

Language Extension Using Language





Challenge Readers: 100 - 250 Total Words
Shapes

1. I Don't Like Cheese Sandwiches!

Personal Achievement Goal: I am able to explain and describe details in the story using whole sentences.

1. Describe what Mum does when the girl says, "I don't like cheese sandwiches."

Prompt: When the girl says she doesn't like cheese sandwiches, Mum...

2. Explain what trick Mum is playing on the girl so that she eats her sandwiches.

Prompt: Mum tricks the girl by making...

3. Describe how you would cut a triangle sandwich. Prompt: If I were cutting a triangle sandwich, I would...

4. Describe what has happened by the end of the story. *Prompt: By the end of the story, the girl has...*

Personal Achievement Goal: I will be able to ask _____ different sorts of questions and I will be able to figure things out using questions.

Who - Which - Where - What - How - Why

Pretend you are a teacher; ask questions to see if your pupils can answer them.

'Who?' questions Example: Who made the sandwiches?

'Which?' questions Example: Which sandwiches did she like?

'Where?' questions Example: Where did she get the sandwiches that she liked from?

'What?' questions Example: What was the shape of the sandwiches that her mum gave to the girl?

'How?' questions Example: How did her mum make the sandwiches?

'Why?' questions Example: Why did the girl end up liking the sandwiches after all?

What am I thinking of?

The adult should choose an object in the book and the children should ask questions to figure out what it is.

Personal Achievement Goal: I can retell the story using words from the book.

What happened in this story?

In this story a girl said she didn't like...

Words to include in retelling:

sandwich – cheese – special – triangle rectangle – circle – jam – ham – egg shape – diamond



2. Our Gingerbread House

Personal Achievement Goal: I am able to explain and describe details in the story using whole sentences.

1. Explain what they used to stick the house together. Prompt: They used ______ to stick the house together. OR When they stuck the house together, they used _____.

2. Explain why the children needed small gingerbread rectangles. *Prompt: They needed small gingerbread rectangles to* _____.

3. Explain why they did not want to eat the gingerbread house. *Prompt: They did not want to eat the gingerbread house because* _____

4. Describe the shape of the windows and the door. Prompt: The shape of the windows were _____ and the shape of the door was _____.

Personal Achievement Goal: I will be able to ask _____ different sorts of questions and I will be able to figure things out using questions.

Who - Which - Where - What - How - Why

Pretend you are a teacher; ask questions to see if your pupils can answer them.

'Who?' questions Example: Who made all the gingerbread?

'Which?' questions Example: Which shapes did they use to make the roof?

'Where?' questions Example: Where did they put the gingerbread squares?

'What?' questions Example: What made them decide to make a gingerbread house?

'How?' questions Example: How did they make the chimney?

'Why?' questions Example: Why did they want to keep the gingerbread house?

What am I thinking of?

The adult should choose an object in the book and the children should ask questions to figure out what it is.

Our Gingerbread House

Personal Achievement Goal: I can retell the story using words from the book.

What happened in this story?

In this story the children had an idea. They wanted to make...

Words to include in retelling:

gingerbread – roof – rectangle – walls squares – chimney – baked – stuck together house – triangle

3. Haircut

Personal Achievement Goal: I am able to explain and describe details in the story using whole sentences.

1. Explain why the boy said "perfect". *Prompt: The boy said "perfect" because...*

2. Describe the noises that the barber's shears made. Prompt: The noises that the barber's shears made were...

3. Describe the second shape that the boy asked for. *Prompt: The second shape that the boy asked for was...*

4. Explain why you think the boy changed his mind. *Prompt: I think the boy changed his mind because...*

Personal Achievement Goal: I will be able to ask _____ different sorts of questions and I will be able to figure things out using questions.

Who - Which - Where - What - How - Why

Pretend you are a teacher; ask questions to see if your pupils can answer them.

'Who?' questions Example: Who cut the boy's hair?

'Which?' questions Example: Which shape went at the front of the train?

'Where?' questions Example: Where did the boy go to get his hair cut?

'What?' questions Example: What style did his mum say he could have?

'How?' questions Example: How did he feel when he saw his haircut?

"Why?' questions Example: Why did he ask for all those shapes?

What am I thinking of?

The adult should choose an object in the book and the children should ask questions to figure out what it is.

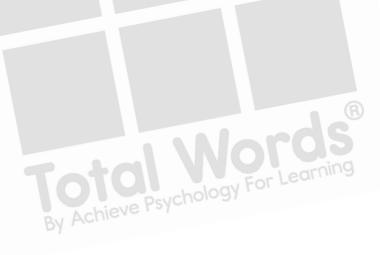
Personal Achievement Goal: I can retell the story using words from the book.

What happened in the story?

In this story a boy goes to get a haircut and when the barber asks him what he wants...

Words to include in retelling:

haircut – style – triangle – rectangle – perfect squaresquare – barber circles – curly spiral



4. It's Lunchtime!

Personal Achievement Goal: I am able to explain and describe details in the story using whole sentences.

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1. Describe what shapes are on the lunch tray. *Prompt: The shapes that are on the lunch tray are...*

2. Describe where the girl put the fork, spoon and knife. Prompt: The girl put the fork, spoon and knife...

3. Explain why the lunch tray was full. *Prompt: The lunch tray was full because...*

4. Explain why the girl put the yoghurt in the little circle. *Prompt: The girl put the yoghurt in the little circle because...*

Personal Achievement Goal: I will be able to ask _____ different sorts of questions and I will be able to figure things out using questions.

Who - Which - Where - What - How - Why

Pretend you are a teacher; ask questions to see if your pupils can answer them.

'Who?' questions Example: Who was in the story?

'Which?' questions Example: Which shape did the lasagne to go in?

'Where?' questions Example: Where did the apple go on the lunch tray?

'What?' questions Example: What did the girl put in the square?

'How?' questions Example: How did she know she could eat her lunch now?

'Why?' questions Example: Why do you think she put the spoon, fork and knife in the rectangle?

What am I thinking of?

The adult should choose an object in the book and the children should ask questions to figure out what it is.

It's Lunchtime!

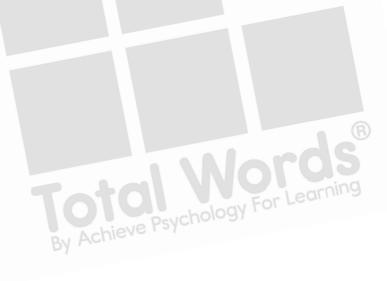
Personal Achievement Goal: I can retell the story using words from the book.

What happened in this story?

In this story the girl was putting things on her lunch tray and she...

Words to include in retelling:

lunch tray – square – rectangle – triangle piece of apple – lasagne – broccoli – carrots spoon – fork – knife



5: Hurry up and Eat the Pizza!

Personal Achievement Goal: I am able to explain and describe details in the story using whole sentences.

1. Explain what the boy wanted to do with the pizza box. *Prompt: The boy wanted the pizza box to...*

2. Explain how he made wings for the jet plane. *Prompt: He made wings for the jet plane by...*

3. Explain what the boy used the rectangle for. *Prompt: The boy used the rectangle to...*

4. Describe what the pilot's face looked like. *Prompt: The pilot's face looked...*

Personal Achievement Goal: I will be able to ask _____ different sorts of questions and I will be able to figure things out using questions.

Who - Which - Where - What - How - Why

Pretend you are a teacher; ask questions to see if your pupils can answer them.

'Who?' questions Example: Who wanted the pizza box?

'Which?' questions Example: Which shape was used for the engine?

'Where?' questions Example: Where was the pilot?

'What?' questions Example: What shape did the boy use to make the tail?

'How?' questions Example: How many triangles did he use for the wings of the plane?

"Why?' questions Example: Why did the boy make two circles?

What am I thinking of?

The adult should choose an object in the book and the children should ask questions to figure out what it is.

Personal Achievement Goal: I can retell the story using words from the book.

What happened in this story?

In this story a boy wanted to make a jet plane out of a pizza box so he...

Words to include in retelling:

