



RADIANT HEIGHTS ACADEMY

From Radiant Minds to Great Heights

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Student Name: _____

ENGLISH BOOKLET

Level 3-4 Term 2 Week 6

THIS WEEK'S FOCUS

- ✓ Understanding Grammar
- ✓ Story Writing Basics
- ✓ Writing an Introduction

THE STRUCTURE OF A STORY

Make your writing exciting with **SHOW, DON'T TELL!**

STAGE	WHAT HAPPENS?	TELLING (BASIC)	SHOWING (DON'T TELL)	FEATURES (WHAT TO INCLUDE)
1 INTRODUCTION  Introduce the characters, setting and situation.	The beginning of the story. The reader meets the characters and learns where and when the story takes place. 	Tom went camping in the forest. 	Tom zipped up his thick blue jacket and slung his backpack over his shoulder. Tall pine trees stretched towards the sky, and the cool, fresh air smelled like wet earth and leaves. He was excited for his first camping trip. 	<ul style="list-style-type: none"> • Characters • Setting (where, when) • Mood/atmosphere • Background information • Hook the reader 
2 PROBLEM  Something goes wrong or a challenge appears.	The main problem or conflict is introduced. 	Tom got lost. 	Tom's stomach twisted with fear when he looked around and realised the campsite had disappeared behind a thick wall of fog. Every tree looked the same. He had no idea which way to go. 	<ul style="list-style-type: none"> • Introduce the conflict • Problem is clear • Creates curiosity • Move the story forward 
3 RISING ACTION  The excitement builds. The character tries to solve the problem.	Events happen that make the problem bigger or harder. The tension builds. 	Tom searched for the campsite.	Tom pushed through thick bushes that scratched his arms. He shone his flashlight left and right, calling out into the darkness. Strange noises echoed around him, making his heart beat faster and faster. 	<ul style="list-style-type: none"> • Tension builds • Obstacles or challenges • Character tries to solve the problem • Keeps the reader interested 
4 CLIMAX  The most exciting or dangerous moment. The turning point!	The biggest challenge or most intense moment. 	Tom found a bear.	Suddenly, a huge shadow stepped out from behind the trees. A giant brown bear stared at him with dark eyes and let out a loud growl. Tom froze, his mouth dry and his heart pounding. 	<ul style="list-style-type: none"> • Most exciting part • Turning point • High tension • Changes the direction of the story 
5 FALLING ACTION  The problem begins to get solved. Excitement starts to calm down.	Events that lead to the solution. The problem starts to improve. 	Tom escaped safely.	Tom slowly backed away, keeping his eyes on the bear. Then, when it turned away, he sprinted as fast as he could, dodging branches until the warm glow of his campfire came into view. 	<ul style="list-style-type: none"> • Problem starts to resolve • Tension decreases • Character takes action • Leads to the ending 
6 CONCLUSION  The story ends. The reader learns what happens in the end.	The ending. The problem is solved and the story comes to a close. 	Tom got home safely.	As Tom sat beside the warm fire, he looked up at the stars twinkling above the trees. He felt proud of himself and knew he would always be more careful on his next adventure. 	<ul style="list-style-type: none"> • Wrap up the story • Show the result • How the character feels now • Leave the reader satisfied 

SHOW, DON'T TELL - EXAMPLES

TELLING	→	SHOWING (DON'T TELL)
He was scared.	→	His hands shook and his heart pounded.
It was cold.	→	The icy wind bit his cheeks.
She was happy.	→	She jumped up and down with a huge smile.
He was tired.	→	His eyes were heavy and he yawned constantly.
The dog was angry.	→	The dog growled, showing its sharp teeth.

TIPS FOR GREAT STORIES



Use strong verbs.



Use interesting adjectives.



Use your five senses.



Show feelings, don't tell.



Plan your story with a clear structure.



Practice makes perfect! Keep writing, keep improving and let your imagination run wild!



THE BUILDING BLOCKS OF A SENTENCE

NOUNS

A naming word.
It names a person,
place, animal or thing:



Examples:

- boy • teacher • dog
- city • park • pencil
- castle • book • chair

TYPES OF NOUNS

Common Nouns
name any person,
place, animal or thing.



Examples:

- girl • school • cat • tree
- car • shirt • river • phone

Proper Nouns
name a special person,
place or thing.



Examples:

- Sarah • Australia • Sydney
- Harry • Christmas • Monday

VERBS

A doing or
action word.



Examples:

- run • jump • play • eat
- write • sing • build • swim
- read • laugh • dance • talk

ADJECTIVES

A word that
describes a noun.



Examples:

- small • big • happy • bright
- fluffy • tall • old • colourful
- noisy • kind • beautiful • soft

ADVERBS

A word that describes
a verb. It tells us
how, when or where.



