

Name: _____

BELONG

1

1

Spelling Builder:

Look, Say, Cover, Write, Check:

belong _____ ☐
member _____ ☐
kinship _____ ☐
tribe _____ ☐
connected _____ ☐
ceremony _____ ☐
group _____ ☐
team _____ ☐

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

4

Rhyme Work:

Write the rhyming words for these words and say each word out loud to check:

kin _____
team _____
tribe _____
mine _____
place _____

3

Word Maze - circle the words:

KIN M T R O B K L G
GROUP I E A E R N M R
FAMILY F A M I L Y T O
MEMBER P M Y B F I K U
TEAM T N M A E B I P
TRIBE G E R I L R N T
MINE U A K G N I U L
E T R I B E N I

5

Sentence Work (Cloze Activity):

Choose the correct spelling words from the list to complete the sentences:

I'm a _____ of my hockey _____ and we have _____ practice every week. It's great to _____ to a sporting team.

6

Compound Words (Extension):

Kinship is a compound word: **kin** / **ship**.

A compound word is two words joined together to make a new word.

Write down other compound words you can think of.

7

Skills Practice:

- Trace over the spelling list words.
- Practice writing letters that you have trouble with.
- Draw a picture of you belonging to something - label it.

Name: _____

BELONG

1

8

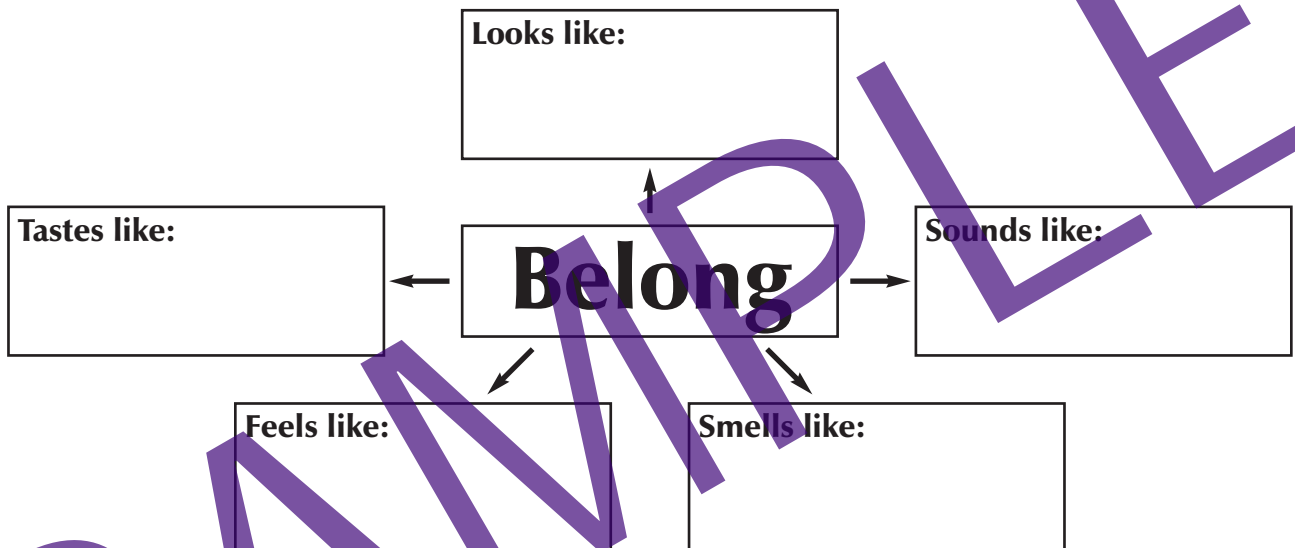
Discussion Time:

Retell the story to your partner, using some of the words you have learned from the spelling list. Ask your partner to question you about the story.

