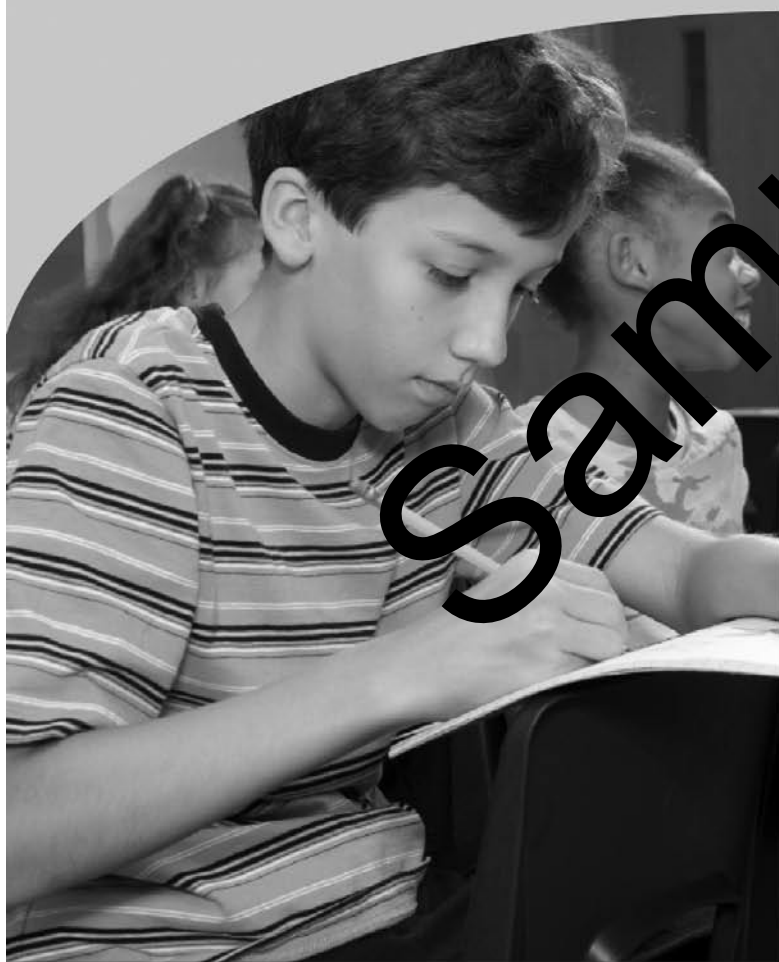


Write And Connect

Book 1

Ages 11 - 14 years



- Choices
- The Great Houdini
- Mountain Biking
- Team Player V Couch Potato
- Bermuda Triangle Mystery
- Buy Australian Made
- Uluru
- Cyclone Yasi



By Margaret Warner

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Teachers' Notes

Write and Connect - Book 1 is written for lower secondary students who are struggling to keep up with their peers, and is therefore linked to the Year 5 English curriculum. Researchers and teachers know that students' written literacy skills improve as they write more often and experience successes.

It is important to remember that secondary students experiencing difficulty with writing must be retaught basic written literacy skills that they may have had difficulty processing in earlier years. When they acquire these skills, they will begin to gain confidence with their writing.

Students at lower secondary level who are not writing confidently at their expected level of competency are more likely to engage with interesting texts that teach them about the writing process. In *Write and Connect - Book 1*, students will engage with a range of texts that are likely to be of interest to them and will complete language activities related to these texts.

How you could use the book:

- *model effective writing strategies and discuss the writing process as you compose a text or discuss a written text;*
- *discuss the topic knowledge, awareness of intended audience and the purpose of a particular piece of writing;*
- *actively teach the technicalities of writing e.g. sentence construction, complex sentences, paragraphing, vocabulary development, spelling, text coherence, editing and proofreading skills;*
- *encourage students to work with a partner or group to develop their ability to discuss and then improve their writing and to develop editing and proofreading skills;*
- *develop students' written literacy skills so that when they write they will know the expected format for different genres, they will know their intended audience and they will know the purpose of their writing and they will have the skills to write with confidence.*

Australian Curriculum Links

Year 5

Language

ACELA1797
ACELA1500
ACELA1502
ACELA1504
ACELA1505
ACELA1506
ACELA1508
ACELA1512
ACELA1513

Literacy

ACELY1701
ACELY1702

Literature

ACELT 1608
ACELT1609

- Read the narrative text *Choices*. It is an imaginative story written to interest and entertain readers.



° Choices °

Adam glanced at the old clock, groaned and pulled the blankets over his head. He hated Mondays! A moment later, he heard his mother call out, 'Adam, it's nearly 8 o'clock. You'll be late if you don't get up now!'

Reluctantly he dragged himself out of bed, dressed, then headed for the kitchen. He wolfed down his cold toast, threw his heavy backpack over his shoulder and headed out the door. For the hundredth time he wished that his family hadn't moved interstate. He missed his friends and he could hardly believe he was thinking it but he even missed his school.

Lost in thought, he hurried along the quiet street hoping that Zak Hallam was already in school. He was a mean bully and had made life tough for Adam since day one - he was always taunting him about being the new kid and telling him that he wasn't accepted. Zak's 'mates' sided with him because they were afraid that Zak would turn on them and make their lives miserable. Zak often hassled Adam on the way to school but he knew that if he left home later he'd avoid the verbal abuse.

