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Introduction

This book includes a collection of station-based activities to provide students with opportunities to practise and apply the English skills and concepts they are learning. It contains five sets of activities for each of four strands: Comprehension and Interpretation; Making Connections and Evaluation; Composing; and Grammar and Language Usage.

- **The Comprehension and Interpretation activities explore:** pre-reading strategies; finding information in a text; reading strategies; reading for meaning; and story elements.
- **The Making Connections and Evaluation activities explore:** non-print texts; poetry; figurative language; imagery and symbolism; and connections between texts.
- **The Composing activities explore:** prewriting; types of writing; revising writing; proofreading; and using reference materials.
- **The Grammar and Language Usage activities explore:** parts of speech; sentences; and capitalisation and punctuation.

Use these activities in addition to direct instruction lessons or instead of direct instruction in areas where students grasp the basic concepts but need practice. The debriefing discussions after each set of activities provide an important opportunity to help students reflect on their experiences and synthesise their thinking. They also provide an additional opportunity for ongoing, informal assessment to inform instructional planning.

Implementation Guide

The following guidelines will help you prepare for and use the activity sets in this section.

Setting Up the Stations

Each activity set consists of four stations. Set up each station at a desk, or at several desks pushed together, with enough chairs for a small group of students. Place a card with the number of the station on the desk. Each station should also contain the materials specified in the teacher's notes and a stack of student activity sheets (one copy per student in the class). Place the required materials (as listed) at each station.

When a group of students arrives at a station, each student should take one of the activity sheets to record the group's work. Although students should work together to develop one set of answers for the entire group, each student should record the answers on their own activity sheet. This helps keep students engaged in the activity and gives each student a record of the activity for future reference.

Forming Groups of Students

The activity sets consist of four stations. You might divide the class into four groups by having students count off from one to four. If you have a large class and want to have students working in small groups, you might set up two identical sets of stations, labelled A and B. In this way, the class can be divided into eight groups, with each group of students rotating through the A stations or the B stations.

Grammar and Language Usage

Set 3: Parts of Speech – Adjectives, Prepositions, Conjunctions and Interjections

Instruction

Discussion Guide

To support students in reflecting on the activities and to gather some formative information about student learning, use the following prompts to facilitate a class discussion to “debrief” the station activities.

Prompts/Questions

1. When do certain adjectives become demonstrative pronouns or indefinite pronouns?
2. Define the term *prepositional phrase* and give an example.
3. Explain the difference between coordinating and correlative conjunctions.
4. Identify three interjections that you think are interesting or funny and use each in a sentence.

Think, Pair, Share

Have students jot down their own responses to questions, then discuss with a partner (who was not in their station group) and then as a whole class group.

Suggested Appropriate Responses

1. Words such as *this*, *that*, *one* or *many* are adjectives unless they replace a noun in a sentence.
2. A prepositional phrase is a group of words that always begins with a preposition and ends with a noun or pronoun. (Examples will vary.)
3. Coordinating conjunctions are words that connect things of the same kind, while correlative conjunctions act like coordinating conjunctions, but work in pairs.
4. Answers will vary.

Possible Misunderstandings/Mistakes

- Forgetting that words can be different parts of speech, depending upon how they are being used
- Thinking that a preposition can stand alone
- Thinking that the choice of conjunctions does not impact the meaning of a sentence

Grammar and Language Usage

Set 3: Parts of Speech – Adjectives, Prepositions, Conjunctions and Interjections

Station 1: Adjective or Pronoun?

You will find a set of three highlighters (yellow, pink and blue) at this station. Use the highlighters to complete this station activity.

An **adjective** is a word that modifies, or describes, a noun or pronoun. Adjectives that describe size, colour, shape and so on are easy to identify. But there are other adjectives that are not so easy to spot. For example, when the words *this*, *that*, *these* and *those* come right before a noun, they are adjectives. But when these same words take the place of a noun, they are demonstrative pronouns.

This is also true with the words *one*, *many* and *several*. When one of these words comes right before a noun, it is an adjective. But when it takes the place of a noun, the word is an indefinite pronoun.

Read the sentences below. Highlight the adjectives yellow, the demonstrative pronouns pink and the indefinite pronouns blue.

1. Take these books back to the library.
2. I want one!
3. The shop has many snacks to choose from.
4. Those kids need to settle down.
5. Here are several examples you may use.
6. What are you doing with those?
7. That is the silliest story I've ever heard.
8. What is this?

Compare your answers with those of your group members. Then, as a team, reword the sentences in which an indefinite pronoun or demonstrative pronoun is used to make these words adjectives. For example, the sentence "**These** need to be washed" can be changed to "**These socks** need to be washed."
