

Literature Unit Study

Read the story book of **The Butterfly's Ball** (separate download but included with this unit) or have mum or dad read it to you.

Read all the questions on the following pages and answer as many as you can, as fully as you are able to.

Note to parents/educators:

This is an age-appropriate activity. Some of the vocabulary exercises may be advanced for a younger child. However even a younger child who has more advanced levels of comprehension, vocabulary and grammar might like to attempt the exercises.

The exercises may form the basis for your introduction to parts of speech, grammar and vocabulary, such as antonyms, homonyms, synonyms etc.

You will decide which activities will best suit your child, bearing in mind that most can be adapted to younger or older children. Simply print out the pages you require and file them together with the story book in a filefolder for future reference or revision purposes.

“As parents, the most important thing we can do is read to our children early and often. Reading is the path to success in school and life. When children learn to love books, they learn to love learning.” ~ Laura Bush

Years of research show clearly that children are more likely to succeed in learning when their families actively support them. When you and other family members read with your children, help them with homework, talk with their teachers, and participate in school or other learning activities, you give your children a tremendous advantage.

Other than helping your children to grow up healthy and happy, the most important thing that you can do for them is to help them develop their reading skills. It is no exaggeration to say that how well children learn to read affects directly not only how successful they are in school but how well they do throughout their lives. When children learn to read, they have the key that opens the door to all the knowledge of the world. Without this key, many children are left behind.

You could say that your baby starts on the road to becoming a reader on the day she* is born and first hears the sounds of your voice. Every time you speak to her, sing to her, and respond to the sounds that she makes, you strengthen your child’s understanding of language. With you to guide her, she is well on her way to becoming a reader. To understand the connection between a child’s early experiences with spoken language and learning to read, you might think of language as a four-legged stool. The four legs are talking, listening, reading, and writing. All four legs are important; each leg helps to support and balance the others.

As a parent, you are your child’s first and most important teacher. You don’t need to be the best reader to help—your time and interest and the pleasure that you share with your child as part of reading together are what counts.

Keep in mind that children don’t all learn at the same pace. And even though they learn new things, they may have “old favourites”—books and activities from earlier years—that they still enjoy. You are the best person to decide which activities will work best for your child.

Children become readers step by step. By age 7, most children are reading. Some take longer than others, and some need extra help. When children receive the right kind of help in their early years, reading difficulties that can arise later in their lives can be prevented. This booklet offers steps that you can take to start your child on the way to becoming a successful reader. It is an adventure that you will not want to miss, and the benefits for your child will last a lifetime.

What Does It Mean?

From the earliest days, talk with your child about what you are reading. You might point to pictures and name what is in them. When he is ready, have him do the same. Ask him, for example, if he can find the little mouse in the picture, or do whatever is fun and right for the book. Later on, as you read stories, read slowly and stop now and then to think aloud about what you've read. From the time your child is able to talk, ask him such questions about the story as, "What do you think will happen next?" or "Do you know what a palace is?" Answer his questions and, if you think he doesn't understand something, stop and talk more about what he asked. Don't worry if you occasionally break the flow of a story to make clear something that is important. However, don't stop so often that the child loses track of what is happening in the story.

Look for Books!

The books that you pick to read with your child are very important. If you aren't sure of what books are right for your child, ask a librarian to help you choose titles.

Introduce your child to books when she is a baby. Let her hold and play with books made just for babies: board books with sturdy cardboard covers and thick pages; cloth books that are soft and washable, touch-and-feel books, or lift-the-flap books that contain surprises for your baby to discover. Choose books with covers that have big, simple pictures of things that she sees every day. Don't be upset if at first your child chews or throws a book. Be patient. Cuddling with the child as you point to and talk with great excitement about the book's pictures will soon capture her interest. When your baby becomes a toddler, she will enjoy helping to choose books for you to read to her.

As your child grows into a preschooler and kindergartner, the two of you can look for books that have longer stories and more words on the pages. Also look for books that have repeating words and phrases that she can begin to read or recognize when she sees them. By early first grade, add to this mix some books designed for beginning readers, including some books that have chapters and some books that show photographs and provide true information rather than make-believe stories.

Keep in mind that young children most often enjoy books about people, places, and things that are like those they know. The books can be about where you live or about parts of your culture, such as your religion, your holidays, or the way that you dress. If your child has special interests, such as dinosaurs or ballerinas, look for books about those interests.

