

EBOOK CODE: REAU1142



For Years 3-7



TEACHING NAPLAN^{*}-type Writing Skills

~ Narratives and Persuasive Essays ~



Book 2

By Bill Powell

* The publisher is not an endorsed creator of materials used for annual NAPLAN[®] testing, and this book has been produced without consulting any Australian government bodies.

Contents

Foreword	4	Metaphor	
		Teachers' Notes	37
		Activity 20	38
Vocabulary		Character	
Teachers' Notes	5-6	Teachers' Notes	39
Activity 1	7	Activity 21	40
Activity 2	8	Activity 22	41
Activity 3	9		
Activity 4	10	Setting	
Activity 5	11	Teachers' Notes	42
Activity 6	12	Activity 23	43
Activity 7	13	Activity 24	44
Teachers' Notes	14		
Activity 8a	15	Cohesion	
Activity 8b	16	Teachers' Notes	45
Activity 9	17	Activity 25	46
		Activity 26	47
Similes and Personification		Activity 27	48
Teachers' Notes	18	Teachers' Notes	49
Activity 10	19	Activity 28	50
Teachers' Notes	20	Teachers' Notes	51
Activity 11	21	Activity 29	52
		Prepositions	
Rhetorical Questions		Teachers' Notes	53
Teachers' Notes	22	Activity 30	54
Activity 12	23	Activity 31	55
		Cohesion and Vocabulary	
Repetition		Teachers' Notes	56
Teachers' Notes	24	Activity 32	57
Activity 13	25	Activity 33	58
		Comparative and Superlative Adjectives	
Modality		Teachers' Notes	59
Teachers' Notes	26	Activity 34	60
Activity 14	27	Activity 35	61
Activity 15a	28		
Activity 15b	29	Sentence Structure, Cohesion and Punctuation	
Adverbs		Teachers' Notes	62
Teachers' Notes	30	Activity 36	63
Activity 16	31		
		Narrative Marking Sheet	64
Adjectives		Persuasive Essay Marking Sheet	65
Teachers' Notes	32	Class Record Sheet - Narrative	66
Activity 17	33	Class Record Sheet - Persuasive	67
Activity 18	34		
Hyperbole			
Teachers' Notes	35		
Activity 19	36		

Foreword

This book is designed to create an awareness of all the categories that are assessed in the writing section of the NAPLAN* tests. Because some of the activities will be challenging for students in Years 1 to 5, teachers/parents will need to be selective in deciding which activities to tackle and how much assistance they should provide for younger students. It is hoped that teachers/parents will adapt the exercises, (as well as develop similar ones of their own) to make them more relevant to the particular needs of the children under their care.

These support notes are designed mainly to help parents who are keen to provide extra support for their children. However it is hoped that some teachers will find them both helpful and time-saving. It is especially intended that teachers will find the marking sheets and class record sheets (that can be found at the back of this book) of value.

The marking sheets contain summarised descriptors of how the marks are allocated in each category. Teachers will simply need to circle the number above the particular descriptor that best relates to a student's work. These numbers are then added and converted to a percentage at the bottom of the sheet. When these sheets are returned to the students they will have a clear indication of where they most need to concentrate their efforts to improve. The completed Record Sheet will provide teachers with a clear overview of the strengths and weaknesses within a particular class or cohort.

There are no exercises that address the category of Spelling in this book. This is because it is assumed that schools will already have their own spelling programmes in place and parents can find many excellent spelling development activities on the internet. When NAPLAN* markers assess the spelling in students' narratives and essays they follow the guidelines specified below.

Words are categorised as simple, common, difficult and challenging:

Simple Words	Common Words
Two letter words: <i>an, it, up, by</i> . Three or four letter words with one syllable, one vowel sound and no phonic blends: <i>clap, drop, egg, will, less</i> .	Words with one syllable and two two-consonant blends: <i>crack, broom, catch</i> . Words with one or two syllables and common long vowels: <i>sail, broke, only, plastic, right</i> . Common words with silent letters: <i>know, write, lamb, climb</i> . Words with suffixes that don't change the base word: <i>jumped, sadly, happening</i> . Most rule driven words: <i>having, coming, happier, heavier</i> .
Difficult Words	Challenging Words
Three or more syllables with uneven stress patterns: <i>chocolate, mineral, dangerous, decorate, favourite, comfortable, advantage</i> . Uncommon vowel patterns: <i>drought, hygiene</i> . Difficult homophones: <i>practice/practise, board/bored</i> . Suffixes where the base word changes: <i>prefer/preferred, relate/relation</i> . Many four syllable words: <i>invisible, community, explanation, community, manufacture, incredible, kilometre, temperature</i> .	Unusual consonant/vowel patterns: <i>guarantee, brusque, environment, debris, euphoric, discipline, camouflage, endeavour, conscious, intrigue, psychology, possess</i> . Longer words with unstressed syllables: <i>responsibility, mathematician, miniature, occasionally, parallel, lackadaisical</i> . Foreign and technical words: <i>lieutenant, nonchalant, haemoglobin</i> .

Vocabulary

Below are the answers to the Vocabulary exercises 1-3.

Vocabulary 1:

- | | | | | |
|----|--|--|--|--|
| 1. | new – old
dirty – clean
wrong – right | late – early
wet – dry
sweet – sour | quick – slow
hot – cold
open – closed | |
| 2. | unfair
incorrect
dislike *
impossible | immortal
unhealthy
disallow
imperfect | uncertain
disobey
impatient
inhuman | indecent
inactive
disagree
uneven |

*Accept *unlike* but explain the difference:
I dislike steak and kidney pie.
Unlike yesterday, the weather is fine.

Vocabulary 2:

1. Column C : proper
accurate
full
tight
cruel
expensive
true
rough
laugh
3. loose, stale, laugh, inexpensive, empty, accurate, proper, true → OR → untrue

Vocabulary 3:

- | | | | | |
|----|-------------------------------------|---------------------------------------|-----------------------------------|---------------------------------------|
| 1. | horse
duck
lion | frog
sheep
donkey | cat
dog
pig | |
| 2. | buy
shallow
forget | disagree
unsure
poor | | |
| 3. | dishonest
unnecessary
illegal | invisible
uncertain
unconscious | impolite
inactive
unpopular | unlucky
disorderly
disadvantage |

Vocabulary

Below are the answers to the Vocabulary exercises 4-7.

Vocabulary 4:

- | | | | | | | |
|----|---|---|--|---|---|---|
| 1. | fast
speedy
rapid
swift | angry
annoyed
cross
furious | break
smash
split
snap | happy
cheerful
glad
delighted | hungry
ravenous
famished
starving | ask
beg
request
enquire |
|----|---|---|--|---|---|---|
- 2.
- Any word in the *happy* column.
 - Any word in the *angry* column.
 - Ask.
 - ravenous.
 - snap.
 - request.

Vocabulary 5:

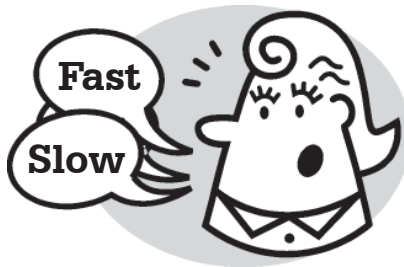
i. naughty ii. ravenous iii. toss iv. miraculous v. journey vi. improbable vii. make viii. resolute ix. devour x. obstruct xi. eject xii. thrilling xiii. feeble xiv. climb xv. intelligent

Vocabulary 6: (below are possible responses)

- Box:**
- The toys are in the box.
 - If you are going to box you must wear boxing gloves.
- Duck:**
- The duck is a bird that can swim.
 - Duck your head under the low branch.
- Free:**
- Take an orange. They are free.
 - After ten years in jail he was finally set free.
- Light:**
- This one is heavy. That one is light.
 - Please turn on the light.
- Match:**
- Light the fire with a match.
 - I enjoyed the football match.

Vocabulary 7: (below are possible responses)

- | | | |
|----|--|---|
| 1. | I passed the ball to him.
The prisoner is locked in his cell.
The car is for sale.
There is a herd of cattle on the farm. | It is past my bedtime.
I will sell the car.
They will sail away in their boat.
I have heard that joke before. |
| 2. | The dog is on a lead.
Row the boat down the stream.
I will read this book.
Record the results in your pad. | Roman pipes were made of lead.
I could hear a noisy row coming from the house.
I have read that book.
She ran the race in record time. |



Your vocabulary is the total of all the words that you understand and can use correctly. We are always learning new words. In this activity you will be learning about antonyms. Here is a pair of antonyms:

fast ←————→ slow

They are called *antonyms* because they have the opposite meaning. *Slow* means *not fast*.

1. Write antonyms for the words in the box. Choose your answers from the Word List.

Word List

clean
early
cold
closed
right

slow
dry
old
sour

new _____	late _____	quick _____
dirty _____	wet _____	hot _____
wrong _____	sweet _____	open _____

Sometimes we use a **prefix** to make a word that has the opposite meaning. For example if we want a word that means *not happy* we say *unhappy*. The prefix *un* means *not*. There are a number of different prefixes that all mean *not* and you need to know which ones to use. Three other prefixes that we use to mean *not* are: *im*, *in* and *dis*.

2. Write *un*, *im*, *in* or *dis* in front of the words below to make their antonyms. (Use a dictionary to find the meanings of words that are new to you.)

_____ fair	_____ mortal	_____ certain	_____ decent
_____ correct	_____ healthy	_____ obey	_____ active
_____ like	_____ allow	_____ patient	_____ agree
_____ possible	_____ perfect	_____ human	_____ even

Similes and Personification 1

1. Considerable teacher led discussion will be required to establish an understanding of similes and personification. Many children will be familiar with their usage in common everyday speech.

2. Tips for teaching similes: Tell students that similes paint clear pictures for the reader because the object or the situation is compared to something that the reader already understands.

As a class compare:

The polished floor was very slippery with The polished floor was as slippery as greased glass.

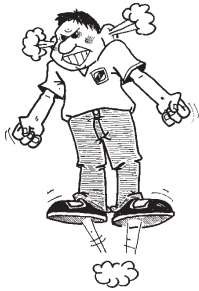
Also compare:

My aunt's cookies taste terrible with My aunt's cookies taste like lumps of mud.

Discuss how the similes are stronger.

3. Discuss possible answers to each of the five similes that the children are asked to complete. Write their suggestions on the board and then ask them to vote. Establish which is the most popular. Encourage the children to give a reason for their choice before they write down the one that they like best.
4. Tips for teaching personification: Tell students that personification means giving human qualities to things that aren't human. Examine the four examples as a class. Read them out. Point out that each object or animal is treated as though it is a **person**. We all know that lights can't blink (they don't have eyes), a computer can't hate (it doesn't have a brain), birds can't welcome (they can't talk) and lawn mowers can't get angry or bite (they have neither a brain nor teeth). But personification conveys a sense of feeling between the writer and the object.
5. Discuss each of the three exercises that the children are asked to complete. What would trees be doing in a storm? How could we pretend that they are people? How would the dogs at the gate be feeling if their tails were wagging? What other things could be happening while waiting for the ships to come? There would be water and waves, wind and clouds.
6. Proceed as for the similes and write the children's suggestions on the board.

Writers use many different literary devices to help form a clear picture in the mind of the reader. In this activity we are looking at two of those devices. The first one is called a *simile*. A simile uses the words *as* or *like* to help the reader understand ideas more clearly. Below are a few examples.



The polished floor was *as slippery as greased glass*.

When I broke the vase my Mum *cried like a baby*.

My aunt's cookies *taste like lumps of mud*.

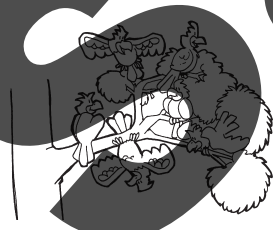
My Nanna's voice is *as sweet as a lullaby*.

My neighbour has *a temper like a volcano*.

1. Now it's your turn. Make up some similes to finish the sentences below.

- i. The lady was as angry as _____
- ii. The day was as hot as _____
- iii. Her teeth were like _____
- iv. He can run as fast as _____
- v. The roast meat was as tough as _____

The second device that we are looking at in this activity is *personification*. Writers use *personification* when they talk about a thing or an animal as a human being. Look at the examples below.



At midnight *the lights from the ship blinked across the ocean*.

The computer won't start. I'm sure it hates me.

The birds in the treetops welcomed the morning sunshine.

The lawn mower got angry and bit my toes.

2. Now it's your turn. Use personification to finish the sentences below.

- i. In the storm _____
- ii. At the gate the dogs wagged their tails and _____
- iii. While we waited for the ships to come _____