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Page	Interactive Narrative.	Outcomes.
	<b>Part 1</b> Narrative with clozes.	
<b>1</b>	Ben got a puppy (Spotty) for his birthday.	<ul style="list-style-type: none"><li>uses patterns of simple sentences and compound sentences to make meaning</li></ul>
<b>2</b>	What is Spotty, Ben's new puppy, like?	<ul style="list-style-type: none"><li>draws on basic generic structure to sequence information</li></ul>
<b>3</b>	Spotty plays with everything, pulls things and chews them up.	<ul style="list-style-type: none"><li>identifies dominant images to make meaning</li></ul>
<b>4</b>	Spotty likes to play with Ben, Ben throws sticks to Spotty.	<ul style="list-style-type: none"><li>uses visual and integrating semantic, syntactic and graph phonic cues</li></ul>
<b>5</b>	Spotty and Ben play ball.	
<b>6</b>	Ben and Spotty are getting ready to walk to a park.	<ul style="list-style-type: none"><li>identifies the main topic, key events and supporting details of a text and recalls key events in a sequence</li></ul>
<b>7</b>	Ben puts Spotty on the leash, they walk (run) to the park.	<ul style="list-style-type: none"><li>makes simple inferences from information closely related in the text</li></ul>
<b>8</b>	Ben and Spotty at the park.	
<b>9</b>	Ben has a bone for Spotty.	<ul style="list-style-type: none"><li>understands that each section of the text carries a key concept, or information</li></ul>
<b>10</b>	Spotty takes the bone to the garden.	
<b>11</b>	Spotty digs a hole for the bone.	<ul style="list-style-type: none"><li>understands that information can be linked throughout the text</li></ul>
<b>12</b>	Ben looks for Spotty and the bone. The bone is gone.	<ul style="list-style-type: none"><li>understands that the topic of a text can be maintained through related pages</li></ul>
<b>13</b>	Ben wants to give Spotty a wash.	
<b>14</b>	Spotty is having a wash.	<ul style="list-style-type: none"><li>uses background knowledge to make predictions</li></ul>
<b>15</b>	Spotty is being hosed to wash off the suds.	<ul style="list-style-type: none"><li>generates questions to guide reading</li></ul>
<b>16</b>	Spotty is hungry and begs for food.	<ul style="list-style-type: none"><li>relates reading to own experiences</li></ul>
<b>17</b>	Spotty gets Meat Bix for dinner.	
<b>18</b>	Spotty gets a new bed from Ben.	<ul style="list-style-type: none"><li>creates mental pictures while reading</li></ul>
<b>19</b>	Spotty likes his bed and takes a nap.	
<b>20</b>	Spotty went to check on his bone. A cat sat on the spot where the bone is.	<ul style="list-style-type: none"><li>answers "Here" questions found directly in the text, in one sentence</li></ul>
<b>21</b>	Spotty barked, the cat arched its back.	<ul style="list-style-type: none"><li>learns vocabulary and word forms appropriate to the subject matter</li></ul>
<b>22</b>	The cat is in the tree and Spotty tries to get up the tree to the cat.	
<b>23</b>	Ben came to see the fuss. It was Spotty and the next door cat, Dotty.	

Page	Activities.	Outcomes.
	<b>Part 2</b> Worksheets that integrate grammar, word study, comprehension and writing.	<ul style="list-style-type: none"> <li>interprets and constructs simply structured brief texts</li> </ul>
<b>24</b>	Connect the key words (nouns) with the pictures.	<ul style="list-style-type: none"> <li>constructs simple sentences using a small range of topic related words</li> </ul>
<b>25</b>	What can Spotty do? Make up sentences using words (verbs) from the list.	<ul style="list-style-type: none"> <li>links ideas using modelled sentence structures</li> </ul>
<b>26</b>	Join the clauses with the pictures.	<ul style="list-style-type: none"> <li>chooses words according to the topic of the text</li> </ul>
<b>27</b>	Write sentences using the clauses.	
<b>28</b>	Spotty is... Fill in the missing words (adverbs).	<ul style="list-style-type: none"> <li>understands that there are patterns to put words together to form a sentence</li> </ul>
<b>29</b>	What is Spotty like - Fill in the missing words (adjectives).	
<b>30</b>	Fill in missing words to give each sentence a meaning.	<ul style="list-style-type: none"> <li>makes simple inferences from information that is closely related to the text</li> </ul>
<b>31</b>	Write a story: Spotty hides his bone. Use words from the word list.	<ul style="list-style-type: none"> <li>uses graphophonic cues including long vowels, consonant blends and digraphs and visual letter patterns</li> </ul>
<b>32</b>	Describe how to care for a dog. Use words from the word list.	
<b>33</b>	Describe Spotty. Fill in the words from the word list.	<ul style="list-style-type: none"> <li>uses vocabulary and word forms appropriate to the subject matter</li> </ul>
<b>34</b>	Spotty loves to play. Fill in the words found in the word search.	<ul style="list-style-type: none"> <li>uses simple sentences, accurately punctuated, and some compound sentences</li> </ul>
<b>35</b>	Spotty has a bone. Fill in the words found in the word search.	<ul style="list-style-type: none"> <li>presents information in a different form</li> </ul>
<b>36</b>	Spotty hides his bone. Fill in the words from the list.	<ul style="list-style-type: none"> <li>monitors the use of words to satisfy the meaning of the text</li> </ul>
<b>37</b>	Spotty gets a wash. Fill in the words from the word list.	<ul style="list-style-type: none"> <li>changes the words if the constructed sentence does not make sense</li> </ul>
<b>38</b>	Write a story about Spotty and Dotty. Use the words from the list to create a story.	
<b>39</b>	What is a dog. Part A. Find and circle the words from the word list.	<ul style="list-style-type: none"> <li>uses short noun and verb groups related to the topic</li> </ul>
<b>40</b>	What is a dog. Part B. Use the list words to fill in the missing words. Words are organised sequentially.	<ul style="list-style-type: none"> <li>links ideas using repeated or related words</li> </ul>
<b>42</b>	What is a dog. Part C. Use the list words to fill in the missing words. Words are organised randomly.	<ul style="list-style-type: none"> <li>can cope with hidden questions, looking for an answer anywhere in the text</li> </ul>
<b>43, 44</b>	Answers for pages 33, 34, 35, 36, 37, 41.	<ul style="list-style-type: none"> <li>develops the ability to write and shape texts effectively</li> </ul>

Ben has a new puppy.  
He got it from his mum  
for his birthday.

Ben is very happy.

Ben wanted a dog for a long time,  
but did not get one...  
and now he has Spotty.



Ben has a \_\_\_\_\_ .

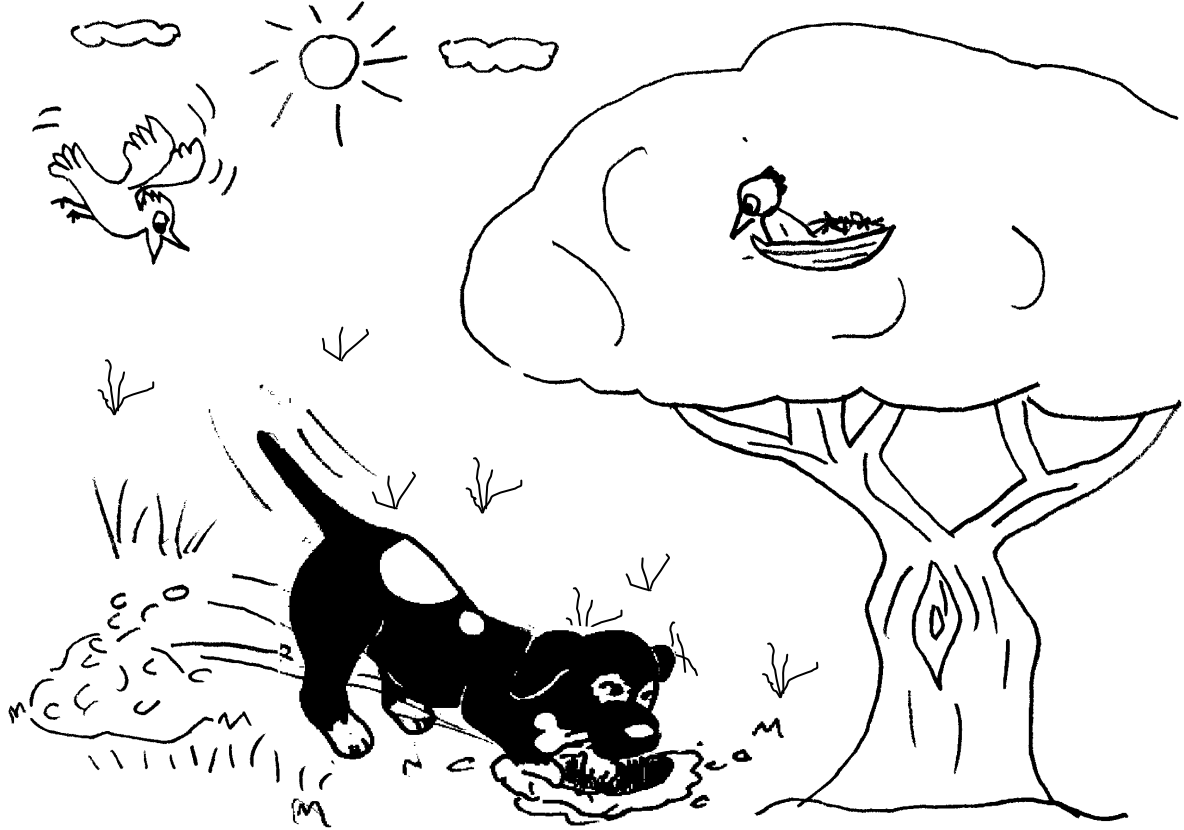
He got it from \_\_\_\_\_ ,  
for his \_\_\_\_\_ .

Ben is very \_\_\_\_\_ .

Ben wanted a dog for a \_\_\_\_\_  
and now he has \_\_\_\_\_ .

Look at the sentences with the missing words. Find each sentence in the above text, circle the missing words needed to be filled in. Write the missing words in each sentence.

Spotty digs and digs.  
The hole is getting bigger.  
Spotty stops digging.  
He looks around, gets the bone  
and drops it in the hole.



Spotty \_\_\_\_\_ and \_\_\_\_\_.

The hole is \_\_\_\_\_ .

Spotty \_\_\_\_\_ digging .

He looks \_\_\_\_\_ , gets the \_\_\_\_\_

and \_\_\_\_\_ it in the \_\_\_\_\_ .

Look at the sentences with the missing words. Find each sentence in the above text, circle the missing words needed to be filled in. Write the missing words in each sentence.

# Spotty is...

digging a hole

---

catching a ball

---

fetching sticks

---

chewing a bone

---

playing with a shoe

---

barking at a cat

---

pulling Ben

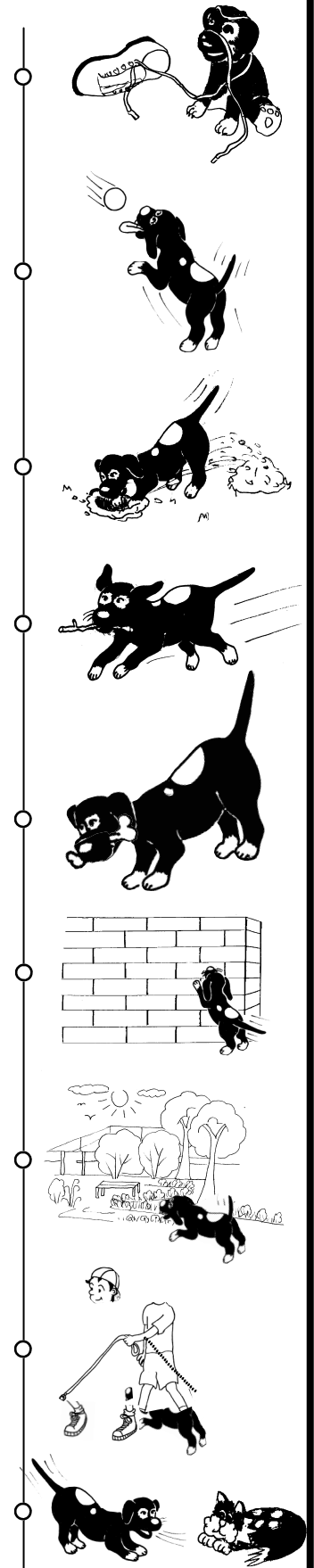
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jumping up a wall

---

running to a park

---



Read the clauses and join them with the pictures.  
Write the sentences using the clauses.



Write a story called:  
**Spotty hides his bone.**

Fill in the missing words from the word list below.

Ben gave \_\_\_\_\_.

It was \_\_\_\_\_.

Spotty liked his \_\_\_\_\_.



The bone \_\_\_\_\_.

Spotty \_\_\_\_\_.

and put \_\_\_\_\_ a \_\_\_\_\_.

Spotty dug a \_\_\_\_\_ and

put the \_\_\_\_\_.



The bone was safe.

Spotty, a, bone, a, big, bone, bone, was,  
fresh, got, the, bone, it, under, tree, hole,  
bone, in, it

Use the words from the word list one by one and  
cross out the words as you use them.