Examples:

- quickly • slowly • carefully
- quietly • happily • loudly
- yesterday • today • outside
- here • there • always

PRONOUNS

A word that takes the
place of a noun.



Examples:

- I • you • he • she • it
- we • they • him • her • them
- us • my • his • their • our

CONJUNCTIONS

A word that joins words
or sentences together.



Examples:

- and • but • or • so • yet
- because • when • while • if
- since • although • unless

PREPOSITIONS

A word that shows
the position or place
of something.



Examples:

- in • on • under • over • beside
- next to • behind • between
- in front of • above • below

INTERJECTIONS

A word that shows
strong feeling or
emotion.



Examples:

- Wow! • Ouch! • Yay!
- Oh no! • Hooray! • Yikes!
- Oh! • Great! • Help!

ARTICLES

Small words that come
before a noun. The most
common articles are
'a', 'an' and 'the'.



Examples:

- a • an • the

Sentences: a cat an apple the sun

FULL STOP

Used at the end of
a telling sentence.



Examples:

- I like ice cream.
- We went to the park.
- The dog is sleeping.

QUESTION MARK

Used at the end of
a question.



Examples:

- Are you coming?
- What time is it?
- Can you help me?

EXCLAMATION MARK

Used to show strong
feeling or surprise.



Examples:

- That was amazing!
- Watch out!
- Hooray, we did it!

COMMA

Used to separate items in
a list or extra information.



Examples:

- I have a pencil, a pen, and an eraser.
- After lunch, we played outside.

QUOTATION MARKS

Used to show the exact
words someone says.



Examples:

- "I can do it!" she said.
- Dad asked, "What are you doing?"

★ A good sentence is built using these building blocks. Use them to write clearly, correctly and creatively! ♥

Capital Letters, Full Stops & Sentence Expansion

What We Are Assessing:

- Capital letters
- Full stops
- Neat sentence writing
- Expanding simple sentences

1. the dog ran to the park

Fix the sentence:

Expand the sentence:

2. mia played with her friend

Fix the sentence:

Expand the sentence:

3. we went to the beach yesterday

Fix the sentence:

Expand the sentence:

4. jack climbed the tree

Fix the sentence:

Expand the sentence:

Question Marks, Exclamation Marks & Show, Don't Tell

What We Are Assessing:

- Question marks
- Exclamation marks
- Showing emotions
- Expanding sentences

1. where are you going

Fix the sentence:

Expand the sentence:

2. watch out

Fix the sentence:

Expand the sentence:

3. the boy was scared

Show, don't tell:

Write another expanded sentence:

4. did you finish your homework

Fix the sentence:

Expand the sentence:

Mixed Grammar Practice

What We Are Assessing:

- Capital letters
- Punctuation
- Adjectives
- Adverbs
- Sentence expansion

1. the cat slept on the mat

Fix and expand the sentence:

2. can you help me

Fix and expand the sentence:

3. the boy ran

Add adjectives and adverbs:

4. wow that was amazing

Fix and expand the sentence:

Mixed Grammar Practice

What We Are Assessing:

- Commas
- Conjunctions
- Pronouns
- Strong verbs
- Expanded sentences

1. i packed apples bananas and oranges

Fix and expand the sentence:

2. tom kicked toms soccer ball

Replace the repeated noun and expand:

3. the girl walked home

Use a stronger verb and expand:

4. we stayed inside because it was raining

Expand the sentence:

5. dad cooked burgers chips and salad

Fix and expand the sentence:

Grammar Practice Workbook – Year 3 & 4

HOMEWORK – Page 5

Mixed Grammar Practice & Creative Writing

What We Are Assessing:

- Quotation marks
- Speech punctuation
- Show, don't tell
- Creative sentence expansion

1. where is my bag asked ava

Fix the sentence:

2. the dog was angry

Show, don't tell:

3. please sit down said the teacher

Fix the sentence:

4. the man was tired

Show, don't tell:

5. the storm started

Expand the sentence using strong verbs and adjectives:



Write each word 4 times (twice lowercase, twice UPPERCASE).

soap	wash	bath	brush
clean	water	towel	rinse
scrub	fresh	germs	shower
shampoo	toothpaste	floss	hygiene
sanitize	deodorant	antiseptic	bacteria

1) bath _____

2) deodorant _____

3) clean _____

4) rinse _____

5) shampoo _____

6) wash _____

7) soap _____

8) hygiene _____

9) bacteria _____

10) towel _____



Writing Four Times

Name: _____

11) shower

12) germs

13) antiseptic

14) water

15) sanitize

16) fresh

17) scrub

18) floss

19) brush

20) toothpaste



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5) shampoo _____

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