9

Make the Connections:

Create a Senses Chart by adding words to each box that remind you of the word **belong**:



10

Think Beyond the Text:

Predict a new ending to the story and write it below:

11

Visualise it:

Draw your new ending in the space below:

Name: _____

2

Happy

1

Spelling Builder:

Look, Say, Cover, Write, Check:

glad _____ ☐
joyful _____ ☐
smiling _____ ☐
upbeat _____ ☐
delighted _____ ☐
cheerful _____ ☐
happier _____ ☐
happiest _____ ☐

2

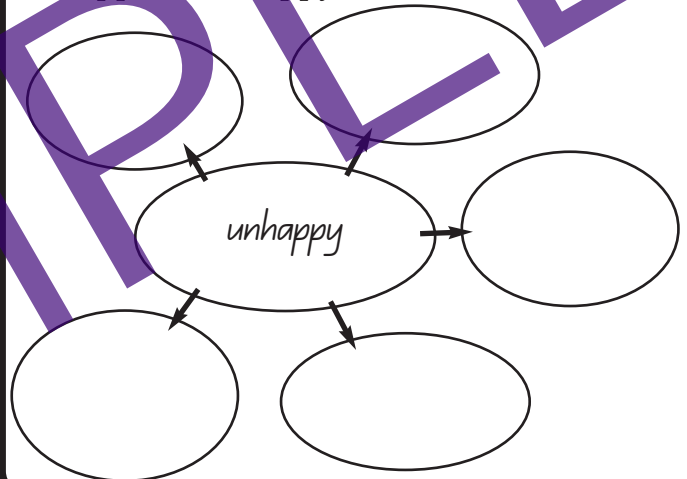
Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

4

Word Web: Antonyms

Write words below in the bubbles that mean the opposite of happy:



3

Word Builder:

Add the correct letters to the list words below:

j _ _ f _ l = _____
d _ l _ _ h t _ d = _____
_ a _ _ l _ s _ = _____

5

Sentence Work (Cloze Activity):

Choose the correct spelling words from the list to complete the sentences:

My Mum was _____ to see me when I got home from school, but my dog was even _____.

6

Dictionary Practice (Extension):

Use a dictionary to find the meaning of the words below:

jubilant _____
melancholy _____

7

Skills Practice:

- Trace over the spelling list words.
- Practice writing letters that you have trouble with.
- Draw a picture of the happiest time you remember - label it.

Name: _____

2

Happy

8

Discussion Time:

Talk to your partner about your favourite part of the story.
Tell them how the story made you feel using as many spelling list words as you can.

9

Make the Connections:

Write an acrostic poem using the word **HAPPY**. See the example below and write your own:

H *appy Harry, my dog.*

A *lways wags his tail.*

P *lays with his ball.*

P *awesome pet.*

Y *aps merrily.*

H _____

A _____

P _____

P _____

Y _____

10

Thinking About the Text:

Complete a sequencing activity of the main events that occurred in the story, in the correct order:

1. _____

2. _____

3. _____

4. _____

5. _____

11

Visualise it:

Draw a picture of your favourite part of the story below - label it:

Name: _____

3

Scared

1

Spelling Builder:

Look, Say, Cover, Write, Check:

scared _____ ☐
afraid _____ ☐
fearful _____ ☐
frightened _____ ☐
scary _____ ☐
scarier _____ ☐
scariest _____ ☐
startled _____ ☐

2

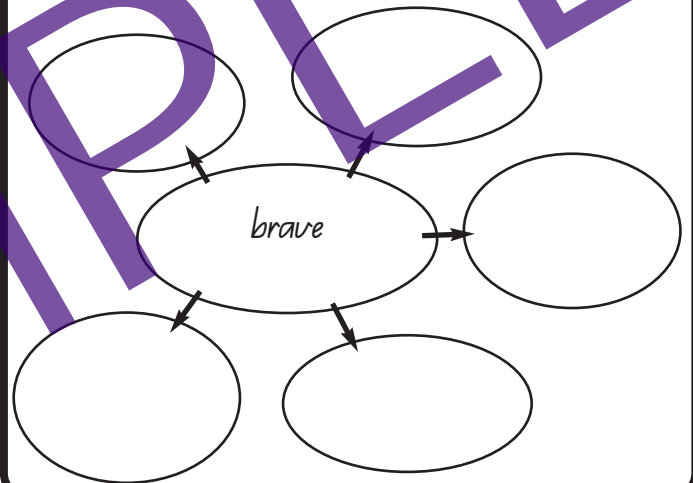
Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

