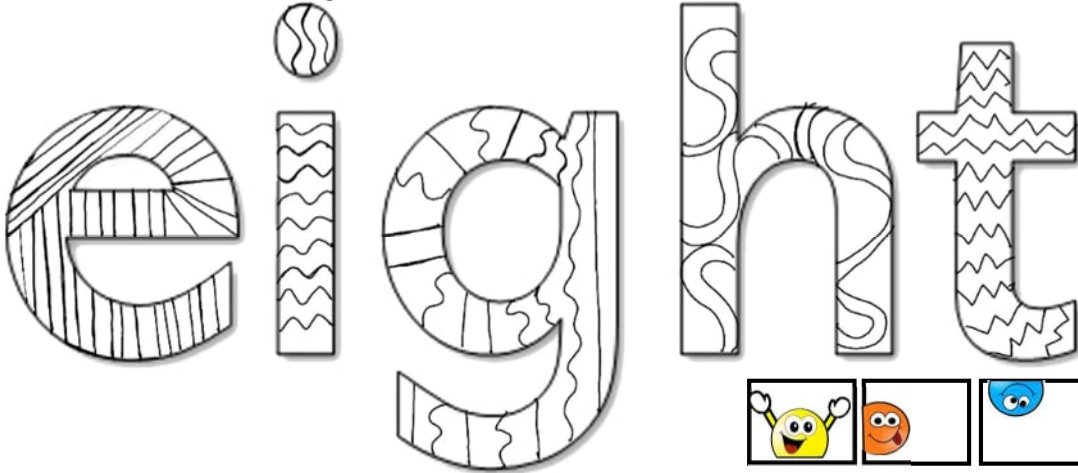
_ _ _ _ _

Read and list these words in alphabetical order.

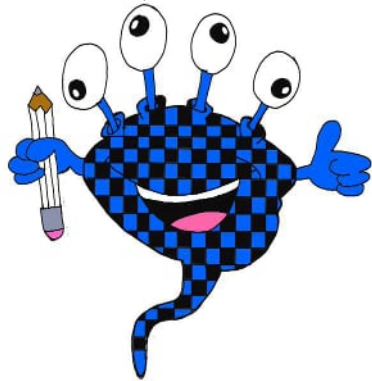
a	and
ha	hand
be	bend
wi	wind



Colour this word mindfully.



Let's check!
Complete one block at a time!



Highlight the word
that does not rhyme!









how low
slow



Read and annotate.

It was then that he saw a blue
flag flapping in the breeze.
Captain Mooncrab was curious
about the creature he saw at the
top of a jagged peak. "Let's
move closer." he ordered.
The wooden ship sailed over the
salty waves.

REMEMBER TO ANNOTATE!



 or 	4 common nouns
 or 	3 adjectives
 or 	2 verbs
 or 	1 proper noun





Compound words

1. Look at the illustrations.
2. Study the words.
3. Fill in the blocks.

rain + bow
 +  = rainbow

 + fish =  starfish

 +  = cupcake

butter +  = 



These compound words are adjectives.

Yes

No

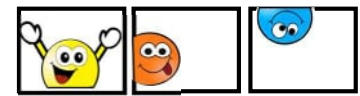
Fill in the correct connective word in these sentences.



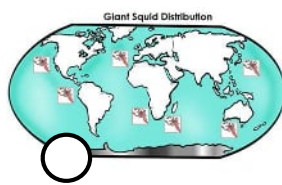
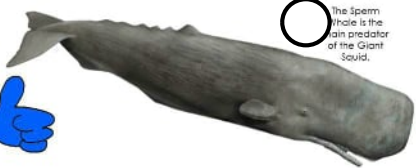
The chair is made of wood metal.

Would you like doubloons gems pearls?

Jack likes Pirate Pike he is kind.

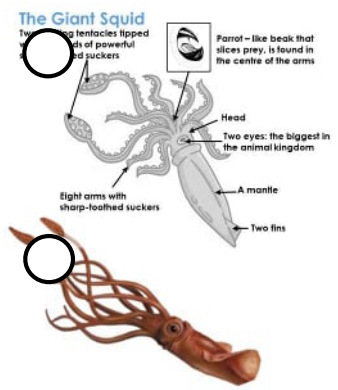


Let's check!
Complete one block at a time!

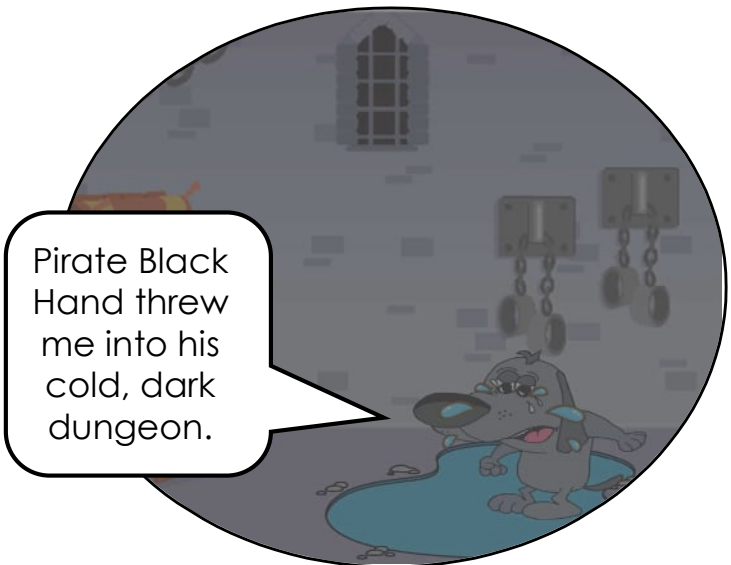



Match the text feature to the example.
Colour the circle in the matching colour.

- Diagram
- Caption
- Map
- Photograph



Study the illustration and the dialogue.
Write a caption about Pirate Pike's feelings.
Add a reason for these feelings.



 **dungeon** (say dun-jon) *NOUN* dungeons
an underground prison cell

Words Matter

Lined area for writing a caption and reason.

Highlight the word that does not rhyme!
blue shoe
new now

Highlight the word that does not rhyme!
beak break
cake

Highlight the word that does not rhyme!
boot foot
root



Chapter One



Across the ocean on a small island, the wind howled above the thrashing and crashing waves.

Thunder boomed and screeched. Jagged flashes tore the blackness apart!

Salty spray swirled, stinging my cheeks. Yet, I did not close my window against the wet wild wind. Instead, I leant forward, my spyglass to my eye, and there, between mighty walls of water, a pirate ship!

Just then, I heard my Mother calling, “Jack, Jack, where are you?”
“I’m coming Mother!” I answered. I closed the window. Then I thudded down the wooden stairs.

I found my Mother, in the eating room of our warm and friendly inn. We were poor and my Mother worked very hard. She cooked for people. She cleaned the bedrooms. Every day I helped her run the inn.



“I’m here, Mother, what can I do?” I blurted.
“Jack, it’ s time to help sweep the floors and dust the doors. Then, polish the wooden tables and chairs.” she responded.

I fetched the broom to sweep the room. In the corner, I found the mop and bucket to clean the floor. I glanced out at the silver moon as the clouds sailed across the ebony sky. I was almost finished, when my Mother put a tray down.

It was time for a hot cup of tea.

REMEMBER TO ANNOTATE!		
 or 	all the pronouns	
 or 	6 verbs	
 or 	5 adjectives	
 or 	subject	
 or 	predicate	

Thunder boomed and screeched.
I closed the window.
She cleaned the bedrooms.
I fetched the broom to sweep the room.



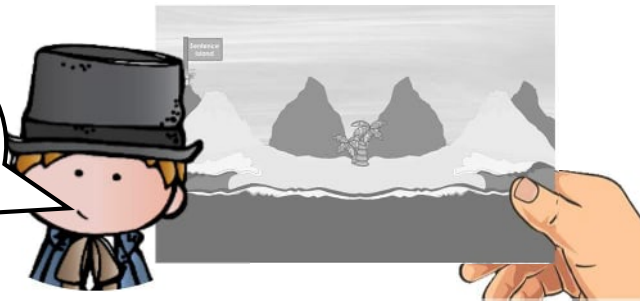
My mother poured steaming tea into our cups and sat down with a sigh.

“Look, we got a postcard from Pirate Pike!” said Mother.

Jack asked, “May I read it for you?”

“Indeed, you can show me how nicely you read.” agreed Mother.

Mother, look at the photograph of Sentence Island, on the front of the postcard.



Dear Mother Jones and Jack,

I am writing to you from Sentence Island. I arrived here after one hundred days at sea. You can see the image of the island on the front of the postcard.

Through my spyglass, I spotted the nouns on the beach. They looked lost because they could not make a sentence by themselves. Did you know that nouns or pronouns are part of the subject of a clause?







After a few minutes, some verbs joined them! The nouns were very happy because now they could do actions or be something. A verb usually begins the predicate of a clause.

Just then, dolphins swam, jumped, and dived past the island.

Suddenly, the adjective shouted, ‘Hey! What about all of us?’ The sandy, soft beach was filled with other parts of speech and the punctuation hot air balloon!

Wow, now we know that a clause must have a subject and a predicate. Then to make a sentence; take a clause and add a capital letter to begin and a full stop or question mark or exclamation mark to end.

Fond wishes,
Pirate Pike

REMEMBER TO ANNOTATE!		
	or	
A command sentence		
	or	
A question sentence		
	or	
A statement		



Mrs. Jones and Jack Jones
The Little Inn
4 Circle Lane
Romsea

Mother said, “You read well, Jack, I am proud of you!”

“Thank you, Mother.” said Jack.

After a little while, mother said, “It is time for bed!”

“Okay, Mother good – night. I will see you at first light!” said Jack.

I took a cup of hot chocolate upstairs and opened the door to my bedroom.



read VERB
SIMPLE PRESENT TENSE
(say “reed”)



read VERB PAST TENSE
(say “red”)



Ask for help if you need to do so.

Do you remember?



That you can use
adjectives to
compare any two
nouns.



This pink present is **big**.

comparative

If the adjective
has two syllables and
ends with the
letter 'y' you
minus the 'y' and
add 'ier'!

y y y y y

The orange is **juicier**.



The apple is **juicy**.



but

bad worse
good better
fun more fun

Paint a picture with adjectives.

Opinion, size, length, height, movement, age, use your
senses, ordinal number, how many, colours, shapes,
patterns, origin, material, texture, and purpose.



Use the preposition
'than' in a sentence
that compares two
nouns!



comparative

If the adjective
has one syllable and does
not end with the
letter 'e' or is a
cvc word –
just add 'er'!



The strawberry cupcake is **sweet**.

The chocolate cupcake is **sweeter**.



I am **closer** than you are
to the colourful lollipop!



closer

If the adjective
has one syllable and ends
in 'e' add 'r'!



close

comparative

C

Consonants are
'b, c, d, f, g, h, j, k, l,
m, n, p, q, r, s, t, v, w,
x, y, z'

V

The vowels
a o i e
u

C

Double these
consonants
'b, c, d, f, g, h, j, k, l,
m, n, p, q, r, s, t, v, z'



If the 'cvc' word ends with 'w' just add 'er'!

Do you remember?



That you can use
adjectives to
compare more than
two nouns.

superlative

This girl is **young**.

This girl is **younger**.

This girl is the **youngest**.



superlative

If the adjective,
has one syllable and does
not end with the
letter 'e' or is a
c+v+e word –
just add '**est**'!



The chocolate cupcake is **sweeter**.



The strawberry cupcake is **sweet**.



The window is **shiny**, the sign is **shinier**,
and the diamond is the **shiniest**.



pretty



Betty is **prettier** than Patty, but Meg is the **prettiest**.

Paint a picture with adjectives.

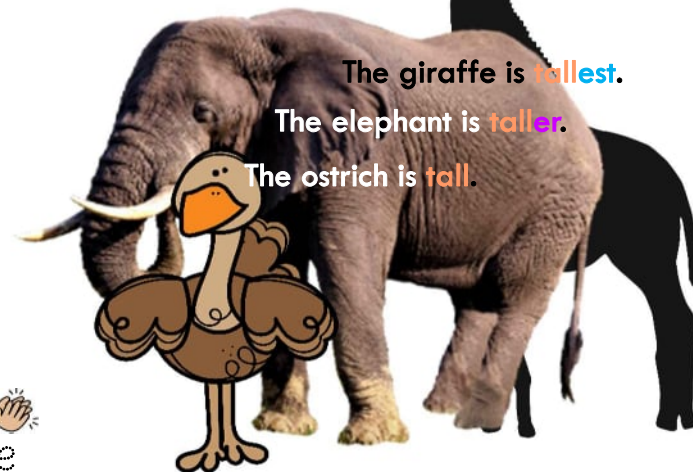
Opinion, size, length, height, movement, age, use your
senses, ordinal number, how many, colours, shapes,
patterns, origin, material, texture, and purpose.

superlative

The giraffe is **tallest**.

The elephant is **taller**.

The ostrich is **tall**.

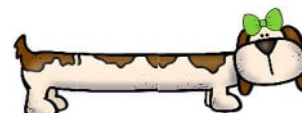


This is the **sweetest**
cupcake!

superlative



long



longer



longest

funny



Flip Fish is **funnier** than Percy Plod
but Casper Clown is the **funniest**.

If the adjective
has two syllables and
ends with the
letter 'y' you
minus the 'y' and
add '**est**'!

The watermelon is
juiciest fruit
of all!



The orange is **juicier**.



The apple is **juicy**.

superlative

Pirate Jargon

(Pirates had their own vocabulary)

Seadog – elderly sailor or pirate

Booty - treasure

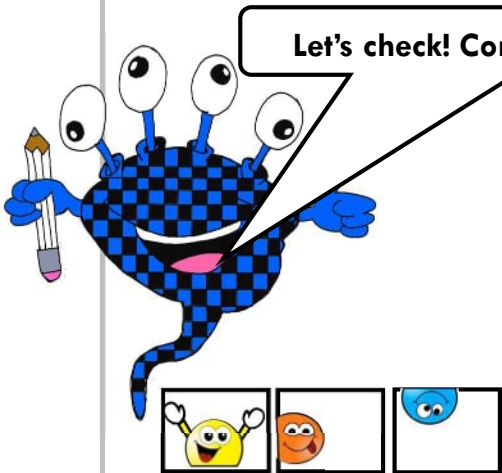
Ahoy - hello

Jolly Roger – pirate flag

Crow’s Nest – a structure; a barrel or basket at the top of a mast

Matey - friend

List the pirate jargon in alphabetical order.



Let's check! Complete one block at a time!

STEPS TO INFER

ONE

Collect Clues from what **you** can see and read!

TWO

Add Clues from what **you** already know!

THREE

To decide what is likely true or false.



Read this text. Then complete and colour the illustration of this setting.

Jack’s bedroom was a square shape with two windows to look out at the sea. Orange curtains fluttered at the windows. A green and purple striped carpet lay on the floor. And on the white wall was an oval mirror and a painting of a pirate ship.

He put his black leather boots next to his crimson chair and brushed his brown hair. He had a sip of his hot chocolate and sat down to read his favourite story.

After a little while, his eyelids grew heavy, and he climbed into his bed. It was covered in a cloth of blue, red and yellow circles. A soft orange pillow is where he lay his head to dream.

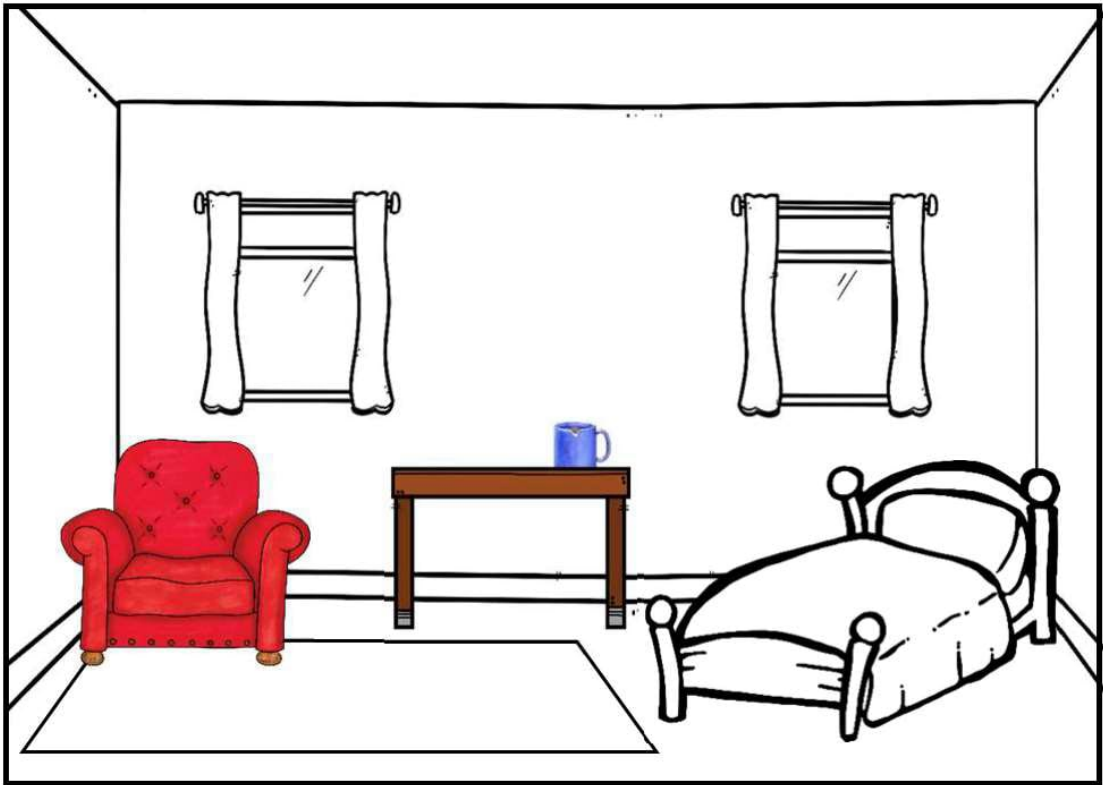
Tick the correct statement.

☐

Jack was very neat.

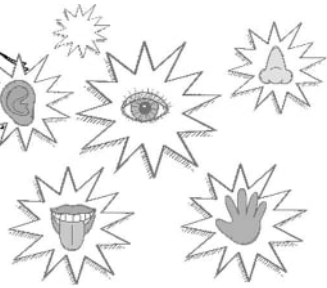
☐

Jack was untidy.



Writers use 'special effects' to paint pictures with words.

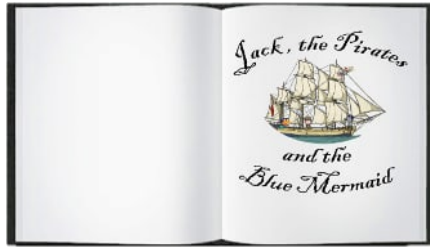
These 'special effects' are also called literary devices or narrative techniques.



The Quill Craft Quartet

Vivid Sensory Details

Describe in a bright and clear way what can be seen, heard, smelt, tasted and felt by the character in a setting and how they respond.



The author could have written,
'Jack had a crazy dream.
When he woke up, he ran
downstairs for breakfast.'
*Both of these sentences are correct,
but the words tell and don't show...*

REMEMBER TO ANNOTATE!



or

adjectives

Ask for help if you
need to do so.

An extract from Jack, the pirates and the Blue Mermaid

Jack had a crazy dream of a lake with pink waves and a mermaid sitting on a snail holding a tray with a tomato in a cage. The tomato was as green as a pea but for one piece that was the colour of honey.

Suddenly, Pirate Pete who was a thief, swooped in on the back of a giant bee, holding a golden key and freed the tomato.

Later, he rode a unicycle along the beach with five blue kites flying high in the sky behind him. A tiny shiny knight galloped after him on a yellow pony.

After that cubes of ice and snow flew round and round in a purple cyclone. Underneath was a boat and in it was a goat playing a piano and toad licking an ice-cream cone.

Jack opened his eyes, scratching his itchy toe. The sparkling sun streamed brightly and fell warmly on his face.

He dressed quickly, picked up his cup and ran lightly down the stairs to eat his buttered toast and drink his sweet tea.



Paint a picture
with adjectives.

Apostrophe to mark omissions

To show when a letter or letters have been left out or two words are joined together.

a e i o u w h n

When I can't eat
my favourite lime
lolly I'll lick up
letters!



The Grammar Gang's Apostrophe for Omissions



apostrophe NOUN

(say "uh·po·struh·fee")



I'll lick up
the vowel /a/!



It tastes just
like an ant!



Tasty, very
tasty!

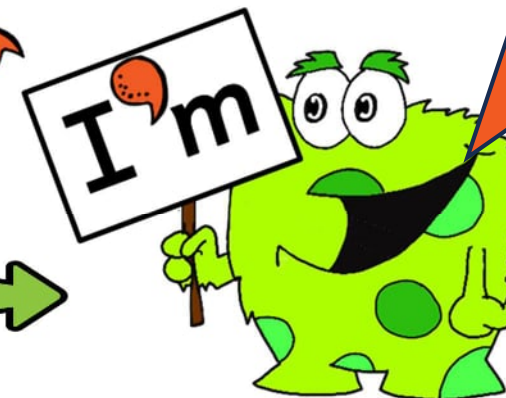
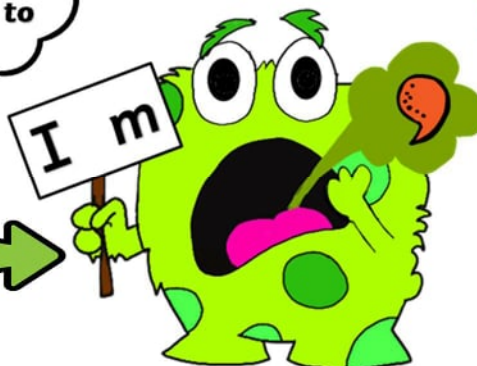


omission NOUN

(say "uh·mi·shn")



I think that
I'm going to
burp!



You burped up
an apostrophe to
make a
contraction!

Look, it took the
place of the
omitted vowel /a/!



Can you fill in the place holders to make contractions?



Look carefully at the place holders and the contraction to decide what to fill in.

Just like this!

Look at the example.



CONTRACTION



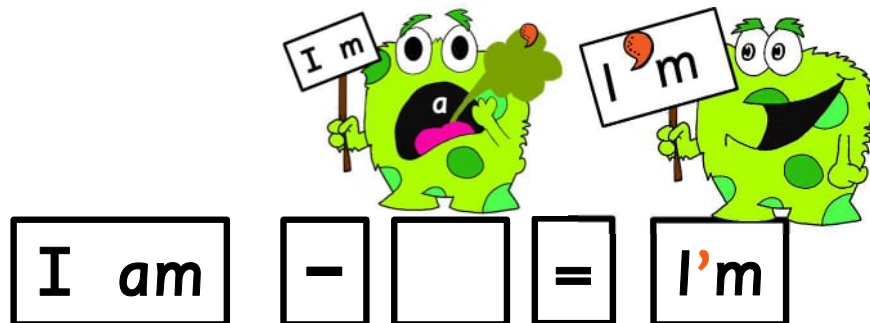
I have - ha = I've

CONTRACTION



I will - wi = I'll

CONTRACTION



I am - = I'm



CONTRACTION

do not = don't



CONTRACTION

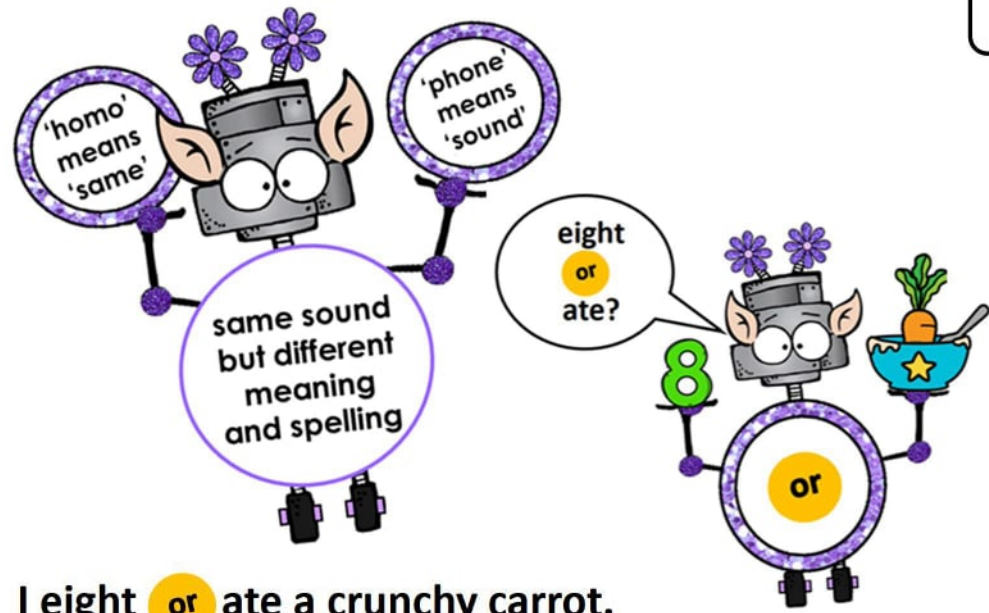
cannot - = can't



CONTRACTION

we will = we'll

Underline the correct homophone or homophones in each sentence.

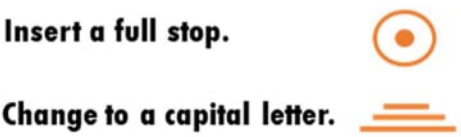


I eight or ate a crunchy carrot.

Is it eight or ate o'clock?

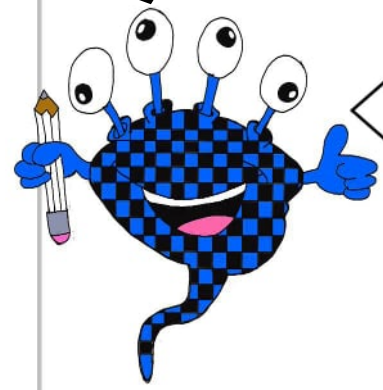
Jack went to see or sea in a ship with sails or sales.

Proofread and edit.

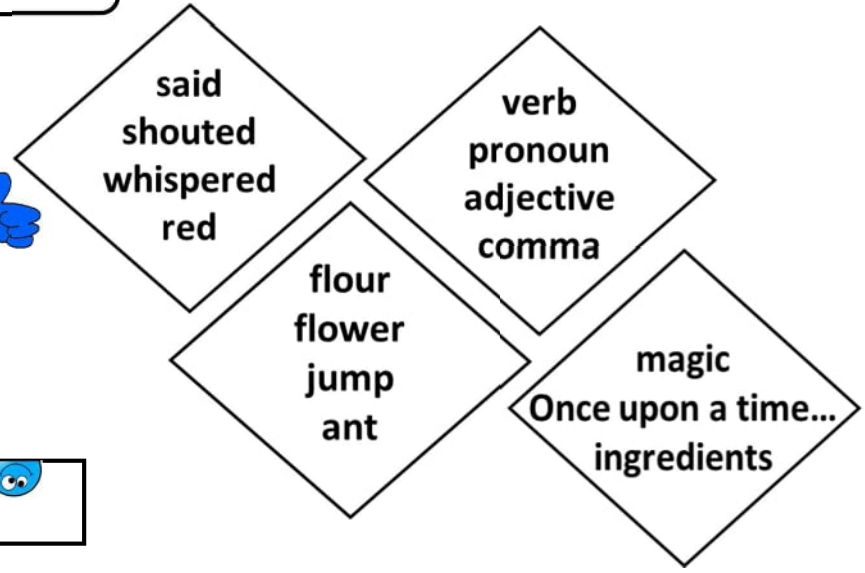


the four types of sentences are: a statement, an exclamation, a question and a command Remember, that there must be one verb in every type of clause Add a capital letter to begin and a . or ? or ! at the end

Let's check!
Complete one block at a time!



Highlight the vocabulary that does not fit in the group.



Two statements are true, and two statements are false.
Tick two statements that are true.

- ☐ The story title tells me that this is a fiction book.
- ☐ The story title tells me that this is a non – fiction book.
- ☐ It will be a made-up story about people, animals and things that are not real.
- ☐ It will be full of facts about real things and true events.

Chapter Two

At first light, Mother Jones made buttered toast, crunchy oats and sweet honey tea. Then she tidied the common room and got ready to make lemonade...

Good morning, Mother! It's a sunny day!

Good morning, Jack. I've invited your teachers, Pirate Pool, Pirate Pike and Carlo Crab to have cool lemonade.

I'm going to make lemonade before they arrive. Please pick four bright yellow lemons from the lemon tree.

Ask for help if you need to do so.

REMEMBER TO ANNOTATE!



or



4 adjectives



or



4 proper nouns



or



4 common nouns

Instruction Text

A sequence of steps to make or do something.

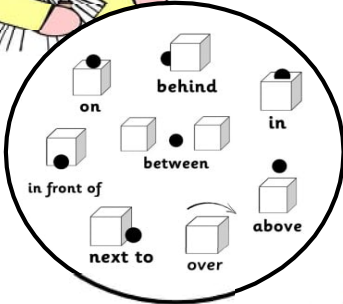
Title or Heading often has 'How to...' in the title.

A statement A statement that gives a reason to make or do something.

Text structure is the way that a writer organises facts.



instruction NOUN (say "in- struhk - shn")



Text features help us find information and understand a non-fiction text, more easily.

Subheadings

Lists of what is needed to make or do something.

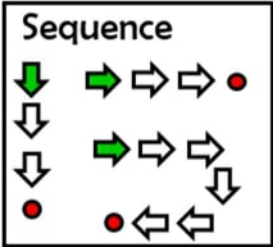
Equipment

Materials

Ingredients

Items

Method or steps to follow in order.



First	Firstly	A.
Second	Secondly	B.
Third	Thirdly	C.
1 st	1.	next
2 nd	2.	after
3 rd	3.	then



SIMPLE PRESENT TENSE VERBS

ACTIONS THAT HAPPEN OFTEN!

The second person is usually used because the instruction or advice is given to 'you'.



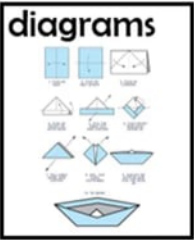
example

You will need four slices of tomato and two slices of onion.

The second step; slice the tomato and onion on the board.

Features

caption

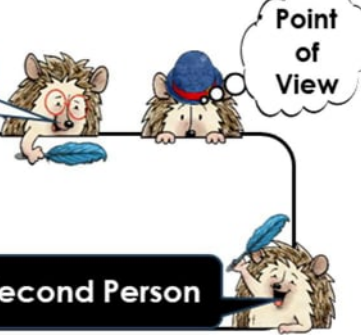


command words cut stir fold jump



Who is the writer speaking to?

