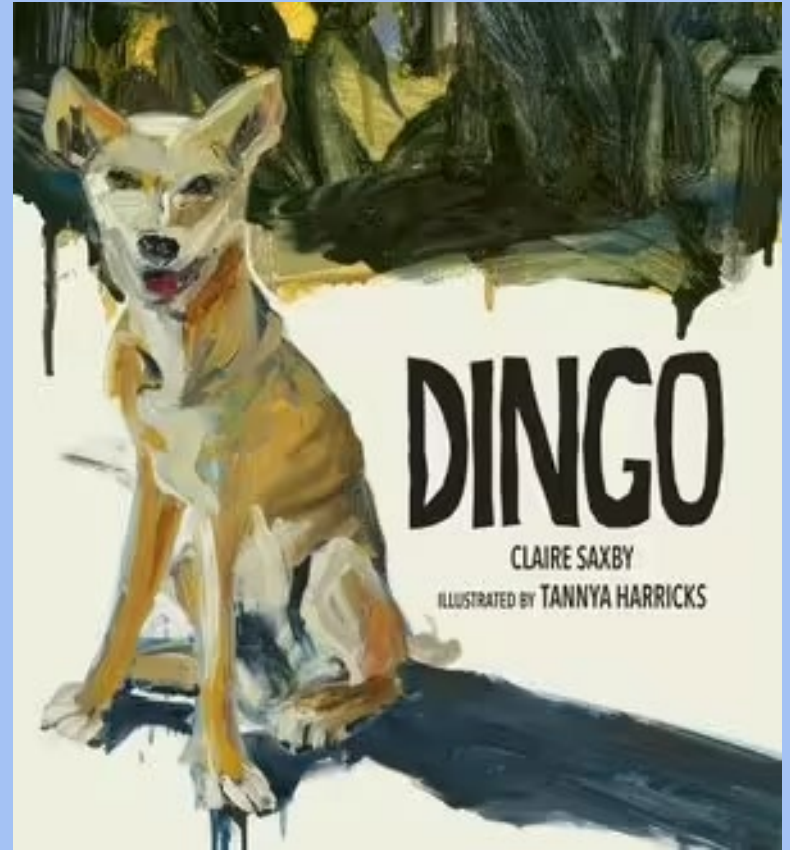


Dingo

Claire Saxby

*Illustrated by
Tannya Harricks*



Day 1	Day 2	Day 3	Day 4	Day 5
Before the Story	Talk About the Story (pg 166)	Helpful House of Words Word Work - Act it out Which word fits?	Review active, determined, protect	Review active, determined, protect
Read the Story	Sentences – past, present, future	Sentences – adding the 'when' detail.	Modelled and/or Guided: I can write a topic sentence and concluding sentence for an incomplete single paragraph outline then use the outline to write a paragraph	Guided and/or Independent: I can write a topic sentence and concluding sentence for an incomplete single paragraph outline then use the outline to write a paragraph
Summarise the Story - title, characters, beg/ mid/ end				

Learning Intention

Students will be able to summarise the main parts of the story.

ES1 Engage with and respond to a range of oral and aural texts for enjoyment and pleasure

S1 - identify language that can be used for appreciating texts and the qualities of people and things

Success Criteria

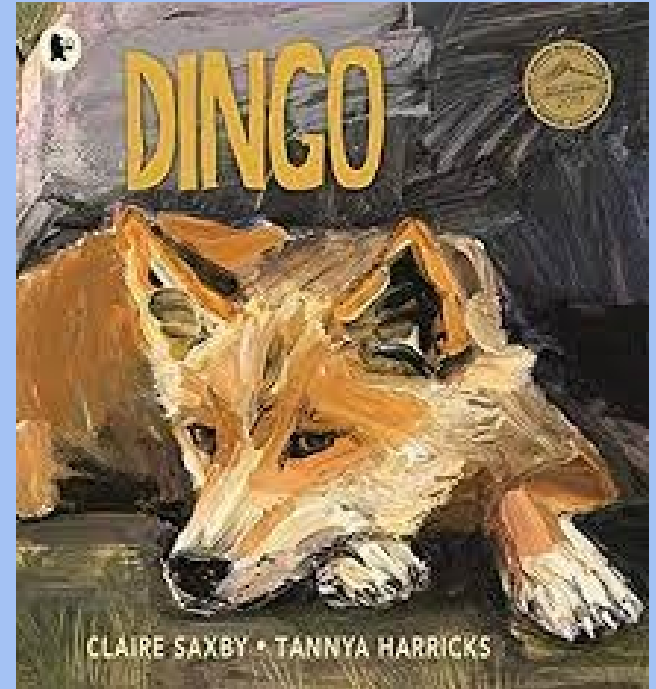
Students will:

- Create a concise 1 sentence summary of the beginning of the story
- Create a concise 1-2 sentence summary of the middle of the story
- Create a concise 1 sentence summary of the end of the story
- Recall their favourite part of the story and give a valid reason



Before the Story

1. Concepts of Print - author? Illustrator?
2. Predictions - let's look at the front cover and title to help us guess what the story might be about. *Some books tell us more about the world, link to non-fiction books.*
3. Activate Prior Knowledge – what animal can you see on the front cover? What do you know about dingoes? Where do they live? What are they good at?