With his head down to avoid making eye contact with anyone, Adam noticed something just ahead on

the path. As he got closer, he saw that it was a black wallet and when he picked it up its contents bulged almost forcing it open. A quick glance showed it contained a thick wad of notes, some of them fifties. Checking around to see if anyone nearby had dropped the wallet, he saw that the street was deserted except for a black labrador wandering along outside a nearby house.

Adam studied the wallet in his backpack, then checked again to see if anyone was around perhaps looking for it. For a moment he considered what to do with it. He reckoned that there could be a couple of hundred dollars in there, maybe more. Perhaps he could ... what was he thinking? Had the bullying changed him so much that he would even think of 'buying' friends with money that wasn't his?

With minutes to spare until the morning assembly he raced into the school grounds to the office and handed over the wallet to the secretary. 'Zak Hallam's elderly grandfather rang this morning to say that he'd lost his wallet containing money to pay important bills. He hoped that a student might find it. He'll be very grateful for your honesty, Adam.'

○ **Re-read *Choices* and answer the questions.**

① A narrative usually has three parts: the orientation which describes the main character and the setting, the complication which describes a problem or challenges that the main character has to face, and the resolution which shows how the character solves the problem and usually learns something from the experience.

1. Who is the main character? _____

2. What is the setting? _____

3. What is the first problem that Adam faces?

4. What is the second problem that Adam faces?

5. What action does he take to avoid the bullying?

6. Does he solve the problem? _____
What action could he take? _____

7. What action does he take when he finds the wallet? Why does he do this?

8. What do you think Adam learns from this experience?

9. How does the writer position the reader?

10. What is one main idea in the text?



○ **Continue the story by writing the next scene. It could begin in the following way ...**

Adam managed to avoid Zak Hallam all day until lunch time. He didn't know what to expect when Zak called out to him, 'Hey Adam, wait a minute I want to talk to you.'

○ Read **Choices** on page 8 again, then answer the questions below.

- ① Verbs bring a story to life, they describe the action part of a narrative. For example there is an important difference in meaning between, 'He got out of bed' and 'He dragged himself out of bed.' Have a think about the difference between, 'He ate his toast' and 'He wolfed down his toast.'

A ○ The verbs in the story are written in the past tense. List ten verbs in the story and think about whether they create a strong impact on the reader.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

- ① Nouns and noun groups provide the reader with a description of a person, place or thing. They add colour and depth to a narrative.

B ○ Complete these noun groups that are in the text. Think of other words that you might use instead.

- | | |
|-----------------|----------------------|
| 1. _____ clock | 6. _____ abuse |
| 2. _____ toast | 7. _____ wallet |
| 3. _____ school | 8. _____ glance |
| 4. _____ bully | 9. _____ grandfather |
| 5. _____ kid | 10. _____ bills |

- ① There are examples of direct speech in the text. It's important when quoting direct speech to add quotation marks at the beginning and end of the words spoken and also to include any punctuation within the quotation marks.

C ○ Add punctuation and quotation marks to these sentences.

- Adam, it's nearly 8 o'clock, his mother called
- Get up now, she said
- Where is my backpack Adam asked
- It's in the kitchen, his mother answered
- Fire he yelled when he saw the smoke

○ Read **Choices** on page 8 again, then answer the questions below.

- ① When you have finished writing a draft of a narrative, it is important to edit and proofread your writing. You can do this by checking that the sentences are clear and make sense, by fixing up any spelling, grammatical or punctuation errors, and by making sure that your work is well-presented. All of this will ensure that readers will enjoy the story without being distracted by errors.

A

- **Edit then rewrite this paragraph so that it is more interesting. Change sentence beginnings, add descriptions and join sentences.**

Adam woke up. He got up. He got dressed. He looked at the clock. He was late. He got his toast. He left for school. He didn't want to meet Zak Hallam on the way. Zak was a bully. He picked on Adam. Adam was the new kid.

B

- **Now proofread this section taken from the text *Choices*. There are ten errors in this text. When you read it, you will notice that the text doesn't read as well as before. Errors can take the reader's interest away from the story. There are two spelling errors, two punctuation errors and six grammatical errors. Underline the ten errors.**

Lost in thought, he hurried along the quiet street, hoping that Zak Hallam was already in school. He was a bully and had made life tough with Adam since day one, always taunt him that he was the new kid and wasn't accepted? Zak's mates sided around him, afraid that he would turn on him and make their lives miserable. Zak often hassled Adam on the way to school but he knew that if he leave home later he'd avoid the verbal abuse!

C

- **This is a short story that contains ten errors. There are two spelling errors, two punctuation errors and six grammatical errors. Underline the ten errors.**

Adam looked at his klok on the bedside table. It was only 5am. It was too early to get up? He was looking forward to go to school today because two Olympic swimmers were come to the schol. They was going to talking to the students what had competed in the state swimming titles a week ago! Adam was one of the top swimmer in the state.

- **Create a narrative of your own. Make some notes about the characters and the plot before you start the first draft. Think about the challenges that your main character will face and how he/she will solve the challenges.**

Title

Brainstorm a few different titles before choosing the one that works best
Sometimes a title isn't decided until after the story has been written.



Orientation

Who

Main character's name, age, description. Main character's friend or foe.

When

When does the story take place? Is it now or in the past or in the future?

Where

Describe the setting where your story takes place. Is it at school, at a beach, in a haunted house, in the desert, in another universe, etc.?

Complication

List the challenges or complications that your character faces. There is often more than one and each new challenge usually gets tougher.

Resolution

How did your character solve the problems or deal with the challenges or complications? What did your character learn about him/herself?

- **Write the first draft of your narrative. You might need to write several drafts before you start the final edit and proofread.**