The writer is speaking directly to the reader.
The writer uses personal pronouns; you and yours.
The writer uses possessive adjectives like your.
The writer also uses proper nouns.



Second Person

	Title or Heading		Subheading		Sequence		Diagram		Photograph
	Statement		Lists		Illustration		Command words		Caption

How to make Lemonade

A refreshing drink for every occasion.

Equipment

One sharp knife One cup Glasses
One spoon One jug

Ingredients







One jug of cold water
One cup of white sugar
The juice of four lemons

Method

1. Cut the lemons in half, carefully.
2. Squeeze each lemon into a big cup.
3. Strain the juice slowly to remove all the pips.
4. Pour the fresh juice into the jug of water.
5. Now, you add one cup of sugar, quickly.
6. You must stir rapidly for 2 minutes.

You are ready to pour the lemonade into your glasses and enjoy!

REMEMBER TO ANNOTATE!

 or 	4 adverbs
 or 	all imperative or bossy verbs
 or 	4 adjectives

Lemon juice is full of Vitamin C.



Ask for help if you need to do so.

Chapter Three

Pirate Pool, Pirate Pike and Carlo Carb arrived promptly at 10 o'clock...

REMEMBER TO ANNOTATE!		
 or 		5 contractions
 or 		4 adjectives
 or 		3 verbs
 or 		2 proper nouns

Jack, you've a lot to learn today about ships.

Pirate Pool

Yes, we've a lot to do. Fiction and non-fiction texts to read, and many activities to complete on land and at sea!

Pirate Pike

I can't believe that I'm going to learn here, there, and everywhere! In Romsea and on the ship!



Jack



I'll tell you that learning never stops!

Carlo Crab

Mother Jones

I've got a good feeling. He's going to learn a lot!





Ask for help if you need to do so.



Can you write about the setting and the characters in the illustration?



You must write in the simple past tense.

Think



Discuss



Plan

When?

Who?

Where?

What?

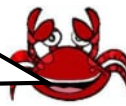
Write



words

Just like this!

An hour ago



When?



Key Words

Setting

Where?



Key Words

Setting

Who?



Key Words

Characters

What happened?



Key Words

Events



???

Ask for help if you need to do so.

Add your own adjectives



Paint a picture with adjectives.

REMEMBER TO ANNOTATE!

underline



long a

underline



long u

underline



long e

underline

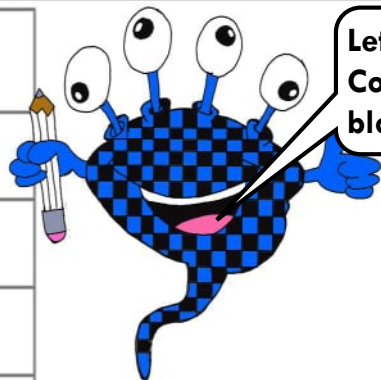


long o

underline



long i



Let's check!
Complete one
block at a time!



Did you know?

Sounds of letters are
called phonemes.



Read Text A and annotate the long vowel sounds.

Jack had a crazy dream of a lake with pink waves and a mermaid sitting on a snail holding a tray with a tomato in a cage. The tomato was as green as a pea but for one piece that was the colour of honey.

Suddenly, Pirate Pete who was a thief swooped in on the back of a giant bee holding a golden key and freed the tomato.

Later, he rode a unicycle along the beach with five blue kites flying high in the sky behind him. A tiny shiny knight galloped after him on a yellow pony.

After that cubes of ice and snow flew round and round in a purple cyclone. Underneath was a boat and in it was a goat playing a piano and toad licking an ice-cream cone.



Read each word box, carefully.

Then, show which word boxes belong to an instruction text by colouring the circle red.

<input type="radio"/> diagram	<input type="radio"/> caption	<input type="radio"/> protagonist and antagonist	<input type="radio"/> magical places
<input type="radio"/> key words	<input type="radio"/> entertain	<input type="radio"/> facts	<input type="radio"/> dialogue
<input type="radio"/> graph	<input type="radio"/> equipment	<input type="radio"/> method or steps	<input type="radio"/> timeline
<input type="radio"/> magic	<input type="radio"/> paragraphs	<input type="radio"/> make believe	<input type="radio"/> characters
<input type="radio"/> plot	<input type="radio"/> imaginary creatures	<input type="radio"/> setting	<input type="radio"/> illustrations
<input type="radio"/> ingredients	<input type="radio"/> subheading	<input type="radio"/> resolution ending	
<input type="radio"/> imagination	<input type="radio"/> middle climax		
<input type="radio"/> beginning introduction			



Read each sentence, carefully. Think about the words and punctuation used. Then annotate.



Can you fetch your book?

How to make a cupcake.

How will you make a fishcake?

Listen to me Jack.

REMEMBER TO ANNOTATE!



or



A command sentence



or



A question sentence



or



A statement

HOW TO READ TO FOR MEANING

This is a way or strategy that you can use the first time you read a text.

Words you don't know or are confusing.

1st

REMEMBER TO ANNOTATE!

Words I don't know

words

Confusing words

Tac um boo

Look for meaning.

words Tac um boo

- Look for clues in the same sentence.
- Look for clues in the same paragraph.

or

Look for meaning.

words Tac um boo

- Look for clues in images.

Illustration



Diagram



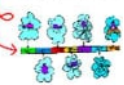
Photograph



Map



Timeline



Pie Chart



Bar Graph



or

last

4th

Do you know the author's purpose?

To instruct means to tell you how to do or make some from the beginning to the end.

Annotate the meaning in the margins.

Tac um boo

words

Pirate Ships

Pirate ships were often ships which had been hijacked during raids. There were important features that made a good pirate ship.

Speed

The ideal pirate ship would be fast and nimble to catch up with their target and then make a quick escape to avoid capture.

Size

A pirate ship needs to be big enough to house a large pirate crew PLUS all their booty or loot but small enough to keep it swift and light in the water.

Decks

A pirate crew would often have to reinforce their ship's decks to support the weight of many heavy cannons.

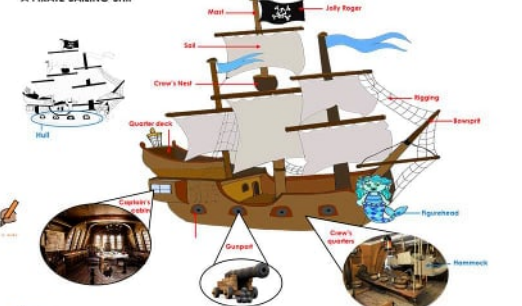
Cannons

Six was the minimum number of cannons required for a pirate ship, but some had many more.

Sails

Had to be kept well mended so that they could catch the wind.

A PIRATE SAILING SHIP



Glossary
Figurehead the carved wooden sculptures that decorate the prow of sailing ships.

Rammer a bed made of strong net or fabric that is hung up above the ground, floor or deck.

bulk the body of a ship. This space must not allow any water to leak in. It must be watertight. It also flows with air. This air allows the ship to float.

Look for the definitions.

words Tac um boo

hijack VERB hijacks, hijacking, hijacked
to hijack an aircraft or vehicle is to take control of it by force during a journey

reinforce VERB reinforces, reinforcing, reinforced
to reinforce something is to strengthen it



Can you identify facts and opinions?

A fact is something we know is true. It can be proven. An opinion is what one thinks about something or somebody; a viewpoint. An opinion is not necessarily based on facts. Feelings and experiences usually help a person form an opinion.



Just like this!

Underline

Draw a

Write the fact number inside the circle



Pirate Ships

Pirate ships were often ships which had been hijacked during raids.

1

There were important **features** that made a good pirate ship.

Speed

The ideal pirate ship would be fast and nimble to catch up with their target and then make a quick escape to avoid capture.

Size

A pirate ship needs to be big enough to house a large pirate crew PLUS all their booty but small enough to keep it fast and light in the water.

Decks

A pirate crew would often have to reinforce or make their ship's decks stronger to support the weight of many heavy cannons.

Cannons

Six was the minimum number of cannons required for a pirate ship, but some had many more.

Sails

Had to be kept well mended so that they could catch the wind.

Cabins

Pirate captains had their own cabin at the stern of the ship. Being a captain was a great job. The crew shared quarters under the main deck. It was such fun to sleep in a hammock.

Galley

The cook prepared meals or grub in the galley. A cabin boy often helped the cook by carrying the grub to the crew. It must have been very tiring running around the ship with food for the crew.

Do you know the author's purpose?

To inform means to tell or give facts or details about a topic or something.



REMEMBER TO ANNOTATE!

underline

Fact 1

underline

Fact 2

underline

Fact 3

underline

Fact 4

underline

Fact 5

underline

Opinion 1

underline

Opinion 2

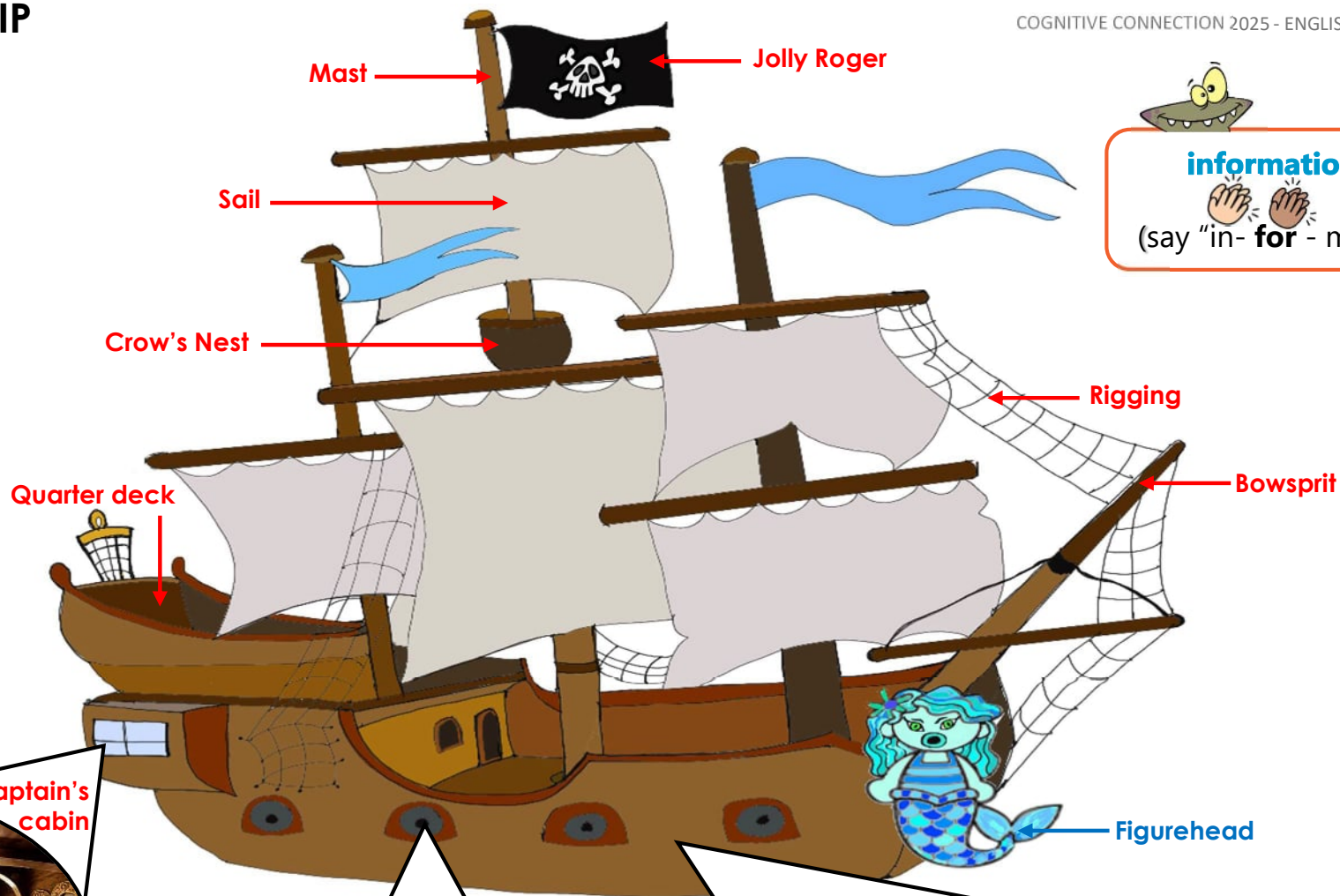
underline

Opinion 3



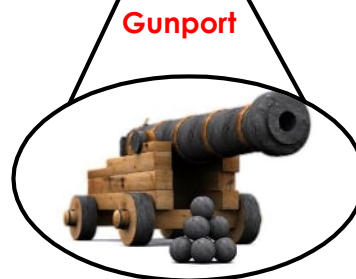
Ask for help if you need to do so.

A PIRATE SAILING SHIP



information NOUN
(say "in- for - may - shen")

Pirate captains had their own cabin at the stern of the ship.



Crew's quarters



The crew shared quarters or space under the main deck.

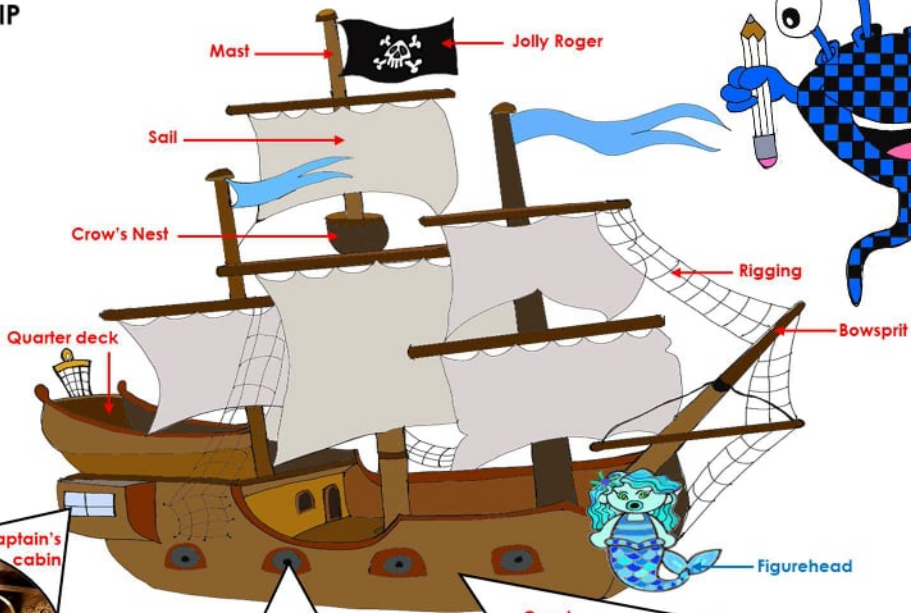
Glossary

Figurehead: the carved wooden sculptures that decorate the prows of sailing ships.

Hammock: a bed made of strong net or fabric, that is hung up above the ground, floor or deck.

Hull: the body of a ship. This space must not allow any water to leak in: it must be watertight. It is also filled with air. This air allows the ship to float.

A PIRATE SAILING SHIP



Pirate captains had their own cabin at the stern of the ship.



Glossary
Figurehead: the carved wooden sculptures that decorate the prows of sailing ships.

Hammock: a bed made of strong net or fabric, that is hung up above the ground, floor or deck.

Hull: the body of a ship. This space must not allow any water to leak in; it must be watertight. It is also filled with air. This air allows the ship to float.



Read the question boxes.
Tick the correct statement.

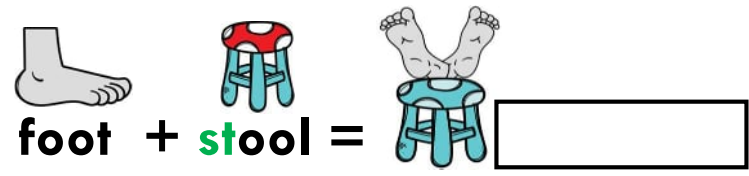
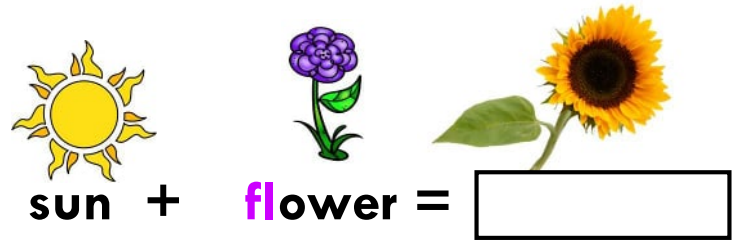
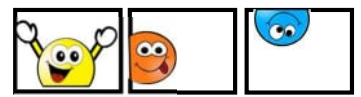
What type of images has the author used?
A map and an illustration. ☐
An illustration with photographs. ☐
A diagram and photographs. ☐

Why did the author add images to the text [purpose]?
To give the reader ships to compare. ☐
To give the reader more detail about ships pirates used. ☐
To show an opinion about pirate ships. ☐
To confuse the reader about pirate ships. ☐

What are not examples of an image?
Illustration ☐
Glossary ☐
Chart or Graph ☐
Maps ☐
Caption ☐
Diagram ☐

Compound words

- Look at the illustrations.
- Study the words.
- Fill in the blocks.



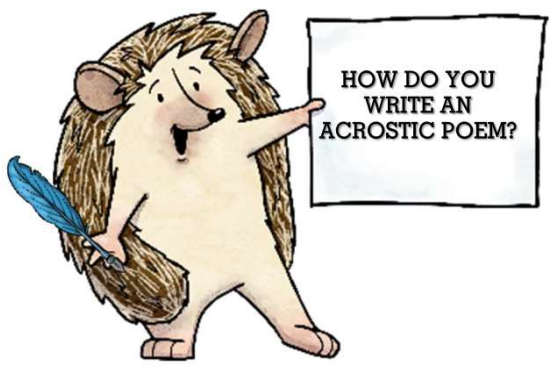
These compound words are common nouns.

Yes	No
-----	----

A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z



Beginning



Did you know?

Capital Letters usually begin each line of a poem!

sequence (say see-kwens)

NOUN sequences

sequence

First, choose a topic!

Pets

1st

Second, choose a word from the topic.

CAT

2nd

Third, write down each letter of the word underneath each other.

C
A
T

Uppercase letters only!

3rd

Next, think of a word that begins with each letter.

Cuddly

Always sweet and friendly.

Together forever and ever!

The words don't have to rhyme!

4th

Lastly, write your acrostic poem.

Cuddly
Always sweet and friendly.
Together forever and ever!

5th

End

A line can be one word or a sentence.



instruction NOUN

(say "in- struhk - shn")

You have written an acrostic poem!
Each letter has one line!

Cuddly
Always sweet and friendly.
Together forever and ever!

Writing Poetry Acrostic Poems



Can you write an acrostic poem about ships?



One line for each letter!
Consider the words you choose carefully.
Do the words describe a sailing ship?



Just like this!

The topic is VOYAGES.

The word is SHIPS.

The letters are listed.

1st

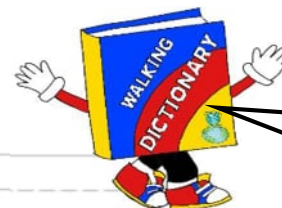
2nd

3rd

Begin with the 4th step.

S
H
I
P
S

Next, think of a word
that begins with
each letter.



Use your dictionary to look up words for
each letter or use your own vocabulary list.

S

H

I

P

S

H

P

I

S



What did you think about writing an
acrostic poem about SHIPS?

Tick one

☐

I enjoyed writing an acrostic poem.

☐

I did not enjoy writing an acrostic poem.



Ask for help if you
need to do so.

Chapter Three

After they had finished their glasses of lemonade, they thanked Mother Jones...

REMEMBER TO ANNOTATE!



or



A command sentence



or



A question sentence



or



A statement

Yes, me hearty, you can be the cabin boy! You'll learn to swab the deck and batten the hatches! And so much more!

Pirate Pool

Meet us at the Old Quay in the morning.

Carlo Crab

Jack it is time for you to join us on the ship!

Pirate Pike

Jack must read and complete activities every day! This is the only way to learn.

Jack

Mother, can I really go to sea with Pirate Pool, Pirate Pike and Carlo Crab?

Ask for help if you need to do so.

Mother Jones

Later, Jack tried to remember what he had learnt about pirate ships ...



Can you help Jack record three facts and one opinion about pirate ships?



You must write in the simple past tense and in the first person.

Think



Discuss



Plan

When?

Who?

Where?

What?

Write



words



Just like this!

1. Fact
2. Fact
3. Fact
4. Opinion

1. Pirate ships are



Ask for help if you need to do so.



I can...



Think carefully and follow the instructions to complete your table.



Just like this! Tick✓ one column per row.

Learner Success Criteria		
1	I can write my name.	<input checked="" type="checkbox"/>
2	I can control my pencil.	<input checked="" type="checkbox"/>

Key



I got this!






I'm getting this!
[with my teacher's help]



I can't do this yet!

Learner Success Criteria

				
1	I can read a text and complete an illustration.			
2	I can think, discuss, plan and write a paragraph by using clues from an illustration.			
3	I can find and annotate facts and opinions in an information text.			
4	I can highlight the subject and predicate of a simple sentence.			
5	I can identify and annotate statement, command, and question sentences.			
6	I can use text clues to complete an illustration and answer simple questions.			
7	I can use the correct vocabulary when I write or speak.			
8	I can identify patterns like rhyme and repetition in simple stories and poems.			



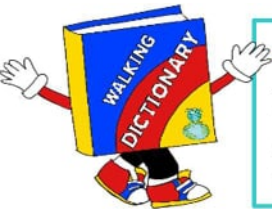
I still need my teacher to help me with number or numbers...

--	--	--	--	--	--	--

Fill in the number of your favourite type of activity.

--





environment NOUN

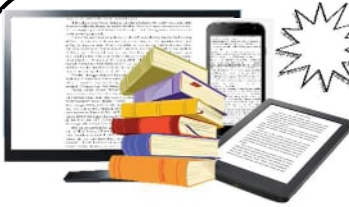
All the physical surroundings on Earth are called the environment. The environment includes everything living and everything nonliving. People, animals, plants, and all other living things rely on the nonliving parts of the environment to survive.

IMAGINARY



Where?

REAL



Not all text has images.

Vivid Sensory Details

Help the reader to visualise or create a movie in their minds.

The setting of a story is the place and time in which it happens.

SETTING



SHOW

don't

TELL

Use Vivid Sensory Details

Discuss and describe in a bright and clear way what can be seen, heard, smelt, tasted and touched by your characters. Also what they think and how they respond.

Do you remember?

All characters in a story are found in a setting.

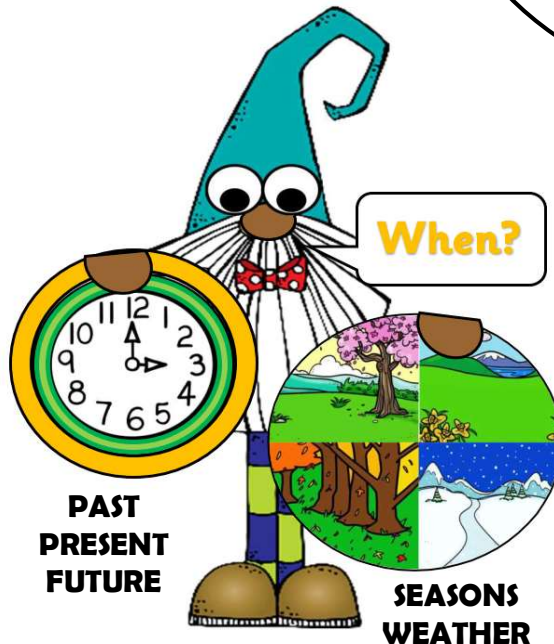


I'm Pirate Pike!
Let's explore this setting.



respond VERB
to reply or react to someone or something

When?



PAST
PRESENT
FUTURE

SEASONS
WEATHER



Think about a character in this setting.

What do they see?



What do they smell?



What do they hear?



What do they touch



What do they taste?



What do they think?



I can see the night sky.
I can see waves.
I can see lightening.
I can see the wooden deck.

I can hear the waves.
I can hear the thunder.
I can hear the ship

I can taste the sea on my lips.

I can smell the sea.

I can feel the deck under my feet.
I felt the rope between my hands.

SHOW don't TELL

The next morning, I looked out at the turquoise blue sky and the soft puffy clouds dancing above the blue sea.

I heard the gentle calm lapping of the waves against the hull of Blue Mermaid.

I tasted the salt on my lips and smelt the salty sea air.

As I stood on the rocking dry deck, I could feel the breeze tickle my fur.
'Ah, this is a good day!' I thought.



In this setting, I am on the deck of The Blue Mermaid!

SHOW don't TELL

I looked out at the **ebony** sky. The huge dark waves rising and falling above the wet, wooden deck.

I heard the booming thunder and saw the flash of lightening as the waves roared and smashed against The Blue Mermaid.

I tasted the salt on my lips and smelt the salty sea air.

As I stood on the wet, slippery deck, the ship rolled to the side, creaking and groaning. I clung tightly to a rough rope. I muttered, 'Let the storm pass quickly!'

In this setting, I am on the deck of The Blue Mermaid!



Words Matter

Vivid Sensory Details

turquoise	still
blue	salty
soft	rocking
puffy	breeze
blue	tickle
gentle	clung
lapping	thick
calm	rough



Use vivid sensory details to describe your classroom ?

1. Think and discuss vivid and clear details about your environment or setting.
2. Write in key words under each sense.
3. Write 'show don't tell sentences – don't forget your opinion.



Think



Discuss



Write



Key Words

I see



I hear



I taste



I smell



I feel



I think that...



Ask for help if you need to do so.

Chapter Four



Gerald's
General
Groceries

Old Mother Hubbard

Old
Quay

One way to make an adjective is to add the suffix /y/ to a noun, to tell what things are like.

Also, add the suffix '- less' to a noun or verb to make an adjective that means 'without' or 'free from'.

Ahoy! Jack, listen to the gurgling, slosly, splashy, splosly sounds of the salty, deep blue water of the harbour.

Paint a picture with adjectives.
Opinion, size, length, height, movement, age, use your senses, ordinal number, how many, colours, shapes, patterns, origin, material, texture, and purpose.

When Jack arrived at the Old Quay he strolled through the busy, bustling market and along the quay. He was surrounded by sights, odours, sounds and things to touch and taste.



These statements are correct, but they tell and don't show what Jack experienced. Can you write about Jack's experience at the Old Quay ?



1. Choose and underline at least one statement from each sense.
2. Study the illustration to find vivid details and Jack's opinion to add to the statement.
3. Think and discuss vivid and clear details.
4. Write 'show don't tell sentences – don't forget Jack's opinion.

Think



Discuss



Write



I saw people and a dog.

I saw a bell tower.

I saw plants and a jug.

I saw groceries.

I saw carpets and boots.

I saw bread and a hen.

I saw trash and wool.

I saw birds and water.

I saw a ship.

I heard people and a dog.

I heard a bell.

I heard birds and water.

I heard a ship.

I tasted food.

I smelt different odours.

I felt the planks under my feet.

I felt the breeze.

I felt the quay wall.

I felt the carpets.

I felt the wool.

I felt the plants.

I felt the groceries.

I think that...



Ask for help if you need to do so.

Jack entered a gloomy cabin and waiting for him was Captain Mooncrab. Jack stared up, up, up and stammered, “G – g - g good morning.”



Captain Mooncrab started shuffling through some papers lying in between his booty. Jack stared at the booty; the sacks of gold, the golden coins, and shiny gems.

The captain was red in the face and growled, “We need a carpenter, a master gunner, and a boatswain! We don’t need a cabin boy! Out you go – NOW!”

Just then Jack spotted a piece of paper lying on the rough timber floor. He picked it up and it read.

Job Title: Cabin Boy



Duties:

To serve others on the ship.
Various duties are expected.

Must be:

An organised individual who is punctual, hard-working and able to work for long hours.

To apply, report to Captain Mooncrab before noon.



“Sir, I think you do need a cabin boy,” murmured Jack. “I’m on time, it is before noon.”

REMEMBER TO ANNOTATE!

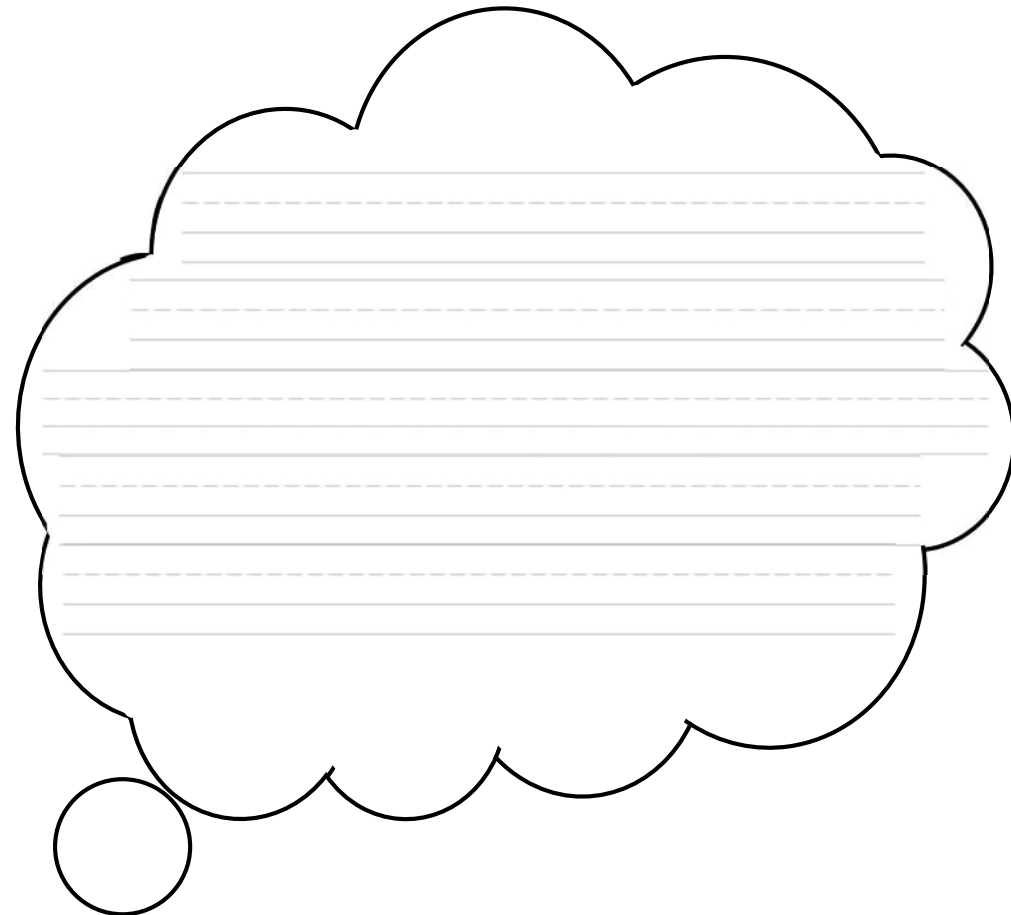


6 adjectives



8 common nouns





Jack skipped and whistled all the way home!