4

Word Web: Antonyms

Write words below that mean the opposite of scared:



3

Word Endings:

Use words from the list to complete the sentences:

The movie was _____.
The book was even _____.
The dragon was the _____ of all the book characters.

5

Punctuation Work:

Add capital letters, full stops and question marks to the following sentence:

why does the character in the harry potter movie always make me scared no matter how many times i watch it

6

Word Sort (Extension):

Sort the list words in alphabetical order by numbering them from 1 to 8. Write the last word in the order here:

7

Skills Practice:

- Trace over the spelling list words.
- Practice writing letters that you have trouble with.
- Draw a picture of someone looking scared.

Name: _____

3

Scared

8

Discussion Time:

With your partner, discuss the problem in the story and how it was solved.
Suggest another possible solution for this problem.

9

Make the Connections:

Write a letter to the author below about how the story made you feel.
Include two questions in your letter to help you find out more.

10

Think About the Text:

Predict and write down a new ending to the story:

11

Visualise it:

Draw your new ending below:

Name: _____

4

GENTLE

1

Spelling Builder:

Look, Say, Cover, Write, Check:

gentle _____ ☐
kind _____ ☐
soft _____ ☐
quiet _____ ☐
tender _____ ☐
placid _____ ☐
gentler _____ ☐
gentlest _____ ☐

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

4

Word Maze:

Circle the words from the spelling list:

G E N T L E
E N T E N D E R
Q U I E S R
E R T O F K I N D
T P L A C I D

3

Word Builder:

Add the correct letters to the list words below:

_ e _ t l _ _ = _____
_ u _ _ t _ = _____
_ _ a _ t d _ = _____

5

Sentence Work (Cloze Activity):

Choose the correct spelling words from the list to complete the sentences:

The nurse was very _____ and _____ with the baby. She spoke in a _____ manner and was the _____ nurse I've ever met.

6

Dictionary Work (Extension):

Use a dictionary to find the meaning of these words:

compassionate _____
sympathetic _____

7

Skills Practice:

- Trace over the spelling list words.
- Practice writing letters that you have trouble with.
- Draw a picture of your favourite gentle friend and label them.

Name: _____

4

GENTLE

8

Discussion Time:

With your partner, talk about the main character in the story and how they change throughout the book.

9

Make the Connections:

Write an acrostic poem using the word **GENTLE**. See the example below and write your own:

G *entle Giant.*

E *veryone's friend.*

N *ever mean, even though he*

T *owers over everybody.*

L *oves*

E *very living creature!*

G _____

E _____

N _____

T _____

L _____

E _____

10

Think About the Text:

Write down the good features of the main character in the story:

1. _____

2. _____

3. _____

4. _____

5. _____

11

Visualise it:

Draw a picture of your favourite part of the story below - label it:

Name: _____

5

Lost

1

Spelling Builder:

Look, Say, Cover, Write, Check:

gone _____ ☐
missing _____ ☐
hidden _____ ☐
vanished _____ ☐
misplaced _____ ☐
strayed _____ ☐
disappear _____ ☐
lost _____ ☐

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

4

Word Beginnings:

These words are prefixes:

misplaced - mis / placed

disappear - dis / appear

Write two more prefixes:

3

Rhyming Words:

Find the words that rhyme with:

missing _____
lost _____
hidden _____

5

Sentence Work (Cloze Activity):

Choose the correct spelling words from the list to complete the sentences:

My little sister _____ from the track and got _____ in the bush. She was _____ for over two hours. We found her in a cave. She had _____ there.

