

Comprehension and writing activities

Level 1
At the beach Sentence: What can you see at the beach? Help the student write their response as a sentence.
At night Comprehension: Which animals are awake at night? Sentence: Ask the student to make up a sentence about their favourite animal that they might see at night.
At the bus stop Comprehension: Have you ever waited at a bus stop? What did you see? (or what might you see if you did?) Sentence: Ask the student to say what they might see at the bus stop. They start their sentence with "I can see a" "
At the market Comprehension: What can you buy at the market? "At the market I can buy" "
Baby Kangaroo Comprehension: What kind of animal is a kangaroo? Where does Baby kangaroo like to be? Sentence: Finish the sentence: "Baby kangaroo likes to be ... (with his Mum.)
I am Comprehension: What do you like doing best? Sentence: Students can write the sentence about themselves: "I am (name). I like" (They can choose an activity that they like to do to finish the sentence, e.g. 'fishing'.)
I can Comprehension: "Show me the girl that is jumping/skipping"; "Show me the boy who is hopping/running/digging"; What did the children make with the scissors? Sentence: Ask the student to finish the sentence with something they like to do: "I can" (They make up the ending and write it.)
I like to Comprehension: "What does a fish like to do?" "What does a frog like to do?" etc. Sentence: What do you like to do?
I like animals Comprehension: "Why are animals very special?" Sentence: Put an ending on this sentence: "I like" (The student can think of anything they like, and write it.)
I like farm animals Comprehension: Have you ever seen farm animals? Which ones? What do cows give us? What do chickens give us? Sentence: Which farm animal do you like?

Level 1 (continued)

Let's go to Africa/Antarctica/Australia/England/India/North America

Note that the purpose of these stories is to expand the student's knowledge of the world. They do not have to learn to read the names of all the animals.

Comprehension: "What is your favourite animal from this place?"

Sentence: Ask the student to make up a sentence about a favourite African animal.

My family

Comprehension: "What do you like to do with your Mum / Dad / brother / sister?"

Sentence: Ask the student to make up a sentence about a family member.

Under the sea

Comprehension:

1. What are some of the animals that live under the sea? (Ask the student to name and point to pictures of some of the animals)
2. How many legs does a crab have? 3. How many legs does an octopus have?

Level 2

Animal homes

Comprehension: Ask the student to ask *you* some questions about where animals live. You have to provide the answer. E.g. the student asks, "Where does a spider live? You say, "A spider lives in a web."

At my house

Sentence: What do you do to help at home? "I help to" "

Baby Jesus is born

Sentence: Who came to see Baby Jesus?

Fish alive

Use this story to teach number words, one to ten. Draw a number of objects. How many? e.g. The student writes, "Here are eight dogs."

Follow that star

Find the word 'that' in the story.

Sentence: Asks the student to finish the sentence: "I like that"

Legs Use this to teach number words: two, four, six, eight, ten. How many legs does x have? e.g. A fish has no legs.

Look what I made

Sentence: Ask the student what they like to make and ask them to write a sentence about this, e.g. *I like to make cakes.*

One me Use this story to teach number words one and two. What else comes in ones or twos? e.g. I have two shoes.

The lost coin

Find the words 'look' and 'help' in the story.

Sentence: When do you need help to look for something?

Mum/Dad can help me look for my

The lost sheep

Find the word 'no' in the story. To teach the word 'no, help the student write the following:

Sentence: Ask the student to tell you a food that they do not like. Now write a question about a food they do not like. e.g. write on paper, "Do you like lemons?" Ask the student to write, "no".

Then the student can write a question for you to answer.

The shepherds

Find the word 'look' in the story.

Sentence: Finish the sentence: "Look at the"

Who does Jesus love?

Sentence:

Write the sentence '*Jesus loves*'

Ask the student to finish the sentence.

Who lives here?

Ask the student to draw a home, (animal home or their own home), and help them to write a sentence about it: lives here.

Level 3

Incy Wincy Spider

Comprehension: What is a water spout?

Sentence:

Why did the spider go up the spout again?

(The spider went up the spout because)

Let's have fun

Discuss the meaning of the apostrophe.

Sentence:

What will Dan Duck do? (Dan Duck will ...)

Noah

Comprehension: How did God save the animals?

Sentence:

Who went in the boat? (Noah, his family and the animals went in the boat.)

What did God make?

God made and and and

I hear music

Sentence:

What can you hear?

(I can hear)

Let's get fit

Comprehension: What does it mean to 'get fit'?

Sentence:

What do you like to do to get fit?

My dog

Comprehension: What can this dog do?

Sentence: How would you care for a dog? (If I had a dog I would)

Level 4

Go crab go

Comprehension: Where will the crab hide? Why does it need to hide?

Sentence:

What do big sea birds like to eat? "Big sea birds like to eat" "

Jump frog jump

Comprehension and Sentence: What do snakes like to eat?

Look at me

Ask the student to sound out as many words as possible: log, hop, up, in, dig, red, hen, sit, pug, dog, snap, swim

Sentence: Ask the student to choose an animal from the story. What can that animal do?

My 5 senses

Sentence:

Ask the student to choose one of the senses and make up a sentence starting with:

"I like to ... " (see/hear/feel/taste/smell) and they add an ending, e.g. "I like to smell flowers."

Who can help?

Ask the student to sound out as many words as possible in the story.

Comprehension: What is a possum? What can it do? (climb trees). Why could Peter Possum help to get Kitty Cat down from the tree?

Sentence:

Ask the student to choose an animal from the story. Ask them to tell you something about that animal. Turn their answer into a sentence.

Who will help?

Point out some words in the story that may not be familiar: *hurt, first, second, third, good*

Sentence:

Use the Thinking Hats.

Black: What bad thing happened in the story?

Yellow: What good thing happened in the story? Write about one of these.

Level 5

Butterflies

Ask the student, "What colours can butterflies be?"

Write the question in the exercise book or on paper:

"Have you seen any butterflies?"

Get the student to read the question, then answer.

Student writes the answer: "Yes, I have seen a (colour) one." (e.g a blue one.)

Counting ants

Find the rhyming words in 'Counting Ants'.

Sentence:

Ask the student to choose a place where they might see ants.

Finish the sentence: "I see ants "

God made the light

Why did God make the light?

(God made the light for us so that we could)

Because of the light we can see colour. Ask the student to choose a colour and write about something that is of that colour, e.g. The sun is yellow. The sun is hot.

Hide the Baby

Comprehension: The mother put her baby in a basket on the river because she did not want the bad king to get the baby. Who watched the baby to make sure he was safe? Who found the baby? What did the kind princess do?

Sentence: Who keeps you safe?

I can hear

Point out all the words that have 'ing' at the end.

Also ask student to listen for the rhyming words.

Sentence: Ask the student what they can hear at this moment. Write a sentence about it.

I can help

Sentence: What can you do to help?

I went for a walk

What can you see when you go for a walk?

When I go for a walk I can see

Swim duck swim

How does a mother duck look after her babies?

A mother duck

The shepherd boy

Comprehension: What does a shepherd boy do?

Sentence: Finish the sentence: "A shepherd boy"

Level 6

A sick man

Comprehension:

Use the red Thinking Hat for emotions.

Ask,

1. "How did the friends feel when they saw that there were too many people to get the sick man into the house to see Jesus?"
2. "How did the people in the house feel when they saw the man coming down through the roof on the little stretcher bed?"
3. "How did the sick man feel when Jesus made him better?"

Sentence:

Help the student write the answer to number 3 in a sentence.

Ants

Sentence:

Use the blue Thinking Hat.

What can we learn from the life of ants?

Daniel

Sentence: Use the red Thinking Hat for emotions.

Ask,

1. How did the bad king feel when Daniel said he would not stop praying to God?
2. How did Daniel feel in the den of lions?
3. How did the King's servants feel when they went to the lion's den the next morning and found that Daniel had not been hurt by the lions?

Sentence:

Help the student to write the answer to one of these questions in a full sentence.

Fruit salad

Sentence:

Help the student to write the recipe in 4 steps. This is a longer activity so continue next lesson.

This is how you make fruit salad.

Step 1: Get

Step 2: Chop

Step 3: Put

Step 4: Mix

Level 8

Baby Chicks

How does a chick get out of its shell?

Frogs

Comprehension:

Who lays the frogs eggs? Where might you find them? What is a tadpole? What is a froglet? What can grown-up frogs do? What do they eat? What colours can they be? What patterns can they have? Why are they sometimes hard to see?

Sentence:

Ask the student to make up a sentence about frogs.

Henny Penny

Use the **black Thinking Hat**.

What bad thing happened to the hen, the rooster, the duck and the turkey?

Lucky Frog

Comprehension and Sentence:

Use the **green Thinking Hat** for a different ending.

Lucky Frog was asleep on his log. What could have happened if the fly did not go by and wake Lucky Frog?

Level 9

Four little ducks

Why do you think the ducks went away?

Lily and the eggs

Use the **yellow Thinking Hat**. What good thing happened in the story?

Rizzy Rat

Use the **white Thinking Hat**, (for facts).

What did Sam grow in his garden?

The boy who cried wolf

Comprehension: Use the **blue Thinking Hat**. What can we learn from this story?

Sentence:

Use the **black Thinking Hat**.

What bad thing happened in the story?

Level 10

Let's play football

Sentence: Do you like football? What do you like or not like about the game?

Lions

Comprehension: What are baby lions called? What is special about the male lion?

Sentence:

Use the **white Thinking Hat** for facts.

How do lions get their food?

Rikki Tikki Tavi

Comprehension:

How did Rikki help the family?

How did the birds help Rikki?

Sentence:

Use the **yellow Thinking Hat**. What good thing happened in the story?

The Tea Party

Sentence: What would you serve your friends if you held a tea party?

Level 11

Let's look for dinosaur bones

This is an exercise in sounding out unfamiliar words, using known sounds.

Sentence:

When did God make dinosaurs?

The Three Bears

Comprehension:

Where did the Three bears go?

Who came to the house?

What did she do?

Sentence:

Use the **red Thinking Hat**. How did the Three bears feel when they got home?

When the three bears got home they felt because.....

The Three Pigs

Comprehension: Use the **white thinking hat** for facts. What did the first little pig use to make his house? The second? The third?

Use the **green thinking hat**. What would have happened if the second little pig did not let the first little pig into his house?

Sentence:

Use the **blue Thinking Hat**.

What can we learn from the story of the Three Little Pigs? We should (e.g. "We should always build a strong house."; "We should help a person when they are in trouble.")