"I got the job, Mother! I'm leaving tonight!" laughed Jack.

He rushed up the stairs to pack his pouch and change his clothes.

Then, he hurried down the steps, He skidded to a stop when he saw his Mother's kind face. Oh no, he thought, I have upset Mother.

"You must go Jack; it'll be an adventure!" she sobbed. "Don't worry I will be busy, and you'll be back in a year."

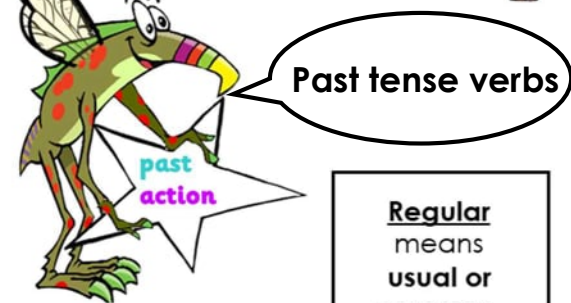
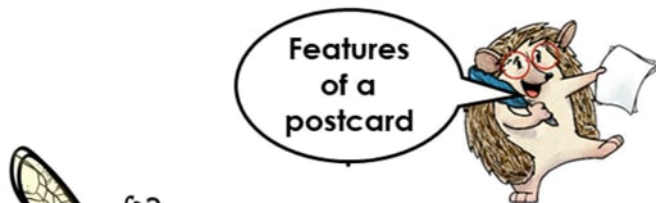


"I'll be back Mother, and I will bring home gems, so you won't have to sweep and clean the inn!" promised Jack.

Can you study the illustration of Mother Jones' face. Then, write about her feelings in her thought bubble?

Begin with the pronoun I.



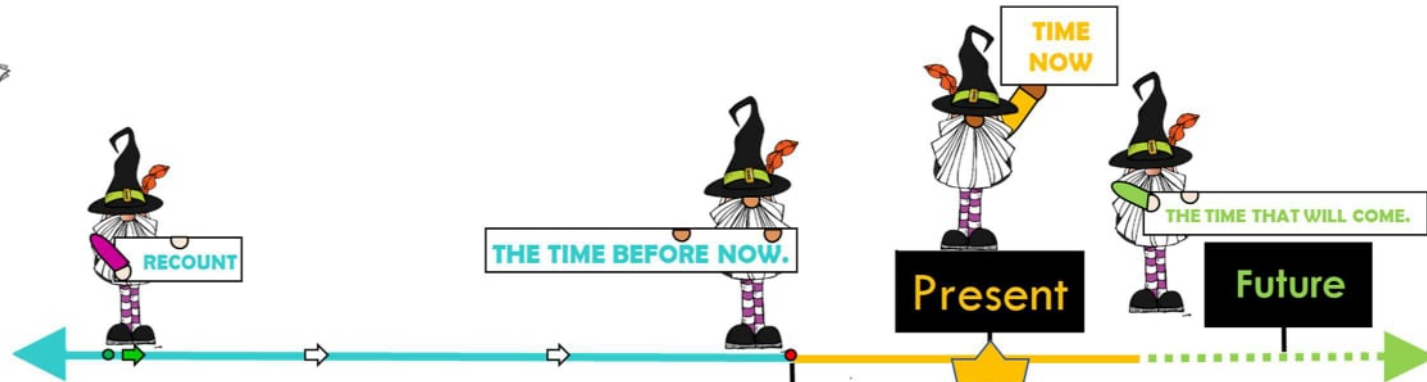


Regular means usual or common.

Irregular means not common or usual.



chronological NOUN
(say "kron·uh·loj·i·kuhl")



Greet the recipient: Dear (proper noun)

Write in the first person.

Use past tense verbs.



Recount what has happened in sequence.
Use words like: first, next, then, and after.

Add thoughts and feelings about the events or what has happened or about characters or people around you or about the environment or setting.

Write short vivid and clear sentences.

You may end by writing about what you are going to do next or a wish you may have.

From sender's name (proper noun)

Stamp

recipient: (proper noun)

address of the recipient or person who must get or receive the postcard

Who is writing a postcard?

The sender writes to a recipient.

The sender uses personal pronouns; **I, me, mine, we, us, and ours.**

The sender uses possessive adjectives like **my** and **our**.

The sender also uses proper nouns.

First Person

Point of View



Dear Mother Jones and Jack:

I am writing to you from Palm Island. I arrived here after one hundred days at sea. You can see the image of the island on the front of the postcard.

I have seen dolphins, whales, sharks, and many other interesting sea creatures.

One dark night, when I was walking on the deck, I saw a kraken. The huge sea monster just swam past the ship. I was terrified because of the myths I have heard. That they can take a whole ship down to the ocean floor!

That was enough of an adventure for me!

I think I will stay on this island, for a few months.

The food is very tasty. I like to eat mangoes, coconuts, bananas, and peaches for breakfast.

Kind wishes
Uncle George

Back

Mrs. Jones and Jack Jones
The Little Inn
4 Circle Lane
Somewhere Village

Tick the box if you find the feature.



Ask for help if you need to do so.

REMEMBER TO ANNOTATE!



or



8 past tense verbs



Look at the photograph of the Old Quay at Romsea, on the front of the postcard.

Front of the postcard

image on the front

Right back of the postcard

a stamp in the top-right corner

recipient's name
[proper nouns]

recipient's address
under the name

Left back of the postcard

greeting: Dear recipient's name

past tense verbs

sequence words

thoughts or feelings

future or wish

From [proper noun]

Dear Mother,

We have loaded the cargo in the hold. We carried barrels of salted meat, boxes of limes and lemons, and jugs of water.

All the pirates had jobs to do. Some pirates checked the sails. Other pirates checked the ropes. A few pirates checked the hull and a couple checked the anchor.

Pirate Pike and Pirate Pool counted the barrels, boxes and jugs. I recorded the totals for them.

Captain Mooncrab walked from the front or bow to the back or stern of the ship. He barked orders and snapped at pirates who were too slow.

At last, Captain Mooncrab was happy and announced that the ship was ready to sail. We were all very happy that everything had been completed.

I want to post this postcard before we set sail towards the horizon.

Goodbye Mother, I will see you in a year.
Jack



Mrs. Jones

The Little Inn

4 Circle Lane

Romsea

Mother Jones sat in the eating room of The Little Inn. She was pleased to read Jack's postcard. She wondered when she would hear from him again.

Let's check!
Complete one block at a time!



Proofread and edit.

Change to a capital letter.



Insert a full stop.



Insert a ! Or ? Or , Or ' '.



Cook salt sparrow asked Who is coming with me. i need to
fetch a barrel of water lemons and fish from the hold

Tick the block that shows a glossary.



Devito, Danyell 124, 133, 157
Gascon, Jamey 14, 17, 18, 32,
35, 48, 55
Herma, Melvin 130, 132, 157
Mcinnis, Gaye 25, 26, 29, 39
50, 102, 115, 143
Qualls, Cuc 28, 30



Abdomen: The posterior division of the spider body, comprising the pedicel and usually largely unsegmented saclike portion bearing the spinnerets.

Accessory claws: Serrated, thickened hairs near the true claws in some spiders.

Annulations: Rings of pigmentation around leg segments.

Antennae: The segmented sensory organs often termed "feelers," borne on the heads of insects, crustacea, et cetera, but missing in all arachnids.



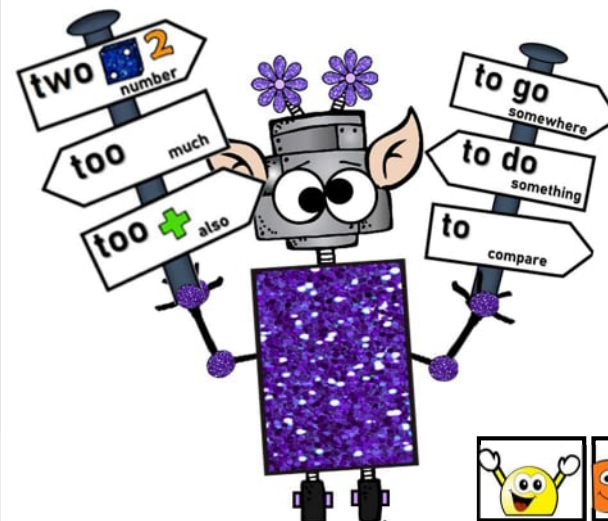
Chart or Graph

Maps

Caption

Diagram

Fill in the correct homophone or homophones in each sentence.



Jack collected scaly fish add
to the soup.

Sneaky Steve ate many sweets and
had a stomach-ache.

Pirate Pool had collect ropes
tie down the sail.

Captain Mooncrab wanted climb up
the rigging .

Do you know the meaning of these question words?



Tick the correct meaning of 'when'. ☐ When? - Asks about a person or character.
☐ When? Asks about time or moment.



Tick the correct meaning of 'what'.

☐ What? Asks about time or moment.
☐ What? Asks about a specific thing, event or action.



Tick the correct meaning of 'where'. ☐ Where? - Asks about a place or position.
☐ Where? Asks for a reason.



Chapter Five

The crew of the Blue Mermaid worked all day, to prepare for the voyage...



As the sun kissed the ocean, I met the rest of the pirate crew. They introduced themselves to me with a gleam in their eye and a laugh on the ocean breeze. I also met the ship's cat, named Whittington.

The Blue Mermaid slid through the salty waves and a fine mist settled around us like a cloak. Each pirate had a pirate name. We sat huddled together, whispering and chuckling as we listened to friends old and new. Whittington and Pirate Pike had many tales to tell.

A few days later,
in the early
morning...

Verbs

Did you know?
That speech
marks can also be
called inverted
commas.

Ahoy, Dolly, may
I have permission
to send Jack to
learn more about
direct speech?

Speech Marks
Are used to show the exact words spoken or dialogue.

Direct
Speech

'Welcome on board, Jack.' said Dolly. 'I would
like you to meet the silly ants in dresses. They
say said together!'

Jack waved.

'Also meet Curly Comma!' said Dolly.

Jack said, 'Greetings!'

Direct
Speech

When you write speech
marks you can choose
and use either
" " or ' '

but you cannot swop
between them in one
piece of writing.

Silly
ants
in
dresses

The word 'said' is an action.

A comma comes after the verb said,

Dolly said, 'This is Captain Capital.'
Jack said, 'Greetings!'

A capital or upper-case
letter must be used after
the first speech mark.

All sentences
begin with an
upper-case letter.

All proper
nouns begin
with a capital
letter!

statement
exclamation
sentence
question
sentence
command
sentence

but before the first speech mark.

Direct
Speech

said

THE TIME BEFORE NOW.

NOW!

THE TIME THAT WILL COME.

Present

Future

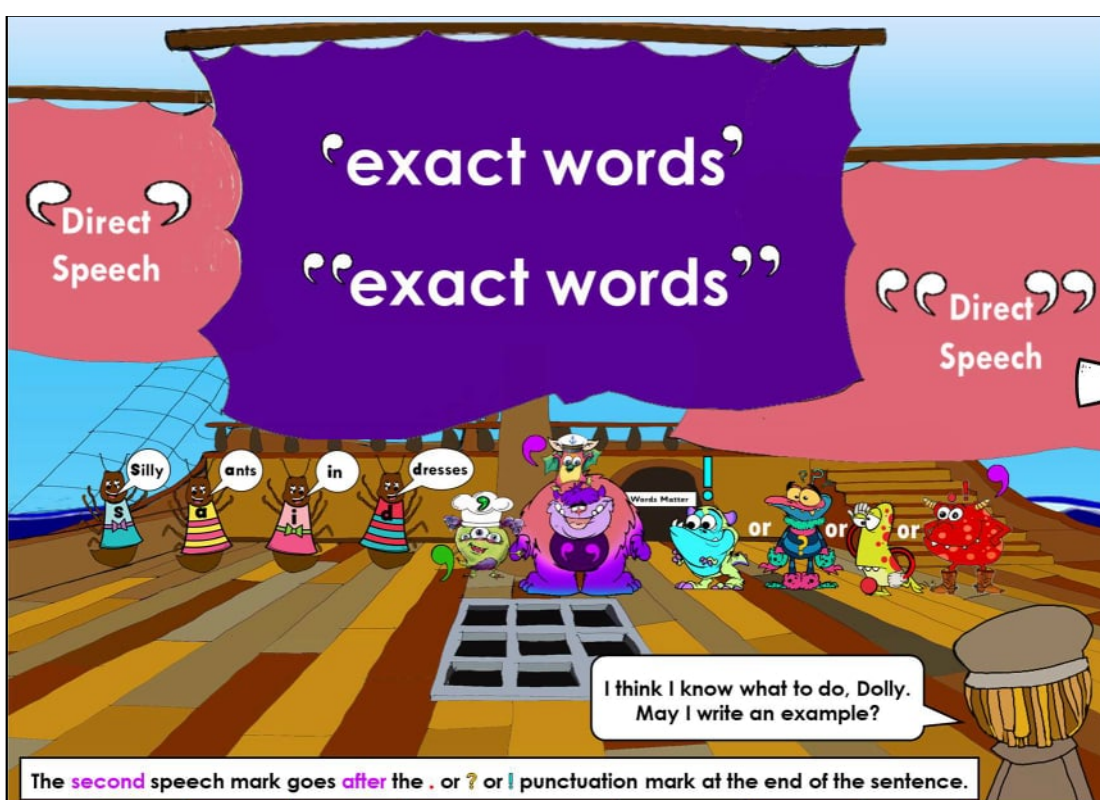
Past

NOW

Direct
Speech

Silly
ants
in
dresses

So, after the past tense verb said,
there must be a comma followed
by the first speech mark! Then the
first word after the speech mark
must begin with a capital letter!



Pirate Pike said, **Do you like to dance in your fancy dresses**



Pirate Pool said, **Dolly, you know so much about direct speech**



Carlo Crab said, **What a great teacher**



They said, **Jack, learn synonyms for the verb, said**



Synonyms are other words to use for a word.





Can you write about Jack's visit to the verb ship?



You must write in the simple past tense.

Think



Discuss



Plan

When?

Who?

Where?

What?

Write



words

Just like this!

Jack met



When?

Setting

Where?

Who?

Characters

What happened?

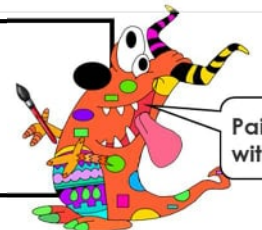
Events

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid).

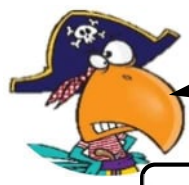


Ask for help if you need to do so.

Add your own adjectives



Paint a picture with adjectives.



Can you identify different types of images in a non-fiction text?



1. Read the type of image. 2. Find the definition that matches the type. 3. Find the example that matches 1 and 2.

Types of images in a non – fiction text

Diagram

Map

Photograph

Chart or
Graph

Timeline

Illustration

Definitions of image types in a non – fiction text

This type of image shows the reader a cartoon or drawn image of the topic.

This type of image labels items that are in a picture.

This type of image allows for readers to see where something might be located in the world.

This type of image shows data on different things that people like.

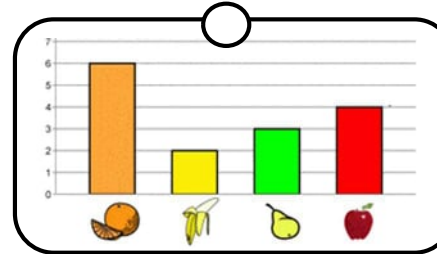
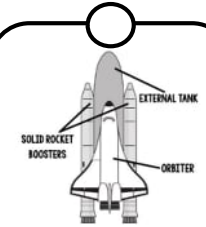
This type of image shows the chronological order of something happening or someone's life.

This type of image allows readers to see a real picture of the topic.

Examples of image type in a non-fiction text



Life on board a pirate ship.
Pirates had chores to do everyday.



Just like this!



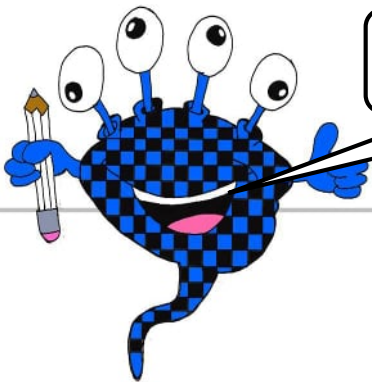
- Choose six colours
- Colour the circles in the same colour to show which type of image matches the correct definition.






- Then, colour the circle of the example in the same colour.



Ask for help if you need to do so.



Let's check!
Complete one block at a time!

REMEMBER TO ANNOTATE!	
 or 	3 common nouns
 or 	4 adjectives
 or 	5 verbs
 or 	1 proper noun

- 1. Read Text A.
- 2. Annotate carefully.

Text A The Legend of the Kraken

On a misty Monday morning, Sneaky Steve was at the top of the mast, in the crow's nest. He stared out at a glistening moving island in the swirling sea.

Sneaky Steve couldn't believe his eyes. Had he seen the island move? He raised the spyglass to his eye. Yes, the island was slowly sliding towards the ship! Sneaky Steve screamed, '**The Kraken is coming!**'

He heard the terrified shouts and rushing steps from the deck, below. The captain bellowed, 'Get ready to fight for your lives!'

Then the ship shook and shuddered as it rose sharply above the sea and massive tentacles smashed across the sinking deck.

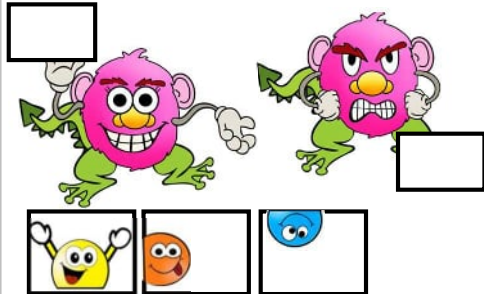
What happened next?



- 1. Read Text B.
- 2. Choose which illustration best matches Puffkin in Text B.
- 3. Tick the box.
- 4. Study the lists and tick the one that shows happiness.

Text B

Puffkin stood at the broken door of the cave. His eyes narrowed and his stare hardened at what he saw. He stomped his feet, and his fists tightened. He called to his knights, through clenched teeth, and they came running.



Words Matter

- clenched teeth
- tight fists
- narrowed eyes
- hard stare
- feet stomping

- laughing
- toothy smile
- head up
- eyes shining
- arms open

Text C

- The character feels like this sometimes because feelings or emotions can come and go.
- A trait is the way they behave towards everything and others; most of the time.

Match the text type to the example. Use your ruler to join the dots.



Cuddly
Always sweet and friendly.
Together forever and ever!



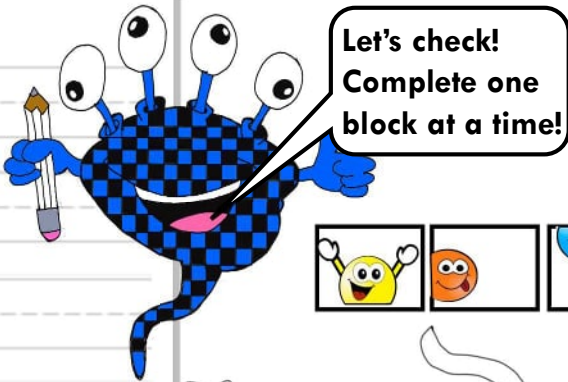
● an acrostic poem

● an information text

● an instruction text



Read Text A and write an ending.



A Beast

Eight greedy arms reach and seek.
A monstrous monster from the ocean deep.
When they think of the huge parrot like beak.
Many sailors lose nights of sleep.

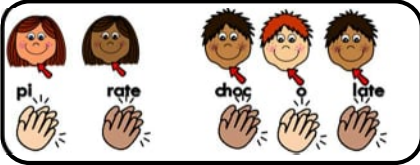
Two twisting, turning, tearing, tentacles grab.
Grand galleons and wooden brigantine.
Glowing red eyes that glare and stab.
Gooley skin of slimy green.

The Kraken

- a) Read and say the poem 'A Beast'.
- b) Find each underlined word.
- c) Decide how many syllables for each word.
- d) List the word in the correct syllable column.

One syllable	Two syllables
	Three syllables

Some Syllable Tips

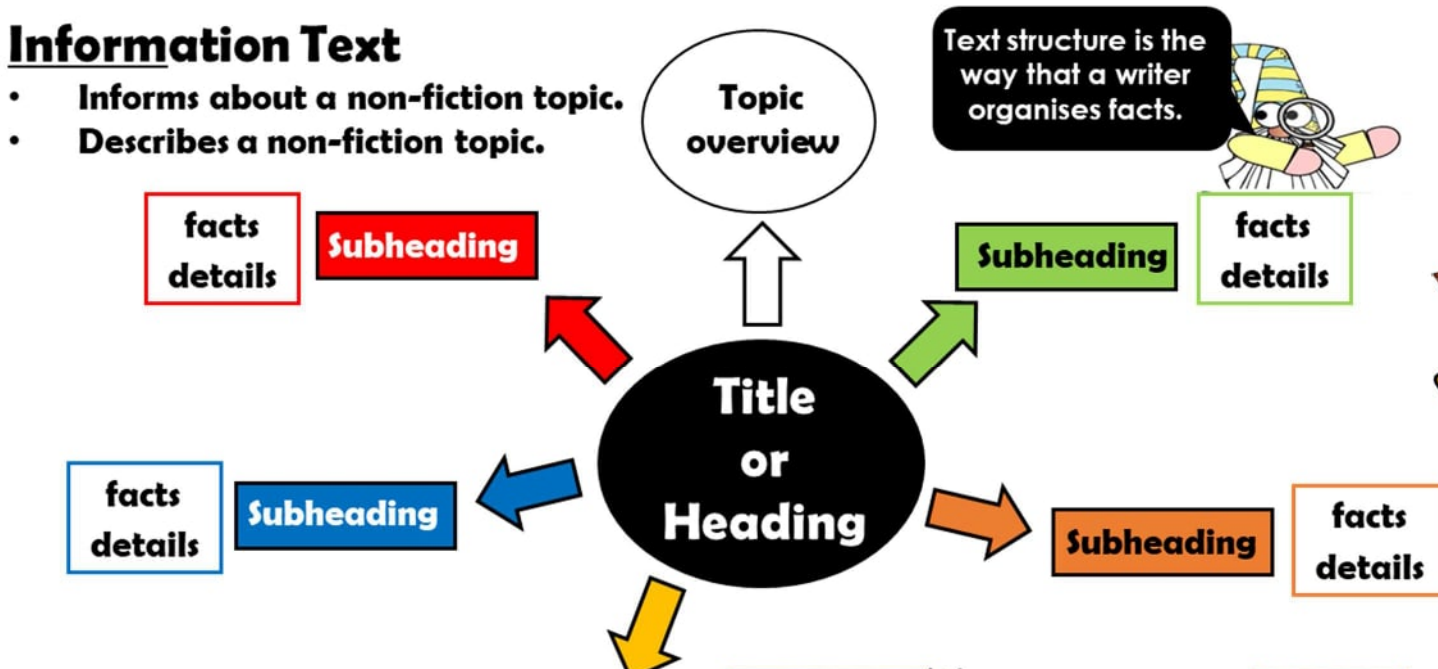


- One vowel sound per syllable.
- Split double letters!
Like sum – mer and lit – tle.
- After a prefix!
Like un-, dis-, re-, and in-.
- Before a suffix
Like -er, -est, -ly, -y, -ful, -ment, -ness, and -less. .



Information Text

- Informs about a non-fiction topic.
- Describes a non-fiction topic.



Text structure is the way that a writer organises facts.



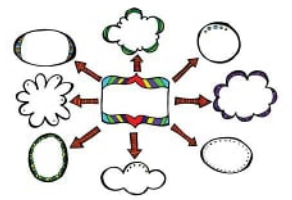
Did you know?

Inform means to tell or give facts or details about a topic or something.



SIMPLE PRESENT TENSE VERBS

ACTIONS THAT HAPPEN OFTEN!



Text features help us find information and understand a non-fiction text, more easily.



Tick the box if you find the feature.

Features

illustration

caption

map

diagram

graph

photograph

chart

key words

italics

Bold words

text box

Contains information about a topic, such as a definition, a list, or a description.

bullets

● detail

● detail

● detail

timeline

information NOUN
(say "in-fuh-may-shn")

What is the writer speaking about?

The writer is speaking about other people, animals, and things. The writer uses personal pronouns; **they, them, theirs, she, her, he, him, his, hers, and it.**

The writer uses possessive adjectives like **their, her, his, and its.**

The writer also uses proper nouns.

Point of View

Third Person

<input type="checkbox"/>	Title or Heading	<input type="checkbox"/>	Caption	<input type="checkbox"/>	Illustration	<input type="checkbox"/>	Timeline	<input type="checkbox"/>	Italics
<input type="checkbox"/>	Topic Overview	<input type="checkbox"/>	Textbox	<input type="checkbox"/>	Graph/Chart	<input type="checkbox"/>	Map	<input type="checkbox"/>	Bold
<input type="checkbox"/>	Subheading	<input type="checkbox"/>	Bullet points	<input type="checkbox"/>	Photograph	<input type="checkbox"/>	Diagram	<input type="checkbox"/>	Coloured



Can you complete the research instructions for 'The Giant Squid'?

Remember to begin with a **capital letter** and end with a **full stop, ! or ?**.



Just like this!

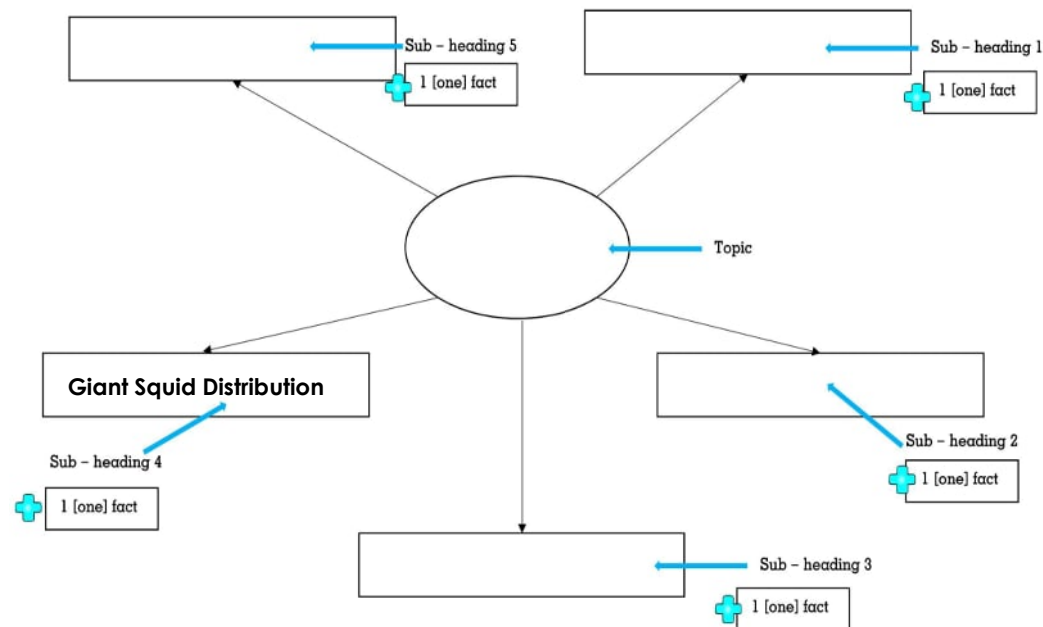
PLANNING

Firstly, read 'The Giant Squid' text.

Secondly, use or fill in the subheading.

Thirdly, write down one fact under each subheading.

Finally, check your facts and spelling.



REMEMBER TO ANNOTATE!



or



4 adverbs



or



4 imperative or bossy verbs



Ask for help if you need to do so.

The Giant Squid

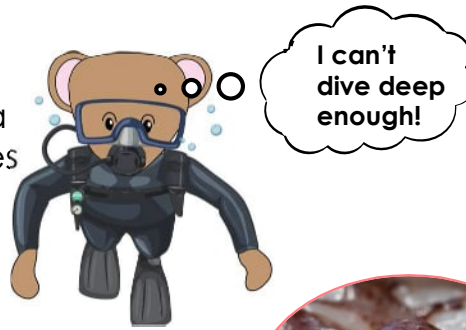
It is difficult for scientists to visit their **habitat** but a few specimens that have washed up on beaches have been studied. So, this is what we know...

subheading

The Giant Squid is a massive invertebrate or spineless cephalopod. A cephalopod is a type of mollusc.

Squid species are closely related to snails, clams, and even slugs – they are all **Mollusca**, which are defined by their soft bodies.