6

Dictionary Work (Extension):

Sort the spelling list words in alphabetical order and number 1 to 8 beside each word.

Write the 3rd word below:

7

Skills Practice:

- Trace over the spelling list words.
- Practice writing letters that you have trouble with.
- Draw a picture of the little girl in the sentence above.

Name: _____

5

Lost

8

Discussion Time:

Talk to your partner about the story. Share your own experience with them about a time you were lost, how it felt and what you did.

9

Make the Connections:

Find new information from the story in the text and the pictures and write and draw about it below:



10

Sequencing:

Complete the sequence of main events that happened in the story below:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

11

Visualise it:

Draw a picture of your favourite part of the story below - label it:

Name: _____

6

CLEVER

1

Spelling Builder:

Look, Say, Cover, Write, Check:

clever _____ ☐
smart _____ ☐
wise _____ ☐
bright _____ ☐
sharp _____ ☐
creative _____ ☐
expert _____ ☐
intelligent _____ ☐

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

4

Homographs:

Find the list words that have another meaning but are spelled the same way:

1. _____
2. _____
3. _____

3

Word Builder:

Add the correct letters to the list words below:

_ r _ _ t _ _ e = _____
b _ _ g _ t = _____
_ _ p _ r _ = _____

5

Punctuation Work:

Add capital letters and fullstops to the following sentence:

the clever clown climbed the ladder like an expert his act was very creative and the audience loved his bright sense of humour

6

Noun Search (Extension):

All the list words are adjectives (describing words), but one word is also a noun. Write it below:

7

Skills Practice:

- Trace over the spelling list words.
- Practice writing letters that you have trouble with.
- Draw a picture of the clever clown in the sentence above.

Name: _____

6

CLEVER

8

Discussion Time:

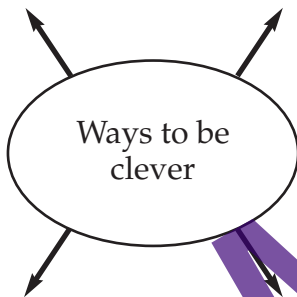
Discuss the story with your partner and share your favourite way to be clever.

9

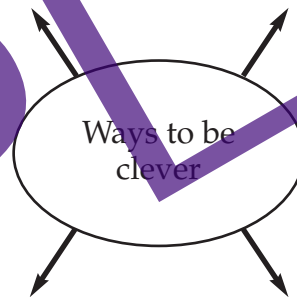
Make the Connections:

Complete the before and after charts below based on information you've learned from the story:

What I knew before:



What I know now:



10

Thinking About the Text:

Write down your favourite way to be clever and why:

11

Visualise it:

Draw your favourite way to be clever from your discussion time:

Name: _____

FAMILY

7

1

Spelling Builder:

Look, Say, Cover, Write, Check:

family _____ ☐
kin _____ ☐
clan _____ ☐
tribe _____ ☐
kinship _____ ☐
relatives _____ ☐
parents _____ ☐
children _____ ☐

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

4

Word Groups:

Write down different family members below, e.g. father, sister:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

3

Punctuation Practice:

Write a question below using one of the list words:

5

Sentence Work (Cloze Activity):

Choose the correct spelling words from the list to complete the sentence:

My _____ is made up of my _____, my sister, my younger brother, and our dog, Harry. Altogether, there are three _____.

6

Dictionary Work (Extension):

Use a dictionary to find the meaning of these words:

ancestor _____
genealogy _____

7

Skills Practice:

- Trace over the spelling list words.
- Practice writing letters that you have trouble with.
- Draw a picture of your family and label them.

Name: _____

FAMILY

7

8

Discussion Time:

With your partner, speak about the importance of family. List at least three examples of why family is important.