After the Story

1. Do you like the illustrations in this book? Why? Why not?
2. What have you learned about dingoes from the book?
3. Summarise beginning, middle, end.



Summarise the Story using memory from Day 1

Beginning: The dingo woke at dusk and she had to look after 5 pups.

Middle: The dingo was trying to get a possum, a kangaroo, a rabbit, a wombat and a lizard for food for her babies

End: After a rest the 2 dingoes continued to hunt.

DAY 2

Talk About the
Story (pg 166)

Sentences – past,
present, future



Reread story, pausing to answer questions
Talk About the Story (pg 174)



Add words to Helpful House of Words and discuss briefly.

Year: 1

Term: 3

Objective: Categorise Sentences into Past, Present and Future

Author: Penny Lucas



We are learning to categorise sentences into past, present and future tense.



- Tense means *time*
- **Past tense**: happened before the current moment (e.g. turned, **was** running)

Examples: 

- CFU:**
- What does tense mean?
 - If something has happened in past tense, when has it happened?
 - What is the verb in this sentence?

1. The policeman **turned** the car off.

2. Before lunch, the horse **was trotting** past the Post Office.



- **Past tense:** happened before the current moment (e.g. turned, **was** running)
- **Present tense:** happens or happening now (e.g. eats, is sleeping)

Examples: 

- CFU:**
- What does tense mean?
 - If something has happened in the present tense, when has it happened?
 - What is the verb in this sentence?

Present:

1. Luna **packs** her lunch for school.
2. The teacher **is walking** to playground duty.



- **Past tense:** happened before the current moment (e.g. turned, was running)
- **Present tense:** happens or happening now (e.g. eats, is sleeping)
- **Future tense:** has not happened yet (e.g. will clean, will be packing, shall drive)

- CFU:**
- What does tense mean?
 - If something is in the future tense, when has it happened?
 - What is the verb in this sentence?

Examples:

Future:

1. Harry **will clean** the kitchen after his breakfast.
2. The ANZAC soldiers **will be parading** down the main street.



Some verbs change completely in the past tense.

Examples:



1. Monty **caught** the bus to school yesterday.
2. We **sang** 'Twinkle, Twinkle' to the crowd.
3. The National Zoo **was** open.

CFU:

- What is tense?
- What are the verbs?
- Can you change the verbs using the verb *to be*?
- 1. *will catch*
- 2. *will sing*
- 3. *is open*



- **Past tense:** happened before the current moment (e.g. turned, **was** running)
- **Present tense:** happens or happening now (e.g. eats, is sleeping)
- **Future tense:** has not happened yet (e.g. will clean, will be packing, shall drive)

CFU:

- Why is this not an example of the listed tense?

Non-Examples:



1. PAST TENSE

John is lifting the cup on the table.

...is lifting ... **is** is a linking verb that tells the **present tense**

2. PRESENT TENSE

In the morning, Jenny will be driving to Binalong.

... will be ... **will be** tells the future tense

3. FUTURE TENSE

Charlie turned the table into a platform for his fishtank.

... turned ... the suffix **ed** tells the past tense



- **Past tense:** happened before the current moment (e.g. turned, was running)
- **Present tense:** happens or happening now (e.g. eats, is sleeping)
- **Future tense:** has not happened yet (e.g. will clean, will be packing, shall drive)

1. Circle the verb and its linking verb – the action word.
2. Is the verb telling past, present or future tense?

1. My black dog, Bertie was crawling to the slide. **past**

2. We are listening to Charlotte's Web. **present**

3. Poppy will be coming to my house. **future**



Label the sentences **pa**, **pr** or **f**

- a) Betty will be mowing the lawn. **f**
- b) Henry and Bella are walking to the movies. **pr**
- c) We are bushwalking past the waterfall. **pr**
- d) I turned on the shower and got burnt. **pa**
- e) He is dressing as Spiderman. **pr**

- **Past tense:** happened before the current moment (e.g. turned, **was** running)
- **Present tense:** happens or happening now (e.g. eats, **is** sleeping)
- **Future tense:** has not happened yet (e.g. **will** clean, **will be** packing, **shall** drive)