Squids belong to a particularly successful group of Mollusca called the **cephalopods**, which have been around for about 500 million years.



cephalopod NOUN



(say "seh-fuh-luh-pod")

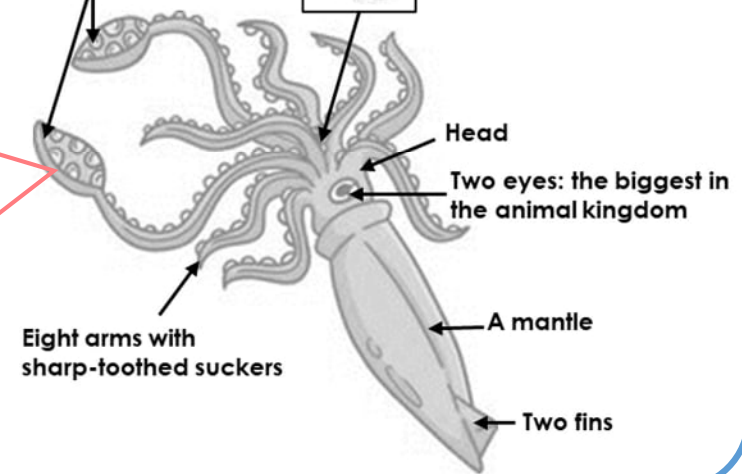


The Giant Squid

Two feeding tentacles tipped with hundreds of powerful sharp-toothed suckers

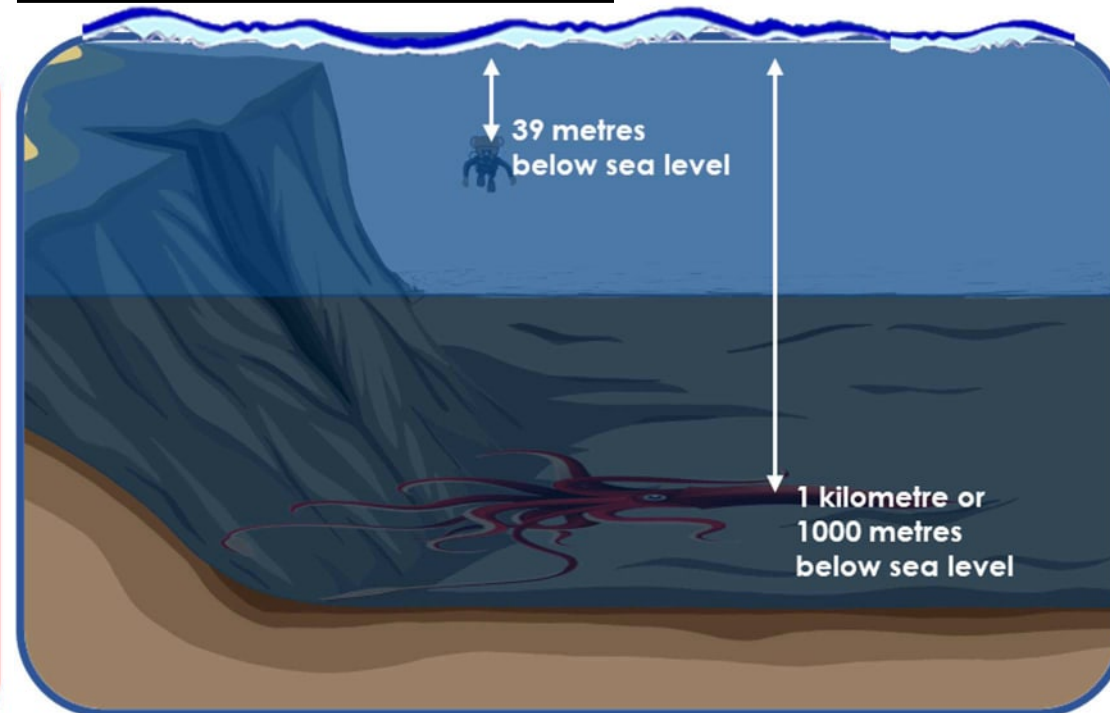
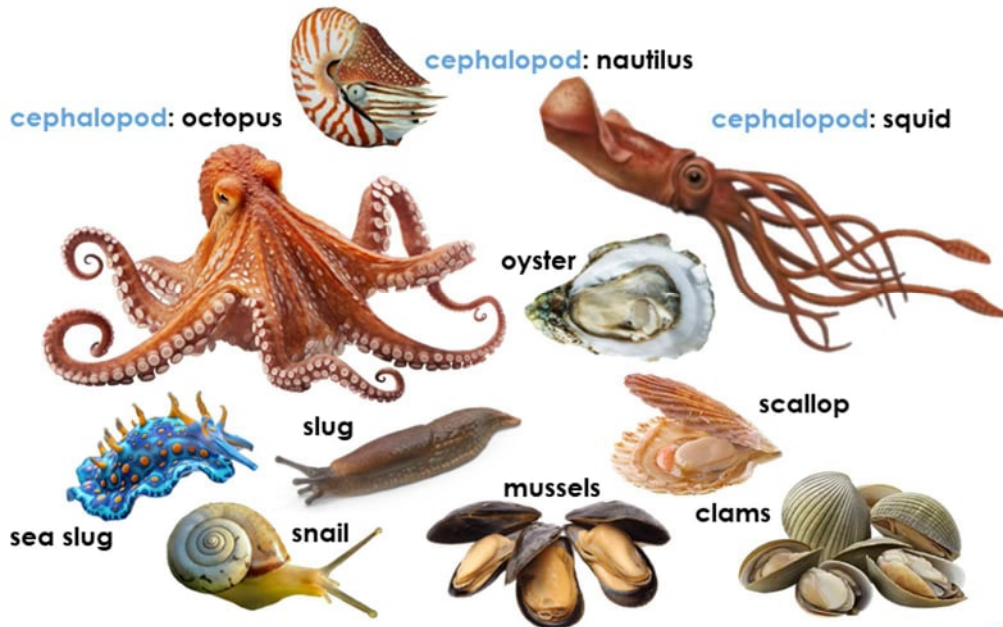


Parrot – like beak that slices prey, is found in the centre of the arms



subheading

Some animals of the Mollusca group or phylum



subheading

A Giant Squid
one of my
favourite meals

The Sperm
Whale is the
main predator
of the Giant
Squid.

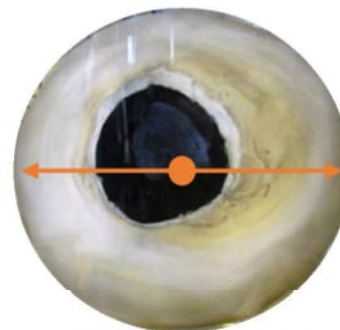
subheading

Did you know?

The average
height of a door
is 2 metres.

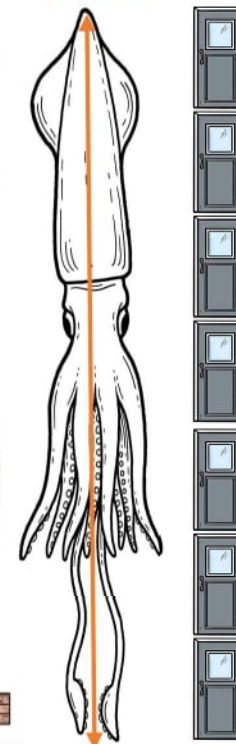
*14m in length

The largest eye in
the animal kingdom.



*30 cm diameter

*From known specimens



Could the Kraken be a Giant Squid ?

The Kraken is a legend based on some truth. Of a gigantic like **cephalopod** that terrified sailors and fishermen. The tale was told often. New details were added to make the tale more exciting. That said, no Giant Squid specimen has been found that could have attacked an average sailing ship.

Fish,
squid, shrimp,
and even small
whales are on
my menu.

subheading

specimen NOUN specimens

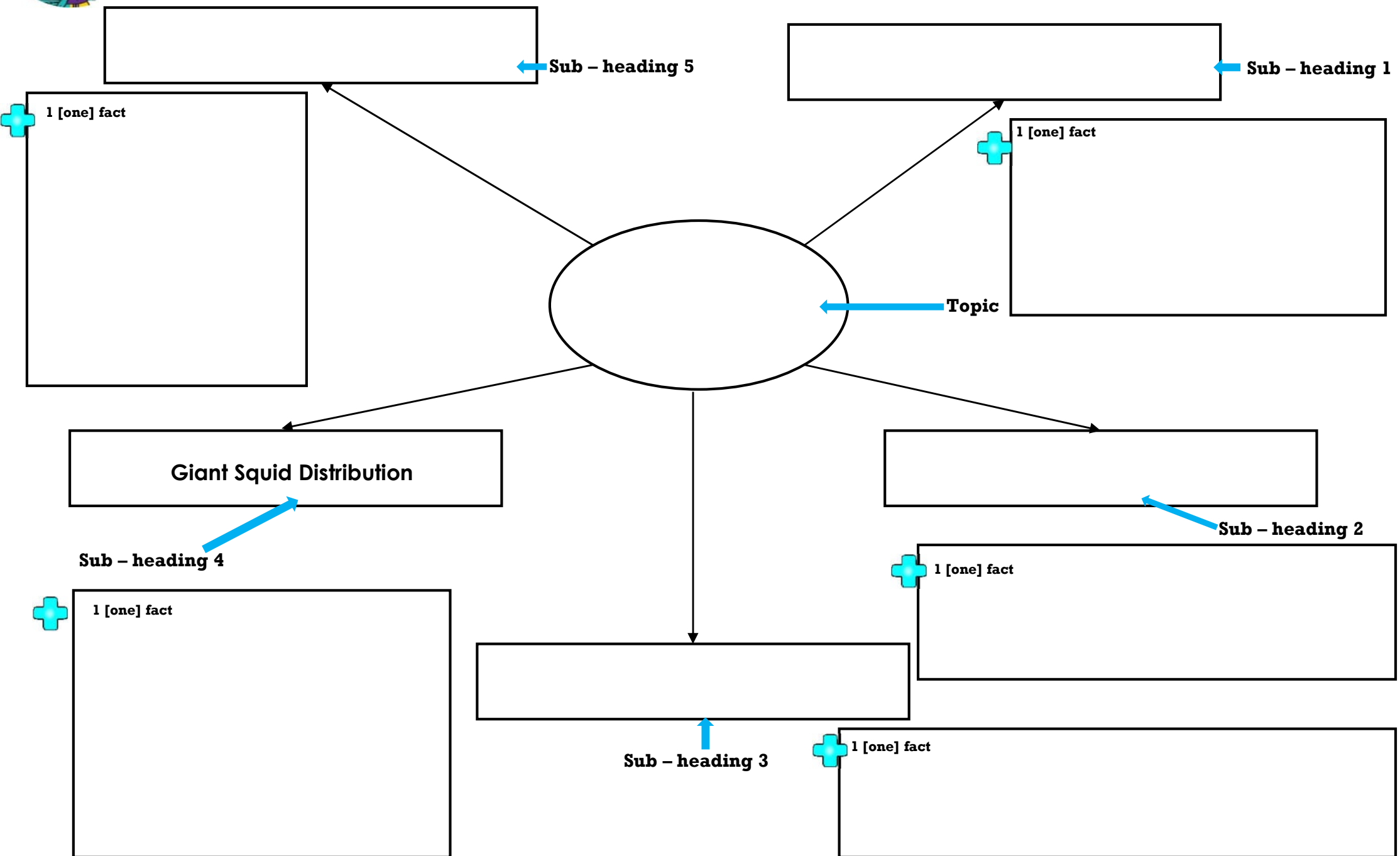
- 1 a small amount or sample of something
- 2 an example of one kind of plant, animal or thing • We saw a fine specimen of an oak.

Giant Squid are carnivores.

Giant Squid have been seen in these areas.



Can you plan research? Use or fill in the subheadings. Then add a fact under each subheading.

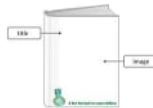




Can you design a front cover for this book about The Giant Squid?



Think of your own title and image.



Just like this!

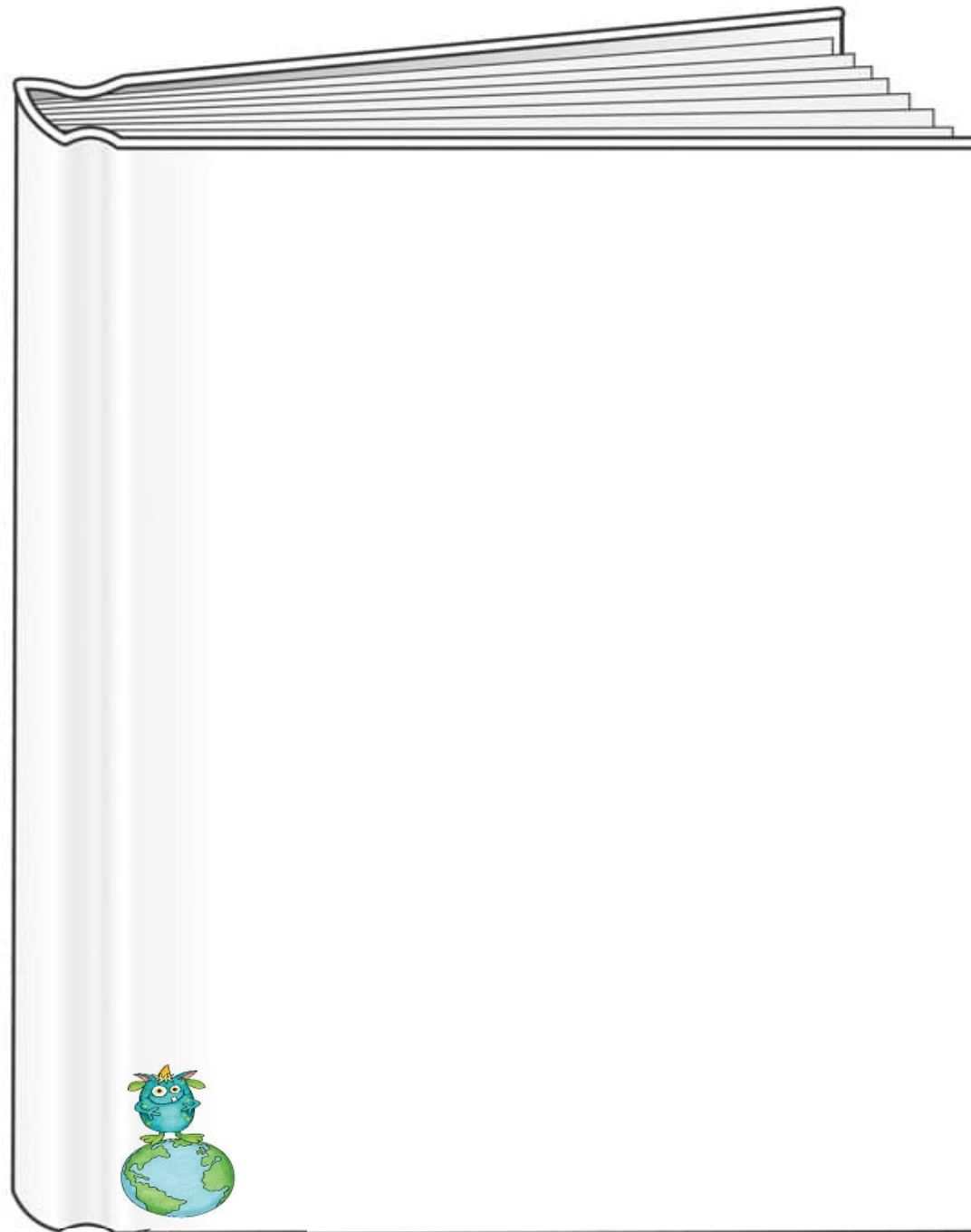
1. You need to write a title and draw an illustration.
2. The author is J Ham.
3. Then, choose one of the statements.

I have created a cover for a fiction book. It is about

or

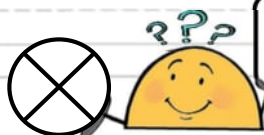
I have created a cover for a non-fiction book. It is about

4. Add a caption. Begin with, 'I have created a cover for...'
You may use the Words Matter box.



facts real things true events illustration label glossary index
diagram information character setting magic prince king
queen princess castle fairy talking animals

Words Matter



Ask for help if you need to do so.



Can you write a blurb for this book about The Giant Squid?



A blurb must make you want to read or buy a book.



- Two statements are true, and two statements are false.
Tick two statements that are true.
- ☐ The story title tells me that this is a fiction book.
 - ☐ The story title tells me that this is a non – fiction book.
 - ☐ It will be a made-up story about characters.
 - ☐ It will be full of facts about real things and true events.



Tick the box if you find the feature.



Front of the postcard	
<input type="checkbox"/>	image on the front
Right back of the postcard	
<input type="checkbox"/>	a stamp in the top-right corner
<input type="checkbox"/>	recipient's name [proper nouns]
<input type="checkbox"/>	recipient's address under the name
Left back of the postcard	
<input type="checkbox"/>	greeting: Dear recipient's name
<input type="checkbox"/>	past tense verbs
<input type="checkbox"/>	sequence words
<input type="checkbox"/>	thoughts or feelings
<input type="checkbox"/>	future or wish
<input type="checkbox"/>	From [proper noun]

REMEMBER TO ANNOTATE!

 or 	all the pronouns
 or 	6 verbs
 or 	5 adjectives
 or 	subject
 or 	predicate

Look at the photograph of the Atlantic ocean, on the front of the postcard.



Ask for help if you need to do so.

Dear Mother,

I have been at sea for one week. We are crossing the Atlantic Ocean.

I have been very busy. Every morning, I have taken the captain his breakfast. I carry the tray from the galley to the captain's cabin.

I have swabbed the deck every afternoon.

I visited the Direct Speech ship. I learnt about how to write the exact words that a character or person has said.

The crew is a jolly group of characters. Last night, Sneaky Steve told us about the Kraken.

Pirate Pike has taught me about The Giant Squid. I made notes, so I can keep the information fresh in my memory.

I must go now, it is my turn to climb the rigging to the Crow's Nest, at the very top of the main mast. I must keep watch for other ships and the Kraken.

Love your son,
Jack



Mrs. Jones

The Little Inn

4 Circle Lane

Romsea

Mother Jones smiled as she read this postcard from Jack. She hoped that he was still happy and safe.

The next afternoon, I visited The Direct Speech ship, again...

Ahoy, young man, you must not be too loud. We have found fabulous treasure in these chests.

Each scroll has lists of many synonyms that can make what you say or write or read more vivid and clear.

Greetings Captain Words Matter!

Words Matter

The way or how words are said, give you important clues about a character's feelings and thoughts about everything!

Direct Speech

Feelings or emotions can come and go!

Get to know how I feel about other characters!

Get to know how I have acted!

Get to know my feelings and thoughts about the setting and what happened.

Direct Speech

Get to know how I get along with other characters!

Get to know my plans!

Words Matter

happy or amused

- laughed
- joked
- chuckled
- giggled

Words Matter

sad or unhappy

- sobbed
- wailed
- snivelled
- cried

Words Matter

bossy

- ordered
- suggested
- insisted
- directed
- informed
- commanded

Words Matter

anger

- shouted
- screeched
- grumbled
- yelled
- roared
- bellowed
- snapped

Words Matter

shy or nervous

- whispered
- mumbled
- muttered
- murmured

After dinner, Cutlass Stubbs read to us...



Can you listen, then read, and highlight all the synonyms for said?



The Three Billy Goats Gruff, adapted from a tale written by Hans Christian Andersen.

Ask for help if you need to do so.

'How can we get to the fields of fresh green grass?' wondered the eldest Billy Goat's Gruff. 'My brothers we must cross the bridge!' announced the strongest, eldest Billy Goat Gruff. 'We cannot stay on this rocky, sandy hillside we must cross the bridge.' he added, firmly.

His younger brothers trembled, their eyes widened, and they cried out in horror, 'No, no the great green greedy scaly Troll will eat us.' they sobbed.

'Listen!' commanded the eldest, strongest and largest Billy Goat Gruff. 'I have a plan for us to make it across the bridge!' His younger brothers trembled quietly as they listened to the plan.

'Our youngest, thinnest and smallest brother must go first. When the great green greedy scaly Troll appears, our youngest brother will say, wait for my eldest brother because he is the biggest goat so there will be more for you to eat.' he explained.

After that he told the middle-sized brother to tell the Troll not to eat him because his tastiest eldest brother would be a much better meal.

The eldest, strongest and largest Billy Goat Gruff stood proudly watching as his two brothers crossed the bridge. He smiled when he saw them begin to eat the juicy grass on the opposite hillside.

Later, under the bridge, the Troll paced up and down with drool running down his green scaly chin. He sharpened his fangs and filed his curved claws as he waited for the largest and tastiest goat to arrive.

At the same time, the eldest, strongest and largest Billy Goat Gruff was trotting down towards the bridge. He stepped over scattered skeletons and smelt rotting meat, but he did not turn back, and he did not stop.

He started across the bridge and felt the ground begin to shake. The river stopped flowing, the birds stopped singing and the sun hid behind heavy dark clouds.

Just then a howl split the silence and before him stood the great green greedy scaly Troll. His eyes shone red, and his fangs gleamed wet. His huge clawed fingers rubbed his stomach, and he laughed with greedy glee.

The eldest, strongest and largest Billy Goat Gruff noticed that his brothers were staring, as still as statues, breathless, as they waited for the attack. 'Do not worry, my brothers! I will join you soon!' he shouted confidently.

Then without warning, he lowered his head and charged the waiting Troll. His strong legs carried him forward speedily, his powerful neck and horns just above the ground.

Thud! The great green greedy scaly Troll spun through the air landing with a mighty splash in the river.

The eldest, strongest and largest Billy Goat Gruff looked down at the Troll as he spluttered and gasped for air. 'I will help you out of the water, if you will be kind.' he declared.

The great green greedy scaly Troll felt ashamed and never tried to stop any creature from crossing the bridge, again. The younger Billy Goats Gruff grew as strong and as large as their big brother.

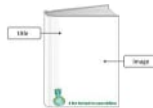
The birds sang and the river gurgled in the bright sunny valley where the Troll and the three Billy Goats Gruff lived happily ever after.



Can you design a front cover for this story "The Three Billy Goats Gruff"?



Think of your own title and image.



Just like this!

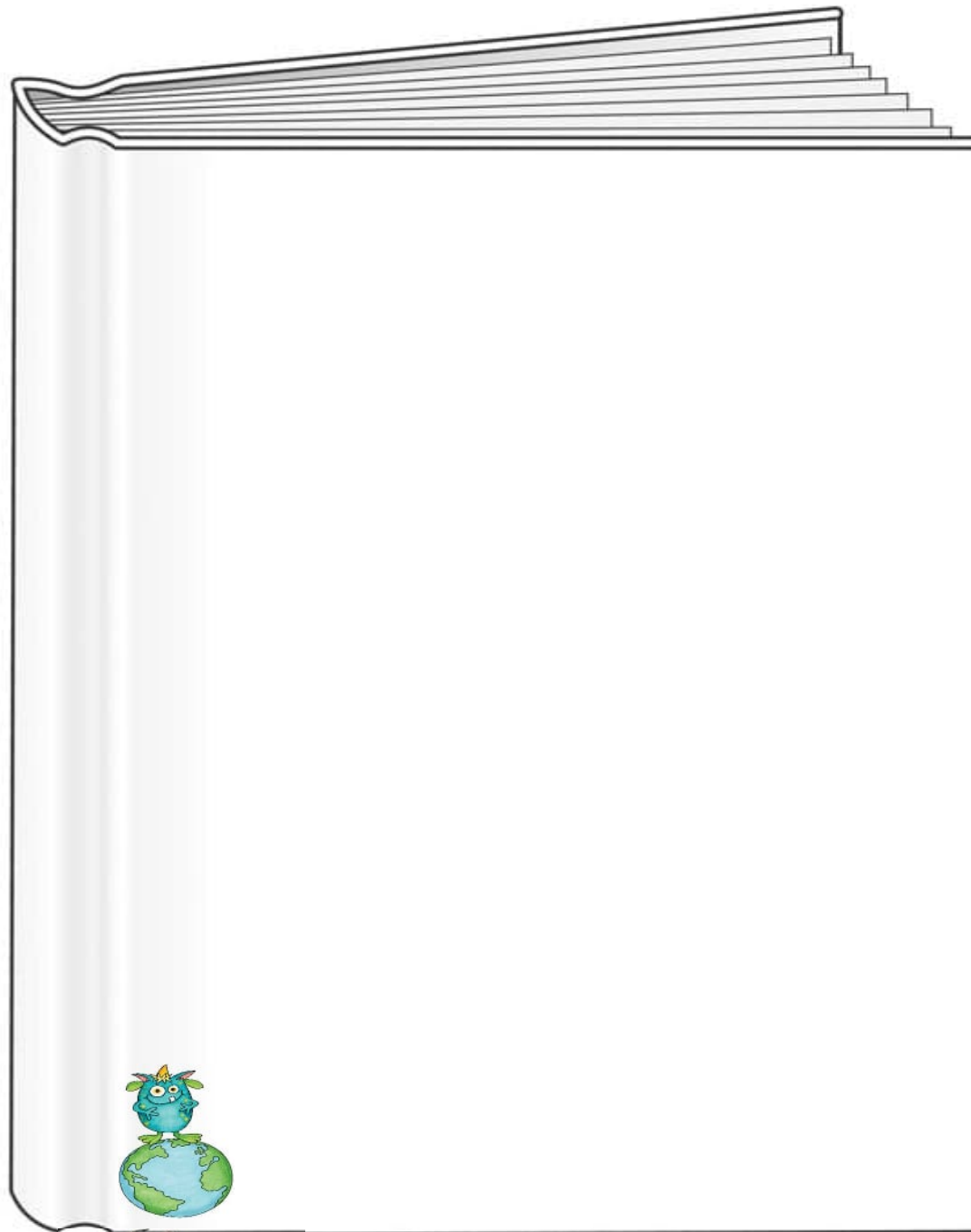
1. You need to write a title and draw an illustration.
2. The author is J Ham.
3. Then, choose one of the statements.

I have created a cover for a fiction book. It is about

or

I have created a cover for a non-fiction book. It is about

4. Add a caption. Begin with, 'I have created a cover for...'
You may use the Words Matter box.



facts real things true events illustration label glossary index
diagram information character setting magic prince king
queen princess castle fairy talking animals

Words Matter



Ask for help if you need to do so.



Can you write a blurb for this story?



A blurb must make you want to read or buy a book.



Two statements are true, and two statements are false.

Tick two statements that are true.

- ☐ The story title tells me that this is a fiction book.
- ☐ The story title tells me that this is a non – fiction book.
- ☐ It will be a made-up story about characters.
- ☐ It will be full of facts about real things and true events.



Ask for help if you need to do so.



I can...



Think carefully and follow the instructions to complete your table.



Just like this! Tick✓ one column per row.

Learner Success Criteria				
1	I can write my name.			
2	I can control my pencil.			

Key



I got this!



I'm getting this!
[with my teacher's help]



I can't do this yet!

Learner Success Criteria

1	I can describe a character in a setting by using vivid sensory details.			
2	I can write about a person's thoughts by looking at an illustration.			
3	I can annotate parts of speech and punctuation.			
4	I can identify features of a postcard.			
5	I can read an information text and fill in sub-headings.			
6	I can illustrate the front cover and write a blurb for a non-fiction book.			
7	I can locate and use relevant information in a non – fiction text, to complete an activity.			
8	I can predict the ending of a fiction text and complete a story.			



I still need my teacher to help me with number or numbers...

--	--	--	--	--	--	--

Fill in the number of your favourite type of activity.

--



Highlight the subject and predicate in these statements.

Cook Salt Sparrow collected the fish from the dish.
She felt a tear run down her cheek. The tree grew taller than the flower.
They sang a pirate song. The ship creaked and groaned in the wind.



Fill in the missing non-fiction feature words.

Features

photograph

caption

timeline

chart

graph

key words

coloured

bullets

italics

Bold words



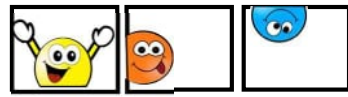
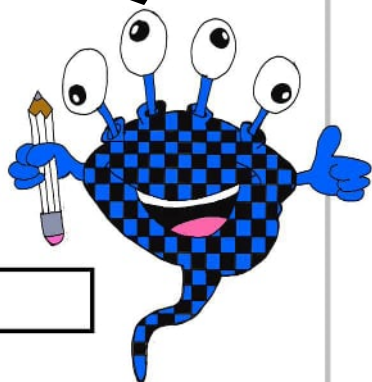
Fill in the correct comparative and superlative adjectives.

An elephant is **large**.

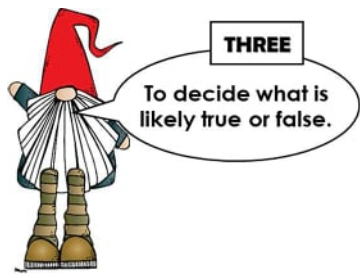
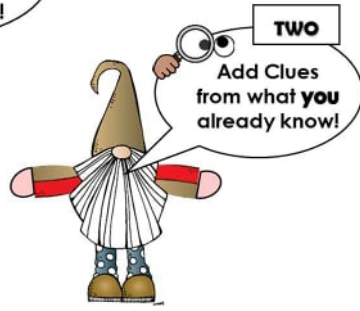
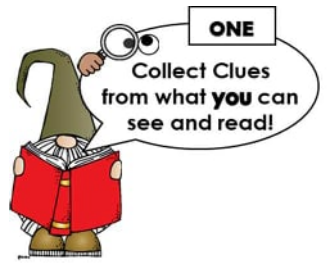
A recycle truck is

A blue whale is the

Let's check!
Complete one block at a time!



STEPS TO INFER



Match the illustration with the correct paragraph.



He hobbled across the wooden deck. His stomach grumbled. When would he get his breakfast? Where is that boy? he wondered. He glowered at the crew as he limped to his cabin.



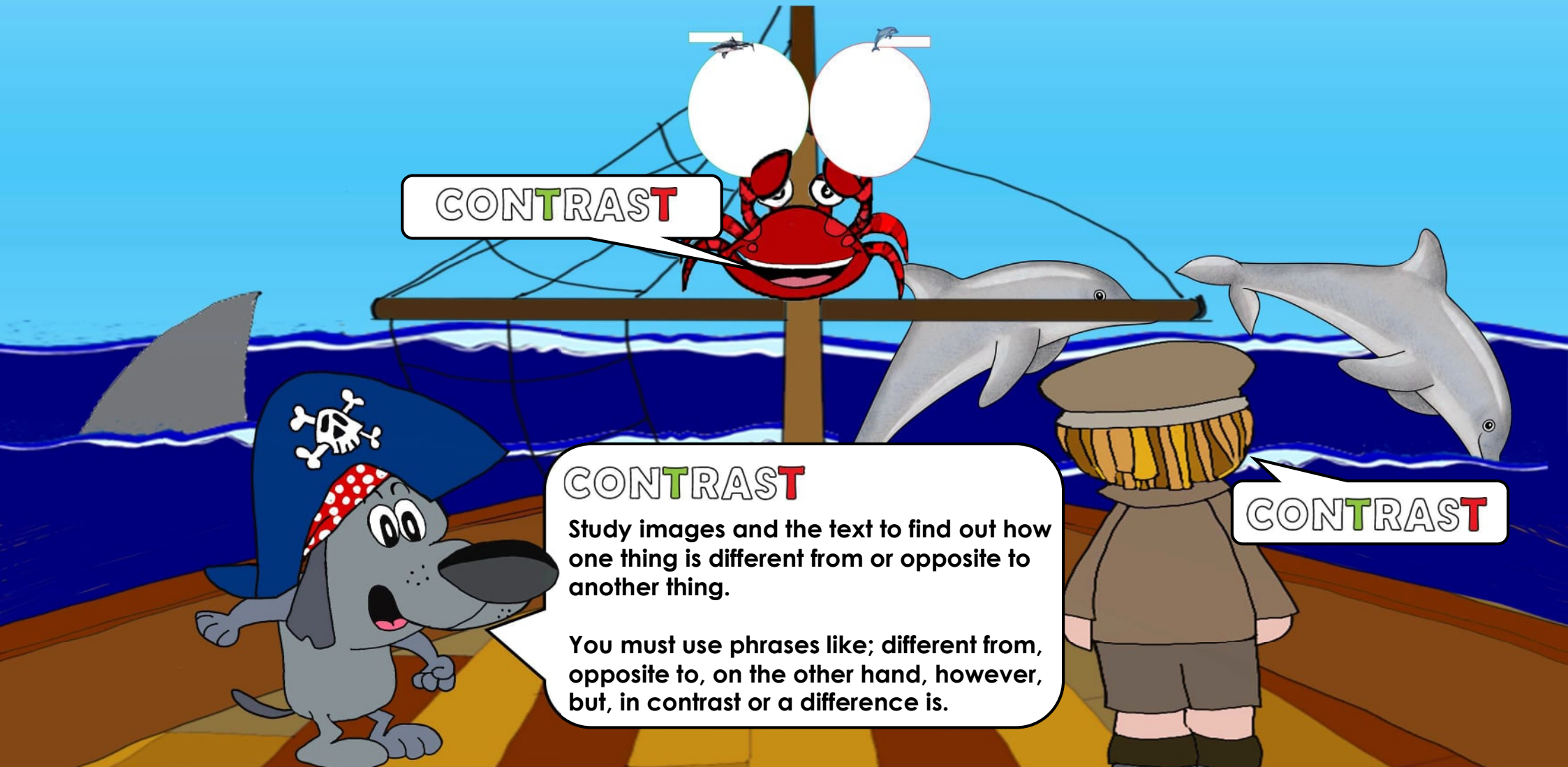
He ran across the deck and down to the galley. He searched inside the barrel. Then he looked under the flour. Turning quickly, he raced along the passage and into the hold.



