

FLOODS

Section 3

Wet Weather

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# PPT - Revise sections 1 and 2

Before starting work on Section 3, it’s important to revise the text in Sections 1 and 2.

The great advantage of the PPT is that you can show it many times, and at varying speeds.

**Download the PPT from the hub.**

* Project the PPT in *slide show mode*. The animation feature will reveal the words slowly to build each sentence.
* The forward arrow on your keyboard will make the pictures and words appear in order. The back arrow will remove the words and pictures.
* Click Escape anytime to close.
* Encourage students to guess the words before they appear.Calendar

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Chart

Description automatically generated

**PPT Revision**

Section 1 *Australia* &

Section 2 *Days of the week*

# The text for *Wet Weather*

The water covers the road.

The water covers the footpath.

The water covers the garden.

The water fills the river.

The water floods the town.

# Build vocabulary for *Wet Weather*

**Instructions for the teacher**

The following is a suggested method to teach vocabulary. It involves miming, drawing some simple pictures on the board or using picture prompts. The aim is to get the students to suggest the words so then they can be written on the board. It helps to put the words down one side of the board and leave them there for reference.

| **VOCABULARY** | **Board Work** |
| --- | --- |
| **water**  Take in a glass of water and point to the water. Elicit the word by asking, ‘What is it?’ | Write \_ a \_ er  Students guess the missing letters.  Point to the word, say the word together, spell the word together, point to each letter as you spell. Ask how many letters in the word, count the letters. |
| **road**  Project or hand out pictures of a road. | You could also draw a road on the board with a car on it and ask what it is.  Write \_ \_ a\_.  Students guess the missing letters.  Repeat the process used to teach the word **water**. |
| **footpath**  If you projected a picture of a road, point to the footpath. | If you have drawn the road, put a footpath alongside it and draw a stick figure walking. Ask students, What is it? If they don’t know the word tell them.  \_ o o \_ \_ a \_ \_  Students guess the missing letters.  Repeat the process used to teach the word **water**. |
| **garden**  Project or hand out pictures of a garden. | You could also draw a garden next to the footpath using coloured board markers.  \_ a r \_ e \_  Repeat the process used to teach the word **water**. |
| **river**  Project or hand out pictures of a river. | \_ i \_ e r  Repeat the process used to teach the word **water**. |
| **town**  Project a picture of a town or hand out pictures for the students to look at. | \_ o w \_  Repeat the process used to teach the word **water**. |
| **rain**  Revise and mime rain. An umbrella is useful. | Revise rain. Draw rain and mime rain.  \_ a i \_  Repeat the process used to teach the word **water**. |
| **fill**  Demonstrate fill by filling a glass or cup with water. | \_ i \_ \_  Repeat the process used to teach the word **water**. |
| **cover**  Use a scarf, a coat, a mask or some paper to cover something.  Ask students to cover their eyes, mouth, nose, ears etc.  Sit the glass of water on a tray or dish and let it overflow so that the bottom of the dish is covered with water. | \_ o \_ e r  Repeat the process used to teach the word **water**. |
| **flood**  Project a picture to show a flood. You could also select sections of this ***7News*** item to show floodwaters.  [https://www.youtube.com/watch?v=iSsq3Es37Kg](about:blank) | \_ \_ oo \_  Repeat the process used to teach the word **water**. |

|  |
| --- |
| **A flooded town.**  **A picture containing sky, tree, outdoor, grass  Description automatically generatedPoint to different parts of the photo and** elicit some of the words introduced:  water, roads, footpaths, gardens, rivers, town, rain, fills, covers, floods |

# Create the text for *Wet Weather*

The water covers the road.

The water covers the footpath.

The water covers the garden.

The water fills the river.

The water floods the town.

This is the text to be created:

**Preparation:**

1. Have the alphabet in capital and small letters at the top of the board and the vocabulary list down the side of the board.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

1. On the board write:

The water covers \_ \_ \_ \_ \_ \_ \_

\_ \_ \_ w \_ \_ \_ \_ c \_ \_ \_ \_ \_ \_ \_ \_ f \_ \_ \_ \_ \_ \_ \_ .