9

Make the Connections:

Write a letter to the author below about how the story made you feel. Include two questions to help you find out more about her:

10

Think About the Text:

Write some examples of how life has changed since the author was a child:

1. _____
2. _____
3. _____
4. _____

11

Visualise it:

Draw a picture of your favourite part of the story below - label it:

Name: _____

8

Sad

1

Spelling Builder:

Look, Say, Cover, Write, Check:

sad _____ ☐
sadder _____ ☐
saddest _____ ☐
unhappy _____ ☐
upset _____ ☐
teary _____ ☐
hurt _____ ☐
troubled _____ ☐

2

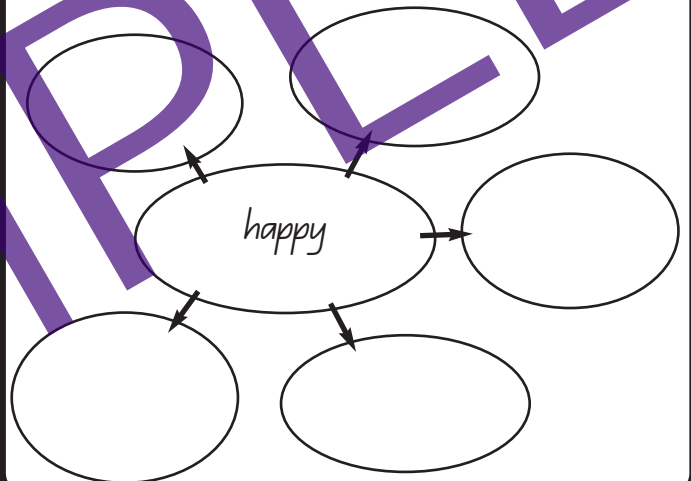
Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

4

Word Web: Antonyms

Write words below that mean the opposite of sad:



3

Word Builder:

Add the correct letters to the list words below:

_ a _ _ e s _ = _____
t _ a _ _ = _____
_ _ s _ t = _____

5

Punctuation Work:

Add capital letters, fullstops and question marks to the following sentence:

the story on the news about the natural disaster in new zealand made me very sad i wonder how the new zealand people feel

6

Dictionary Work (Extension):

Sort the spelling words into alphabetical order - number 1 to 8 beside each word.

Write the 6th word here:

7

Skills Practice:

- Trace over the spelling list words.
- Practice writing letters that you have trouble with.
- Draw a picture of something that makes you feel sad.

Name: _____

Sad

8

8

Discussion Time:

With your partner, give your reasons for the following question: "Why should we protect and save our endangered species?"

9

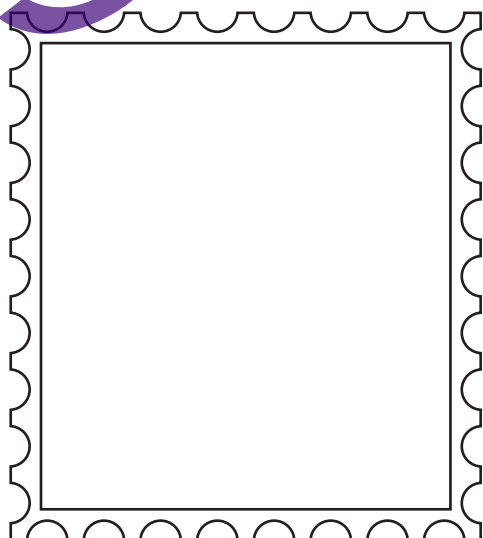
Make the Connections:

Write a letter to the Prime Minister, telling him how you feel about our endangered species. Refer back to the story in your letter:

10

Thinking About the Text:

Design a postage stamp to help save our endangered species:



11

Visualise it:

Design a poster on A4 size paper advertising the importance of protecting and saving our endangered species.

Include your reasons from discussion time. Include some persuasive words and support your poster with illustrations. Present it to the class and answer questions.

