



An exciting new series to assist with the teaching of grammar

Reading Around Language is a new series by Jangles Publications. There are six Student Books from year 2 to year 7 and companion Teacher Books. The series is an essential resource for every classroom. The exercises in the Student Books give students the opportunity to practise successful writing. The Teacher Books provide the tools for teaching and assessment.

The Student Books are eye-catching, colourful and engaging. Each Student Book contains ten texts with meaningful examples of a broad range of language conventions. The texts are designed to elicit and develop students' knowledge and understanding of these conventions.

The exercises in the **Student Books** develop students' knowledge of:

- parts of a sentence (e.g. nouns, adjectives, verbs, adverbs)
- sentence structure (e.g. simple, compound and complex sentences) and the relevant punctuation (e.g. commas, semi-colons, colons, dashes, direct speech marks)
- sentence types (e.g. statements, questions, commands, exclamations) and the relevant punctuation (e.g. full stops, question marks, exclamation marks)
- cohesive devices (e.g. noun/pronoun references, text connectives)
- vocabulary (e.g. prefixes and suffixes, comparative and superlative adjectives, antonyms and synonyms)

The **Teacher Book** provides marking keys, class record sheets and succinct teaching points.




What's in the Student Book?

Each student book contains meaningful examples of the language conventions addressed.

Mother Duck

Read *Mother Duck* and then answer questions 1 to 7.



MOTHER DUCK

The mother duck looks for a safe and secret place in the reeds. She wants to lay her eggs. She builds a nest with leaves and grass and ties it with willow leaves. She lays the first egg exactly four weeks after mating. Each day for the next week or so she lays another egg.

She sits on her eggs for a month to keep them warm. When her ducklings hatch, she works hard to keep them together and safe.

List all the words that are naming words (nouns) from the text.

In each of the following sentences, underline the word that tells what mother duck does.

The mother duck looks for a safe and secret place.

She builds a nest with leaves and grass.

She lays her eggs in the nest.


She sits on her eggs for a month.

She works hard to keep her ducklings safe.

Samples from Year 2 Student Book

Down and Out

Read *Down and Out* and then answer questions 1 to 10.



The sound of children talking and laughing. The curtain there, revealing students mixing paint in front of a large wall. Some students have started to paint the wall. Newspaper is laid out on the floor.

Enter Mrs Down: I need a colour. (Mrs Down: I've been learning you today. My name is Mrs Down.)

Carl: I've got a colour. (Mrs Down: What has happened to your face?)

A girl: I've got a colour. (Mrs Down: What has happened to your face?)

Mrs Down: I've got a colour. (Mrs Down: What has happened to your face?)

Carl: I've got a colour. (Mrs Down: What has happened to your face?)

Mrs Down: I've got a colour. (Mrs Down: What has happened to your face?)

Add adjectives and adverbs to make the sentences below more interesting. The first adverb is done for you.

Carl glances quickly up to the _____ sky.

A _____ bull bawls _____ towards the _____ students and bounces _____ off the _____ wall.

Students _____ start painting in earnest.

Mrs Down looks _____ on.

When she turns away _____, Paige and Sam _____ try to jib _____ point on each other.

Carl puts in _____.

My name is Mrs Down. In this sentence, the word *down* is _____ a proper noun, _____ an adjective, _____ a verb, _____ an adverb.

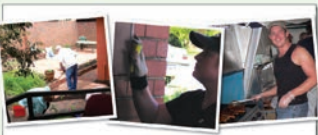
Teaching Year 7 gets me down. In this sentence, the word *down* describes _____ a feeling, _____ a noun, _____ a place, _____ a person.

In the sentence, "The dog down", the word *down* refers to _____ the name of the dog, _____ the dog is covered in, _____ the children have to move, _____ how Carl is feeling.

Samples from Year 5 Student Book

Voluntary Contributions

Read *Voluntary Contributions* and then answer questions 1 to 14.



VOLUNTARY CONTRIBUTIONS

Yesterday, I came across an advertisement buried deep in the classified advertisements wanting a family to help a physically challenged young man. In the clipped language of the advertisement, was an explanation of how the young man loved to be taken to watch his AFL team play live and occasionally to be taken fishing.