**Activity**

1. Ask the students to guess the text. Encourage them to use the vocabulary list.
2. Begin by asking them to suggest a letter, any letter. If they guess a letter, or even the whole word from the vocabulary list, write it on the dashes.
3. Mime the words that can be mimed such as *covers* using a scarf or a mask or use photos or drawings from the earlier vocab work.
4. If students can’t guess the words, just write them in.
5. Read the text aloud with the students several times. Point to each word as you read together.
6. Ask the students to say and then spell each word.
7. Draw attention to capital letters, full stops, words, word spaces, initial letter sounds, letter names and sentences.
8. Talk about letter formation as you write on the board. e.g. capital **T,** andwhere you start and end each letter etc.
9. Gradually build the full text using this cloze method.

The water covers the road.

The water covers the footpath.

The w\_ \_ \_ \_ c \_ \_ \_ \_ \_ the g \_ \_ \_ \_ \_.

\_ he \_ \_ ter f \_ \_ \_ s the r \_ \_ \_ \_.

\_ he w \_ t \_ \_ f l \_ \_ \_ s the t \_ \_ \_.

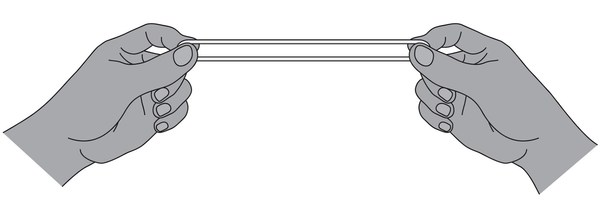
1. Once the text is completed on the board, read it together several times, pointing to each word as you read. Ask, *How many sentences?*  Count them together. Discuss capital letters and full stops. Ask, *How many words?* Count the words together pointing to each word.
2. Then reverse the whole process by rubbing out, reading, rubbing out, reading and recreating a cloze again. In this exercise, it is easier to rub out whole words rather than single letters. You can leave the first letter of the word to help students recall if you think it is needed.
3. Read again with the class, pointing to both the missing words and the existing words. With some classes it is possible to rub out all the words in this way.

# Pronunciation – Word Stress

**Preparation**

When introducing syllables, some people find it easier to call them beats, as in music rather than syllables. Draw the table below on the board omitting the words.

**Activity:**

1. Introduce each word and ask, *How many beats?* Repeat the word and clap the beats. [syllables]
2. As you say the words, write them in the table in the correct column.
3. Once all the words are on the board, identify the word stress.  
   Ask, *Which beat is longer and stronger* [stressed]?
4. Say the words together and clap the beats/syllables. Clap harder on the stressed syllable.
5. Mark the stressed syllable with a large dot over the vowel and the unstressed syllables   
   with a smaller dot.

Large rubber bands are also useful to use when showing word stress. Give each student a band, hold with the fingers and stretch the band out on the stressed syllable.

**road rains covers footpath Monday floods**

**garden fills river town Saturday**

|  |  |  |
| --- | --- | --- |
| **One syllable** | **Two syllables** | **Three syllables** |
| road | Monday | Saturday |
| rains | covers |  |
| fills | footpath |  |
| town | garden |  |
| floods | river |  |

# Listen and order the sentences – 3 levels

**Preparation**

* Copy the sentences on the following pages, enough so that students can work in pairs   
  and at their ability level.
* Provide scissors and glue, and a page of light card for each pair, and an envelope for   
  later storage of the cut-up sentences.

**Activity**

1. Hand out copies of the sentences with the card, glue, scissors and envelopes.
2. Demonstrate the process of pasting the page of words onto the card and then cutting along the dotted lines to make word cards.
3. Students work together to paste the paper onto the card and then cut out the strips.  
   As they work, encourage students to say what they are doing like a chant.

*We are gluing paper onto the card, onto the card, onto the card.*

*We are gluing paper onto the card, onto the card, onto the card.*

*We are cutting with the scissors, with the scissors, with the scissors.*

*We are cutting with the scissors, cut, cut, cut. etc.*

1. This makes for a noisy class but gives students time to practise speaking. It doesn’t matter that a new tense is being introduced here. It’s a way of practising the form of a new tense so that it is familiar before its use is explained at a later time.
2. When the cutting and pasting has been completed, read the text to the class and ask students to put the sentences in order.
3. To make it more difficult cut the sentences in half and mix them up. Encourage students to use clues such as the full stops and capital letters. This activity can be repeated over several days. Each time the students find the activity easy, they can cut up the strips into smaller pieces.

