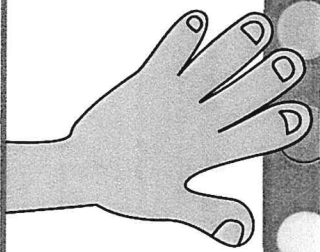


Year One

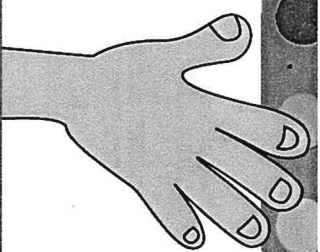
Home

Learning
























Booklet One



left



right

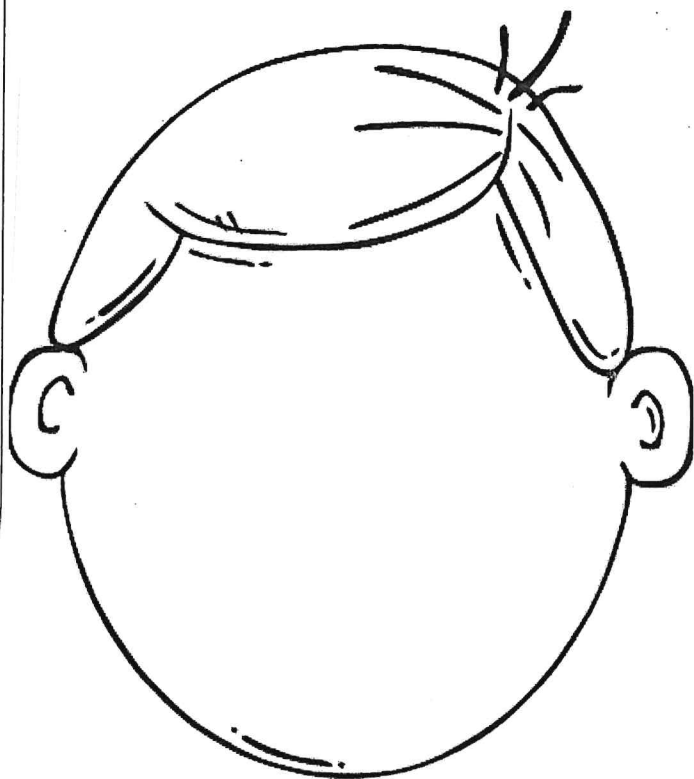
Aa 	Bb 	Cc 	Dd 	Ee 	Ff 	Gg 	Hh 	Ii 	Jj 	Kk 	Ll 	Mm 	Nn 	Oo 	Pp 	Qq 	Rr 	Ss 	Tt 	Uu 	Vv 	Ww 	Xx 	Yy 	Zz
--	--	--	--	--	--	--	--	--	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Aa	away	Cc	don't	found	Hh	had	Ii	line	mum	once	Rr	so	this	was	write
Bb	back	call	down	four	hand	I	little	live	must	one	ran	some	three	water	year
about	bad	came	draw	friends	has	if	long	my	only	or	read	take	to	well	yes
after	can	cat	Ee	eat	have	into	look	name	other	right	red	tell	too	went	you
again	be	circle	Gg	even	he	is	made	Mm	new	out	room	than	took	were	your
all	because	even	from	gave	help	it	make	night	over	own	run	the	two	what	
always	been	colour	give	get	her	Jj	man	no	not	people	said	them	up	where	
am	before	come	Ff	girl	here	just	many	now	own	picture	saw	then	us	who	
an	big	could	fast	go	him	Kk	may	me	more	of	play	put	put	say	
and	blue	dad	father	goes	his	keep	kind	know	last	like	much	on	old	off	
another	boy	day	fell	going	home	house	how	Ll	morning	mother	on	old	off	put	
any	bring	did	find	good	house	how	how	Oo	more	of	play	put	put	play	
around	brother	do	first	got	house	how	how	Oo	more	of	play	put	put	play	
as	but	does	five	green	house	how	how	Oo	more	of	play	put	put	play	
ask	by	dog	for	green	house	how	how	Oo	more	of	play	put	put	play	
at					house	how	how	Oo	more	of	play	put	put	play	

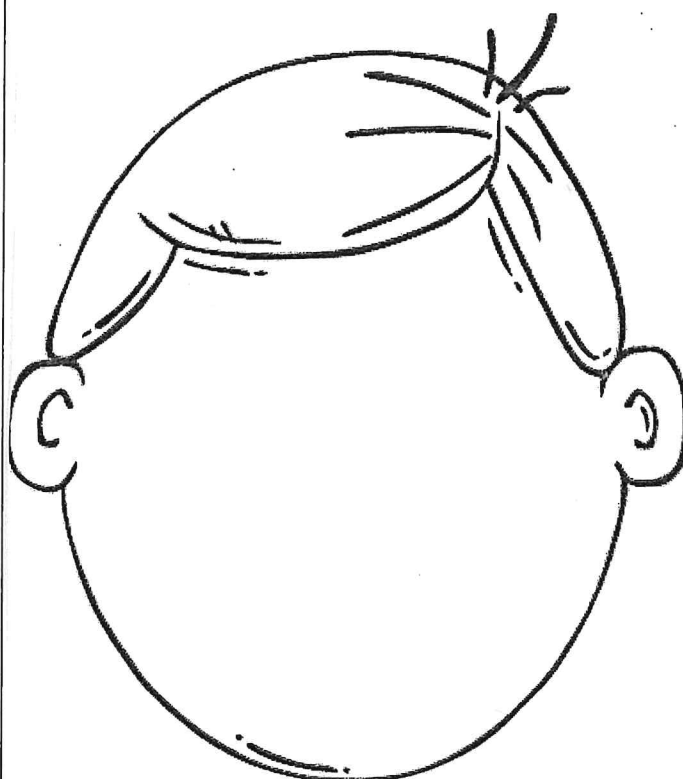
How was I feeling?

Date: _____

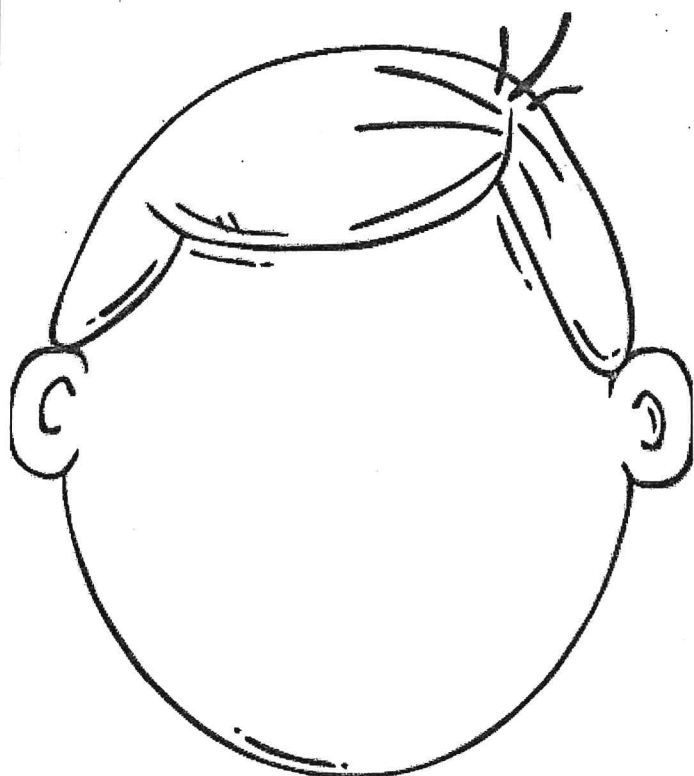
After Breakfast



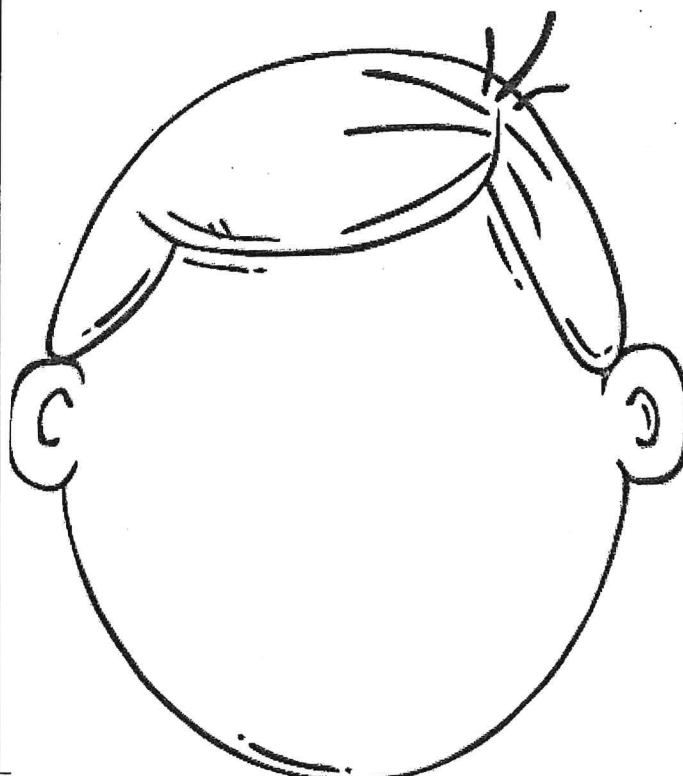
Before Lunch

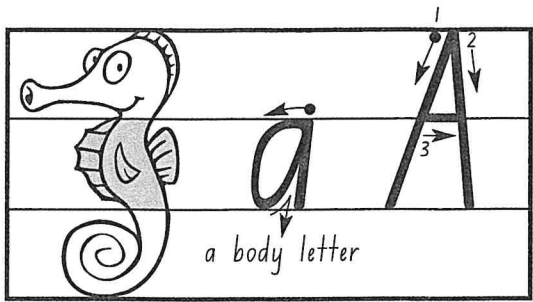


When I got to play outside

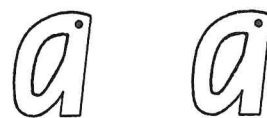


As the sun set

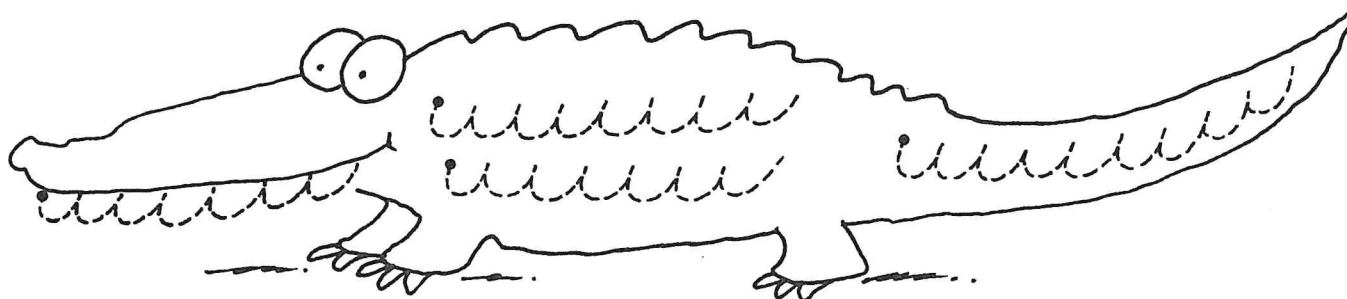
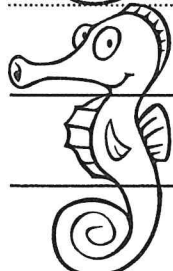
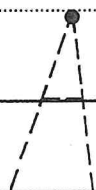
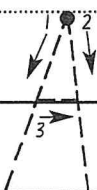
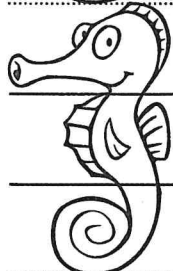
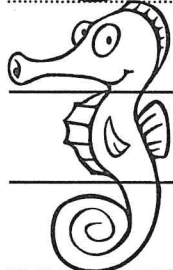
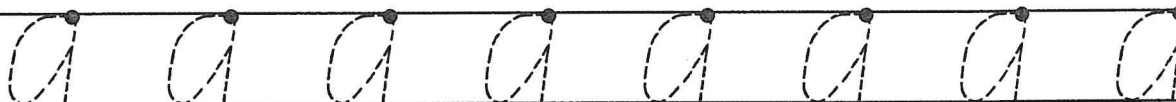
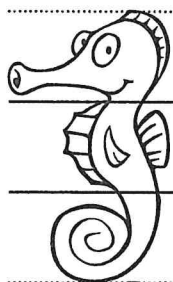