He stared over the rail of the ship. He had worked hard to swab the deck and tie knots, but it never seemed good enough for Captain Mooncrab.

Chapter Six

One bright morning Pirate Pike, Carlo Crab, and I stood on the deck watching dolphins breach the waves. They often splashed and played near our ship. Clicks, whistles, and squeaks followed them as they communicated with each other. Water droplets glistened and sparkled on their graceful grey bodies as sunlight touched their skin. I felt peaceful. Just then a straight pointed fin cut through the salty waves, gliding in the opposite direction – it was a shark.



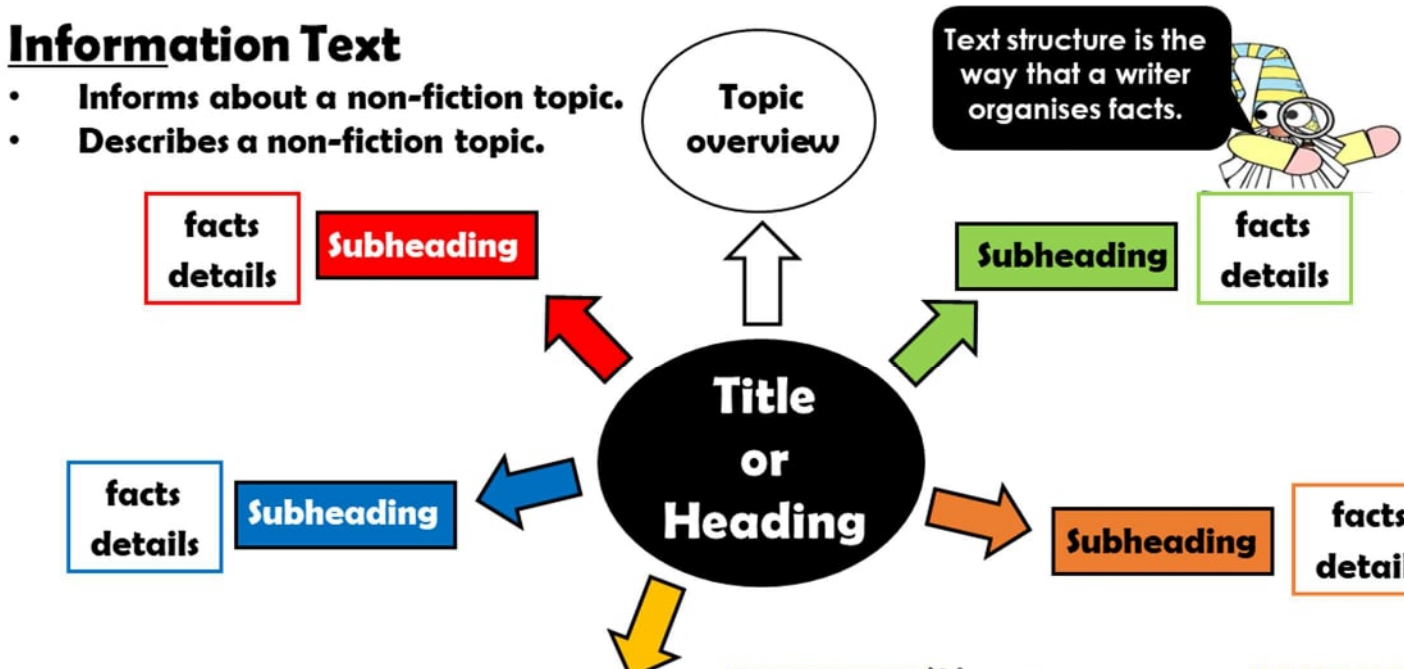
CONTRAST

Study images and the text to find out how one thing is different from or opposite to another thing.

You must use phrases like; different from, opposite to, on the other hand, however, but, in contrast or a difference is.

Information Text

- Informs about a non-fiction topic.
- Describes a non-fiction topic.



Text structure is the way that a writer organises facts.

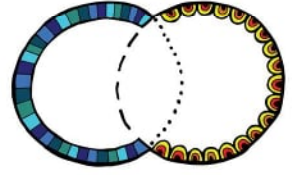


Do you know the author's purpose?
To inform means to tell or give facts or details about a topic or something.



SIMPLE PRESENT TENSE VERBS

ACTIONS THAT HAPPEN OFTEN!



Text features help us find information and understand a non-fiction text, more easily.



Tick the box if you find the feature.

Features

illustration

photograph

text box

caption

diagram

timeline

chart

map

graph

key words *italics* **Bold words** coloured

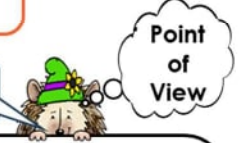
bullets

- detail
- detail
- detail



information NOUN
(say "in-fuh-may-shn")

What is the writer speaking about?



Point of View

The writer is speaking about other people, animals, and things .
The writer uses personal pronouns; **they, them, theirs, she, her, he, him, his, hers, and it.**
The writer uses possessive adjectives like **their, her, his, and its.**
The writer also uses proper nouns.

Third Person



<input type="checkbox"/>	Title or Heading	<input type="checkbox"/>	Caption	<input type="checkbox"/>	Illustration	<input type="checkbox"/>	Timeline	<input type="checkbox"/>	Italics
<input type="checkbox"/>	Topic Overview	<input type="checkbox"/>	Textbox	<input type="checkbox"/>	Graph/Chart	<input type="checkbox"/>	Map	<input type="checkbox"/>	Bold
<input type="checkbox"/>	Subheading	<input type="checkbox"/>	Bullet points	<input type="checkbox"/>	Photograph	<input type="checkbox"/>	Diagram	<input type="checkbox"/>	Coloured

S H A R K S

KINGDOM - ANIMALIA

Vertebrates

SHARKS ARE FISH

- Fish are cold-blooded.
- Fish have scales covering their skin.
- Most fish lay eggs.
- Fish live in water.
- Most fish breathe with gills.

Species refers to a living group of similar organisms that are able to reproduce.

DOLPHINS

DOLPHINS ARE MAMMALS

- Mammals are warm-blooded.
- Mammals have fur or hair covering their skin.
- Most mammals give birth to live young.
- Mammals produce or make milk.
- Mammals have lungs to breathe air.

Sharks and Dolphins are similar in several ways. Both sharks and dolphins have similar diets. They are both carnivores. They hunt their prey in the oceans and seas of our planet. A few sharks and dolphins live in rivers. Both species have razor sharp teeth.

The dolphin's fin has a more curved back and rounder top at the tip than the shark's fin.

The shark's fin has a straighter back with a sharper point at the tip than the dolphin's fin.

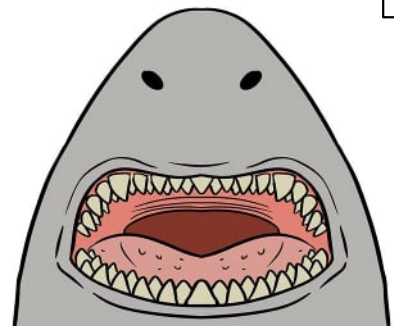
Both have a **dorsal** fin on their backs, **but** the shape is different.



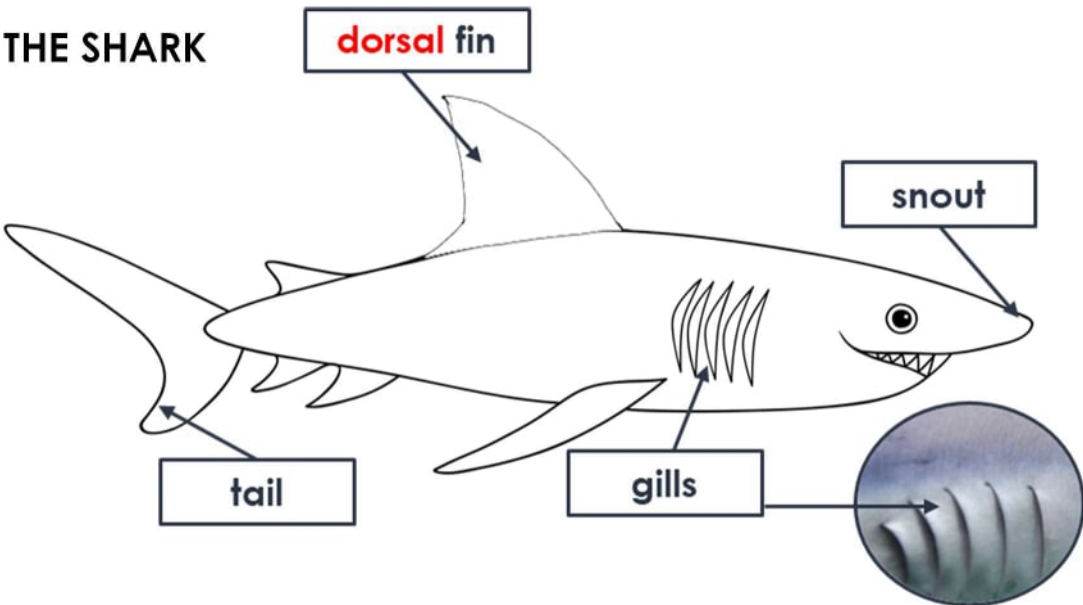
Sharks and Dolphins are different in many ways.

A difference is that all dolphins are a social **species** that live together in pods. They play, hunt, and move together. Dolphins care for members of their pod, even looking after each other when a member is ill or wounded.

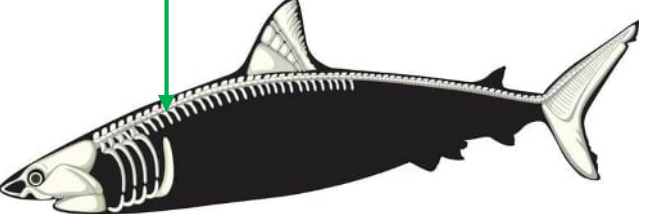
However, most **species** of shark prefer to live alone or are solitary.



THE SHARK



Cartilage is like the tip of your nose or your ears. It bends easily.



Did you know?

A shark can never stop moving because it needs water with oxygen to wash through its gills to stay alive.



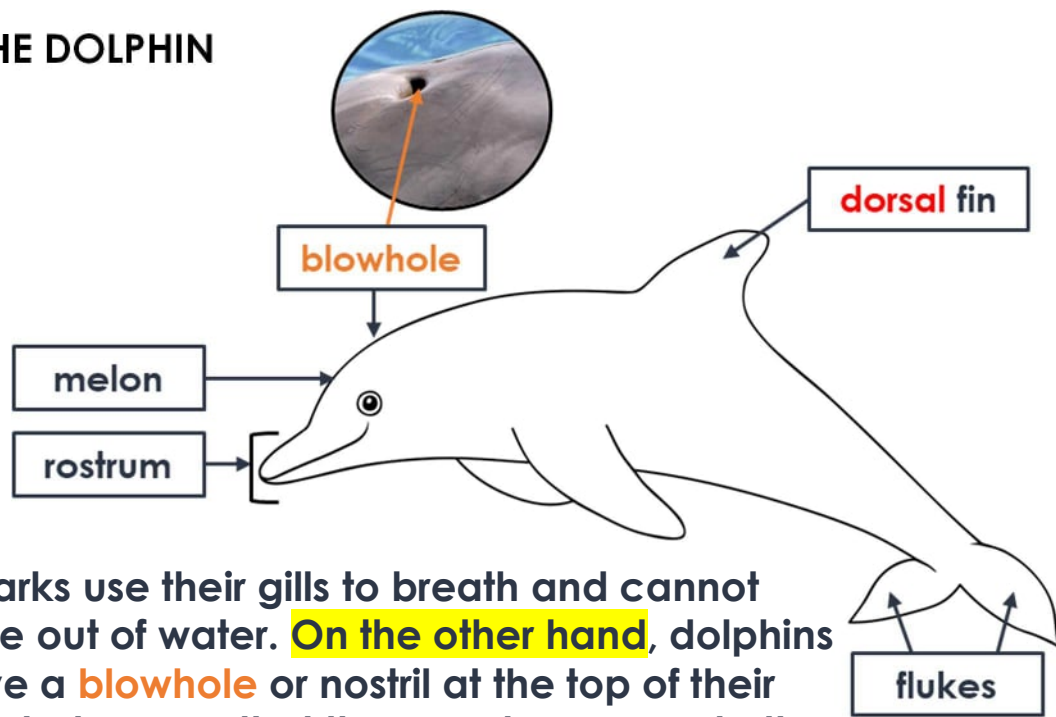
The largest shark is the Great White



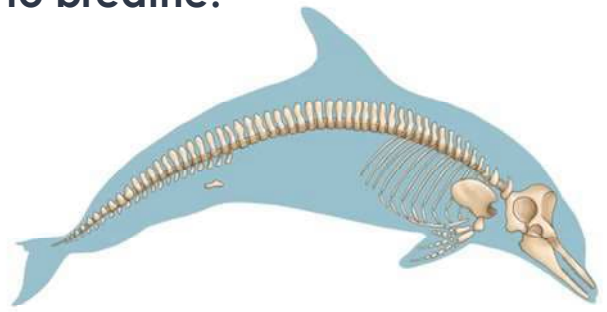
Warm-blooded animals control their own body temperature. This means that their bodies stay the same temperature when it is cold or hot.

Cold-blooded animals body temperature drops when it is cold and increases when it is warm.

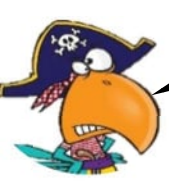
THE DOLPHIN



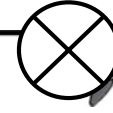
Sharks use their gills to breathe and cannot breathe out of water. **On the other hand**, dolphins have a **blowhole** or nostril at the top of their head. That means that they must come up to the surface of the water to breathe.



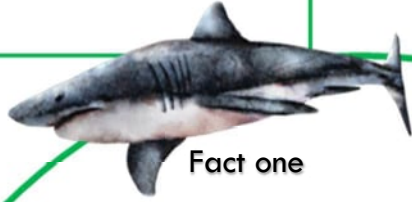
The largest dolphin is the Orca



Can you find and fill in three facts that show the contrast between sharks and dolphins?



Ask for help if you need to do so.

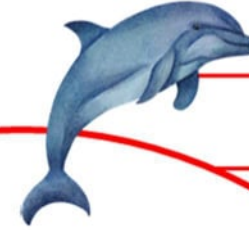


Fact one

Fact two

Fact three

CONTRAST



Fact one

Fact two

Fact three

Do you know the meaning of these question words?



Tick the correct meaning of 'why'.

- ☐ Why? - Asks for a reason.
☐ Why? - Asks about a person or character.

Tick the correct meaning of 'how'.

- ☐ How? Asks for a reason.
☐ How? Asks in what way something happens.

Fill in the correct connective word in these sentences.



Captain Mooncrab could eat breakfast he waited patiently.

Cutlass Stubbs wondered they would spot land.

One sword was sharp not sharp enough to cut the rope.

Underline the statement that is **NOT** a purpose of non-fiction text features.

- To make the text easier to understand.
 To make the text confusing.
 To give the reader more information.
 To make the text more interesting

Tick the statement that is true.

Why does the author add images to a text [purpose]?

- To give the reader more things to contrast. ☐
 To give the reader more detail about things. ☐
 To show an opinion about things. ☐
 To confuse the reader about things. ☐



Let's check!
 Complete one block at a time!



Highlight the odd word out!

longest
smoother
angriest
happiest

neater
prettier
ugliest
sweeter

small
wide
heavier
old



STEPS TO INFER

Tick the statement that explains why or the reason that the troll landed in the river.

Then without warning, he lowered his head and charged the waiting Troll. His strong legs carried him forward speedily, his powerful neck and horns just above the ground.

Thud! The great green greedy scaly Troll spun through the air landing with a mighty splash in the river.

- ☐ The great green greedy Troll slipped.
☐ The great green greedy Troll decided to have a swim.
☐ The great green greedy Troll was tossed into the river by the eldest Billy Goat.

ONE

Collect Clues from what **you** can see and read!

TWO

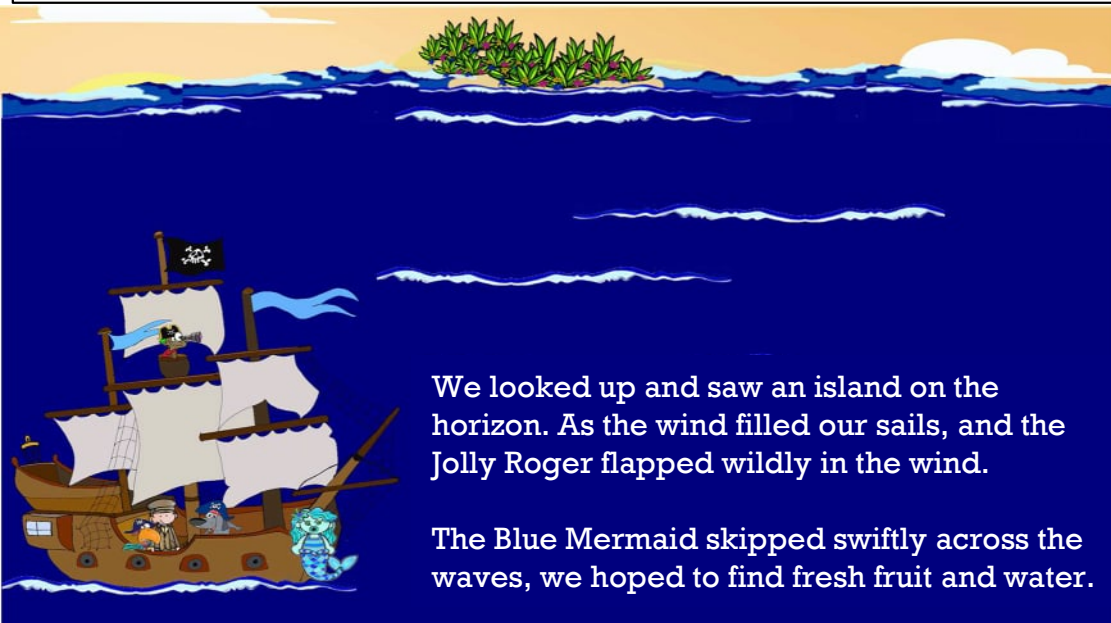
Add Clues from what **you** already know!

THREE

To decide what is likely true or false.

Chapter Seven

As dawn was breaking, we heard the lookout yell, "Land Ahead!"



We looked up and saw an island on the horizon. As the wind filled our sails, and the Jolly Roger flapped wildly in the wind.

The Blue Mermaid skipped swiftly across the waves, we hoped to find fresh fruit and water.

We landed on the golden sandy shore and set out in search of supplies.

In a forest clearing we bumped into old friends – the verb team, nouns and other parts of speech, punctuation, and the four sentence types.

Van Verb told us that they had sailed into the bay shortly before Dolly.

They had met a few, new subjects (nouns or pronouns).

These subjects were performing actions to make the predicate of the clause.

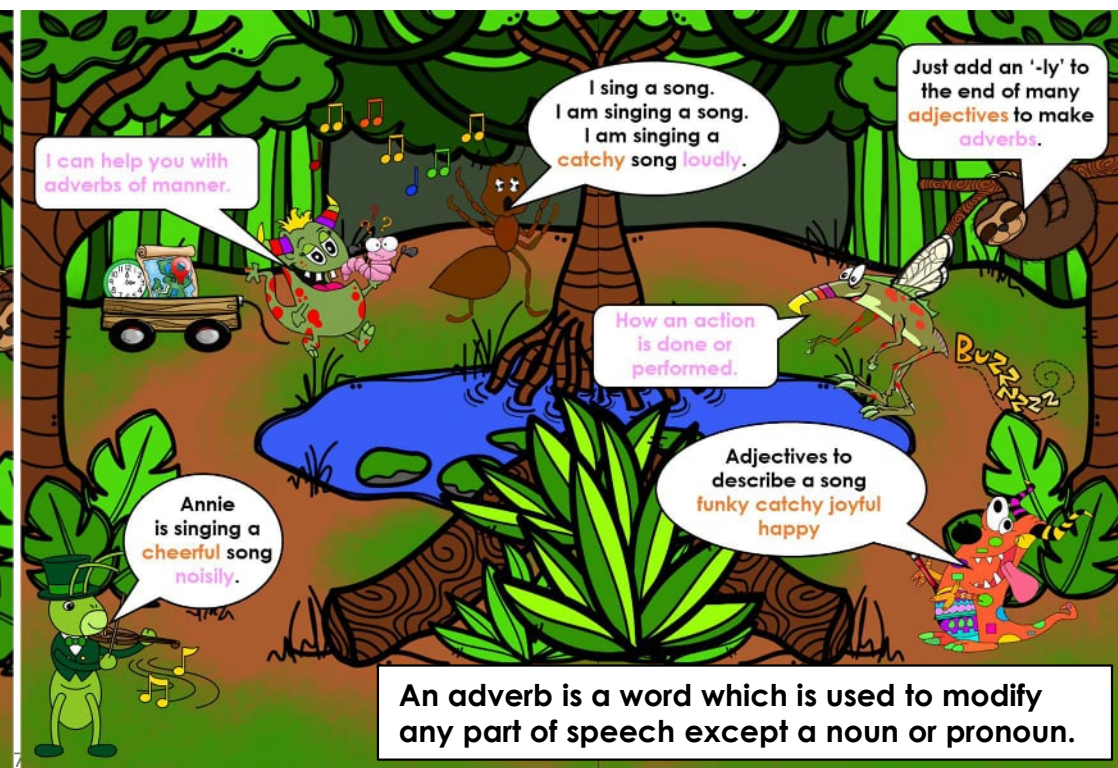
Adding an upper-case letter to begin and punctuation at the end to make a sentence.

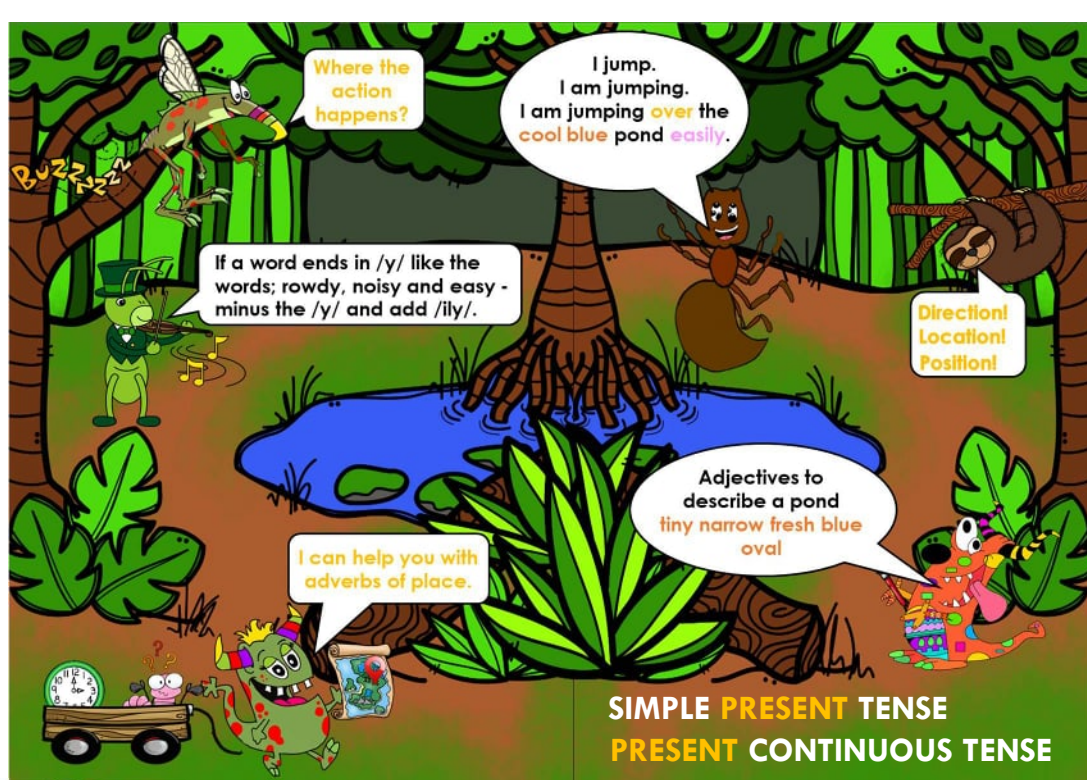
We ate juicy fruit whilst we watched present tense sentences being made.

It was exciting to see the adjective and the adverb play their roles - too.



SIMPLE PRESENT TENSE
PRESENT CONTINUOUS TENSE





Place these six adverbs of manner in alphabetical order.

bravely

wrongly

angrily

curiously

suddenly

nervously

1. Study these adverbs of manner.
2. Fill in the adjective.

happily

cosily

messily

funnily

busily

happy

Fill in a P in the blocks for adverbs of place.
Fill in a T in the blocks for adverbs of time.
Fill in a M in the blocks for adverbs of manner.

hourly

silently

here

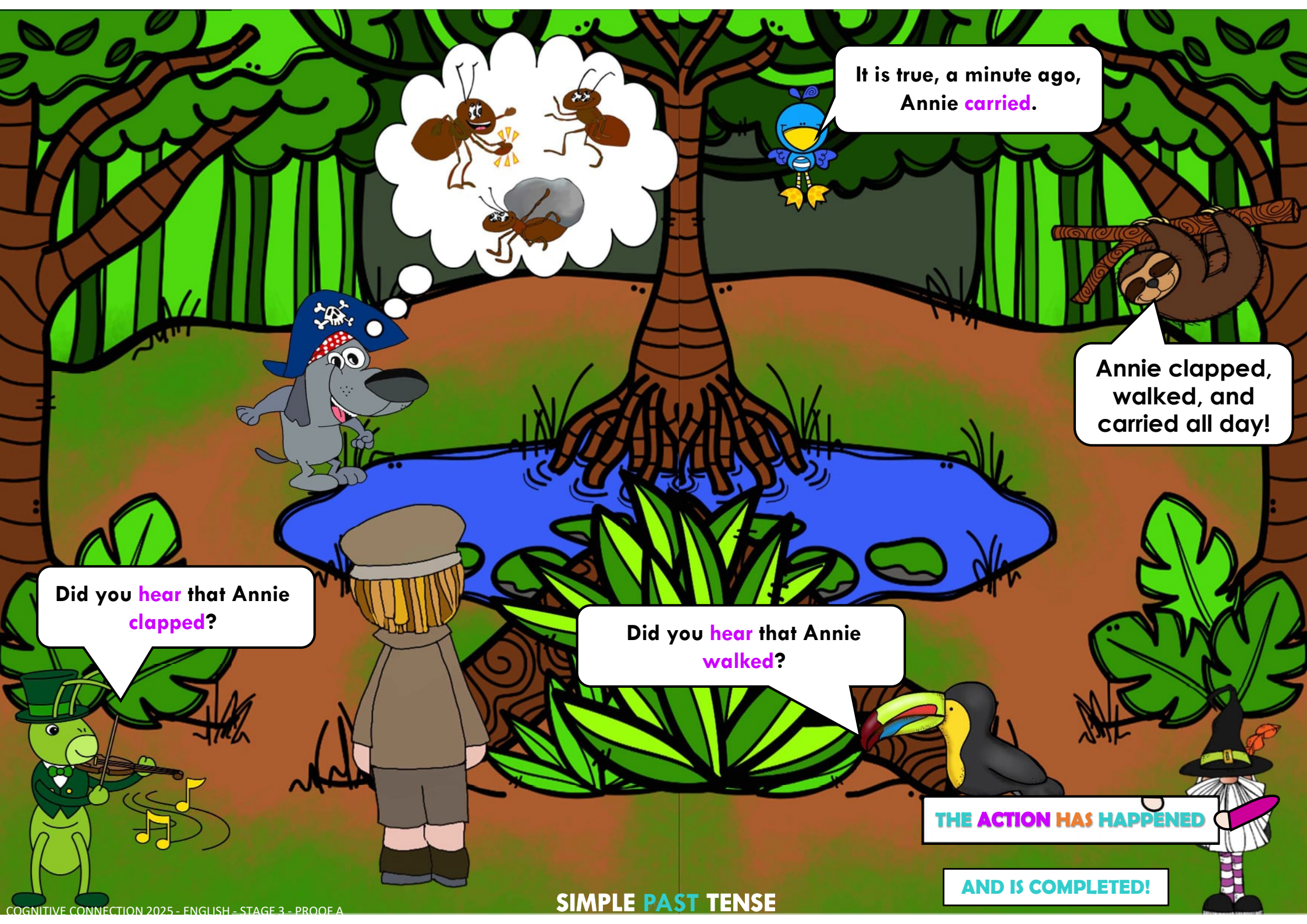
later

there

sadly

Ask for help if you need to do so.





It is true, a minute ago,
Annie **carried**.

Annie clapped,
walked, and
carried all day!

Did you **hear** that Annie
clapped?

Did you **hear** that Annie
walked?

THE ACTION HAS HAPPENED

AND IS COMPLETED!

SIMPLE PAST TENSE



Can you study the dialogue in the speech bubbles and then write the dialogue adding adjectives and adverbs ?

The **synonyms** used instead of said, add very *important clues* about each character's feelings and thoughts.



Sleepy Sloth



Sleepy Sloth murmured, 'Annie clapped *quickly*, walked *quietly*, and carried *heavy* pebbles all day!'

Blue Bird



Ted Toucan



Gregg Grasshopper



Ask for help if you need to do so.

Describe by using one or more of these ideas.

- onomatopoeia
- alliteration
- repetition
- dialogue
- actions
- thoughts and feelings
- the setting & time
- event

THE HOOK

SHOW

don't

TELL



They screamed, 'It's the Kraken!'

'It's the Kraken!' screamed the crew loudly.

repetition

The ship groaned in the storm.
The mast swayed and groaned.
The crew groaned – too!

alliteration



(say uh-lit-er-ey-shun)

Snakes slither silently over
silver sand. giant ginger jellies

The Cyclops certainly slid
circles along the ice.