## Level A - Order the sentences

|  |  |
| --- | --- |
| C:\Users\v i c k y\Downloads\Wednesday.png | The water covers the road. |
| C:\Users\v i c k y\Downloads\thursday.png | The water covers the footpath. |
| C:\Users\v i c k y\Downloads\Friday (1).png | The water covers the garden. |
| C:\Users\v i c k y\Downloads\Saturday.png | The water fills the river. |
| C:\Users\v i c k y\Downloads\Sunday.png | The water floods the town. |

## Level B - Order the sentences

|  |  |
| --- | --- |
| The water covers | the road. |
| The water covers | the footpath. |
| The water covers | the garden. |
| The water fills | the river. |
| The water floods | the town. |

## Level C - Order the sentences

|  |  |  |
| --- | --- | --- |
| The water | covers | the road. |
| The | water covers | the footpath. |
| The water | covers the | garden. |
| The | water fills | the river. |
| The water | floods the | town. |

# Spelling – 3 levels

1. For **lower levels** use a modified version of ‘Look, say, cover, write, check’.  
   Teach: ***Look, say the word out loud, spell the word out loud as you copy****.*

For **higher levels** teach **‘Look, say, cover, write, check’**.

1. It is important that the students:

* Finish one word before writing the next word
* Work down the page rather than across
* Check their spelling with the typed word
* Try to chunk the letters rather than copy letter by letter
* The words are printed twice at each level so that students practise once in class and then again at home or in a following class. In this way, students are shown a way to improve their writing through brief and regular practice.

## Level A - Spelling

|  |  |
| --- | --- |
| C:\Users\v i c k y\Downloads\image003 (1).png | C:\Users\v i c k y\Downloads\Wednesday.png |
| path | water |
|  |  |
| path | water |
|  |  |

|  |  |
| --- | --- |
| C:\Users\v i c k y\Downloads\Saturday.png | C:\Users\v i c k y\Downloads\Saturday.png |
| fills | river |
|  |  |
| fills | river |
|  |  |

## Level B - Spelling

|  |  |  |
| --- | --- | --- |
| water | river | covers |
|  |  |  |
|  |  |  |
|  |  |  |
| water | river | covers |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| path | the | fills |
|  |  |  |
|  |  |  |
|  |  |  |
| path | the | fills |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Level C - Spelling

|  |  |  |  |
| --- | --- | --- | --- |
| water | river | covers | fills |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| water | river | covers | fills |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| floods | road | footpath | garden |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| floods | road | footpath | garden |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# Spelling Test – 3 levels

**Activity**

In this test, the same words are read to the whole class, but each level has appropriate support.

**Level A**

This activity teaches students to look for clues. The answers are on the page and can   
be copied, but the students need to locate the letters to copy. Initially, some students will need help with this, and the teacher may have to underline in red the letters to copy.

**Level B**

At this level the difficult sounds have been provided. If the teacher pronounces the word slowly the students should be able to hear the missing sounds. The answers are below so students can also copy.

**Level C**

At this level a student can try to write the word or they can copy. Allowing students to copy,   
or try and check their work takes away any fear associated with having a go.

## Level A - Spelling Test

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | c o v e r s  \_ o v e r s | 2 | f i ll s  \_ i ll s |
| 3 | f l o o d s  \_ l o o d s | 4 | g a r d e n  \_ a r d e n |
| 5 | f o o t p a t h  \_ o o t p a t h | 6 | r o a d  \_ o a d |
| 7 | r i v e r  \_ i v e r | 8 | w a t e r  \_ a t e r |
| 9 | t h e  \_ \_ e | 10 | t o w n  \_ o w n |

## Level B - Spelling Test

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

|  |  |
| --- | --- |
| 1. \_ o \_ e r s | 2. .\_ i \_ \_ s |
| 3. \_ \_ o o \_ s | 4. \_ a r \_ e n |
| 5. \_ o o \_ \_ a t h | 6. \_ o a d |
| 7. \_ i \_ e r | 8. \_ a t \_ \_ |
| 9. \_ \_ e | 10. \_ o w \_ |

Fold

**Check your spelling**

1. covers 2. fills

3. floods 4. garden

5. footpath 6. road

7. river 8. water

9. the 10. town

## Level C – Spelling test

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

|  |  |  |
| --- | --- | --- |
| 1. \_ o \_ e r \_ |  | 2. \_ \_ \_ l \_ |
| 3. \_ \_ o o \_ \_ |  | 4. \_ a \_ \_ e \_ |
| 5. \_ o o \_ \_ a t h |  | 6. \_ o a \_ |
| 7. \_ \_ \_ e r |  | 8. \_ a \_ e \_ |
| 9. \_ \_ e |  | 10. \_ o w \_ |