Track.



Colour the parts of the seahorse that show where the letter a sits.
Put an apple on top of your best a and A.

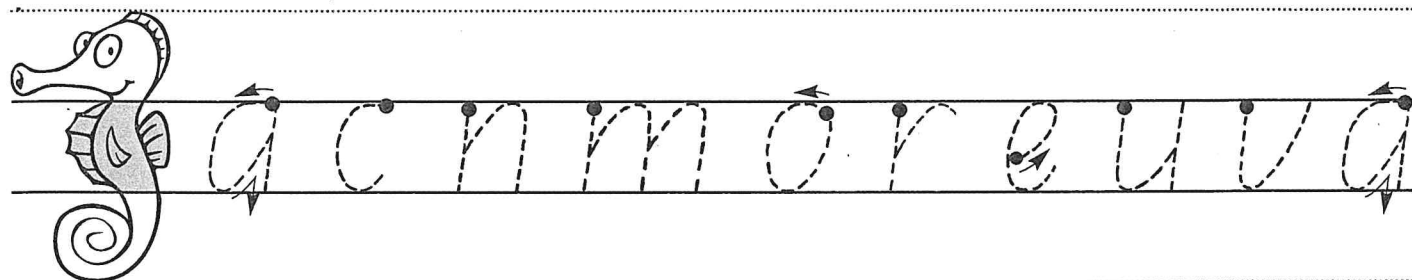


Find the a's.

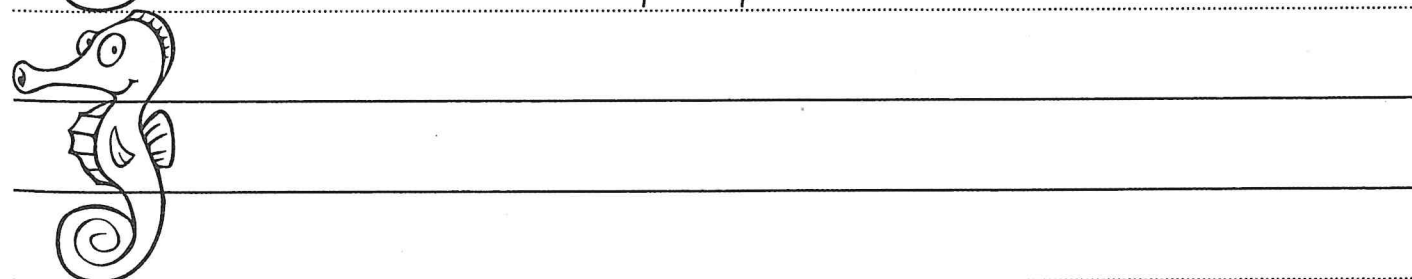
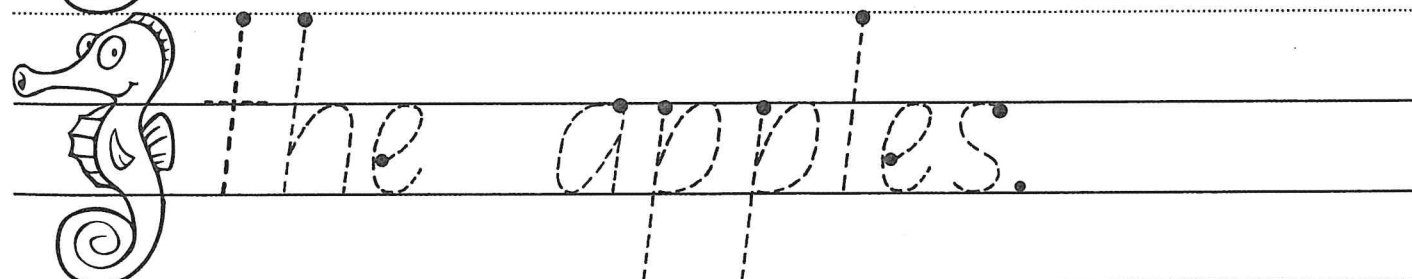
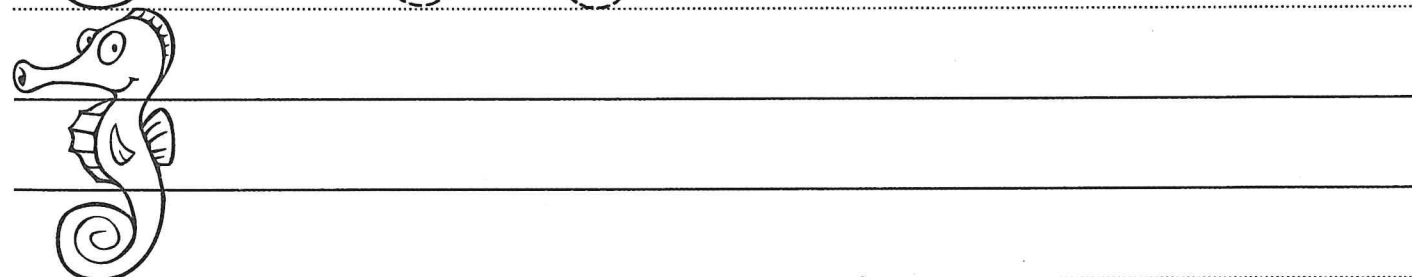
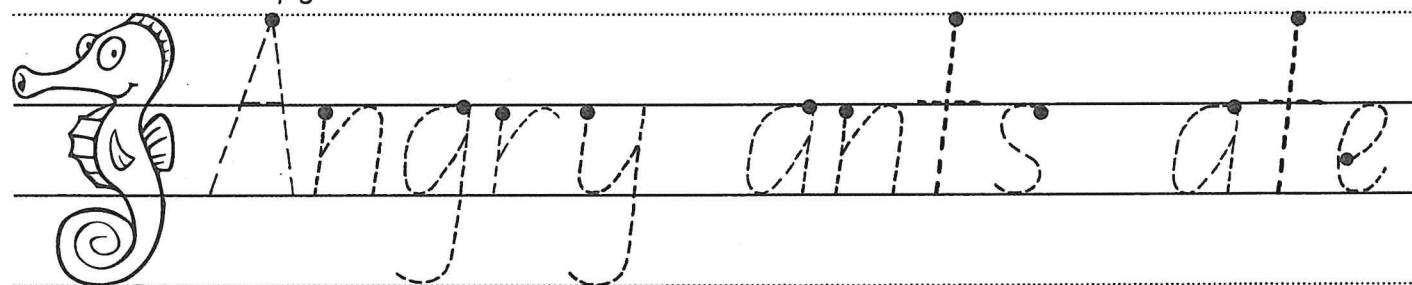
Wave pattern

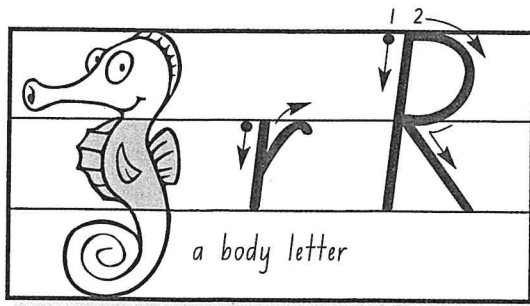


Trace the wave pattern letters.

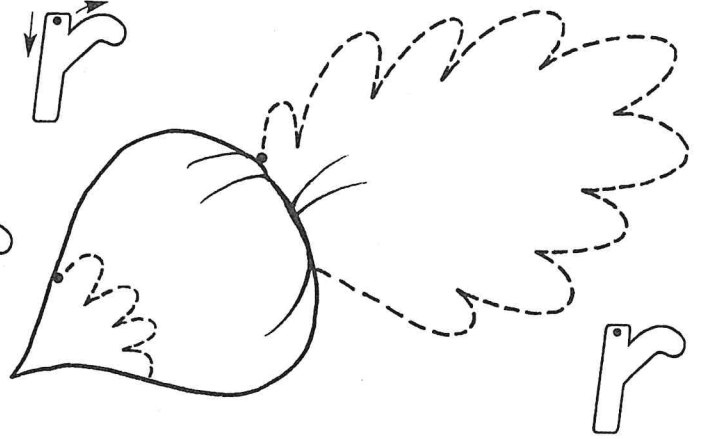
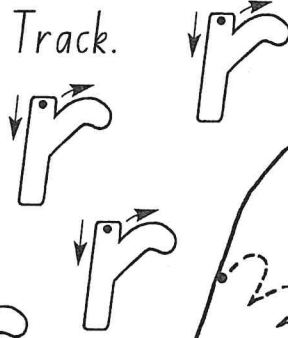


Trace, then copy.