The same sound repeats
in a group of words.
The sound must be at the
beginning of a word.

onomatopoeia NOUN



(say on-oh-mat-oh-pee-ya)

SPLASH **KLANK!** **CRASH!**

creak **rumble**

A word that copies
the sound it describes.

DING



ACTIONS

Paint a setting with adjectives.

Opinion, size, length, height, movement, age, use your
senses, ordinal number, how many, colours, shapes,
patterns, origin, material, texture, and purpose.





LET'S INVESTIGATE MORE ABOUT THE PLOT

ELEMENTS OF A STORY OR NARRATIVE



respond VERB
to reply or react to someone or something

THE CHALLENGE
This can be a surprise, an event, or a problem.



What happened?
How do the characters **respond** to the challenge?



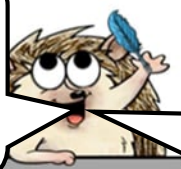
SOMETHING IS UP
Give clues or hints that something is going to happen to one or more of the characters.



WHAT HAPPENED NEXT
What actions do the characters take after the surprise, event or problem? How do they solve the challenge?



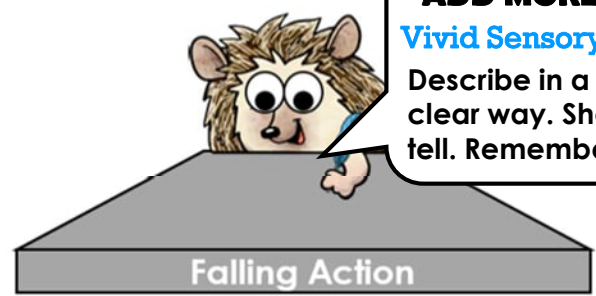
ADD MORE
Vivid Sensory Details
Describe in a bright clear way. Show don't tell. Remember dialogue.



Paint the picture about the setting and add more characters. What is happening? How do the characters act, think, and feel about each other, the setting and the events?



ADD MORE
Vivid Sensory Details
Describe in a bright clear way. Show don't tell. Remember dialogue.

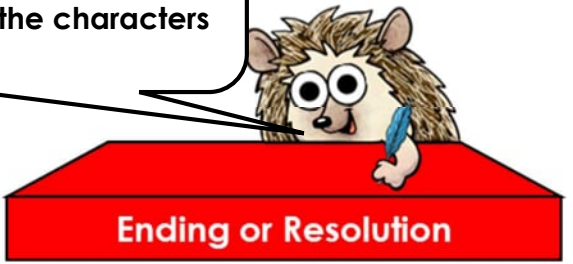


HOOK YOUR READER

Introduce a character in a setting or as part of an event. **Choose a hook.**
Begin with a question **or** Onomatopoeia **or** Alliteration **or** Dialogue
or Describe Feelings **or** Describe Setting **or** Describe Action **or** A mix



ALL IS WELL
– THE CHALLENGE IS SOLVED!
Did any of the characters learn a lesson? How or in what way have the characters changed?

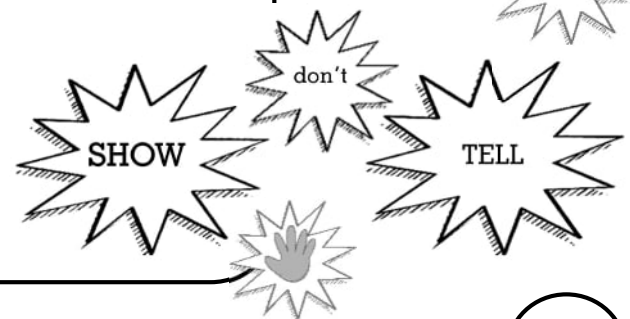


LET'S INVESTIGATE

THE HOOK

Describe by using one or more of these ideas.

- onomatopoeia
- alliteration
- repetition
- dialogue
- actions
- thoughts
- the setting & time
- event



Tick the two texts that are a better hook. Which text grabs your attention, so you want to read on?



Text B from *Jack, the Pirates and the Blue Mermaid*
There was a storm, I saw a pirate ship on the sea.
I heard my Mother calling.

Text D from *Jack, the Pirates and the Blue Mermaid*
The wind howled above the thrashing and crashing waves.
Thunder boomed and screeched. Jagged flashes tore the blackness apart!

Salty spray swirled stinging my cheeks. Yet, I did not close my window against the wet wild wind. Instead, I leant forward, my spyglass to my eye and there between mighty walls of water, a pirate ship!

Just then, I heard my mother calling, "Jack, Jack, where are you?"

Text A from *Detective Cat Purr – The Chase Begins*

A few nights later, in a house just like any other, stood a laptop with a dark dead plastic screen just like any other.

Suddenly, DING! filled the still, silent space and the screen came alive – 'You have mail' – the message read.

A hairy hand reached out to open the email inbox. A list of eleven new emails appeared. The first was delivered just after midnight and the last just after half past two in the morning.

It was the last email that caught the reader's attention it was not... just like any other.

Text C from *Detective Cat Purr – The Chase Begins*

A computer stood on a table. On the screen was a message – 'You have mail'.

A hand reached out and new emails appeared. The last email was the most interesting.

REMEMBER TO ANNOTATE!	
onomatopoeia	<u>underline</u>
alliteration	bees buzz
repetition	highlight
dialogue	highlight

Learning how to find and annotate an author's 'special effects'!



In this setting, I am in the middle of the island forest!



I saw trees.
I saw flowers.
I saw leaves.
I saw a pond.

I heard the birds.
I heard the frogs.
I heard the leaves.

I felt the bark.
I felt the watermelon juice.
I felt the ground under my feet.

I smelt the flowers and the earth.

I tasted food on my lips.



I looked up at the tall trees that grew so high. I could see lime, emerald and apple green leaves growing, thickly. There were magenta and canary yellow flowers that looked like stars. On one side was a cool, blue pond.






I heard the soft chirping of the pretty birds and the loud croaking of the frogs. Now and then, I heard the warm breeze rustling through the leaves.

I could feel the wet mud under my feet and the rough bark of the shady trees. I could feel the sticky watermelon juice run down my chin.

I tasted sugary juice of the watermelon on my lips. I smelt the earthy air and the sweet scent of flowers.



Can you find and highlight these adjectives in the text?

REMEMBER TO ANNOTATE!	
 or 	8 common nouns
 or 	4 verbs
 or 	1 adverb



Words Matter

tall	magenta	pretty	sugary
high	canary yellow	wet	earthy
lime	cool	rough	sweet
emerald	blue	shady	loud
apple green	soft	sticky	warm

Chapter Seven



We picked fresh fruit on Annie's island and stacked our big baskets. We tucked in as soon as we put the baskets on the deck. While we ate the delicious juicy fruit Pirate Sneaky Steve read us a fable.

Long, long ago on a great, green island, in a forest there lived insects, birds, reptiles, mammals, amphibians, fish, and thousands of spineless creatures and an ant called Annie and a grasshopper, named Gregg.

One Tuesday, Ted Toucan flew from the bright light of the emergent canopy to the forest floor. As he flew down, down, down, the dimmer and darker it got. The cooler and smellier it got.

'Whew, what a dim, cold and smelly place the forest floor is!' Ted Toucan squawked as he landed with a bump and a crunch!

Gregg Grasshopper groaned, 'Did the sky fall on my hat?' He picked himself up, sluggishly, and very slowly brushed a fluffy feather off his tall top hat.

Just then, they both saw a row of leaves marching quickly along the forest floor. The row of leaves marched, in a zig zag pattern. Suddenly, the row dashed up and over a log disappearing speedily.

A rolling rumble startled Ted Toucan. 'Oh no!' he exclaimed. 'I must find my friend Annie Ant. I have a weather warning for her!' Flapping furiously, his wings pumping he lifted off the forest floor. As he flew up, up, up, the sweeter the odours and the warmer the air. The brighter and lighter it became until he was free to glide above the tallest greenest trees.

Far below he spotted Annie in a clearing, circling he swooped down. At last, Ted Toucan gave the message to Annie. 'Annie, Annie, I have the worst weather news', he cried breathlessly. 'It is going to rain cats and dogs!'

'Oh no!', gasped Annie Ant. 'Thank you, thank you, Ted Toucan! I must tell the Queen!'

Annie dashed through the tunnels – first, she rushed past the larvae and pupae! Next, she sprinted through the guard room, where the soldiers stood at attention! Then she tiptoed past the nursery.

Finally, she hurried through the last tunnel and arrived panting, in the throne room, to see the Queen.

Within minutes, the forest floor filled with rows of scurrying, hurrying ants.

Gregg Grasshopper played his violin and had a great yawn! He thought that he may relax for a while. Annie Ant passed Gregg on her way back to the colony. On six tiny feet she dashed to and from the colony.

A small cartoon pirate character with a large orange nose, a blue hat with a skull and crossbones, and a red bandana, appearing to be shouting or singing.

I have learnt that hard work pays off!

Yes, Gregg, putting work before play is more important. Sometimes you must do the things you need to do before doing the things you want to do.

Ask for help if you need to do so.

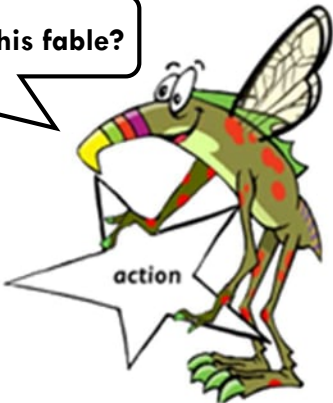
LET'S INVESTIGATE

What happened?

THE PLOT

sequence (say see-kwens)
NOUN sequences

Can you choose a few friends and retell this fable?



THE CHALLENGE

Climax

Turning Point

SOMETHING IS UP

Rising Action

WHAT HAPPENED NEXT

Falling Action

ADD MORE

Rising Action

RETELL

ADD MORE

Falling Action

Annie Ant and Gregg Grasshopper
Adapted from Aesop's fable
The Ant and the Grasshopper

THE HOOK

Beginning or Introduction

ALL IS WELL – THE CHALLENGE IS SOLVED!

Ending or Resolution

A fable must end with a lesson or moral.

Use The Super Story Staircase to help you!
Begin at the beginning with 'Long, long ago'. End with the lesson or the moral.



Can you follow written instructions to complete this task about the characters and the setting in the fable 'Annie Ant and Gregg Grasshopper'?

Follow the instructions to complete the task.

Draw a green circle around the main character – the protagonist.

Draw a blue circle around the royal character.



Draw an orange square around the forest setting.

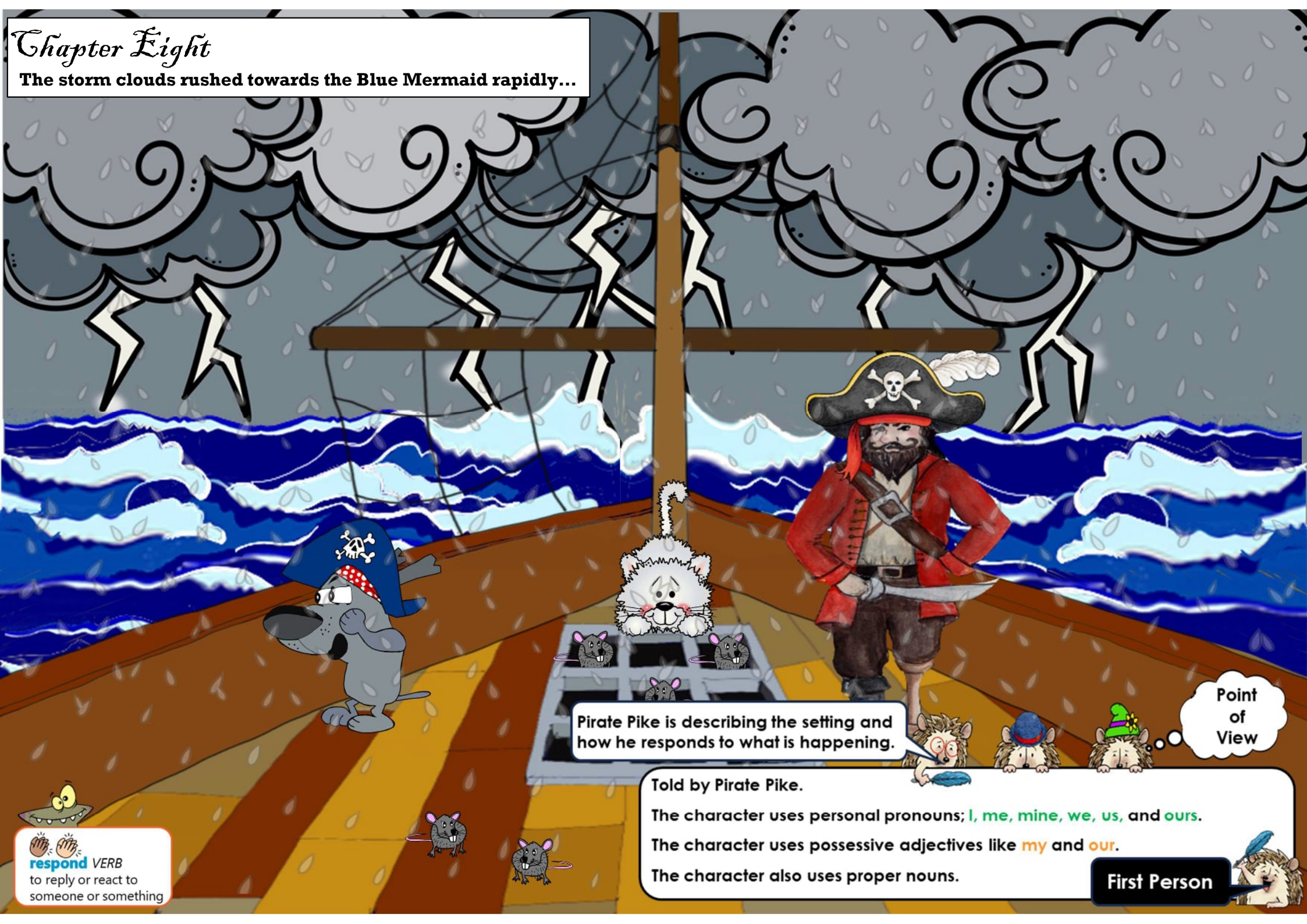
Draw purple square around the lazy character who learns a lesson.



Write the name of your favourite character. Why did you choose this character. Use the connective **because**

Chapter Eight

The storm clouds rushed towards the Blue Mermaid rapidly...



Pirate Pike is describing the setting and how he responds to what is happening.

Point of View

Told by Pirate Pike.

The character uses personal pronouns; **I**, **me**, **mine**, **we**, **us**, and **ours**.

The character uses possessive adjectives like **my** and **our**.

The character also uses proper nouns.

First Person



respond VERB
to reply or react to
someone or something





Can you write a hook for this illustration?



You must write in the simple past tense.

Think



Discuss



Plan

When?

Who?

Where?

What?

Write



words

Just like this!

An hour ago



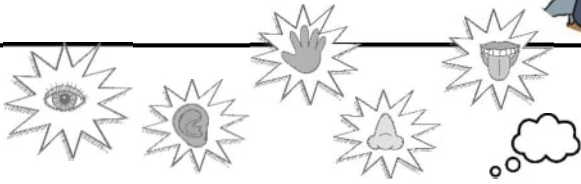
THE HOOK

Who?

Where?


When?

What?



Ask for help if you need to do so.

Handwriting practice area with multiple sets of three horizontal lines (top, middle dashed, bottom) for writing.

Tick the box if you find the feature. 

Front of the postcard	
<input type="checkbox"/>	image on the front
Right back of the postcard	
<input type="checkbox"/>	a stamp in the top-right corner
<input type="checkbox"/>	recipient's name [proper nouns]
<input type="checkbox"/>	recipient's address under the name
Left back of the postcard	
<input type="checkbox"/>	greeting: Dear recipient's name
<input type="checkbox"/>	past tense verbs
<input type="checkbox"/>	sequence words
<input type="checkbox"/>	thoughts or feelings
<input type="checkbox"/>	future or wish
<input type="checkbox"/>	From [proper noun]


REMEMBER TO ANNOTATE!		
	or	
	or	
	or	
	or	
	or	

all the pronouns
6 verbs
5 adjectives
subject
predicate



Mother Jones frowned as she read the first few paragraphs.



<p>Dear Mother,</p> <p>The good news is that we survived a huge storm.</p> <p>A wind howled through the sails and the waves rolled the Blue Mermaid left and right, up and down, and from side to side. Thunder boomed and lightning crashed without mercy.</p> <p>Only one person was strong enough, large enough and brave enough to stand watch and that was Captain Mooncrab. The rest of us shivered below decks.</p> <p><u>I helped the carpenter fix the mast!</u> I am proud of my work and so is Captain Mooncrab.</p> <p>I have made some good friends on the Blue Mermaid.</p> <p><u>Cook Salt Sparrow promised to feed us his famous stew.</u> Nobody is happy about that!</p> <p>I must start my lessons about maps, this week.</p> <p>I miss you and my home. I also miss your cooking. Jack</p>	<div style="text-align: right;">  </div> <p><u>Mrs. Jones</u></p> <p><u>The Little Inn</u></p> <p><u>4 Circle Lane</u></p> <p><u>Romsea</u></p>
--	--



I can...



Think carefully and follow the instructions to complete your table.



Just like this! Tick✓ one column per row.

Learner Success Criteria

1 I can write my name.
2 I can control my pencil.



Key



I got this!



I'm getting this!
[with my teacher's help]



I can't do this yet!

Learner Success Criteria

1	I can annotate synonyms for 'said' in a fiction text.			
2	I can find contrasting facts that show the differences between two animals.			
3	I can annotate to understand a text, identify types of words and punctuation.			
4	I can study dialogue and add adverbs of manner.			
5	I can infer from an illustration to match a text.			
6	I can use text clues to complete an illustration and answer simple questions.			
7	I can use the correct vocabulary when I write or speak.			
8	I can identify patterns like rhyme and repetition in simple stories and poems.			



I still need my teacher to help me with number or numbers...

--	--	--	--	--	--	--

Fill in the number of your favourite type of activity.

--



Let's check!
Complete one block at a time!

Do you know the meaning
of this question word?



Tick the correct meaning of 'which'.

- ☐ Which? Asks for a choice.
☐ Which? Asks about a specific thing, event or action.



Highlight the simple present tense verbs?

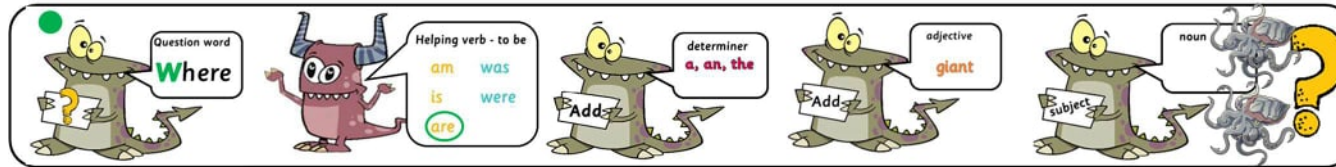


Cook Salt Sparrow bakes cupcakes.

One Eye Silver is swimming.

Sticky Treasure carries the pot of stew.

Write the reply.



Tick the correct question.

Reply: My name is Carlo Crab.

- ☐ What is your name?
☐ How is your name?

Reply: I am tired because I swabbed the deck.

- ☐ Why are you tired?
☐ Where are you tired?

Reply: To the Old Quay.

- ☐ Where are you going?
☐ What are you going?

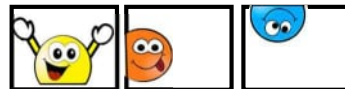
Reply: We sail on the hightide tomorrow.

- ☐ Which do we sail?
☐ When do we sail?



Proofread and edit. Change to a capital letter.

Insert a full stop.



Insert a ! Or ? Or , Or ' '.



Gregg said i have learnt that hard work pays off!

annie dashed through the tunnels

did annie tiptoe past the nursery

Pirate Pool and Jack sat next to each other, quietly. Jack held a pole loosely in his hands.

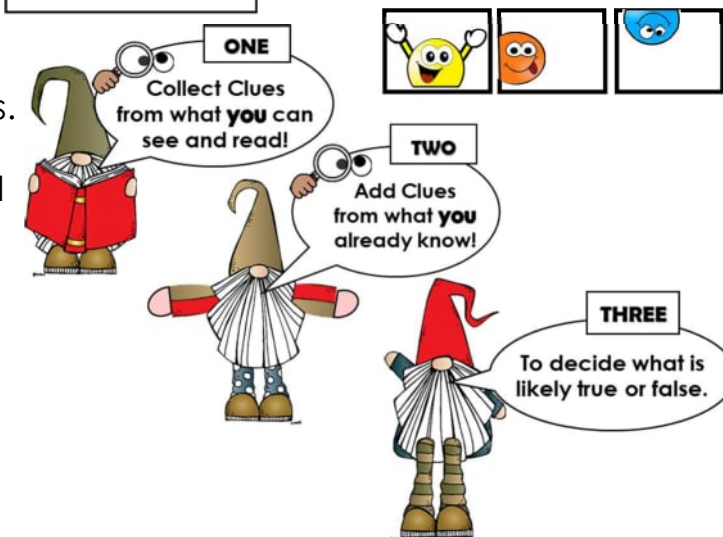
Suddenly, the pole jerked, and the line pulled tight.

'You've got one!' exclaimed Pirate Pool.

What is Jack doing? Fill in.

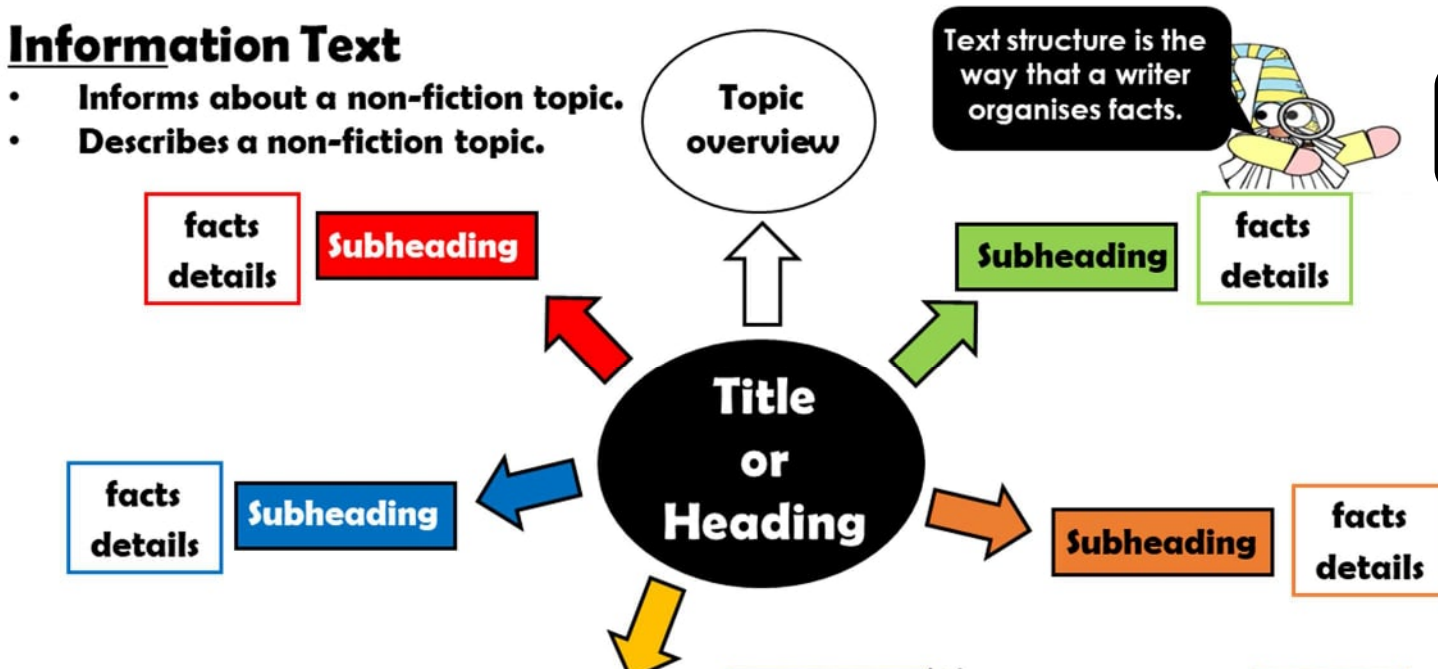
Jack is .

STEPS TO INFER



Information Text

- Informs about a non-fiction topic.
- Describes a non-fiction topic.



Text features help us find information and understand a non-fiction text, more easily.



Tick the box if you find the feature.

Features

illustration

photograph

caption

diagram

timeline

chart

map

graph

key words *italics* **coloured** **Bold words**

text box

bullets

- detail
- detail
- detail

Do you know the author's purpose?

To inform means to tell or give facts or details about a topic or something.

SIMPLE PRESENT TENSE VERBS

ACTIONS THAT HAPPEN OFTEN!

information NOUN
(say "in-fuh-may-shn")

What is the writer speaking about?

The writer is speaking about other people, animals, and things .
The writer uses personal pronouns; *they, them, theirs, she, her, he, him, his, hers, and it.*
The writer uses possessive adjectives like *their, her, his, and its.*
The writer also uses proper nouns.

Third Person

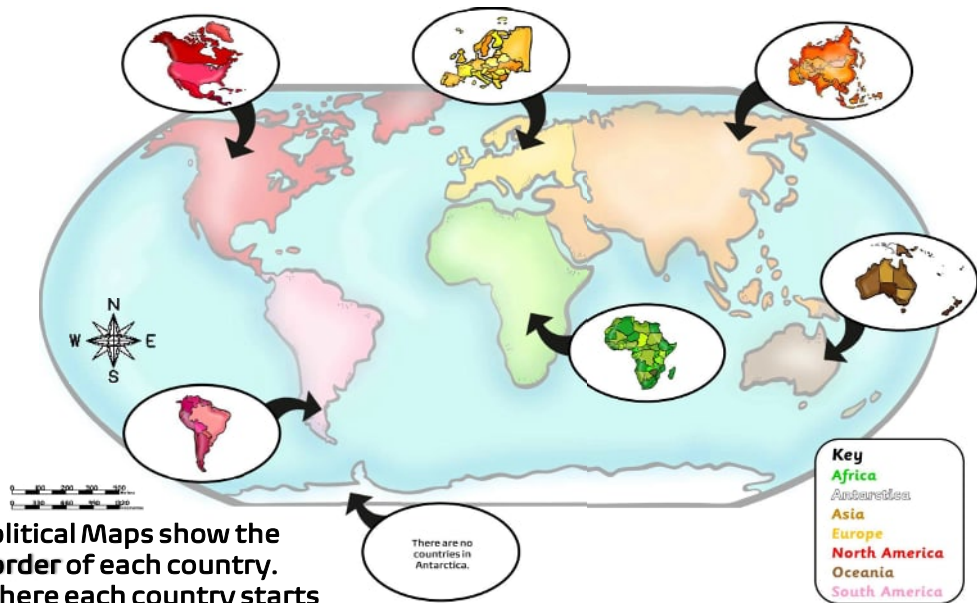
<input type="checkbox"/>	Title or Heading	<input type="checkbox"/>	Caption	<input type="checkbox"/>	Illustration	<input type="checkbox"/>	Timeline	<input type="checkbox"/>	Italics
<input type="checkbox"/>	Topic Overview	<input type="checkbox"/>	Textbox	<input type="checkbox"/>	Graph/Chart	<input type="checkbox"/>	Map	<input type="checkbox"/>	Bold
<input type="checkbox"/>	Subheading	<input type="checkbox"/>	Bullet points	<input type="checkbox"/>	Photograph	<input type="checkbox"/>	Diagram	<input type="checkbox"/>	Coloured

Maps

A map is an image of part or all of the ground from above the earth. We can find things and places on our planet by using maps.

Political Maps

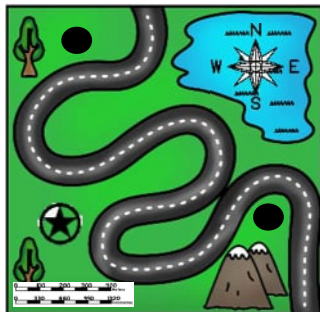
Countries of the World.



Political Maps show the border of each country. Where each country starts and ends.

Capital City and two towns.

- Key
- City/town/village
 - ★ Capital City

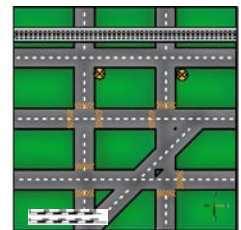
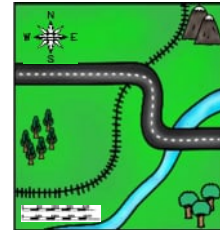
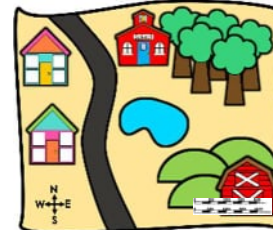
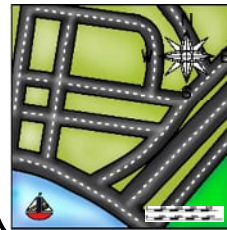


Weather and Treasure Maps



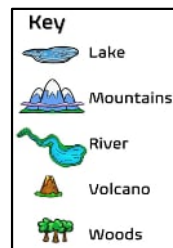
It is such fun to use a map!

Road and Railway Maps



Maps are useful when you need to find a thing or a place.

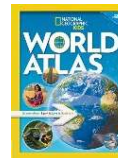
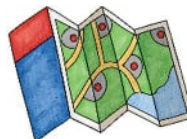
Physical Maps



Physical maps show where landforms can be found.

Landforms are natural parts of the earth; they are not man made.

Where can you find maps?



A map can be printed on paper or carved in a stone. Globes are maps, too. Today, maps are even found on a phone using GPS.



Can you read Text A to find information to complete the activity?

Look for the information in Text A to respond to the instructions or questions. Think carefully!



Just like this!



1. What is the title of the book?

2. Is Text A an explanation text or an information text or a myth?

3. Copy an opinion from Text A.

4. Copy a caption from Text A.

5. Copy two facts from Text A that you found interesting.

6. Copy the first line from the second paragraph.

7. List three adjectives from Text A.

8. Read Text A. What is a legend on a map?

9. Fill in the subheadings on page 94.



Ask for help if you need to do so.



Can you locate and annotate relevant information in texts? Then, can you write the evidence in each box?



Finally, can you copy the title of Text B?

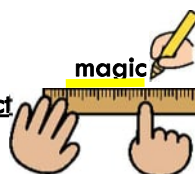


Just like this!