Fold

**Check your spelling**

1. covers 2. fills

3. floods 4. garden

5. footpath 6. road

7. river 8. water

9. the 10. town

# Speed Copying – 3 levels

One of the simplest ways to improve spelling and writing is to practise speed copying. The goal of such copying is to build speed and proficiency. With regular practice, speed copying can improve spelling, handwriting and memory. Students’ written expression also improves as they memorise common groupings of words and collocations.

Low level students will initially copy letter by letter, but as they become more proficient over time, they will learn to chunk, then write whole words, then write a few words and finally complete sentences, depending on their level and educational background.

**Activity**

1. Set the timer for 2, or 4 or 5 minutes
2. Ask the students to copy the same text over and over in that time.
3. If they finish copying their text before the time is up, they need to copy it again, and maybe even again.
4. Students copy the same text every day for a week, trying to increase the number of words they write each time.
5. The text copied can be used for a dictation the following week.

## Level A - Speed Copying

The water fills

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The water fills

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The water fills

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The water covers

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The water covers

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The water covers

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Level B - Speed Copying

The water covers the road.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The water covers the road.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The water covers the road.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The water covers the road.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The water fills the river.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The water fills the river.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The water fills the river.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The water fills the river.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Level C - Speed copying

The water covers the road.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The water covers the footpath.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The water covers the garden.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The water fills the river.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The water floods the town.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The water covers the road.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The water covers the footpath.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The water covers the garden.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The water fills the river.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The water floods the town.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Dictation – 3 levels

**Instructions for the teacher**

The water covers the road.

The water covers the footpath.

The water covers the garden.

The water fills the river.

The water floods the town.

**Activity**

All students hear the same text:

The teacher reads a sentence, and each student writes the sentence at their own level.

**Level A**

Students listen for the missing letters and write them in. To assist, the words *water* and *covers* are given in the first sentence. This activity teaches students to look for the words so they can copy. It also encourages students to listen for the letters. The students may need help initially.

**Level B**

Students find the words and copy them on the lines below. The order has been mixed up.

**Level C**

Students write the sentence using the words below to help with the spelling. For a greater challenge, the words can be folded under, and students try to write from memory. The words also allow the student to check their spelling at the end of the dictation.

## Level A - Dictation

|  |  |
| --- | --- |
| C:\Users\v i c k y\Downloads\Wednesday.png | 1. The water covers the \_oad. |
| C:\Users\v i c k y\Downloads\thursday.png | 1. The \_\_ ater \_\_overs the \_ootpath. |
| C:\Users\v i c k y\Downloads\Friday (1).png | 1. The \_\_ ater \_\_overs the \_ arden. |
| C:\Users\v i c k y\Downloads\Saturday.png | The \_\_ ater fills the  \_ iver. |
| C:\Users\v i c k y\Downloads\Sunday.png | The \_\_ ater floods the \_ own. |

## Level B - Dictation

|  |  |
| --- | --- |
| The water | covers the garden. |
|  | floods the town. |
|  | covers the road. |
|  | covers the footpath. |
|  | fills the river. |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Level C - Dictation

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fold

|  |  |  |
| --- | --- | --- |
| the water | fills | the road |
| covers | the river | the footpath |
| floods | the town | the garden |

# Read and write homework activity – 3 levels

## Level A - Read and write

|  |  |
| --- | --- |
| C:\Users\v i c k y\Downloads\Wednesday.png | 1. road   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| C:\Users\v i c k y\Downloads\image003 (1).png | 1. footpath   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| C:\Users\v i c k y\Downloads\Friday (1).png | 1. garden   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| C:\Users\v i c k y\Downloads\Saturday.png | 1. river   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| C:\Users\v i c k y\Downloads\Sunday.png | 1. town   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## Level B - Read and write

|  |  |
| --- | --- |
| C:\Users\v i c k y\Downloads\Wednesday.png | The water covers the road.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| C:\Users\v i c k y\Downloads\thursday.png | The water covers the footpath.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| C:\Users\v i c k y\Downloads\Friday (1).png | The water covers the garden.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| C:\Users\v i c k y\Downloads\Saturday.png | The water fills the river.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| C:\Users\v i c k y\Downloads\Sunday.png | The water floods the town.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## Level C - Write

|  |  |
| --- | --- |
| C:\Users\v i c k y\Downloads\Wednesday.png |  |
| C:\Users\v i c k y\Downloads\thursday.png |  |
| C:\Users\v i c k y\Downloads\Friday (1).png |  |
| C:\Users\v i c k y\Downloads\Saturday.png |  |
| C:\Users\v i c k y\Downloads\Sunday.png |  |

Fold

|  |  |  |
| --- | --- | --- |
| the water | fills | the road |
| covers | the river | the footpath |
| floods | the town | the garden |

# Appendix - Vocabulary list for Section 3

New words introduced in this section.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** |  |  | **N** |  |
| **B** |  | **O** |  |
| **C** | **covers** | **P** |  |
| **D** |  | **Q** |  |
| **E** |  | **R** | **road, river** |
| **F** | **footpath, fills, floods** | **S** |  |
| **G** | **garden** | **T** | **the, town** |
| **H** |  | **U** |  |
| **I** |  | **V** |  |
| **J** |  | **W** | **water** |
| **K** |  | **X** |  |
| **L** |  | **Y** |  |
| **M** |  | **Z** |  |

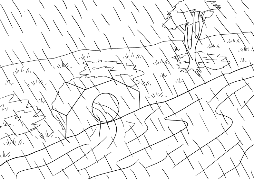
# Appendix Audio file – the text for Sections 1 – 3

Click on this icon on the hub to hear the audio recording of the text below from Sections 1 – 3.

**Australia is a big country.**

Audio recording for sections

1,2 & 3



**It is very, very, very hot and dry.**

**But sometimes it rains and rains**

**and rains.**

**It rains on Monday.**

**It rains on Tuesday.**

**It rains on Wednesday.**

**It rains on Thursday.**

**It rains on Friday.**

**It rains on Saturday.**

**It rains on Sunday.**

**The water covers the road.**

**The water covers the footpath.**

**The water covers the garden.**

**The water fills the river.**

**The water floods the town.**

# Appendix Singular and plural - Classwork

1. **Countable nouns revision**

Draw the chart below on the board. Revise any countable nouns already introduced during class work. Draw or use realia or photos of countable objects and add to the table. Explain that **most nouns add an s to make them plural**. At this stage avoid nouns ending in ***y, o, ch, sh*** etc with less common plural forms.

|  |  |  |  |
| --- | --- | --- | --- |
| **Singular** | **Plural** | | |
|  | **A picture containing dark  Description automatically generated** | **A picture containing night sky  Description automatically generatedA picture containing night sky  Description automatically generatedA picture containing dark  Description automatically generated** |  |
| **one mug** | **two mugs** | **four mugs** | **many mugs** |
|  |  |  |  |
| **one \_\_\_\_\_** | **two \_\_\_\_\_\_\_\_** | **four \_\_\_\_\_\_\_** | **many \_\_\_\_\_\_\_\_** |

1. Introduce [or revise] the question ‘How many apples?’ and point to the apple/s. Continue to ask the question with other objects drawn on the table.
2. Relate to the work in this section with a jazz chant. Project the chant on the next page onto the board. Divide the class into two and repeat the chant.

**Jazz chant**

|  |  |
| --- | --- |
| **Student A** | **Student B** |
| There are many, many footpath**s**, | footpath**s**, footpath**s.** |
| There are many, **many** footpath**s** | in the town. |
| There are many, many garden**s**, | garden**s**, garden**s.** |
| There are many, **many** garden**s** | in the town. |
| How many river**s**, | river**s**, river**s,** |
| How many river**s** | are in the town? |
| There’s just **one** river | river, river. |
| There’s just **one** river | in the town. |

# Appendix Present Simple – Class work

1. **Revision**  
   Before focusing on the **present simple** used in this section and section 4, it’s important to have done some introductory work in class on its form, use, time markers and frequency adverbs.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **I** | | | **live** | **in** | **Queensland.** |
| **You** | | | **live** |
| **He** | **She** | **It** | **lives** |
| **We** | | | **live** |
| **They** | | | **live** |

**Use:** *\* Regular habits, activities & events  
\* Facts*

**Time markers***every day/morning/week/year etc*

**Frequency adverbs:***sometimes, always, etc*

1. **Learning grammar through song**

The retention of new grammar and vocabulary can be greatly enhanced through song. Two very relevant songs for learning the present simple are ‘What do you do?’ and ‘Where do you live?’ and can be found in: *Sing with me! English grammar, conversation and song, Book 1* by Carmel Davies and Sharon Duff

1. **An activity to focus on the present simple in Section 3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **I** | | | **fill** | **the** | A picture containing cup, glass  Description automatically generated**A picture containing icon  Description automatically generatedShape  Description automatically generated with medium confidence**A picture containing text, table  Description automatically generated  **.** |
| **You** | | | **fill** |
| **He** | **She** | **It** | **fills** |
| **We** | | | **fill** |
| **They** | | | **fill** |

**Preparation**: Project or draw the following chart onto the board. You will need two of each of objects on the table below [or different objects] and two large bottles of water. Arrange the two groups of objects on two tables. Stand with two students behind one table, and ask two students to stand behind the other table.

**Activity:**

1. On your table, demonstrate the process. Fill an object with water and say what you are doing - ‘I fill the bowl.’ etc. Then write the sentence on the board.
2. Ask students on the other table to fill the same object with water and repeat the action.
3. Work through the pronouns in a similar way – with either you or a student demonstrating and the students on the other table copying.
4. Initially use the students’ names. e.g. ***Maria*** fill**s** the bowl, **Abdu**l fill**s** the bottle, and then substitute with ***she*** and ***he***.
5. With *we* and *they*, the teacher’s group is *we* and the other group is *they*.
6. Create simple sentences on the board under the table, with a capital letter and a full stop.

# Appendix Sentence Order – Class work

1. Follow up work on present simple with a focus on sentence word order. Stress that **every sentence must have a verb**. Many students don’t hear the verb in a sentence, so omit it when writing. This is especially so with the verb *to be*. Add ***subject, verb*** and ***object*** to the ***present simple*** chart.
2. Read the sentences and ask the students to tap the table when they say the verb.

**.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | | | **Verb** | **Object** | |
| **I** | | | **fill** | **the** | A picture containing text, table, dining table  Description automatically generated**A picture containing cup, coffee cup, tableware, porcelain  Description automatically generatedShape  Description automatically generated with medium confidence** |
| **You** | | | **fill** |
| **He** | **She** | **It** | **fills** |
| **We** | | | **fill** |
| **They** | | | **fill** |

1. Add more words from this section and create sentences. Once again, ask the students   
   to tap the table when they say or hear the verb.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject** | **Verb** | | | **Object** |
|  |  |  |  | **.**  **the town**  **the river**  **the garden**  **the road**  **the footpath** |
|  |  |  |  |
| **The water** | **covers** | **fills** | **floods** |
|  |  |  |  |
|  |  |  |  |

1. Copy the charts on the following pages. Students cut up the sentences along the dotted lines **only,** to reassemble under the correct heading of subject, verb, object.

# Appendix Sentence Order – 3 levels

## Level A - Sentence Order

|  |  |  |
| --- | --- | --- |
| **Subject** | **Verb** | **Object** |
| **Australia** | **is** | **a big country.** |
| **The water** | **covers** | **the road.** |
| **The water** | **covers** | **the footpath.** |
| **The water** | **covers** | **the garden.** |
| **The water** | **fills** | **the river.** |
| **The water** | **floods** | **the town.** |

## Level B - Sentence Order

|  |  |  |
| --- | --- | --- |
| **Subject** | **Verb** | **Object** |
| **Australia** | **is** | **a big country.** |
| **The water** | **covers** | **the road.** |
| **The water** | **covers** | **the footpath.** |
| **The water** | **covers** | **the garden.** |
| **The water** | **fills** | **the river.** |
| **The water** | **floods** | **the town.** |

## Level C - Sentence Order

|  |  |  |
| --- | --- | --- |
| **Subject** | **Verb** | **Object** |
| **Australia** | **is** | **a big country.** |
| **The water** | **covers** | **the road.** |
| **The water** | **covers** | **the footpath.** |
| **The water** | **covers** | **the garden.** |
| **The water** | **fills** | **the river.** |
| **The water** | **floods** | **the town.** |

# Acknowledgements

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**Project team**

Vicki Hambling, Lorraine Hatcher-Friel, Sue Paull, Madelena Scott, Mary Wallace, Visual Domain

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