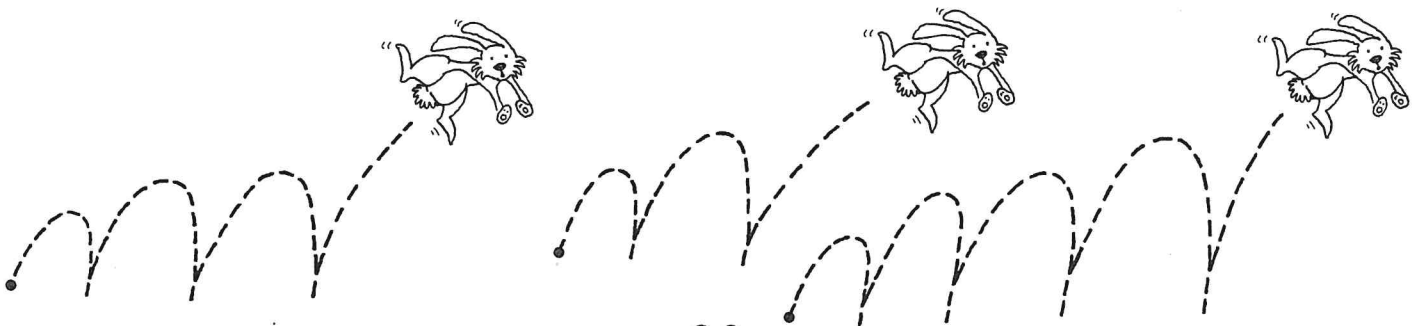
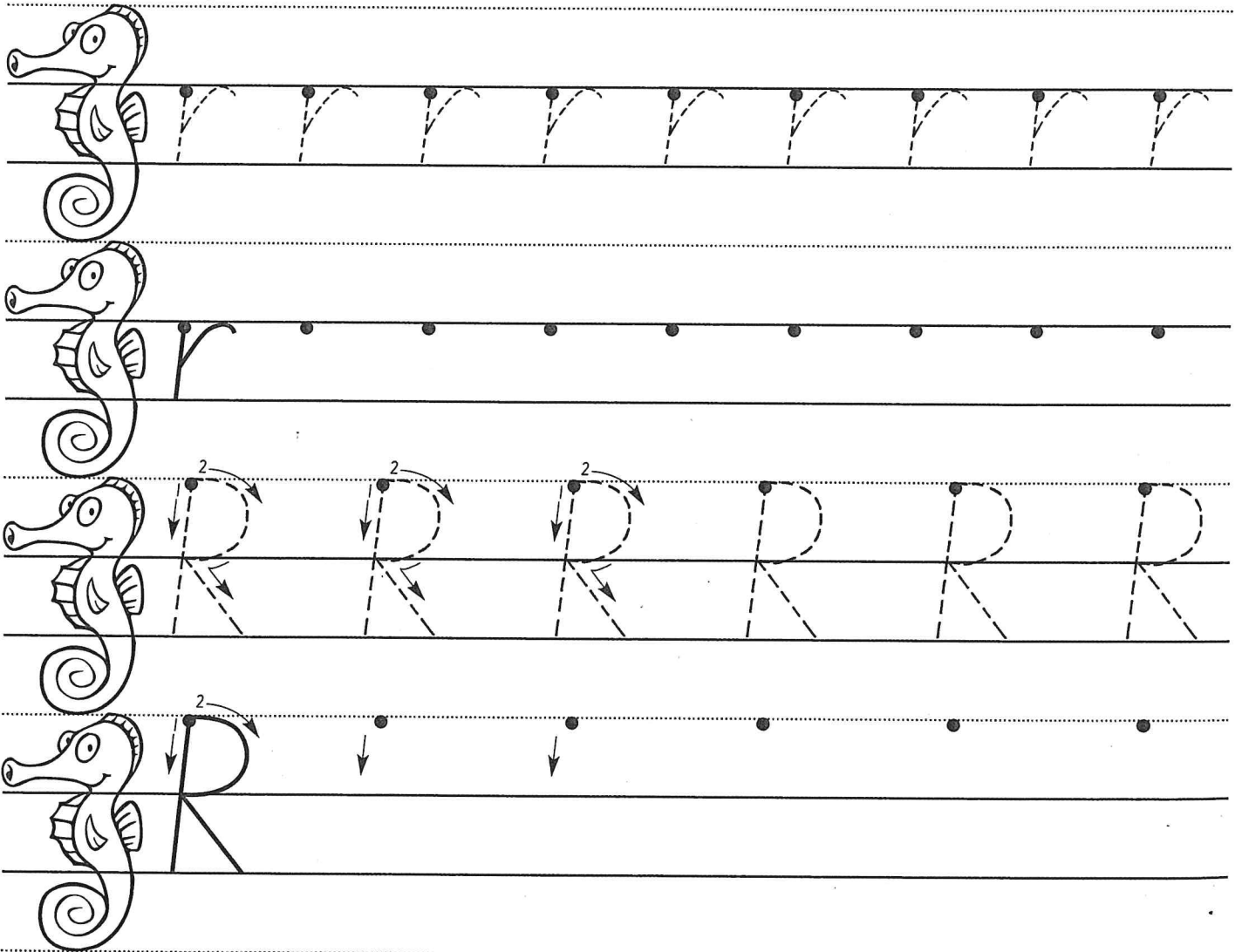




Track.



Colour the parts of the seahorse that show where the letter r sits.
Trace over your best r and R in red.

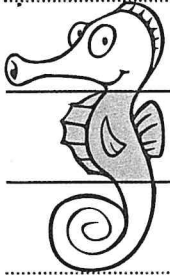


Find the r's.

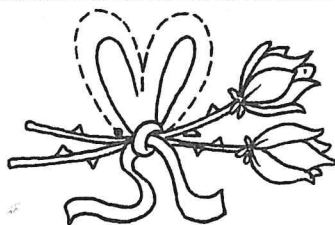
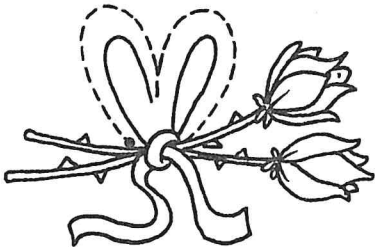
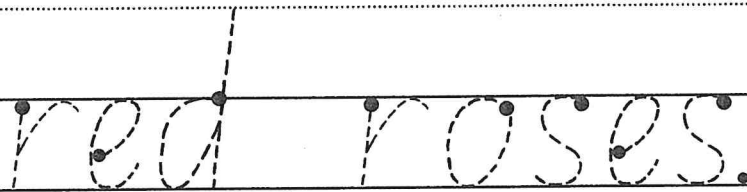
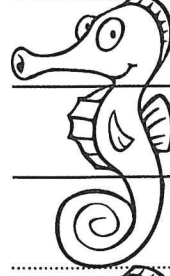
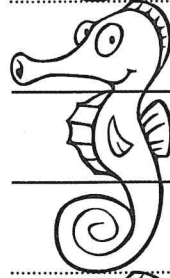
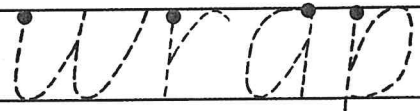
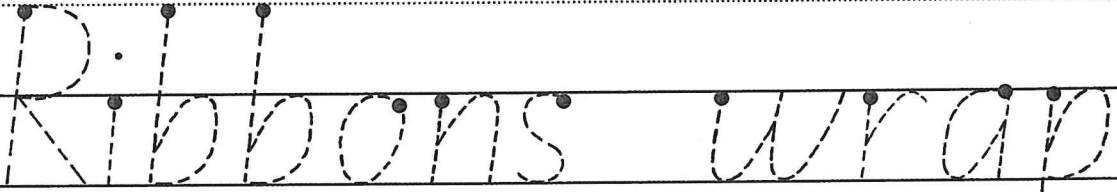
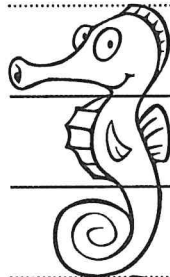
Hopping pattern