Having the ad read brought back childhood memories of my mother washing the windows of the local home for the aged. She regularly took flowers and helped with elderly citizens. Once a week she would pack a basket with pencils and papers and a packet of floss and headed off to a children's home to help the children with their homework.

Many things have changed since the time of those childhood memories, but not the need for volunteers.

Information available through the Australian Bureau of Statistics suggests that, according to a report of Australians aged 16 years and over in 2004, work.

Volunteers contributed close to 1 million hours of work, and about a third of volunteers worked for their own organisations.

I was interested to read, though, that the volunteer rate in capital cities was lower than in country areas – 29 percent compared to 30 percent. One website argues that families can get a great deal by volunteering together. Not only does it allow family members to spend time together but also it gives the family a shared passion. Family activities include tree-planting, recycling projects, assisting with brochure distribution and other volunteer work.

Perhaps family volunteering would be a more effective way of encouraging a range of community members to get involved in their local area. It might be a good idea to try this for yourself. Think of the things you would like to do and apply to the advertisement.

Underline the common nouns and circle the adjectives in the first paragraph of the article.

Circle the verbs in the second paragraph of the article.

Use the following words to complete the table. The first part is done for you.

comparison, suggestive, reluctant, comparatively, contributory, contribution, voluntarily, organisation, suggestively, distributive, distribution, comparative, suggestion, reluctantly, organise

Verb	Noun	Adjective	Adverb
compare	comparison	comparative	comparatively
suggest			
contribute			
organise			
distribute			
volunteer			

Write a sentence in which the word *compare* is used as a verb.

Write a sentence in which the word *compare* is used as an adjective.

Samples from Year 7 Student Book

What's in the Teacher Book?

The Teacher Book provides marking keys, class record sheets and succinct teaching points.

Mother Duck

Required teaching points:

Three forms an adjective can take are the **absolute**, **comparative** and **superlative**.

Absolute: A rabbit is small. This statement relates to any rabbit.

Comparative: A duckling is smaller than a rabbit. One animal is compared to another.

Superlative: The ant is the **smallest** of them all. More than two animals are compared.

Most comparative and superlative forms are made by adding either *er* or *est* to a given adjective. Sometimes the adjective is preceded by *more* or *most*. *beautiful, more beautiful, most beautiful*

Joining sentences:

Ducklings are soft. Ducklings are cuddly.

Ducklings are soft and ducklings are cuddly. Two complete sentences joined using the conjunction *and*.

Doggone, Tassie pup found in WA

QUESTION **ANSWER** **SKILLS ASSESSED**

Q1. In the text, underline the words spoken by Jill De Cesars. Underlines "She was beginning to fear the worst but the determination and tenacity of a Tasmanian police detective resulted in a far different outcome."

Q2. In the following sentences, underline the words that are spoken.

Q3. Now, rewrite the sentences from Question 2 using correct punctuation.

Skills Demonstrated

Identifies and classifies proper nouns (2)

Writes adjectives from proper nouns (2a, 2b)

Uses the correct invisible article (2)

Aligns parts (to) to given words and provides the meaning of the words (2)

Identifies direct speech in a newspaper article (2)

Identifies direct speech (2)

Punctuates direct speech (2)

Provides personal examples (2)

Capitalises sentences beginning with an adverbial phrase (2a)

Capitalises sentences beginning with an adverbial phrase (2b)

Writes a sentence beginning with an adverbial phrase (2a)

Student Name: _____

Assessment

The Teacher Book provides marking keys, class record sheets and analyses of skills assessed.

About the authors

Sandy Heldsinger has an in-depth understanding of educational assessment and for many years she co-ordinated the WALNA program. She has conducted extensive research into how students' reading and writing develops.

Jan Brandreth is an acclaimed teacher with over thirty years experience. She has marked thousands of students' narrative stories and essays and has a deep understanding of how students' lack of control of the language conventions prevents them from becoming successful writers.