- **Past tense:** happened before the current moment (e.g. turned, was running)
- **Present tense:** happens or happening now (e.g. eats, is sleeping)
- **Future tense:** has not happened yet (e.g. will clean, will be packing, shall drive)

1. Circle the verb and its linking verb – the action word.
2. Is the verb telling past, present or future tense?

1. The footballers were cheering loudly! pa

2. He is building a green house for the seedlings. pr

3. The girls will be wearing their tiaras for the carnival. f



1. Circle the verb and its linking verb – the action word.
2. Is the verb telling past, present or future tense?

1. Ben is driving his car to Victoria.

pr

2. Mrs Litty washed her dog, Lucky.

pa

3. The caterpillar will be cocooning soon.

f

Skill development: We do



1. Circle the verb and its linking verb – the action word.
2. Is the verb telling past, present or future tense?

1. The cat was chasing the feather.

pa

2. We watched the train speed by our fence.

pa

3. Polly will be racing in the 200m relay.

f

Skill development: You do



1. Circle the verb and its linking verb – the action word.
2. Is the verb telling past, present or future tense?

1. She is swimming across the channel.

pr

2. Grandma played the trumpet to us.

pa

3. The wind was howling loudly.

pa

4. Our grass will be sprayed soon.

f



Past

Present

Future

Sort these verbs by tense:

- run
- burped
- drove
- will sleep
- finish
- shot
- will eat
- is throwing
- skipped

- **Past tense:** happened before the current moment (e.g. turned, was running)
- **Present tense:** happens or happening now (e.g. eats, is sleeping)
- **Future tense:** has not happened yet (e.g. will clean, will be packing, shall drive)



Past

Present

Future

Sort these sentences by tense:

1. The old man was sweeping the verandah.
2. I will be ringing the shops to complain.
3. I called my boss to talk to her.
4. He jumps the fence to get to the bus.
5. Summer is coming soon.
6. She paints her favourite colours often.

DAY 3

Day 3

Helpful House of
Words
Word Work -
Act it out
Which word fits?

Sentences – adding
the 'when' detail.

Learning Intention

Students will

Students will understand the meaning of key vocabulary words and use the words correctly.

ES1-7Bunderstand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose

Success Criteria

Studentswill:

- Select correct vocabulary word when given word meaning.
- Act out the meaning of the word
- Generate sentences that accurately include vocabulary terms.

active

adjective

sounds

active

Syllables

ac/ tive

Meaning



moving around

Dingoes are most **active** at dusk and dawn.

active

adjective

Word families

act, activity, action

Synonyms

mobile, sporty,
energetic



The toddlers were very **active** after eating the jelly beans!
Active children will be healthier than **inactive** children.

determined

adjective

Syllables

de/ter/min/ed

determined ^{suffix}

Meaning



*You really want to do something and
won't let anything stop you.*

Dingoes are clever and **determined** hunters.

determined

adjective

unyielding,
steadfast,
firm

Synonyms

Can you use
determined
in a sentence
to describe
this dog?



protect

Verb - other

Syllables

pro/ tect

Meaning

*To keep something
from danger, keep it
safe from harm*



When dingoes go hunting, one dingo stays behind to **protect** the pups.

Verb - other

protect

Synonyms

guard, shield,
defend

Antonyms

attack, destroy,
harm

I put sunscreen on to
protect me from getting
sunburnt.





active

adjective

Using the word: *Ask the children to think of some words that mean the opposite to active.*

Can you think of some animals that are lazy, sleepy, inactive?

*Find a space around the room. Pretend that you are in the middle of a sports lesson. Freeze in an **active** position.*





determined

adjective

Using the word: *Ask the children to think of some opposites to the word **determined**.*

*Would you be **determined** to find treasure? Why not?*

Imagine that there is a heavy box in front of you. You are **determined** to lift it. Show me how you would look.





protect

Verb - other

Using the word: *Ask the children to think of some things that **protect** us - seatbelts, helmets, mosquito spray*

Imagine that you are knights from long ago going into battle. You put on your boots, your chest plate and your helmet. You hold a shield in one hand and a sword in the other. This will **protect** you in battle.

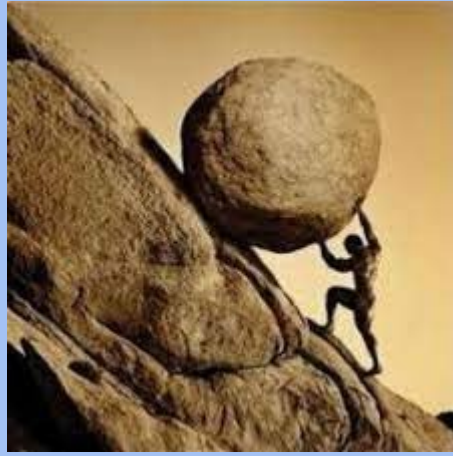


Which word fits?