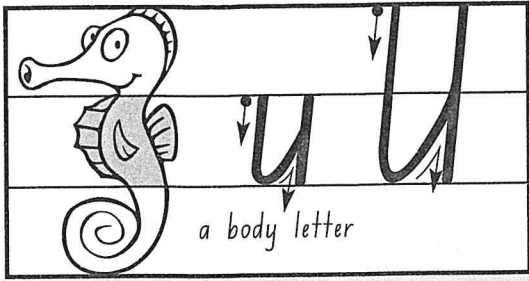


Trace, then colour the wedges.



Trace, then copy. Circle the silent letter.

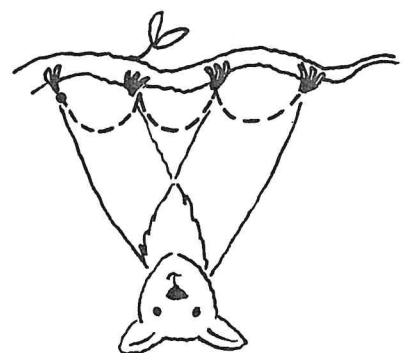
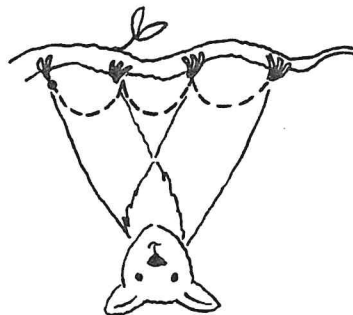
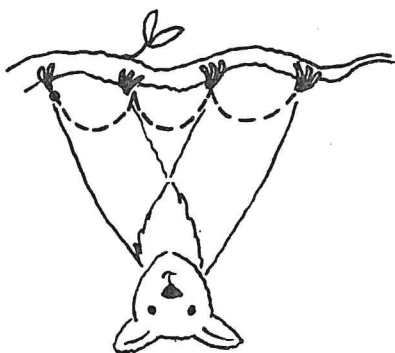
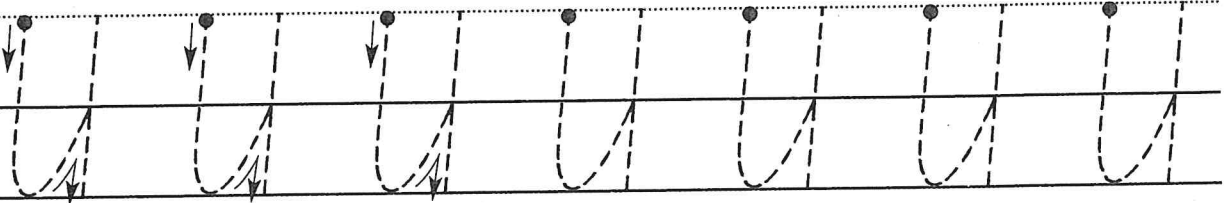
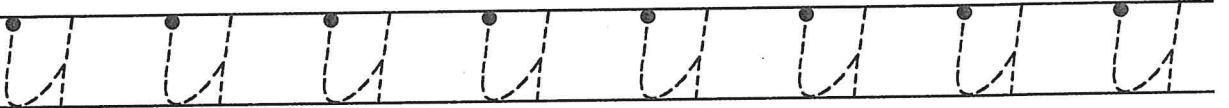
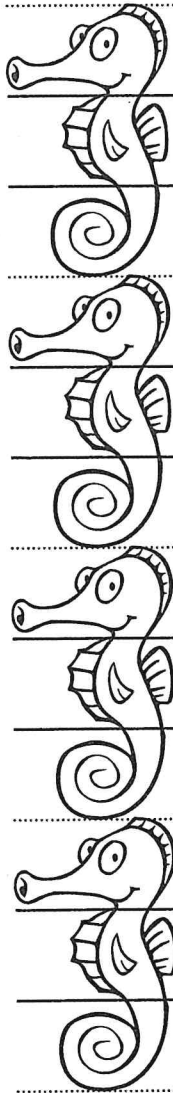




Track.



Colour the parts of the seahorse that show where the letter u sits.
Put a ✓ under your best u and U.

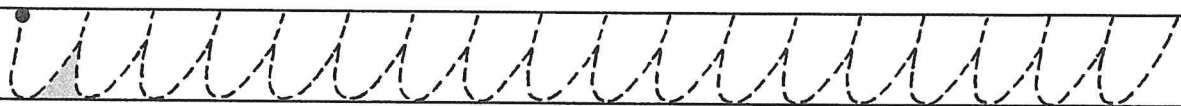
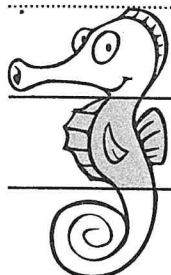


Find the u's.

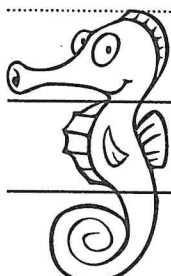
Wave pattern



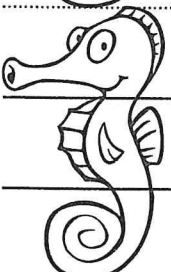
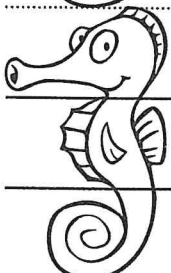
Trace the pattern. Colour the wedges.