Name: _____

9

Hope

1

Spelling Builder:

Look, Say, Cover, Write, Check:

hope _____ ☐
wish _____ ☐
desire _____ ☐
hopeful _____ ☐
belief _____ ☐
yearn _____ ☐
believe _____ ☐
wishful _____ ☐

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

4

Word Endings (Suffixes):

These words are suffixes:

hopeful - hope / ful

wishful - wish / ful

Write two more suffixes:

3

Punctuation Work:

Write a question below using one of the spelling list words:

5

Sentence Work (Cloze Activity):

Choose the correct spelling words from the list to complete the sentences:

I _____ Christmas would come quickly. I _____ to have saved enough money to buy a scooter.

6

Dictionary Work (Extension):

Use a dictionary to find the meaning of these words:

encouragement _____

aspiration _____

7

Skills Practice:

- Trace over the spelling list words.
- Practice writing letters that you have trouble with.
- Draw a picture of something you hope for.

Name: _____

Hope

9

8

Discussion Time:

With your partner, discuss the messages you've discovered from this story. How did the story make you feel?

9

Make the Connections:

Write a letter to the illustrator, asking questions about their artwork. Include your opinions on the artwork:

10

Thinking Beyond the Text:

Complete a Cause and Effect list of the main events of the story:

Cause 1. _____

Effect 1. _____

Effect 2. _____

Effect 3. _____

11

Visualise it:

Draw a picture below of your favourite scene from the story:

Name: _____

10

Love

1

Spelling Builder:

Look, Say, Cover, Write, Check:

love _____ ☐
loving _____ ☐
affection _____ ☐
cherish _____ ☐
devote _____ ☐
devoted _____ ☐
devotion _____ ☐
adore _____ ☐

2

Syllable Work:

- Say each spelling word out loud.
- Say it again, breaking it down and clapping the syllables.
- Write how many syllables you can hear in each word in the box beside it.

4

Word Maze:

Circle the words from the spelling list:

A D O R E D
F E E E
F V V V
E O O O
C T T
T E I E
I D O
O L O V I N G
N L O V E
C H E R I S H

3

Word Builder:

Add the correct letters to the list words below:

_ d _ r _ = _____
d _ _ o t _ = _____
_ o _ _ n _ = _____

5

Punctuation Work:

Add capital letters and fullstops to the following sentence:

my family love me and show affection toward me every day this devotion makes me feel very special and cherished

6

Dictionary Work (Extension):

Sort the spelling list words in alphabetical order - number 1 to 8 beside each word.

Write the 5th word here:

7

Skills Practice:

- Trace over the spelling list words.
- Practice writing letters that you have trouble with.
- Draw a picture of something you love - label it.

Name: _____

10

Love

8

Discussion Time:

Retell the story to your partner in your own words, trying to use some of the spelling list words you've learned.

9

Make the Connections:

Write an acrostic poem using the word LOVE. See the example below and write your own:

L *ove is snuggling with my pet,*

O *r helping Mum with the*

V *acuuming when she's tired.*

E *verybody deserves love!*

L _____

O _____

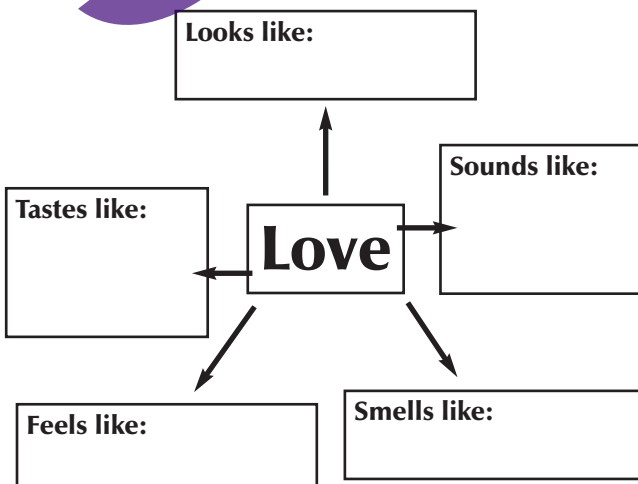
V _____

E _____

10

Thinking About the Text - Senses Chart:

Fill in the boxes below:



11

Visualise it:

Draw a picture of your favourite part of the story below - label it: