

Antonyms -

Instructions: Read the book "*Elizabeth*". Discuss 'Antonyms' (A word or word group with a meaning opposite to that of another word or word group eg. Hot -- cold, go away -- come back) Complete the worksheet below by cutting and pasting the words to make antonyms. Students then write their own antonyms for the words in the table on the bottom of the worksheet

<u>Elizabeth</u>	
good	up
down	bad
bright	tidy
wall	dull
play	floor
messy	sleep

Write antonyms for these words:

<i>Word</i>	<i>Antonym</i>
first	
pup	
fat	
sick	
run	

Cloze Passage -

Instructions: Cover some of the words in the book with post-it notes. Read the book "*Elizabeth*". Ask students to predict the word that is covered over. Students complete the worksheet below. Students can look through the book to assist in finding the right word to go in the passage as well as to spell it correctly.

Little baby _____
Was _____ in the sun,
Elisabeth thought _____ must be _____
And _____ him for a _____.
Down _____ street she _____ the pram,
Across the _____ pitch,
____ flying wicket _____ her duck -
The _____ went in a _____!

resting	run	made	took	A
pram	the	pushed	ditch	he
bored	cricket	Thomas	<u>Elizabeth</u>	

Comprehension -

Instructions: Read the book "*Elizabeth*". Discuss what happens in the story. Ask the students the questions on the worksheet and ask the students to find the answers in the book. Encourage the students to find the correct spelling of the words in the book when answering the questions. Any other unknown words ask the students to sound out. Make sure handwriting is neat and legible. Students are to answer in sentence form. Eg. What animal is on the front cover? The animal on the front cover is an echidna.

Elizabeth

1. Where did mum put the paintbrush? _____
2. Who painted the piano? _____
3. Dad went to have a spell. What does spell mean in this sentence? _____

4. Why couldn't dad get through the door? _____

5. Where did pa put the lemonade? _____
6. What made the bottle fizz and bubble? _____

7. Describe the puppy on page 15. _____

8. Elizabeth was bored on page 18? True/False _____
9. Why did mum put the paintbrush on the shelf? _____

10. This book is about:
A dog who ate too much a girl called Elizabeth Uncle Andrew getting stuck in the tree
11. This book is: an information report a procedure a recount a description

Language Worksheet -

Instructions: Read the book "Elizabeth". Discuss the presence of the capital letter at the beginning of the sentence and full stop at the end. Look at the letters in the text - Are there any capital letters in the middle of words? Complete the worksheet below. Discuss alphabetical order. Students can colour the mistakes in the editing and then rewrite the correct sentence in the space provided.

Elizabeth

Write these words in alphabetical order:

down, pram, cricket, ditch

fizz, bubble, trouble, pour

tabby, stranded, tree, Elizabeth

Edit these sentences: (rewrite the corrected sentences in the spaces provided)

mum wos decorate wallZ, she'd bouGht the paiNt in ton (8 mistakes)

what can wi dO, what cun we Do abowt elizabeth (8 mistakes)

dad waz plant cabBages anD went two hav a spell (8 mistakes)

pa hAd bought sum lemonad in cas of suDDen thirst (7 mistakes)

abcdefghijklmnopqrstuvwxyz

Nouns, Adjectives, Verbs -

Instructions: Read the book "*Elizabeth*". Discuss the adjectives (describing words), verbs (doing words) and nouns (people, places or things) used throughout the book as you read it. Using the worksheet below, the student is to colour the nouns, adjectives and verbs in according to the colour code provided.

Elizabeth

1. Find and colour the nouns red. (Nouns are people, places or things.)
2. Find and colour the adjectives blue. (Adjectives are describing words.)
3. Find and colour the verbs yellow. (Verbs are doing words.)

pram	shook	closer	sun	dabbled
ring	planting	ditch	Elizabeth	pushed
Dad	rolled	brightly	magnet	dug
flying	run	play	cool	work

Write Your Own Recount-

Instructions: Read the book "*Elizabeth*". Discuss the verbs (doing words) and nouns (people, places or things) used throughout the book as you read it. Using the worksheet below, the student is to think of and write some words of their own in the spaces and complete the sentences so they make sense. When completed, the student needs to read over their new story and edit it for spelling errors as well as meaning. Illustrations then needs to be added to the text to add meaning to the story.

Elizabeth

Mum was _____

She'd bought the _____ in _____,

She put the _____ on a _____

Elizabeth got it _____.

Dad was _____

And went to _____.

Elizabeth came out to _____

And thought she'd _____ as well.

Pa had bought some _____

In case of _____

He put it in the _____ to _____

Elizabeth got there _____

By _____

Sentence Sequencing-1

Supervisor Instructions: Read the book "Elizabeth". Students cut out the sentences below including the heading. Paste the heading at the top of the next page in workbook. Students organise the sentences in the correct order on the page in their workbook without pasting them down. Students check the book to make sure they have the sentences in the right order. If some sentences are in the wrong order, the student corrects it then pastes sentences down.

Elizabeth

What can we do, what can we do about Elizabeth?

He put it in the fridge to cool - Elizabeth got there first.

The kitchen's such a mess!

Pa had bought some lemonade in case of sudden thirst.

What would you do, what could you do?

She shook the bottle thoroughly to make it fizz and bubble, and then she tried to pour some out - she did get into trouble!



Sentence Sequencing-2

Instructions: Read the book "*Elizabeth*". Students cut out the sentences below including the heading. Paste the heading at the top of the next page in workbook. Students organise the sentences in the correct order on the page in their workbook without pasting them down. Students check the book to make sure they have the sentences in the right order. If some sentences are in the wrong order, the student corrects it then pastes sentences down.

Elizabeth

She dabbled on a bit of paint and thought it looked so good

What can we do,

what could you do?

what can we do about Elizabeth?

Mum was decorating walls, she'd bought the paint in town,

The piano's in a mess!

What would you do,

She put the paintbrush on a shelf - Elizabeth got it down.

she painted the piano as brightly as she could!



Word Sequencing - 1

Instructions: Read the book "*Elizabeth*". Using the worksheet below, the student is to cut out the heading and the words in the boxes. Students try to place the words in the right order on the next page in their workbook without gluing them down and then check the book to see if they were right. Students may decide to make changes after they have checked the text, then glue the words into their workbook with the heading at the top of the page. Don't forget to paste the graphic too!

Elizabeth

look

When

Couldn't

the

get

!

her

out

he

dad

though

door

to

for

came



Word Sequencing-2

Supervisor Instructions: Read the book "Elizabeth". Using the worksheet below, the student is to cut out the heading and the words in the boxes. Students try to place the words in the right order on the next page in their workbook without gluing them down and then check the book to see if they were right. Students may decide to make changes after they have checked the text, then glue the words into their workbook with the heading at the top of the page. Don't forget to paste the graphic too!

Elizabeth

then	completely	-	rescued	such
Uncle?	the	Uncle	Elizabeth	luck!
and	Andrew	Her	down	are
got	cat	Stuck.	No	them