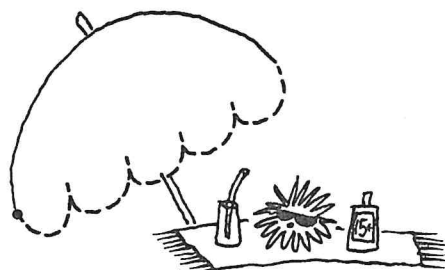
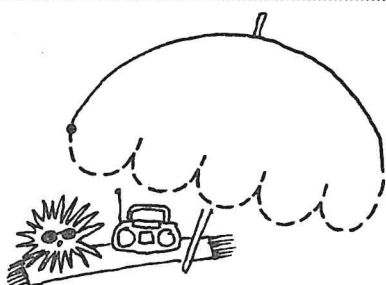
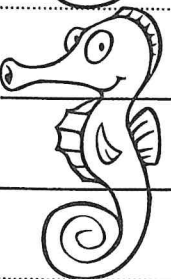
Trace, then copy.



urchins use



umbrellas.



Character profile



- ★ Draw a picture of what you think the spiders looked like. Write some words to describe them (adjectives).

NA 1.5b NSW ES1.6 Constructs meaning from visual texts with familiar content, particularly texts designed to be viewed in segments.
NA 1.10 NSW ES1.13 Recognises that written language is used by people to convey meanings to others.

Picture Outline

Main characters (who?)	Setting (when, where?)
Orientation (beginning)	
Complication (problem)	
Resolution (solving the problem)	
Ending	

Character Description

Character's Name:

Character's Name:

What do they look like?

Circle the **three** best words to describe the character's personality:

calm	aggressive	daunting	idiotic
wicked	polite	sinister	irresponsible
friendly	ambitious	fiery	cheery
shy	deceptive	anxious	calamitous
grateful	modest	self-assured	awkward
reckless	serious	gentle	honest
thoughtful	lively	lazy	despondent

Describe how these personality traits affect their actions:

Narrative Writing Template

Title	
Orientation/Beginning	
Build-Up/Events	

**Complication/Problem/
Dilemma**

Resolution

Ending



Adjectives for Characters



angry
mad
furious
bad
evil
bold
naughty
cheeky
rude
dreadful
awful
harsh
terrible
wicked
horrible
horrid
brave
courageous
daring
adventurous
clever
intelligent
smart
skilful

contented
calm
happy
satisfied
merry
joyful
dangerous
savage
vicious
delicate
weak
frail
forgetful
careless
untidy
wasteful
generous
kind
helpful
loving
brilliant
wonderful
excellent
awesome

cheerful
colourful
greedy
mean
selfish
lazy
idle
dozy
pretty
beautiful
attractive
handsome
athletic
sporty
odd
unfriendly
aloof
quaint
cute
rich
wealthy
rowdy
loud
ugly

disgusting
wrinkled
enormous
broad
large
big
tall
short
tiny
foolish
silly
zany
confused
muddled
lucky
fortunate
poor
unfortunate
quick
fast
speedy
rapid

My Narrative Writing Checklist

Name.....

My story has an interesting title.	
I have described the setting and atmosphere using descriptive language.	
I have introduced my character or characters and told the reader about them.	
I have explained what is happening at the beginning of the story.	
My story has a believable but interesting problem.	
My character(s) solve the problem in a believable way.	
I have shown the feelings of my character(s) as they deal with the problem.	
I have finished writing effectively to complete the story.	
I have written in paragraphs and each paragraph contains a new idea or event.	
I have used interesting language throughout my story to paint a clear picture for the reader.	
I have used time words to help the reader follow the story.	
I have used different types of sentences to make my writing entertaining.	
I have used speech carefully with correct punctuation.	
I have checked my work carefully and have corrected any spelling, grammar or punctuation mistakes.	

My Narrative Writing Checklist

Name.....

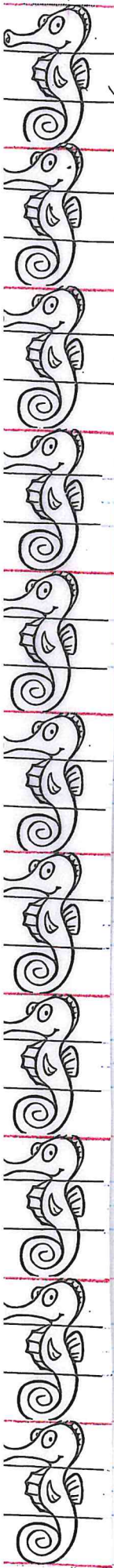
My story has an interesting title.	
I have described the setting and atmosphere using descriptive language.	
I have introduced my character or characters and told the reader about them.	
I have explained what is happening at the beginning of the story.	
My story has a believable but interesting problem.	
My character(s) solve the problem in a believable way.	
I have shown the feelings of my character(s) as they deal with the problem.	
I have finished writing effectively to complete the story.	
I have written in paragraphs and each paragraph contains a new idea or event.	
I have used interesting language throughout my story to paint a clear picture for the reader.	
I have used time words to help the reader follow the story.	
I have used different types of sentences to make my writing entertaining.	
I have used speech carefully with correct punctuation.	
I have checked my work carefully and have corrected any spelling, grammar or punctuation mistakes.	







Text

Text

Text

Text



Kangaroo 	Snake 	Brolga 	Emu 	Frog 	Goanna 
---	--	---	--	--	---

The Best Australian Animal

When it comes to Australian Animals, it is without a doubt that _____ are the best. _____ are _____ and _____ animals, making them perfect for the Australian Bush.