To annotate the clue, facts or evidence

Use your coloured pencil to annotate the evidence you have found on the page.

Use your ruler to underline the fact



REMEMBER TO ANNOTATE!

<u>underline</u> 	Evidence for box A
<u>underline</u> 	Evidence for box B
<u>underline</u> 	Evidence for box C
<u>underline</u> 	Evidence for box D

Text M from All you need to know about Maps

Maps

A map is an image of part or all of the ground from above the earth. We can find things and places on our planet by using maps.

It is such fun to use a map!
Maps are useful.

Weather and Treasure Maps

Road and Railway Maps

Physical Maps

Physical maps show where landforms can be found. Landforms are natural parts of the earth; they are not man made.

Where can you find maps?



A map can be printed on paper or carved in a stone. Globes are maps, too. Today, maps are even found on a phone using GPS.

Political Maps



Countries of the World.

Political Maps show the border of each country. Where each country starts and ends.

Political Maps show Capital Cities, cities, towns, villages, and hamlets.

Key:
 City/town/village
 Capital City

Capital City and two towns.

Key:
 City/town/village
 Capital City

The Valley of Two Mountains









The map title.

Let's focus on how to read a map.

A map has a compass rose. A compass rose shows direction. North, East, South and West are known as the cardinal directions.

A map can be divided into different blocks. This is called a grid. The green house is in block 4B. Can you find the castle in 8D? Can you find the camping site?

A map has a key or legend. This is a list of symbols with nouns next to them. These symbols are used to show what real-life features or things can be found on the map.

Key:
 Road
 Railway
 Forest
 Camping
 Hospital
 Restaurant
 Castle
 River

Glossary

Border
The border between two countries is the line where they meet.

Cardinal
The most important or essential thing.

GPS
Global Positioning System. Satellites in space send map data to our phones.

A map cannot be the same size as the earth or a town or a room or even a desk. So, we use a scale. A scale helps tell us on a map the real distance of one point to another.

For example, A map of a room in this block. The problem is that this block is much smaller than a room. A room is much bigger than this block. So, we use a scale. Like 5 centimetres is the same as 1 metre. Then, the map of a room will fit into this block.

mnemonic
(say it - hear it - see it)
NOUN mnemonics

NEVER SAY ANYTHING WORDS

WOLVES **LOVE** **STAY**

This is called a mnemonic. It is a strategy that can be used to help us to remember almost any information!



Ask for help if you need to do so.

Text B from *All you need to know about Maps*

subheading

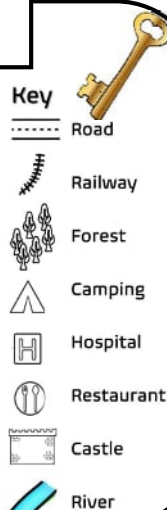
	1	2	3	4	5	6	7
A							
B							
C							
D							
E							

A map can be divided into different blocks. This is called a grid. The green house is in block 4B. Can you find the castle in 8G? Can you find the camping site?

subheading

A map has a key or legend. This is a list of symbols with nouns next to them.

These symbols are used to show what real - life features or things can be found on the map.



Glossary

Border

The border between two countries is the line where they meet.

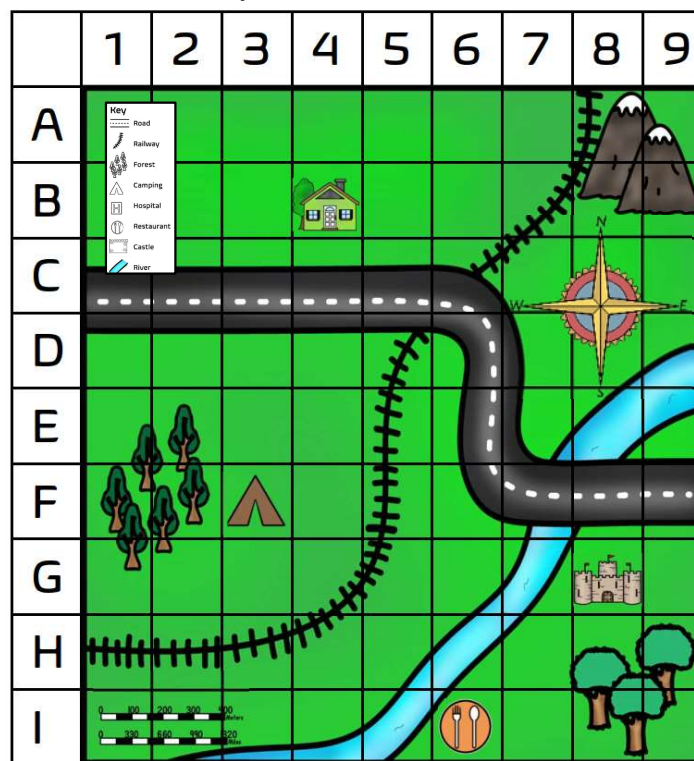
Cardinal

The most important or essential thing.

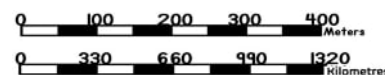
GPS

Global Positioning System. Satellites in space send map data to our phones.

The Valley of Two Mountains



subheading



A map cannot be the same size as the earth or a town or a room or even a desk. So, we use a scale.

A scale helps tell us on a map the real distance of one point to another.

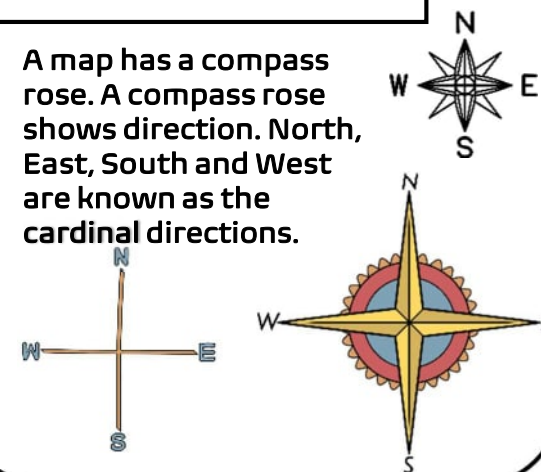
For example; a map of a room in this block. The problem is that this block is much smaller than a room. A room is much bigger than this block. So, we use a scale. Like 5 centimetres is the same as 1 metre. Then, the map of a room will fit into this block.

The map title.

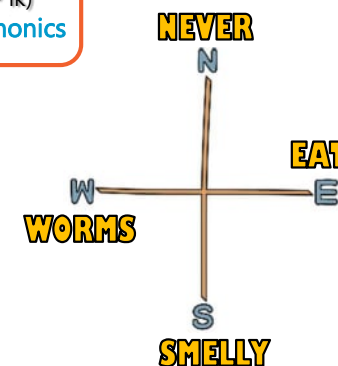
**Let's focus on how to read a map.**

subheading

A map has a compass rose. A compass rose shows direction. North, East, South and West are known as the cardinal directions.



mnemonic
(say ni - mon - ik)
NOUN mnemonics

NEVER EAT SMELLY WORMS

This is called a mnemonic. It is a strategy that can be used to help us to remember almost any information!

Text A from *All you need to know about Maps*

A. Which statement tells you that maps are images?

B. Which statement tells you that political maps are about a country's borders?

Copy the title of Text B.

Text B from *All you need to know about Maps*

C. Which statement tells you that symbols are used to show real things?

D. Which statement tells you that a compass rose shows direction?



Instruction Text

A sequence of steps to make or do something.

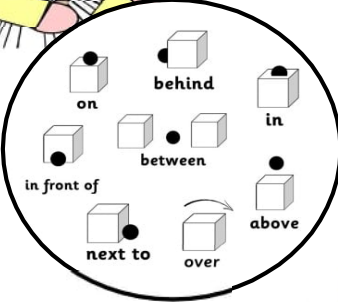
Title or Heading often has 'How to...' in the title.

A statement A statement that gives a reason to make or do something.

Text structure is the way that a writer organises facts.



instruction NOUN (say "in- struhk - shn")

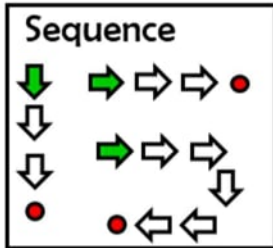


Text features help us find information and understand a non-fiction text, more easily.

Subheadings

Lists of what is needed to make or do something.	Equipment	Materials
	Ingredients	Items

Method or steps to follow in order.



First	Firstly	A.
Second	Secondly	B.
Third	Thirdly	C.
1 st	1.	next
2 nd	2.	after
3 rd	3.	then



SIMPLE PRESENT TENSE VERBS

ACTIONS THAT HAPPEN OFTEN!

The second person is usually used because the instruction or advice is given to 'you'.



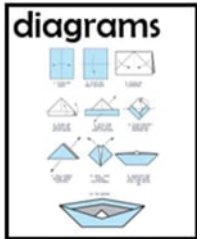
example

You will need four slices of tomato and two slices of onion.

The second step; slice the tomato and onion on the board.

Features

caption



command words

cut stir fold jump



photograph

illustration



Who is the writer speaking to?

The writer is speaking directly to the reader.
The writer uses personal pronouns; you and yours.
The writer uses possessive adjectives like your.
The writer also uses proper nouns.

Second Person

Point of View

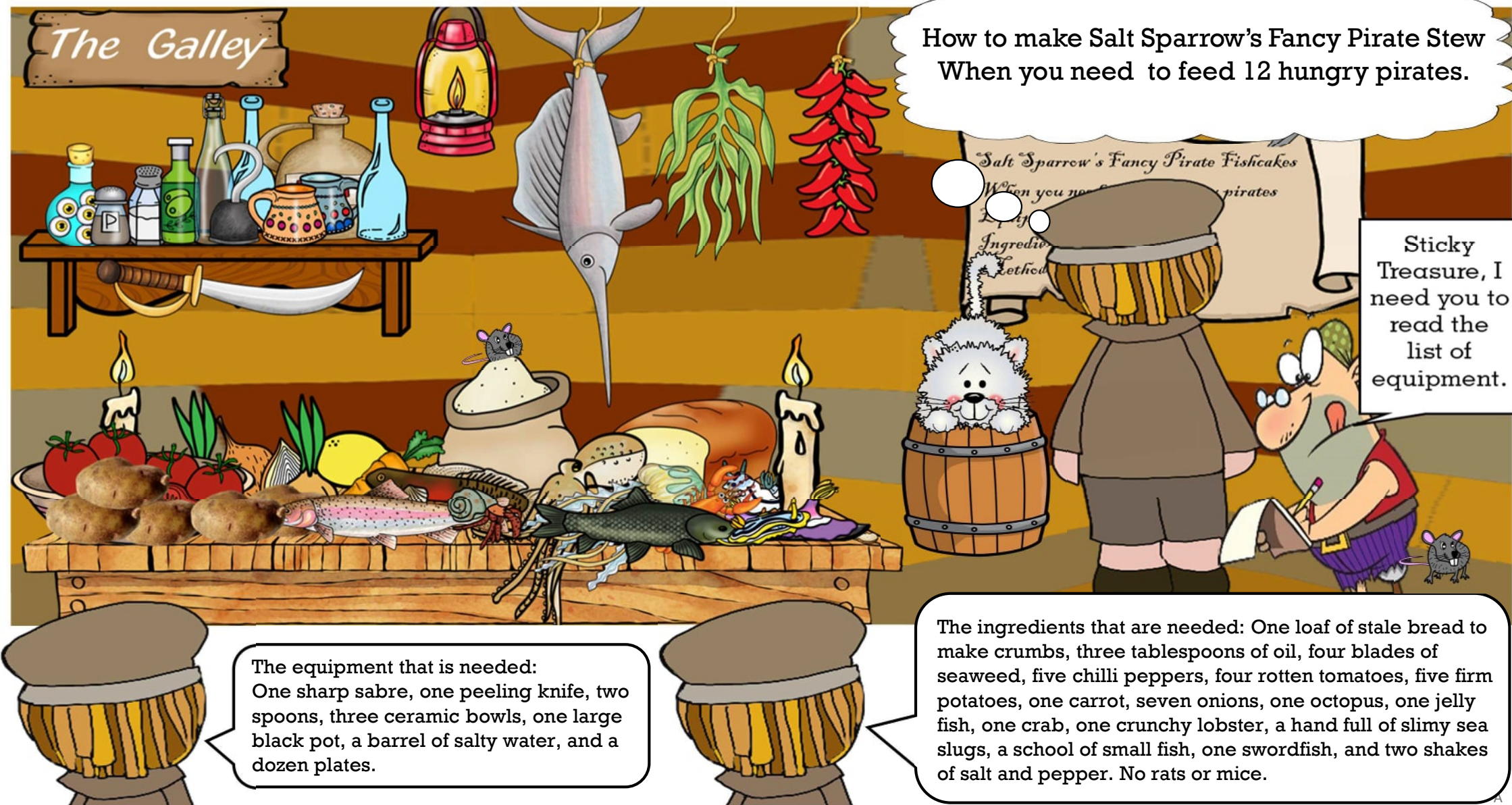
	Title or Heading		Subheading		Sequence		Diagram		Photograph
	Statement		Lists		Illustration		Command words		Caption

Chapter Nine

As a cabin boy; Jack had been busy all morning. He had started his morning scrubbing the galley. Then he had assisted Cook Salt Sparrow to cut bread and cheese for the crew to serve in the mess. He rushed up to the captain's cabin and delivered breakfast to Captain Mooncrab. Next, he swabbed the decks. Just after noon, Jack scrambled up the rigging to tie a flapping corner of the sail back in place. He smiled happily with the sun shining warmly on his face.

He struggled with the knot for a little while but sighed thankfully when he got it done. Just then he heard, 'Sticky Treasure, Sticky Treasure' from the deck below.

He peered down to see Cook Salt Sparrow calling his name. 'I'm up here, Cook,' shouted Jack, 'I'm climbing down!' 'Good, I'll meet you in the galley, we must prepare the grub!' replied the cook, gruffly.



How to make Salt Sparrow's Fancy Pirate Stew
When you need to feed 12 hungry pirates.

Salt Sparrow's Fancy Pirate Fishcakes
When you need to feed 12 hungry pirates
Ingredients
Method

Sticky
Treasure, I
need you to
read the
list of
equipment.

The equipment that is needed:
One sharp sabre, one peeling knife, two
spoons, three ceramic bowls, one large
black pot, a barrel of salty water, and a
dozen plates.

The ingredients that are needed: One loaf of stale bread to
make crumbs, three tablespoons of oil, four blades of
seaweed, five chilli peppers, four rotten tomatoes, five firm
potatoes, one carrot, seven onions, one octopus, one jelly
fish, one crab, one crunchy lobster, a hand full of slimy sea
slugs, a school of small fish, one swordfish, and two shakes
of salt and pepper. No rats or mice.



How to make Salt Sparrow's Fancy Pirate Stew

When you need to feed 12 hungry pirates.

Equipment

- 1 sharp sabre
- 1 peeling knife
- 2 tablespoons
- 3 ceramic bowls
- 1 large black pot
- 1 barrel of salty water
- 12 plates

Ingredients

- One loaf of stale bread to make crumbs
- Three tablespoons of oil
- Four blades of seaweed
- Five chilli peppers
- Four rotten tomatoes
- Five firm potatoes
- One orange carrot
- Seven onions

- One octopus
- One jelly fish
- One crab
- One crunchy lobster
- A hand full of slimy sea slugs
- A school of small fish
- One swordfish
- Two shakes of salt and pepper.

Method

1. Crumb the stale loaf of bread, carefully.
2. Pour the breadcrumbs into a ceramic bowl and slowly add three tablespoons of oil.
3. Mix the breadcrumbs and oil together. Put the bowl to the side until later.
4. Chop the seaweed, chilli peppers, and tomatoes.
5. Peel and slice the potatoes, carrot and onions.
6. You need to light a fire under the large black pot of salty water.
7. Sweep the chopped seaweed, chilli peppers, tomatoes and the slices of potatoes, carrot and onions into the pot.
8. Chop the octopus, and jelly fish into tiny pieces with the sharp sabre.
9. Add to the pot of piping hot water, quickly.
10. Cube the crab, lobster, sea slugs, fish and swordfish.
11. Add to the pot of boiling water, safely.
12. Allow the ingredients to bubble together for 2 hours.
13. Shake in the salt and pepper, gently.

Do you know the author's purpose?

To instruct means to tell you how to do or make some from the beginning to the end.



REMEMBER TO ANNOTATE!		
	or	
	or	
	or	

After another hour, you can spoon the steaming stinky stew onto the plates.

Grub's up, me hearties!!



Chapter Ten

On an afternoon when the sea lapped lazily around our ship...

REMEMBER TO ANNOTATE!		
	or	
	or	
	or	
	or	

I have a tale to tell you about my ancestor, Nuzzles, who lived centuries ago. It begins with a young boy named Dick Wittington who lived in a tiny village in the countryside of England.

Dick Wittington's shoulders were shaking, and tears ran down his face. He was missing his Mother and Father; he was all alone in the world. He rubbed his grumbling, rumbling stomach, dreaming of a warm stew.

Later, he strolled to the market to spend his last coin, he could not afford stew, so he bought a slice of bread. When he was at the market, he heard villagers exclaiming about a huge city, named London, where the streets were paved with gold! He decided to set out the next morning to find London.

After many days of trudging along the road he arrived in London. He searched high and low; he looked left and right but could not find one street paved with gold. He sat down in a doorway feeling hungry, sad, and so sleepy.

When the owner of the mansion returned home, he found Dick Wittington asleep in his doorway. He felt sorry for the boy and gave him a job in his kitchen. The cook was not pleased to have this stranger in her kitchen.

The cook ordered Dick around from dawn until late at night. He cleaned – he swept – he carried – he stirred and kept the kitchen fire burning, all day long but the cook was mean and punished him, every day.

At night when he fell asleep, rats attacked him in his attic room.

One day he was sent to the market to fetch butter. On the way back he came across a kindle of kittens. One of the kittens leapt into his arms and so it was that my ancestor met Dick. He purred gently as he buried his soft head under Dick's arm. Dick named him 'Nuzzles'.

Nuzzles grew to be the strongest and most confident rat catcher in London.

Many months went by, when the owner of the mansion announced that he was going on a voyage to sell goods in faraway kingdom. He asked his staff if they had goods, they wanted him to sell. He told Dick that he could get bags of gold for his cat because he was the best rat catcher in London.

After the merchant left on his voyage with Nuzzles, the cook became meaner. Without his furry fluffy cat, the hungry rats began to nibble his toes every night. He decided to run away from the mansion.

He dashed away early one morning , as the bells began to chime and they seemed to say, 'Turn again Dick Wittington, Lord Mayor of London.' Hearing this message gave him hope and so he returned to the mansion and the meanest cook in London.

Across the seas and oceans, the king and queen bought my ancestor, Nuzzles because they were so impressed with his rat catching skills. They gave the merchant a ship full of gold for the amazing rat catcher.

Two years later the merchant returned to London with the ship full of gold for Dick and so Dick Wittington became one of the richest people in London.

His mansion was one of the biggest in London. He became known as one of the kindest people in London. He became one of the most powerful merchants in London and yes, he became Lord Mayor of London – three times.

Dick Wittington, had a famous artist paint a portrait of Nuzzles. Every evening, he stood in front of the painting and remembered his strong confident cat, fondly.

In the faraway kingdom, Nuzzles became a father to many rat catchers and great – great – great grandfather to many more.



Can you discuss and write short sentences about Dick Whittington in the correct plot boxes?

THE CHALLENGE

- How did the character respond to the challenge? This can be a surprise, an event, or a problem.

Who?

Where?

When?

What?

Point of view – who is telling the story?
Circle the pronouns or possessive adjectives used in the story.

Third Person

First Person

they, them, theirs, she, her, he, him, his, hers, and it.

their, her, his, and its

I, me, mine, we, us, ours, my, and our.

ADD MORE

- About characters, setting, action or event

SOMETHING IS UP

- What happened? Clues or hints

Who?

Where?

When?

What?

WHAT HAPPENED NEXT

- How did the characters solve the challenge?

Who?

Where?

When?

What?

THE HOOK

- Introduced a character in a setting or as part of an event.

Dick Whittington - an orphan was sad and hungry.

He was poor and could only buy bread.

At the market he could only buy bread because he was poor.

He heard about London where the streets were paved with gold!

He decided to set out the next morning to find London.

Who?

Where?

When?

What?

ALL IS WELL

- Did any of the characters learn a lesson? How or in what way have the characters changed?

Who?

Where?

When?

What?



Ask for help if you need to do so.

Daedalus and Icarus

A Myth

Text A

Between the sea and sky, lay a beautiful island, surrounded by a deep dark sea. It was on this island that King Minos lived.

The famous inventor Daedalus spent many years working for him. One of his last inventions was a large maze. In the maze the King kept the Minotaur – a monster that had the body of a man and the head of a bull.

Early one morning, the Minotaur escaped.

‘Fetch Daedalus at once!’ bellowed the King.

Daedalus rushed into the golden throne room. ‘I...uh...Great King!’ he stammered, ‘I am s.. s .. s.. so sorry that my i...i... invention appears to have f...failed. It was not s...s...strong enough!’

The King glared at him with hard eyes.

Daedalus begged, ‘Please forgive me! If you give me another chance, I’m sure I can make you the strongest maze in the world!’

King Minos boomed, ‘Forgive you? You are here to receive your punishment! Your error cannot be forgiven!’

Daedalus pleaded, ‘Please, good King Minos! Just give me one more chance... I have my son to take care of!’

King Minos stomped his feet, his eyes narrowed, and his hands curled into tight fists.

‘Be quiet! You and your son will both be taken to live in the middle of this maze you created. Guard, take them there now!’ he shouted.

Can you read Text A from *Daedalus and Icarus* and talk about the actions, dialogue and feelings in the text.?



List two proper nouns.

List two pronouns

Character Traits



This means the way a character usually behaves and their attitude toward everything.

Circle the words that you think describe the character of King Minos.

unfriendly

kind

unwise

clever

greedy

sly

brave

wise

wicked

evil

crafty

funny

stupid

unkind

creepy

cruel



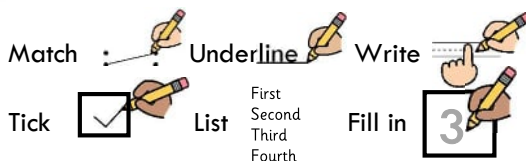
Ask for help if you need to do so.



Can you read Text A from *Daedalus and Icarus* to respond to the questions and instructions?

Try to visualise; while you are reading, create a movie or picture in your mind.

Just like this!



Is this book fiction or non – fiction? **Underline** your choice.

Tick more than one reason for your choice.

- ☐ It is a book of facts that can be proven true.
- ☐ It is a book with characters.
- ☐ There is a mythical beast in the story.

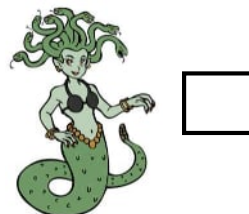
Read this sentence, 'Daedalus rushed into the golden throne room.' **Tick** the synonyms or words that mean the same as the underlined verb, 'ru'shed'.

- hurried ☐ walked ☐ dashed ☐
- crawled ☐ strolled ☐ stumbled ☐



Ask for help if you need to do so.

Which illustration shows the Minotaur? **Tick** one.



Which definition of the noun 'inventions' in the second paragraph do you think is correct? **Circle** the number.

1. Something that has been invented.
2. Something that has been borrowed.

Read these quotes from Text A.

1 [a] List three synonyms that are used to describe how Daedalus 'said' his dialogue.

[b] Do these verbs for 'said' show that Daedalus didn't care what King Minos thought? **Write** Yes or No

2. Underline a verb that tells you that Daedalus knew that his maze had not worked. 'I am s.. s .. s.. so sorry that my i...in... invention appears to have f...failed.'

3. Write one proper noun from the text.

4. Underline two adjectives from the text. 'Between the sea and sky, lay a beautiful island, surrounded by a deep dark sea.'

5. Underline one word that shows that the king was an impatient man. 'Be quiet! You and your son will both be taken to live in the middle of this maze you created. Guard, take them there now!' he shouted.

Daedalus and Icarus

A Myth

Text B

In the blink of an eye, the guard led Daedalus and his son, Icarus to the centre of the maze. Since the guard had a son about the age of Icarus, he felt sorry for them and left them with a few candles for light. Then, they were left on their own.

When the sun rose, Daedalus sat with his head drooping, his arms limp at his sides and his mouth down turned. He watched a bird eat a worm and fly up and away from the maze.

Suddenly, he got an idea.

Daedalus exclaimed, 'Son! I have an idea for how to escape. We will fly out of here. It is our only hope!'

Icarus looked at his dad and muttered, 'But how can we do that, father? We are not like the birds. We do not know how to fly!'

Daedalus stood up tall and lifting his chin, he grinned and said, 'You forget that I invent things! I will make us each a set of wings that we will use to get over these walls!'

Icarus looked up at the high, stone walls, shaking his head.

Daedalus commanded, 'Now, help me get all of the feathers you can find!'

As fast as he could, Icarus collected black, tan, white feathers and even one that was turquoise.

Can you read Text B from *Daedalus and Icarus* to annotate dialogue between two characters?



1.

Just like this!

Annotate the dialogue between Daedalus and Icarus. You may use a highlighter or underline with a pencil.

magic

use your ruler to underline

magic



REMEMBER TO ANNOTATE!

Dialogue

Daedalus

Dialogue

Icarus

2. Daedalus stood up tall and lifting his chin, he grinned and said, 'You forget that I invent things!'

Read the words that are underlined. **Tick** the statement that is true.

☐

Daedalus is feeling happy and confident.

☐

Daedalus is feeling shocked.

☐

Daedalus is feeling angry.

3. Which words tell us that Icarus acted quickly to collect feathers?



Ask for help if you need to do so.



Can you read Text B from *Daedalus and Icarus* to respond to the questions and instructions?

Try to visualise; while you are reading, create a movie or picture in your mind.

Just like this!



Tick the statement that is true.

- ☐ Icarus thinks that his dad is a crazy inventor.
- ☐ The antagonist of the story is 'King Minos'.

Read this excerpt from *Daedalus and Icarus*.

'When the sun rose, Daedalus sat with his head drooping, his arms limp at his sides and his mouth down turned. He watched a bird eat a worm and fly up and away from the maze.'

Tick the statement that is true.

Daedalus got his idea of how to escape because:

- ☐ He was feeling sad and hungry.
- ☐ He thought that 'the early bird catches the worm'.
- ☐ He watched a bird fly away.

Read these quotes from Text B and follow the instructions.

1. Underline the words that tell you that Daedalus was unhappy, 'When the sun rose, Daedalus sat with his head drooping, his arms limp at his sides and his mouth down turned.'

2. Underline a synonym for the verb, 'said'.

Daedalus exclaimed, 'Son! I have an idea for how to escape. We will fly out of here. It is our only hope!'

3. Underline two pronouns from the text.

'Icarus looked at his dad and muttered, 'But how can we do that, father? We are not like the birds. We do not know how to fly!'

Daedalus stood up tall and lifting his chin, he grinned and said, 'You forget that I invent things!'

4. Underline two adjectives from the text.

'As fast as he could, Icarus collected black, tan, white feathers and even one that was turquoise.'

5. Read text B. Copy one question.



Ask for help if you need to do so.

Daedalus and Icarus

A Myth

Text C

Later, Daedalus began to make the sets of wings with the feathers and the hot wax from the candles left by the guard.

Icarus whispered, 'Are you done yet, father?'

'Patience, my son! You must learn to wait! We will try the wings out when the wax dries.', murmured Daedalus.

Early the next morning, true to his word, the wings were ready. Icarus tried them on right away. He was so excited!

Daedalus ordered his son to stay close to him. He added, 'You must not fly too high! If you get too close to the sun, the wax will melt your wings.'

Icarus could not wait to take off.

'Listen to me my son! Daedalus demanded, 'If you get too close to the water, your feathers will get too wet, and you'll sink in the ocean.'

Icarus grumbled, 'I know, I know! Can we go now?'

Not listening to his father's warnings, Icarus took off from the maze.

He loved the feeling of flying and found himself going closer and closer to the sun. Icarus flew higher and higher. He flew closer and closer to the shining sun.

The air around him became hotter and hotter and the wax began to melt.



Without warning, the wings broke apart and he fell into the waves below.

Finally, disappearing from view.

In the end, Daedalus lived the rest of his life free, looking over the salty sea. Thinking that if only Icarus had listened to the instructions, he would be sitting next to him.



Can you read *Daedalus and Icarus* from the beginning to respond to the instruction?

Tick the statements that are true.

- ☐ King Minos was a jolly man.
- ☐ The Minotaur was a beast half man and half bull.
- ☐ Icarus was a lazy boy.
- ☐ Daedalus was jealous of the king and was punished.
- ☐ Daedalus was clever and could make plans.
- ☐ The king was angry when he found out they had escaped.
- ☐ Icarus drowned because he did not listen to his father's instructions.
- ☐ Daedalus was lonely at the end of the story.

LET'S INVESTIGATE

What happened?

THE PLOT

As fast as he could,

SOMETHING IS UP

Rising Action

In the blink
of an eye,

**ADD
MORE**

Rising Action

THE HOOK

Between the
sea and sky,

Beginning or Introduction

Early the next morning,

THE CHALLENGE

Climax

Turning Point

**Without
warning,**

WHAT HAPPENED NEXT

Falling Action

Daedalus
(say dee – duh – luhs)

Can you retell this myth?

action <

finally

**ADD
MORE**

Falling Action

**The
End**

ALL IS WELL – THE CHALLENGE IS SOLVED!

Ending or Resolution

Daedalus and Icarus

A Myth



I can...



Think carefully and follow the instructions to complete your table.



Just like this! Tick✓ one column per row.

Learner Success Criteria				
1	I can write my name.	✓		
2	I can control my pencil.			✓

Key



I got this!



I'm getting this!
[with my teacher's help]



I can't do this yet!

Learner Success Criteria

1	I can infer a character's personality by collecting clues about their thoughts, speech, feelings and actions.			
2	I can locate and use relevant information in a non – fiction text, to complete an activity.			
3	I can identify different settings and use adjectives to describe it.			
4	I can write an acrostic poem as well as end a story.			
5	I can identify common nouns, proper nouns, adjectives, and verbs.			
6	I can retell a myth confidently.			
7	I can read a fiction text and fill in a plot structure.			
8	I can identify onomatopoeia, alliteration, and repetition in a text.			



I still need my teacher to help me with number or numbers...

--	--	--	--	--	--	--

Write down the number of your favourite type of activity.

--



Chapter Eleven

One night after we had finished Cook Salt Sparrow's Slimy Slug Soup...



Cutlass Stubbs suggested that we explore the hold. "We might find a treasure map – to a chest of booty," he whispered.

"Treasure!" exclaimed Carlo Crab excitedly.