- active

- determined

- protect



Year: 1

Term: 1

Objective: Sentence Expansion – when & where

Author: Rebecca Glasson

Who/what?

(did) What?

When?

Where?

Why?

How?

Display this chart in classroom prior to lesson.

Optional: use Colourful Semantics icons in addition to question words. But please note, TWR does not distinguish between the 'what doing/did what' (verb) and the 'what' (object). If you are using a Colourful Semantics approach, you will need to consider this.



We are learning to expand our sentences by adding extra information about WHERE and WHEN.

Concept Development



- CFU:**
- What is a noun?
 - Why is this an example person? Place? Thing?

- A sentence is a group of words that makes sense by itself.
- It has a subject (what/who the sentence is about) and a verb (what the subject does, is or has).
- It starts with a capital and ends with a punctuation mark.






The man walked to the shops. ✓

The cat jumped on the bed. ✓

She is going to school. ✓

Are we visiting Tom? ✓

Does it...

-  make sense?
-  have a subject (the WHO/WHAT)?
-  have a verb (the DO)?
-  begin with a capital letter?
-  end with a full stop, exclamation mark or question mark?



CFU:

- Tell me the subject.
- Tell me the verb.

- A sentence is a group of words that makes sense by itself.
- It has a subject (what/who the sentence is about) and a verb (what the subject does, is or has).
- It starts with a capital and ends with a punctuation mark.



Examples:

She ran.

Bob ate.

Joe napped.

Boring!

These sentences are boring and do not contain any additional information.

Concept Development



- CFU:
- Who ran?
 - Where?
 - When did they run?

- By adding additional information, we can expand sentences to make them more interesting.
- Including **when** and **where** will make your sentence more informative for the reader:



The lady ran.
Boring!

As the sun set, the lady ran on the beach.



Concept Development



- CFU:**
- Who jumped?
 - Where?
 - When did they jump?

- By adding additional information, we can expand sentences to make them more interesting.
- Including **when** and **where** will make your sentence more informative for the reader:



The boys jumped
Boing!

On a cloudy day, the boys jumped on the trampoline.





WHERE words

through
on
in
at
under
next to
beside
inside
outside
around
between
near
above
below
behind
to

WHERE phrases

through the grass
on the boat
in the lake
at the oval
under the tree
next to the house
beside the shed
inside the temple
outside the city
around the block
between the trees
near the farm
above the horizon
below the water
behind the shelf
to the shops

- These sentences contain a **WHERE** detail:



CFU:

- Where did the girl run?
- Where did the birds fly?

The girl ran to the shops.

He skipped behind the shed.

The birds flew between the trees.



WHEN words

before
after
during
at
in
on
one

WHEN phrases

before lunch
after dinner
during the night
at sunset
in the morning
on Monday
one cold day

- These sentences contain a **WHEN** and a **WHERE** detail:



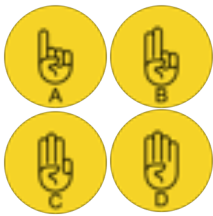
CFU:

- When did the girl run?
- When did the boy skip?

After breakfast, the girl ran to the shops.

Before dinner, he skipped behind the shed.

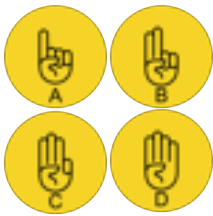
In the morning, the birds flew between the trees.



Which sentences contain the a **WHEN** detail?

- a) In the morning, the rooster crowed. ✓
- b) Tom ate his banana. ✗
- c) After breakfast, Mary walked to school. ✓
- d) Tim and Ted sat under a shady tree. ✗

a & c



Which sentences contain the a **WHERE** detail?

- a) The dog bolted to the park. ✓
- b) The fish swam behind the coral ✓
- c) We had sandwiches for lunch. ✗
- d) In the morning, we went for a walk. ✗

a & b

Skill Development: I do

1. Answer the questions in note form
2. Use the notes to say the sentence, in this order:
When, who/what (did) what where.
3. Write your sentence using correct punctuation.
When, who/what (did) what where.
4. Read your sentence – does it sound right?



CFU:
Tell me the who/subject.
Tell me the verb.
Where does it occur?
When does it happen?

The dog barked.

When: Early in the morning

Where: on the beach



Early in the morning, the dog barked on the beach.

Skill Development: We do

1. Answer the questions in note form
2. Use the notes to say the sentence, in this order:
When, who/what (did) what where.
3. Write your sentence using correct punctuation.
When, who/what (did) what where!
4. Read your sentence – does it sound right?



The little girl walked.

When: After dinner

Where: into the woods



After dinner, the little girl walked into the woods.

Skill Development: We do

1. Answer the questions in note form
2. Use the notes to say the sentence, in this order:
When, who/what (did) what where.
3. Write your sentence using correct punctuation.
When, who/what (did) what where!
4. Read your sentence – does it sound right?



The horses galloped.

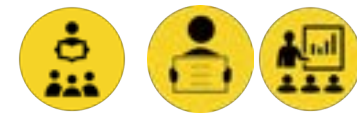
When: At sunset

Where: in the field

At sunset, the horses galloped in the field.



Skill Development: We do



1. Answer the questions in note form
2. Use the notes to say the sentence, in this order:
When, who/what (did) what where.
3. Write your sentence using correct punctuation.
When, who/what (did) what where.
4. Read your sentence – does it sound right?

The girl walked.

When: At sunrise

Where: along the beach



At sunrise, the girl walked along the beach.

Skill Development: You do

1. Answer the questions in note form
2. Use the notes to say the sentence, in this order:
When, who/what (did) what where.
3. Write your sentence using correct punctuation.
When, who/what (did) what where.
4. Read your sentence – does it sound right?



The frog jumped.

When:

Where:



Skill Development: You do

1. Answer the questions in note form
2. Use the notes to say the sentence, in this order:
When, who/what (did) what where.
3. Write your sentence using correct punctuation.
When, who/what (did) what where.
4. Read your sentence – does it sound right?



The puppy swam.

When:

Where:



Skill Development: You do

1. Answer the questions in note form
2. Use the notes to say the sentence, in this order:
When, who/what (did) what where.
3. Write your sentence using correct punctuation.
When, who/what (did) what where.
4. Read your sentence – does it sound right?



The bat looked for food.

When:

Where:



DAY 4

Day 4

Review active,
determined,
protect

Modelled and/or
Guided: I can write a
topic sentence and
concluding sentence
for an incomplete
single paragraph
outline then use the
outline to write a
paragraph

- *ENE-RECOM-01 - comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect*

-

Understanding and connecting sentences

- Identify words that represent who, what, when, where and why in texts
- Understand how adjectives describe a noun and verbs identify actions in a sentence

-

Understanding whole text

- Understand that informative and imaginative texts have different structures, features and forms

-

Recalling details

- Recall key characters, events and/or information in text
- Recall the sequence of events/information in texts
- Recount the relevant ideas from the text

- **EN1-CWT-01 - plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure**

- Text features

- Group sentences into paragraphs commencing with a topic sentence, followed by other sentences with related ideas
- Select and use a range of conjunctions to create cohesive texts

- Sentence-level grammar

- Use noun groups to build descriptions of people and things
- Experiment with writing complex sentences which include a clause for the main message and dependent clause to elaborate or modify the message

- Punctuation

- Use commas to separate ideas, lists and/or dependent clauses in a sentence
- Use punctuation, including question marks and exclamation marks, accurately and for effect

- Word-level language

- Make intentional word choices to enhance precision of meaning and ideas in a text

active

adjective

sounds

active

Syllables

ac/ tive

Meaning



moving around

Dingoes are most **active** at dusk and dawn.

determined

adjective

Syllables

de/ter/min/ed

determined ^{suffix}

Meaning



You really want to do something and won't let anything stop you.

Dingoes are clever and **determined** hunters.

protect

Verb - other

Syllables

pro/ tect

Meaning

*To keep something
from danger, keep it
safe from harm*



When dingoes go hunting, one dingo stays behind to **protect** the pups.

Dingoes - Fact Boxes

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• females - litters of 4-6 pups• pups drink mother's milk• pups stay in the den• adult dingoes catch food for pups | <ul style="list-style-type: none">• found all over Australia except Tasmania• mountains, deserts, forests• mostly in dry inland areas |
| <ul style="list-style-type: none">• medium-sized, lean bodies• short, golden fur• bushy tails• pointy ears• sharp teeth• large paws• males bigger than females | <ul style="list-style-type: none">• move quickly and quietly• light on their feet• can travel long distances - up to 40 km per day• move around in packs• most active at dawn and dusk |
| <ul style="list-style-type: none">• eat mostly meat - rats, mice, rabbits, possums, kangaroos• some insects, eggs, plants | <ul style="list-style-type: none">• mammals• wild dogs |

Information Sort

Dingoes - Pasting Page

Sort the information in the fact boxes under the correct headings.

1. Classification: Type of animal	4. Diet: What they eat
[paste]	[paste]
2. Appearance: What they look like	5. Movement: How they move
[paste]	[paste]
3. Habitat: Where they live	6. Breeding: Babies
[paste]	[paste]

Lesson One

Creating a Concluding Sentence (sentence types)

Types of Sentences



Teacher and students read together.



Which of the following sentences is a question?

A statement sentence tells you an idea. It has a subject, predicate and ALWAYS has boundary punctuation. *The animals were angry at the thirsty pig for drinking all of the water.*

A question sentence asks something. It ALWAYS ends with a question mark. *Could you give back the water please?*

An exclamation sentence shows strong feelings or emotions. It can also highlight a point because it might be interesting. It always ends with an exclamation mark. *"I want to be the biggest frog in all the land!"*

A command is a sentence that tells you to do something. Commands usually start with a directive verb. It ends with a full stop or exclamation mark. *Stop drinking the water!*



A. Mr Bates ate eggs for breakfast



B. What did Mr Bates eat for breakfast



C. Mr Bates needs to eat breakfast now

Types of Sentences



Teacher and students read together.



Which of the following sentences is a question?

A statement sentence tells you an idea. It has a subject, predicate and ALWAYS has boundary punctuation. *The animals were angry at the thirsty pig for drinking all of the water.*

A question sentence asks something. It ALWAYS ends with a question mark. *Could you give back the water please?*

An exclamation sentence shows strong feelings or emotions. It can also highlight a point because it might be interesting. It always ends with an exclamation mark. *"I want to be the biggest frog in all the land!"*

A command is a sentence that tells you to do something. Commands usually start with a directive verb. It ends with a full stop or exclamation mark. *Stop drinking the water!*



A. Mr Bates ate eggs for breakfast.



B. What did Mr Bates eat for breakfast?



C. Mr Bates needs to eat breakfast now!



TODAY'S LEARNING GOAL

**I will create a
concluding sentence
using the topic sentence
provided.**



What is a concluding sentence?



Teacher and students read together.



What is a concluding sentence?



A concluding sentence goes at the end of the paragraph.

What is a Concluding Sentence?

- A concluding sentence goes at the end of a paragraph.
- It doesn't include any more details.
- It mirrors original topic sentence, but uses a different strategy eg: different sentence type or subordinating conjunction.

Topic Sentence: Why is recycling important?

Concluding Sentence: Recycling is very important because it reduces air and water pollution.



Teacher reads and model steps, using example.



Is this a statement or a question?



Did you know that coconuts are more dangerous than sharks?

Statement TS: Sharks are endangered.

Question CS: Did you know that sharks are at risk of extinction?

Command CS: Stop hunting sharks!

Exclamation CS: It is unbelievable that sharks are almost extinct!



Statement TS: Stars are between 1 billion and 10 billion years old.

Question CS: Did you know, stars are extremely old?

Command: Look at the beautiful stars!

Exclamation CS: I can't believe that stars are over a billion years old!



Question CS: How can we reduce the need to harvest new raw materials?

Statement TS: Recycling reduces the need to harvest new raw materials.

Command CS: We need to reduce our need of harvesting new raw materials.

Exclamation CS: Recycling is a crucial way to reduce the need of harvesting new raw materials!



Why do we need concluding sentences

- To tell the reader it is the end of the paragraph.
- To summarise the main idea of the paragraph.
- The sentence type is altered from the topic sentence to make a paragraph interesting to read.

Today we have learnt about drafting Concluding Sentences.

- A concluding sentence goes at the end of a paragraph.
- It doesn't include any more details.
- It mirrors original topic sentence, but it uses a different strategy e.g: different sentence type or subordinating conjunction.

Topic Sentence: Recycling is very important because it reduces air and water pollution.

Concluding Sentence: You must recycle now to have clean air and water!



Teacher and students read together.



Describe what a concluding sentence must have?



A concluding sentence must not have more details.

It must mirror the original sentence but is different by e.g. A difference sentence type or subordinating conjunction.

Go at the end of the paragraph.

Your task today



Create a concluding sentence to match the following topic sentences:

1. Eating vegetables is great for your health.
2. Did you know Australia is wider than the moon?
3. Melbourne is the capital city of Victoria.
4. You can hear a blue whale's heartbeat from over 2 miles away.
5. Japan has over 200 flavours of Kit Kats
6. An ostrich's eye is bigger than its brain.

Challenge: Use a different sentence type for the concluding sentence.



Full
Sentences



Capital
Letters



Punctuation

STEPS

1. Brainstorm synonyms for key word in TS.
2. Read the statement topic sentence
3. Change statement into a question, command and exclamation concluding sentence.

1.

Classification:
Type of animal

T.S.

1. wild dogs

2. mammals

3.

4.

C.S.

2.

Appearance:
What they look like

T.S.

1. medium-sized, lean bodies,

2. pointy ears, sharp teeth

3. short, golden fur, bushy tails

4. males bigger than female

c.s.

3.

Habitat:
Where they live

T.S.

1. mountains,

2. deserts

3. forests

4. mostly dry inland areas

C.S.

4.

Diet:
What they eat

T.S.

1. rats and mice

2. rabbits, possums and kangaroos

3. eggs

4. some insects and plants

C.S.

5.

Movement:
How they move

T.S.

1. can travel long distances – up to 40 km per day

2. move around in packs

3. most active at dawn and dusk

4. |

C.S.

6.

**Breeding:
Babies**

T.S.

1. pups drink mother's milk

2. pups stay in the den

3. adult dingoes catch food for pups

4.

C.S.

DAY 5

Day 5

Review active,
determined,
protect

Guided and/or
Independent: I can
write a topic sentence
and concluding
sentence for an
incomplete single
paragraph outline
then use the outline to
write a paragraph

active

adjective

sounds

active

Syllables

ac/ tive

Meaning



moving around

Dingoes are most **active** at dusk and dawn.

determined

adjective

Syllables

de/ter/min/ed

determined ^{suffix}

Meaning



*You really want to do something and
won't let anything stop you.*

Dingoes are clever and **determined** hunters.

protect

Verb - other

Syllables

pro/ tect

Meaning

*To keep something
from danger, keep it
safe from harm*



When dingoes go hunting, one dingo stays behind to **protect** the pups.

Lesson Two

Creating a Concluding Sentence (sentence types)

Types of Sentences



Teacher and students read together.



Which of the following sentences is a command?

A statement sentence tells you an idea. It has a subject, predicate and ALWAYS has boundary punctuation. *The animals were angry at the thirsty pig for drinking all of the water.*

A question sentence asks something. It ALWAYS ends with a question mark. *Could you give back the water please?*

An exclamation sentence shows strong feelings or emotions. It can also highlight a point because it might be interesting. It always ends with an exclamation mark. *"I want to be the biggest frog in all the land!"*

A command is a sentence that tells you to do something. Commands usually start with a directive verb. It ends with a full stop or exclamation mark. *Stop drinking the water!*

For example: I am going to play basketball outside tomorrow even if it's raining.



A. Miss Anderson went swimming



B. Did you know Miss Anderson likes to swim



C. Swim faster, Miss Anderson

Types of Sentences



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~~A. Miss Anderson went swimming.~~



~~B. Did you know Miss Anderson likes to swim?~~



C. Swim faster, Miss Anderson!



TODAY'S LEARNING GOAL

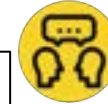
**I will create a
concluding sentence
using the topic sentence
provided.**



What is a concluding sentence?



Teacher and students read together.



What is a concluding sentence?



A concluding sentence goes at the of the paragraph.

What is a Concluding Sentence?

- A concluding sentence goes at the end of a paragraph.
- It doesn't include any more details.
- It mirrors original topic sentence, but uses a different strategy eg: different sentence type or subordinating conjunction.

Topic Sentence: Did you know Japan is made up of thousands of islands?

Concluding Sentence: I can't believe there are thousands of islands in Japan!



Teacher reads and model steps, using example.



Is this a statement or a question?



Japan is made up of many islands.

Statement TS: Japan has a rich culture.

Question CS: Did you know that Japan has a deep culture?

Command CS: Look at the incredible culture of Japan!

Exclamation CS: How sublime is the culture of Japan!

This is a statement.

STEPS

1. Brainstorm synonyms for key word in TS.
2. Read the statement topic sentence
3. Change statement into a question, command and exclamation concluding sentence.

Question to a Statement



Question TS: Did you know the word Japan means 'where the sun rises'?

Create a statement, command and exclamation CS.

Statement CS:

The word Japan translates to 'where the sun rises'.

Command CS: Go visit where the sun rises!

Exclamation CS: It is so fascinating to learn the real meaning of the name Japan.

STEPS

1. Brainstorm synonyms for key word in TS.
2. Read the statement topic sentence
3. Change statement into a question, command and exclamation concluding sentence.

Question TS: Who are Japan's nearest neighbours?



Statement TS:

Japan's nearest neighbours are Russia, China, and North and South Korea.

Command CS: Look across the East Sea and you will see the neighbouring countries of Japan.

Exclamation CS: I can't believe that Japan is surrounded by so many other interesting cultures.

Question to a Statement



Question CS: What is the capital of Japan?

Statement CS: The capital of Japan is Tokyo.

Command CS: Visit the capital of Japan now!

Exclamation CS: Tokyo is a vibrant city!

STEPS

1. Brainstorm synonyms for key word in TS.
2. Read the statement topic sentence
3. Change statement into a question, command and exclamation concluding sentence.

Question CS: What colours are the Japanese flag?



Statement CS: The Japanese flags colours are white and red.

Command CS: Look at the simplicity of the flag of Japan!

Exclamation CS: It is intriguing how just two colours can mean so much to a culture!



Why do we need concluding sentences

- To tell the reader it is the end of the paragraph.
- To summarise the main idea of the paragraph.
- The sentence type is altered from the topic sentence to make a paragraph interesting to read.

Today we have learnt about drafting Concluding Sentences.

- A concluding sentence goes at the end of a paragraph.
- It doesn't include any more details.
- It mirrors original topic sentence, but uses a different strategy eg: different sentence type or subordinating conjunction.

Topic Sentence: It only takes 10 hours to fly from Sydney to Japan!

Concluding Sentence: Can you believe it only takes 10 hours to travel by plane from Sydney to Japan?



Teacher and students read together.



Write another concluding sentence for the topic sentence



Fly to Japan now.

STEPS

1. Brainstorm synonyms for key word in TS.
2. Read the statement topic sentence
3. Change statement into a question, command and exclamation concluding sentence.

Your task today



Turn these statements into question, command and exclamation CS.

1. Japan has four main islands.
2. Mount Fuji is the highest mountain in Japan.
3. Fishing is an important part of Japanese industry.
4. Sushi is a popular Japanese dish.
5. People live in apartment buildings in the cities.



Full
Sentences



Capital
Letters



Punctuation

STEPS

1. Read the statement topic sentence
2. Write your question, command and exclamation cs and see if it matches the main idea of the topic

Writing a Single Paragraph Outline



Teacher and students read together.



What does a topic sentence do?

Topic sentence: A topic sentence introduces the paragraph and tells us what the paragraph will be about.

Examples:

Statement topic sentence:

Adam Goodes, famous AFL player.

Question topic sentence:

Did you know that Adam Goodes is a popular AFL player?

A topic sentence...

A **topic sentence** introduces the paragraph and tells us what the paragraph will be about.

Concluding Sentences



Teacher and students read together.



When should you write the concluding sentence?

Writing a Concluding Sentence

The concluding sentence is **the last sentence of the paragraph**. It concludes, or wraps up, a paragraph. It lets the reader know that you have finished talking about the idea introduced by the topic sentence.

A concluding sentence will typically restate the main idea by writing it as a different sentence type.

You can also make a call to action or even make a predication.



A. At the end of the entire persuasive.



B. At the end of the paragraph.



C. After the topic sentence.

What is a Paragraph?



Teacher and students read together.

A paragraph begins with a topic sentence. The sentences that follow the topic sentence are the supporting details.

Example:

Adam Goodes is a famous Indigenous Australian. He was a professional Australian football player playing for the Sydney Swans. Adam was a brilliant player and won two Brownlow medals. He was honoured with Australian of the Year in 2014.

Topic Sentence

Supporting Detail 1

Supporting Detail 2

Supporting Detail 3

We use an SPO to help create an outline as a plan/ideas for our paragraphs.



What does a paragraph begin with?



A) It begins with a supporting detail.



B) It begins with a topic sentence.



C) It begins with single outline paragraph.

A) It begins with a supporting detail.

B) It begins with a topic sentence.

C) It begins with single outline paragraph.

What is an SPO?



Teacher and students read together.



What does a
Concluding Sentence do
within a paragraph?

An **SPO** is a **Single Paragraph Outline**. It is a way to plan a paragraph for an information report or a persuasive piece.

SPOs have a Topic Sentence, Supporting Details and a Concluding Sentence for each paragraph.

A **Topic Sentence** explains the main idea of the paragraph.

Supporting Details are the key information that support the topic sentence.

A **Concluding Sentence** summarises the main idea of the paragraph.



Why do we use an SPO to create a paragraph?

Ensures that our paragraph includes a topic sentence and relevant supporting details.

We can use the SPO as a plan to help us create a paragraph.

Helps us to structure the paragraph and make sure it makes sense.

Name: _____

1. Classification: Type of animal

2. Appearance: What they look like

3. Habitat: Where they live

Animal Name:

4. Diet: What they eat

5. Movement: How they move

6. Breeding: Babies

T.S.

A dingo's diet is mostly meat.

1. rats and mice

2. rabbits, possums and kangaroos

3. eggs

4. some insects and plants

C.S.

Dingoes are omnivores though they do eat more meat than plants.

Informative Writing Task

Purpose: to present information on a particular topic

NAME: _____

1. **Classification:** Type of animal

2. **Appearance:** What they look like

3. **Habitat:** Where they live

Animal Name:

4. **Diet:** What they eat

5. **Movement:** How they move

6. **Breeding:** Babies