Firstly _____

Secondly _____

Finally _____

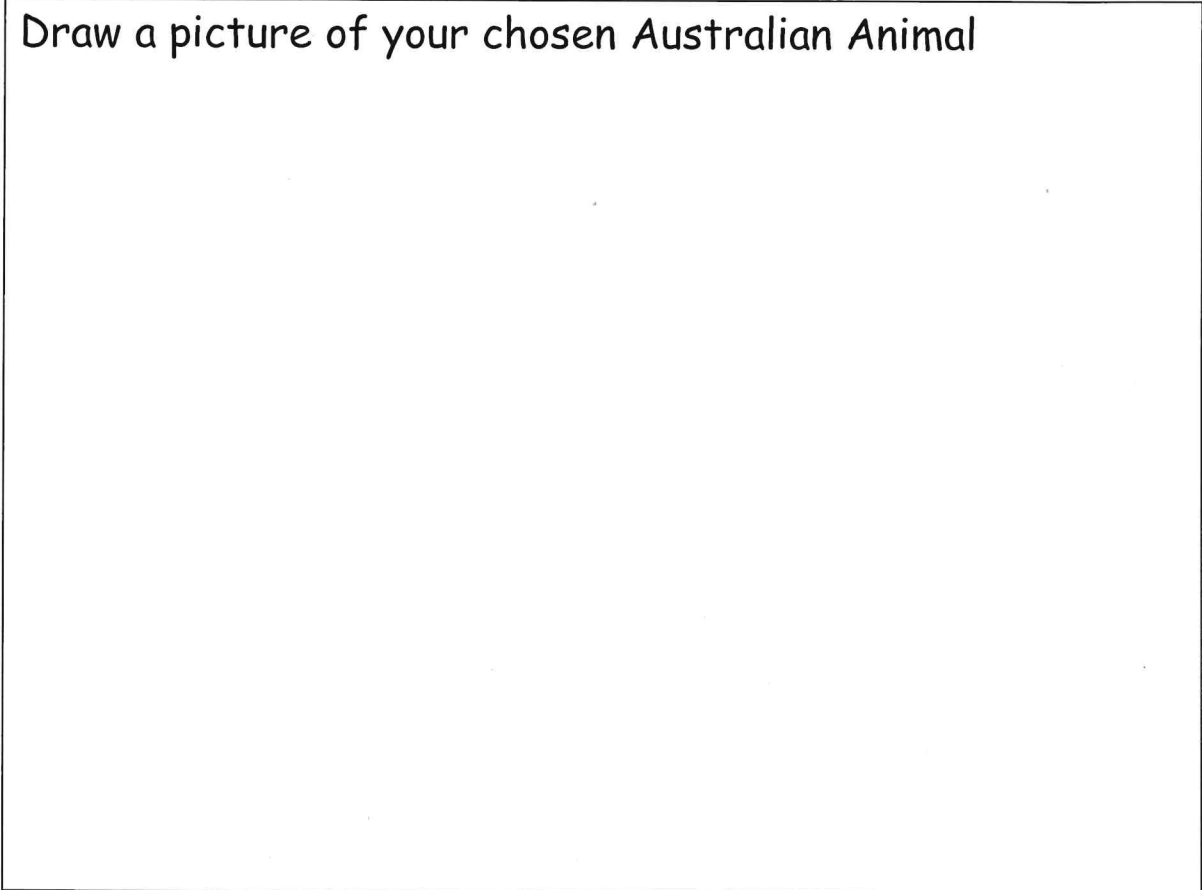
In conclusion, there is no questions that _____

are the best Australian Animals. This is because _____

Do yourself a favour and share it with the world,

_____ are the best Australian Animal.

Draw a picture of your chosen Australian Animal



The Lonely Spider

A long time ago there was a tiny little spider called Elanor, who lived all by herself. She was always very quiet. Nobody noticed her as she hid among the pretty flowers on the kitchen table.

Elanor liked her special home. But she was lonely! There was no one to play with and no one to talk to. How she wished there was something she could do.

Then one day, something terrible happened! The flowers in the vase were starting to die. Their leaves were drooping and the petals started to fall off. Suddenly a huge hand reached down, picked up the vase, carried it out the door and down to the garden. Before Elanor knew it, she had been thrown out into the garden!

When she landed, Elanor shook herself dry. "Where am I?" she cried out to no one in particular.

"You're in the garden, silly," a voice answered back.

"Who ... Who's that?" asked Elanor shyly.

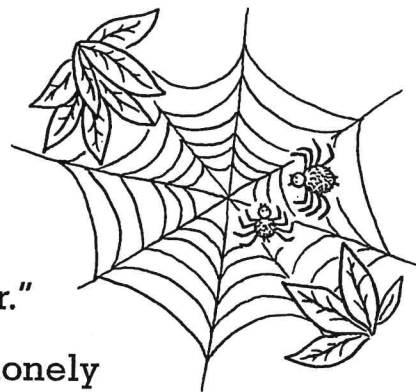
"It's me. My name is Melvin. I'm a spider."

"I'm a spider too," said Elanor. "But I'm lonely and I don't have anywhere to go."

"You could come and play with me," said Melvin. "We could have lots of fun spinning webs together."

"Oh, could I? That would be great!" said Elanor, smiling.

So Elanor and Melvin found a lovely shady tree in the garden and began spinning their webs. Elanor had finally found a friend. And the two little spiders lived happily ever after.





Words that describe

- ★ In the story 'The Lonely Spider' there are words that describe the characters and the setting.

With your teacher, find them in the story and list them below.



_____	_____	_____
_____	_____	_____
_____	_____	_____

- ★ The story also tells us what happened. These words are doing words (verbs). They tell us what the characters did, felt or thought.

With your teacher, find the doing words in the story and list them below.

_____	_____	_____
_____	_____	_____
_____	_____	_____



NA 1.2 NSW ES1.2 Shows emerging awareness of school purposes and expectations for using spoken language.
 NA 1.7 NSW ES1.8 Demonstrates emerging awareness and use of symbols and conventions when making meaning from texts.