"I'll lead the way," said One Eye Silver, "mateys, watch your step!" He led us down the creaky steps into the damp dark depths of the ship.

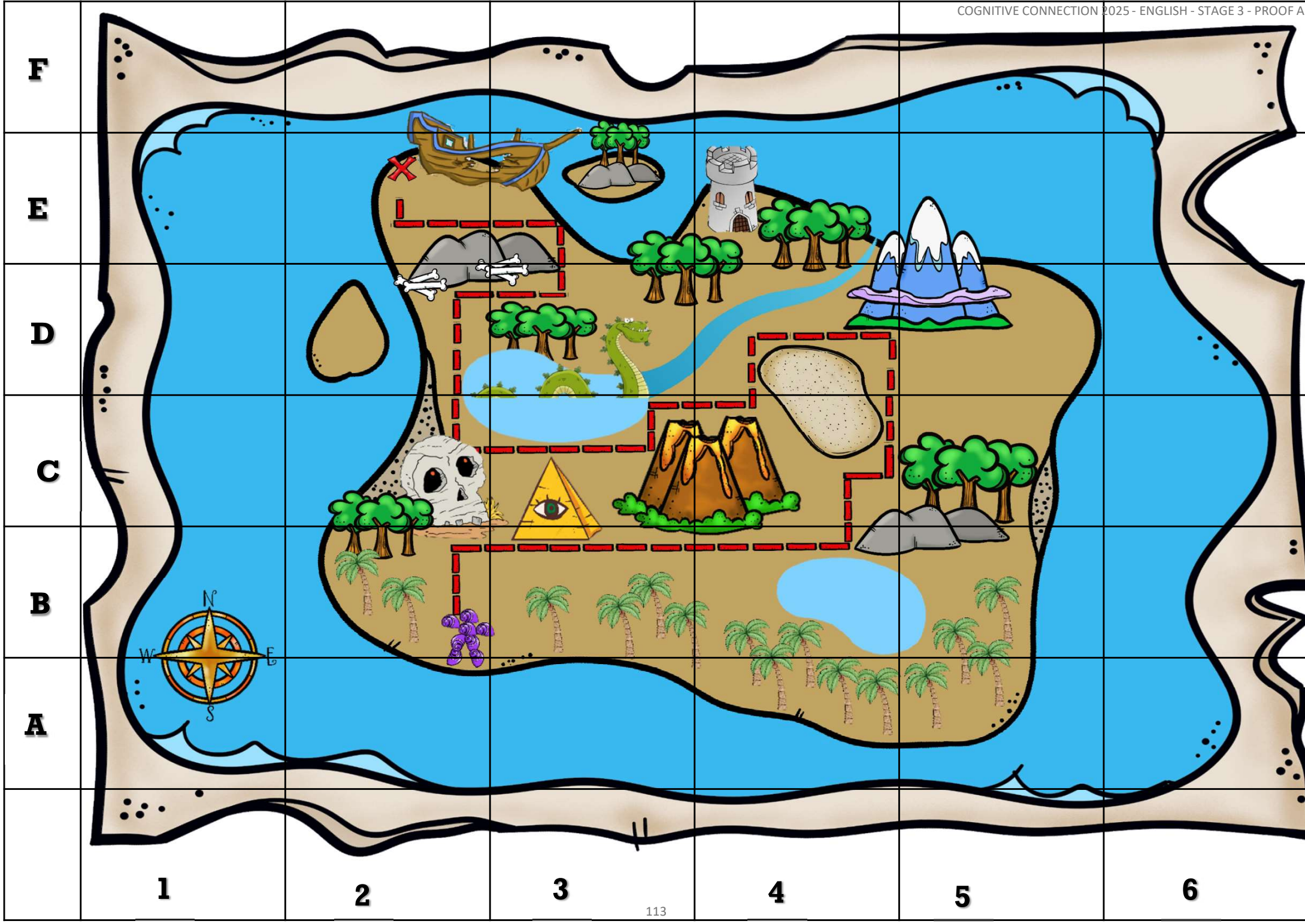
We opened chests and boxes; we searched under piles of wood and peered into shadowy nooks of the untidy . "There is no treasure map here!" Pirate Pool muttered sadly.

Just then from the far side of the hold came a clattering sound.

Jack called, "Don't worry friends it is just a dusty old bottle that fell off a shelf. I'll show you." As Jack reached the light of the lanterns everybody held their breath because inside the bottle was a scroll.

"Pull out the cork!" ordered Sneaky Steve. Jack pulled out the cork and reached into the bottle. His fingertips grazed the scroll, he wiggled his fingers until at last, he gripped a corner of the scroll and slowly jiggled it free of the dusty bottle.

He untied the ribbon and unrolled the scroll carefully. All the friends gathered around the scroll. Their eyes grew wider and wider, their smiles grew broader and broader as they stared at the image that had been revealed.



Tick the box if you find the feature.



Front of the postcard	
<input type="checkbox"/>	image on the front
Right back of the postcard	
<input type="checkbox"/>	a stamp in the top-right corner
<input type="checkbox"/>	recipient's name [proper nouns]
<input type="checkbox"/>	recipient's address under the name
Left back of the postcard	
<input type="checkbox"/>	greeting: Dear recipient's name
<input type="checkbox"/>	past tense verbs
<input type="checkbox"/>	sequence words
<input type="checkbox"/>	thoughts or feelings
<input type="checkbox"/>	future or wish
<input type="checkbox"/>	From [proper noun]

REMEMBER TO ANNOTATE!


 or 	all the pronouns
 or 	6 verbs
 or 	5 adjectives
 or 	subject
 or 	predicate



Look at the photograph of the Atlantic ocean, on the front of the postcard.



Ask for help if you need to do so.

<p>Hello Mother,</p> <p>I have such exciting news! Our whole crew feels like dancing and singing, all day!</p> <p>Firstly, we landed on an island where we picked baskets of fruit. So, no scurvy for the crew of the Blue Mermaid.</p> <p>Secondly, we discovered a treasure map. A treasure map with clues to find treasure!</p> <p>We all sat down and followed the red line on the map to a red X. Then, we decided to write the directions down, so we would be ready to find the treasure.</p> <p>The only problem is that we don't know where to find the island with the skull cave and three volcanoes on it.</p> <p>We have turns to be on lookout duty. It is my turn in a few minutes. I hope that I spot the island first.</p> <p>Bye for now! Jack</p>	 <p><u>Mrs. Jones</u></p> <p><u>The Little Inn</u></p> <p><u>4 Circle Lane</u></p> <p><u>Romsea</u></p>
--	--

Mother Jones grew wide as she read about the treasure map. She was very happy for Jack and the crew of the Blue Mermaid.



Can you read this introduction and study the map for clues?



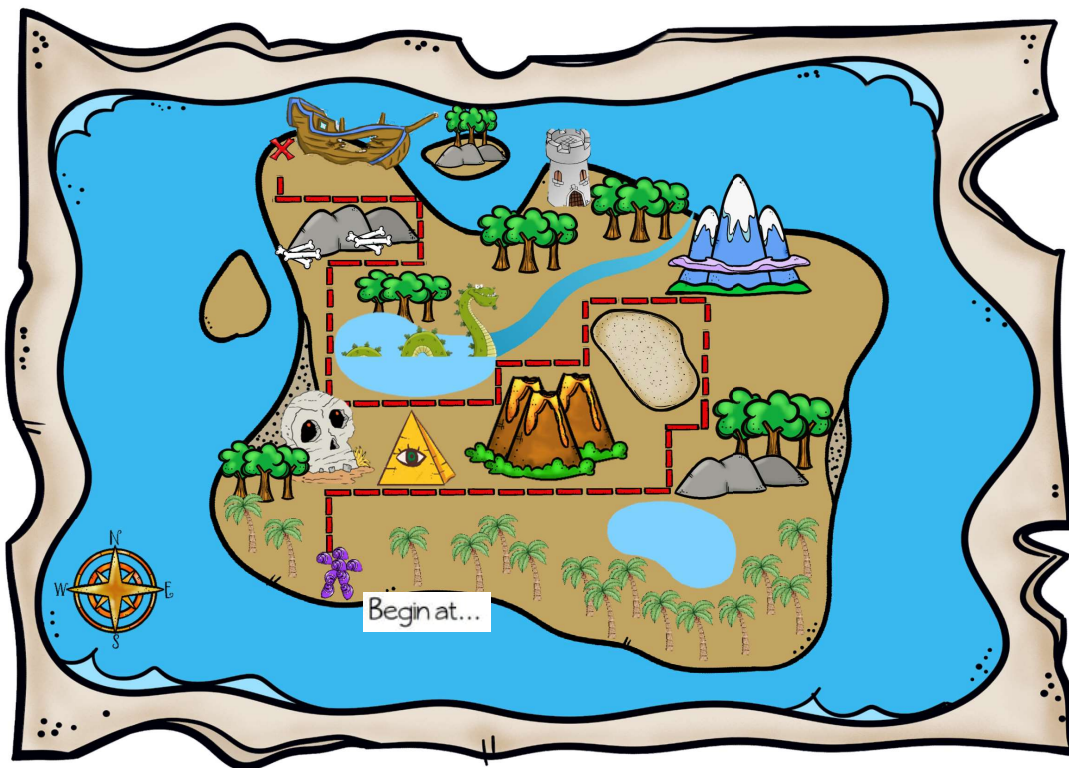
Follow the red path on the map, to guide you.

It was a treasure map with clues. We sat down and studied it. Cutlass Stubbs thought the X on the map was nearby buried treasure. One Eye Silver thought it was just a drawing. Maybe one of their pirate friends did it when they were bored.

Jack thought it must be real otherwise why was it hidden?

“We need to be on the lookout for an island with a cave in the shape of a skull and three volcanoes.” ordered Cutlass Stubbs.

We all studied the map for clues.



Words Matter

A

ORDER AND TIME WORDS

At first...	Now it's time to...	Keep on...
Start at the...	Soon you will ...	Then turn ...
Begin at...	Be ready to...	When...
As soon as...	Right after that...	Go around the...
Not long after...	Once you...	Now walk...
Walk until...	Stay on the...	While you are...
Keep going...	From this point...	If you...
Follow the...	Then you...	At last...
When you get to...	Start heading...	Finally ...

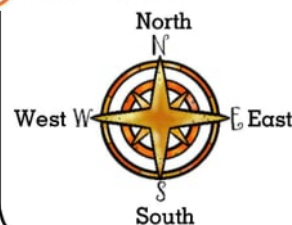
B

nouns

island
beach
sea
waves
trees
rock
pyramid
volcanoes
lake
stones
marsh
swamp
river
mountains
pond
bones
tower
shipwreck
trail
path
fort
woods
statue
cave
forest
monster
eye
cave
shovel
axe
water
Food
Walk
Stroll
Run
Skip

C

DIRECTIONS



D

VERBS

walk
stumble
run
jog
climb
crawl
glide

turn
spin
stride
hike
plod
march
slip
tiptoe
sneak

E

ADJECTIVES

Describe what you see as you plot your path to the treasure
Follow the red path to guide you!

Ask for help if you
need to do so.





Can you write 'command sentences' to follow so that Jack and the pirate crew can find the buried treasure?

To find the buried treasure the crew need to plot the route or path to **X**.



Just like this!

Try to use words from each Words Matter box.

A + **B** + **C** + **D** + **E**

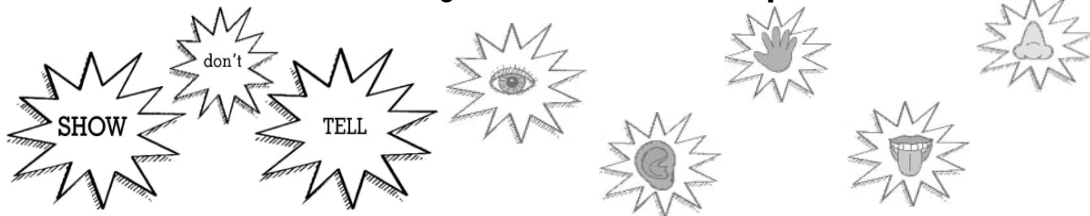
Facing the sea, **begin** at the **statue** of the **shiny purple shells**.
Then **turn north** and **stride** until...

Facing the sea or the south, begin at the statue of the shiny purple shells.

Then turn



Colour the circles to show the setting that matches the description.



Which setting am I describing?



Let's check!
Complete this block!



- ☐ a sea shore
- ☐ a volcanic lava flow
- ☐ a snowy and icy setting
- ☐ a wood
- ☐ a muddy path
- ☒ a rain forest

- ☐ I strolled under the canopy of shady shimmering, rustling greens.
- ☐ My feet squelching, squishing, sliding and slipping along the path as I escaped.
- ☒ I rushed through the leafy shadows surrounded by chattering, chittering, chirping, trumpeting, tweeting, trilling, croaking, buzzing, hissing, fluttering, scuffling, scurrying and snapping sounds.
- ☐ I gazed at the blue crashing, splashing, foaming on honey sands and ragged rocks.
- ☐ I trudged through the crisp white silent cold valley.
- ☐ I fled the flaming flow oozing down the blackened broken hillside.



STEPS TO INFER

- ONE**

Collect Clues from what **you** can see and read!
- TWO**

Add Clues from what **you** already know!
- THREE**

To decide what is likely true or false.



Who?

New speaker: new line or paragraph!

The ants said, 'We like our fancy dresses.' They giggled as they twirled around the inn. 'This is such fun!' they laughed. **Curly Comma said**, 'Wow! Look at the ants dancing! I like to dance, too!' Curly Comma started to move her feet. 'Do you want to dance?' she called to Dolly. 'No, no, not me.' **replied Dolly.**

Who?

New thought: new paragraph!

Curly Comma looked puzzled. She thought everybody liked to dance.

Ed Exclamation hid behind the curtain. I'll hide before Curly asks me to dance, **he thought**. The fabric closed around him, softly.

Where is Ed hiding? **Curly wondered** as she looked around the inn. She looked upstairs and downstairs; she looked under the tables and, in the cupboards, but she could not find Ed.

Where?

New setting: new paragraph.

The inn, stood at the edge of the sea. Sand swirled around the chimney and rattled at the windows.

At the same time, **a pirate ship** was being torn apart by thrashing and crashing waves, breaking on the deck.

On the jagged cliffs the stone **castle** stood strongly against the stormy night.

When?

New time: new paragraph.

As the sun rose and spread its happy rays across the land, the birds began to sing.

It was **midday**, when lunch was served.

It was **late afternoon**, when we heard a knock at the door.

The clouds sailed gently across the sky hiding the **moon**.



- **Myths And Legends**
- **Traditional Stories**
- **Fantasy Stories**
- **Adventure Stories**
- **Fairy Tales**

Who?

New character: new paragraph!

Jack ran into the room to sweep and clean the floor. The broom swished across the old wooden floor. The dust settled in the corners. A soapy sponge splashed as Jack cleaned under the chairs.

Mother walked in, nodding proudly as she saw the gleaming floor. 'Well done, Jack!' she exclaimed.

Pirate Pike looked through the window and saw Jack and his mother. He smiled as he knocked on the door.

Can you proofread the texts to decide if the paragraphs are correct or incorrect?

Text A

The dragon flew away swiftly. // The prince and his horse had indeed become frogs. They looked at each other and croaked and croaked. // The witch cackled and shrieked with glee.

Text B

"Let's sit for a moment, we got a postcard from your uncle." said mother. // Jack asked, "May I read it for you?" // "Indeed, you can show me how nicely you read." agreed mother. After listening to Uncle George's news, she instructed, "It is time for bed!"

Text C

"You must go Jack; it'll be an adventure!" she sobbed. "Don't worry I will be busy, and you'll be back in a year."

"I'll be back mother, and I will bring home gems, so you won't have to sweep and clean the inn!" promised Jack.

New event: new paragraph.

The Blue Mermaid sailed across the smooth seas. We sang as we knotted the ropes to the mast.

Suddenly, the ship shook and shuddered. We looked at each other with fear in our eyes. What had happened?

Captain Mooncrab rushed onto the deck. 'Grab your weapons!' he roared.

Let's make sure that you know when to begin a new paragraph.

Just like this!

Read the text carefully. If the writer has written the paragraphs correctly, then, tick inside the circle. If the writer has not written the paragraphs correctly, make a cross inside the circle. Then, draw two diagonal lines // to show where the new line or paragraph should begin.

Text D

The band plucked, plinked, and twanged as they tuned their instruments. The chefs stirred, the sauces bubbled, the meats roasted, and the salads were dressed for the occasion. On the red carpet the rich, the richer, and the richest citizens posed for photographs.

Text E

'Shut the doors!' roared Detective Cat Purr. 'Stand still!' commanded Detective Cat Purr. 'Do not touch – anything!' instructed Detective Cat Purr.

Doors thudded closed as the lights flickered back on. Cat Purr walked over to Belle. 'Did you see the thief?' he queried. 'Yes, I did, it was a sheep with a grey, bushy tail!' sobbed Belle.

What?

Ask for help if you need to do so.

Chapter Twelve

A few weeks had passed since the pirate friends had worked out the clues to the treasure map. I remember it was a bright warm summer day, the sun shimmered on the calm turquoise ocean when we heard Carlo Crab shouting, 'I've spotted the island; I spotted the treasure island!'



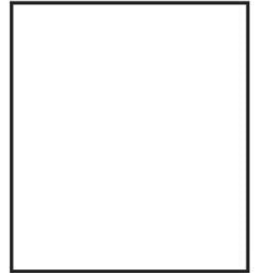
Look over there!

"Captain Mooncrab, Carlo Crab has spotted the island with the Skull cave and three volcanoes! Please, please will you let us go ashore?" we chorused. Captain Mooncrab laughed and nodded his head! He rubbed his hands together, gleefully! We rushed to fetch our clues and the map!



Can you write a recount? Jack must write a postcard to his Mother about his adventure on the island of skull cave and three volcanoes.

Dear Mother,



I am on my way home and you will never have to work again!

Jack



Ask for help if you need to do so.



CHARACTER APPEARANCE

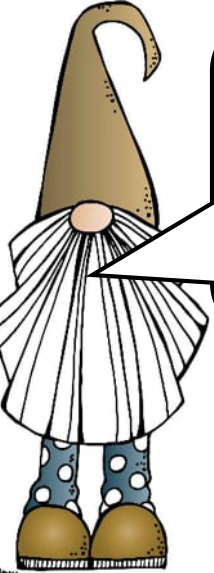


Paint a picture with adjectives.
Opinion, size, length, height, movement, age, use your senses, ordinal number, how many, colours, shapes, patterns, origin, material, texture, and purpose.



BODY

- LEGS!
- ARMS!
- WINGS!
- HANDS!
- FEET!
- FINS!
- TAILS!
- NAILS & CLAWS!



Appearance
EXTERNAL



'Don't only judge a book by its cover!'

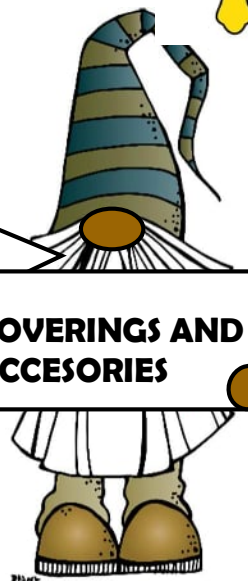


FACE

- NOSES AND NOSTRILS!
- EARS!
- HAIR, FUR, SCALES AND FEATHERS!
- EYES AND EYEBROWS!
- JAWS, MOUTHS AND TEETH!

- CROWNS, HATS AND WIGS!
- TOPS!
- SKIRTS!
- PANTS!
- DRESSES!
- COATS AND CLOAKS!
- ARMOUR!
- SHOES, BOOTS AND SANDALS!
- AND OTHER BITS AND BOBS!

COVERINGS AND ACCESSORIES





Can you design, draw, and describe your own imaginary sea creature?



Think

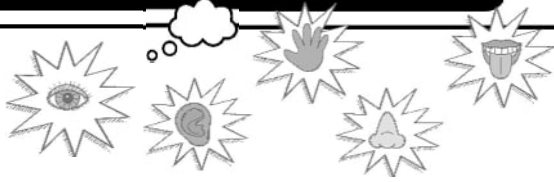
About its diet and environment or setting.
About how your creature moves.
About the sounds your creature makes.

Just like this!

An hour ago



DESIGN
DRAW



DESCRIBE

Ask for help if you need to do so.



Paint a picture with adjectives.



Can you develop descriptions of settings and characters when writing stories?



Your creature is on page 122.



The crew's adventure on the high seas is not done. There is one chapter left to plan and write. As the Blue Mermaid sailed across the cold ocean towards Romsea. A creature rose from the deep... You may use the creature that you designed.



Think



Discuss



Plan

When?

Who?

Write



words

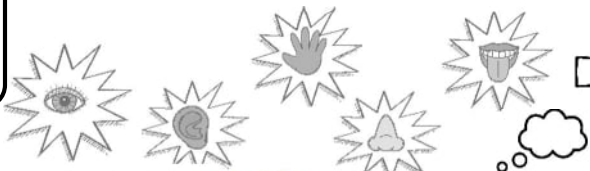
Just like this!

An hour ago



THE HOOK

The crew is on the deck of the Blue Mermaid when...



Begin with a question or Dialogue

or Onomatopoeia or Alliteration

and Describe Setting and Describe Feelings

Who?

Where?

When?

What?

THE CHALLENGE

This can be a surprise, an event, or a problem.
How do the characters respond to the challenge?

Who?

Where?

When?

What?

ALL IS WELL

The challenge is solved!
Did any of the characters learn a lesson?
How or in what way have the characters changed?

Who?

Where?

When?

What?



Ask for help if you need to do so.

Chapter Thirteen

As the Blue Mermaid sailed across the cold ocean towards Romsea. A creature rose from the deep...

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for text entry.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.




How did the character say the words in their speech bubble?

Tick the correct adverb.

STEPS TO INFER


ONE

Collect Clues from what **you** can see and read!




TWO




Add Clues from what **you** already know!




THREE

To decide what is likely true or false.







I want to know who ate my two biscuits?

☐ bravely
☐ angrily
☐ nervously



I ran around the island three times.

☐ loudly
☐ breathlessly
☐ cheerfully



Wow! Look at all the glittering gems!

☐ busily
☐ crossly
☐ excitedly



Hello! My name is Jack from Romsea.

☐ softly
☐ shyly
☐ happily

Let's check!
Complete one block at a time!

Read each word box, carefully.
Then, tick the circle to show which word boxes belong to a narrative text.

<input type="checkbox"/> diagram	<input type="checkbox"/> caption	<input type="checkbox"/> protagonist and antagonist	<input type="checkbox"/> magical places	<input type="checkbox"/> beginning introduction
<input type="checkbox"/> key words	<input type="checkbox"/> entertain	<input type="checkbox"/> method or steps	<input type="checkbox"/> facts	<input type="checkbox"/> middle climax
<input type="checkbox"/> graph	<input type="checkbox"/> equipment	<input type="checkbox"/> make believe	<input type="checkbox"/> dialogue	<input type="checkbox"/> resolution ending
<input type="checkbox"/> magic	<input type="checkbox"/> paragraphs	<input type="checkbox"/> characters	<input type="checkbox"/> timeline	<input type="checkbox"/> subheading
<input type="checkbox"/> plot	<input type="checkbox"/> imaginary creatures	<input type="checkbox"/> illustrations	<input type="checkbox"/> setting	<input type="checkbox"/> imagination
<input type="checkbox"/> ingredients				

Highlight the odd word out!

am
tree
is
are



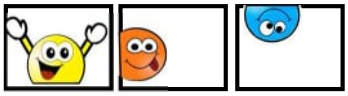
runs
cooks
looked
sings

index
key words
character
glossary

Proofread and edit. Next line. //



Pirate Pool shouted, 'Come down, now!' 'I'm coming!' replied Jack quickly. 'I need you to clean this mess.' said Captain Mooncrab, crossly. 'Fetch the mop and bucket.' commanded Pirate Pool, sternly. Jack answered, 'Right away!'

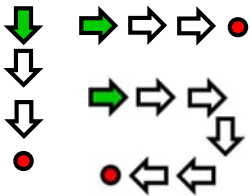


Recount

- To retell what happened or tell about events in chronological order.

Start with
When? Where?
Who? What
happened?

Sequence



Days of the week
Months of the year
Dates
Times of the day
First, second, third, last
Next, after, then, finally

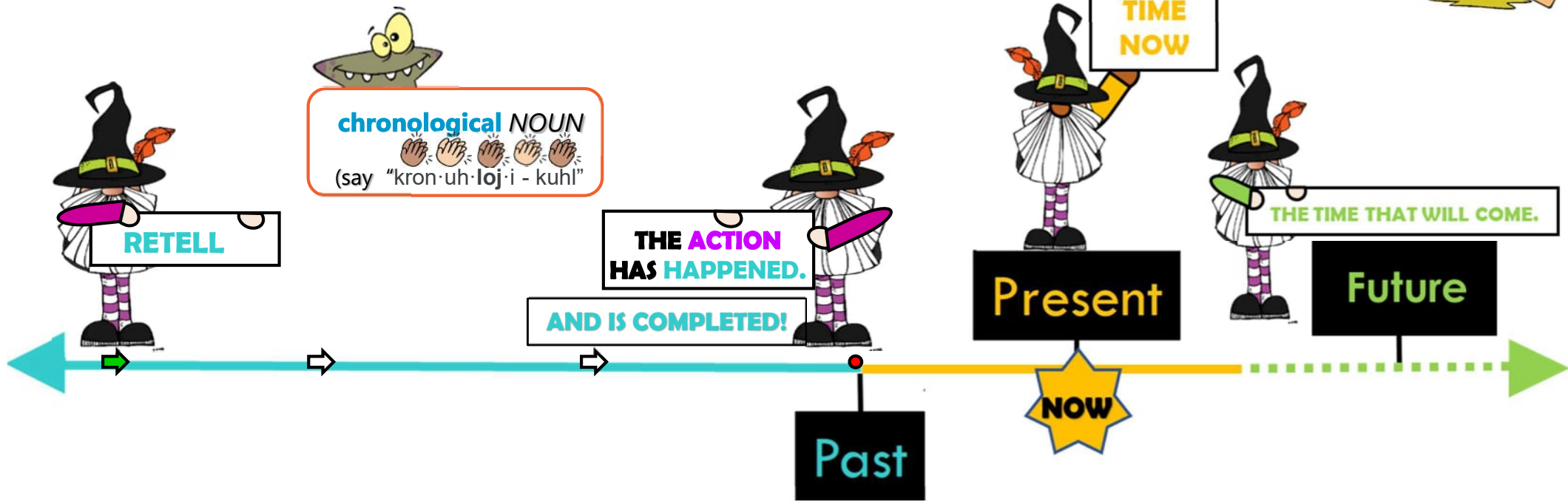


Did you know?
Chronological means
arranged in or
according to
the order or
sequence of
time.

TYPES OF RECOUNTS



End with
When? Who?
What? Where?



First person – retell what happened to you.

Third person – retell what happened to others.

You are part of the recount.

The recount is from your point of view.

You will use personal pronouns; **I, me, mine, we, us, and ours.**

You will use possessive adjectives like **my** and **our.**

You will use proper nouns.

Point of View

First Person

Who is the writer speaking about?

The writer is speaking about other people, animals, and things.

The writer uses personal pronouns; **they, them, theirs, she, her, he, him, his, hers, and it.**

The writer uses possessive adjectives like **their, her, his, and its.**

The writer also uses proper nouns.

Point of View

Third Person

LET'S INVESTIGATE

INTERPRETATION OF TEXTS



Who?

The **main character** is also known as the **protagonist**.

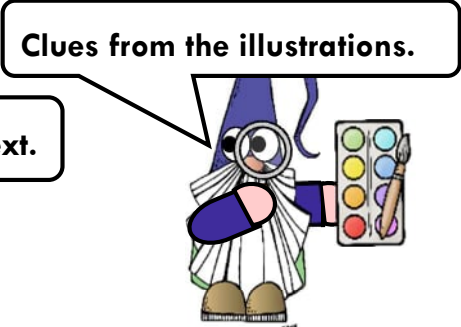
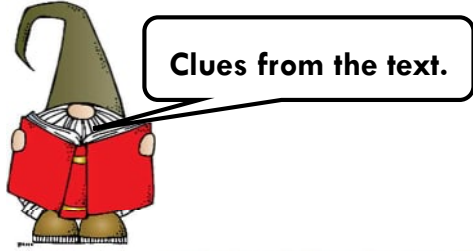
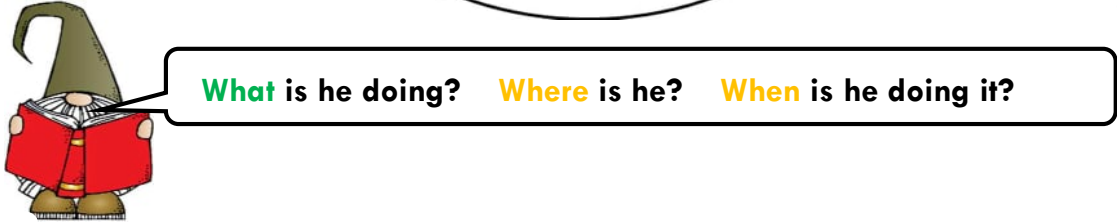
The story will be about how this character responds to events, other characters and even the setting. These actions drive the plot of the story toward the goal.

The main character can be 'bad' but is usually 'good'.



Write down the name of your best character:

You liked them because the character made you? **Circle** one.



protagonist (say pro – tag – o – nist)
NOUN





Can you write a recount of two events Jack remembered of his adventures on the Blue Mermaid?



You must write in the simple past tense and in the first person.



Think

Discuss



Plan

When?

Who?

Where?

What?

Write



words



Just like this!

Choose two settings - go back to that page and read the text for clues and look at the illustration.

I remember



Ask for help if you need to do so.



I can...



Think carefully and follow the instructions to complete your table.



Just like this! Tick✓ one column per row.

Learner Success Criteria		
1	I can write my name.	<input checked="" type="checkbox"/>
2	I can control my pencil.	<input checked="" type="checkbox"/>

Key



I got this!



I'm getting this!
[with my teacher's help]



I can't do this yet!

Learner Success Criteria

1	I can infer a character's personality by collecting clues about their thoughts, speech, feelings and actions.			
2	I can locate and use relevant information in a non – fiction text, to complete an activity.			
3	I can identify different settings and use adjectives to describe it.			
4	I can write a recount.			
5	I can identify common nouns, proper nouns, adjectives, and verbs.			
6	I can design a creature and use it to complete a fiction text.			
7	I can proofread and correct text.			
8	I can locate and use relevant information in a non – fiction text, to complete an activity.			



I still need my teacher to help me with number or numbers...

--	--	--	--	--	--	--

Write down the number of your favourite type of activity.

--





I love to use
different
colours to
describe nouns
and pronouns!