From your child's toddler years through early first grade, you also should look for books of poems and rhymes. Remember when your baby heard your talking sounds and tried to imitate them? Rhymes are an extension of that language skill. By hearing and saying rhymes, along with repeated words and phrases, your child learns about spoken sounds and about words. Rhymes also spark a child's excitement about what comes next, which adds fun and adventure to reading.

*** Please note:** In this book, we refer to a child as "him" in some places and "her" in others. We do this to make the book easier to read. Please understand, however, that every point that we make about reading is the same for girls and boys.

What do you think of....

When reading the stories in this book you will get a fair idea of the type of character of the individuals in each story. When we speak about someone's "character" we think about whether they are kind, happy, funny, gentle, loud, nasty, naughty.... There are lots of words that can be used to describe the character of someone. These are their "characteristics". These words are called "adjectives".

Write down the names of some of the characters in each story. Then on the line next to their name, write down all the adjectives (describing words) you can think of about them.

<u>Character's Name</u>	<u>Characteristics</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Student Activity ~ Comprehension

What was your favourite part of the story? Why?

Have you ever read another story that is similar to this? How were they the same? How were they different?

How would you change the main character?

How are you like that character? How are you different?

What could be another name for this story?

Where did this story take place?

What happened there?

Who was involved?

What is another way the story could have ended?

Is there a lesson to learn in this story? What is it?

What was this story about?

What did the main character want?

How would you like the story be different?

Did this story really happen?

What did you learn by reading this story?

What are three facts from the story?

What information was important in the story? Is it a fact or an opinion?

What questions do you have after reading the story?

What does the story remind you of?

Tell how the subject relates to other books you've read?

Tell an opinion from the story. Tell a fact.

Pictograph

Find a descriptive paragraph in your story. Draw the picture it makes in your mind. Give your picture to someone else. See if they can pick out the paragraph that you've illustrated.



I found the paragraph on my _____ try.

What's the Big Idea?

Write the main idea of the _____ paragraph on page _____ in your story.
Write the supporting details from the paragraph in the spaces under the main idea.

Main Idea: _____

Supporting Details: _____

Main Idea: _____

Supporting Details: _____

Fact & Opinion

Skim through your story. Find at least _____ fact statements. Write them in the fact box. Find at least _____ opinion statements. Write them in the opinion box.

Fact Statements

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Opinion Statements

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Where's that Comma?

Find the commas in your story. Write the word before the comma, the comma, and the word after the comma in the proper column.

Part of a Series	Dates, Addresses
Compound Sentences	Commas After Introductory Material

Why? Because!

Skim pages:_____. Write all the causes you can find. Write the resulting effect in the effect column. If the story doesn't have enough to fill the lines, write a few of your own.

Cause	Effect

Homonyms

Skim your story and find the words that have a homonym. Write the story word and its homonym in the correct column.

Story Word	Homonym
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.

Contractions

Skim your story. Find the contractions and write them in the proper column. Write the two words from which the contraction was made in the other column.

Contraction	Long Form
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.

Where's that Apostrophe?

Skim your story. Find all the words with an apostrophe and put them in the proper column.

Contractions	Possessives
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.

Compounds

Find the compound words in your story. Write them in the space marked story word. Then write the two words that make up the compound word in the other column.

Story Word	Word + Word
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.

Antonyms

Skim your story and pick a word. Think of a word that means the opposite of that word. Write the words under the proper headings.

Story Word	Antonym
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.

Rhyming Words

Skim your story and pick a word. Think of a word that rhymes with it. Write them under their proper headings.

Story Word	Rhyming Word (s)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.

Pluraliser

Skim your story and find the singular nouns. Use the rules below to make the nouns plural.

If it ends with e:	Add s	If it ends with y:	Change to i and add es
If it ends with Sh, ch, s, x, or z	Add es	If it ends with f:	Change to v and add es.

Singular Noun	Plural Noun
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.

Syllables

Skim your story and select words of two or more syllables. Write the words in the proper columns.

Two Syllable Words		Three Syllable Words	
1.	9.	1.	9.
2.	10.	2.	10.
3.	11.	3.	11.
4.	12.	4.	12.
5.	13.	5.	13.
6.	14.	6.	14.
7.	15.	7.	15.
8.	16.	8.	16.

Four Syllable Words		Five or More Syllable Words	
1.	9.	1.	9.
2.	10.	2.	10.
3.	11.	3.	11.
4.	12.	4.	12.
5.	13.	5.	13.
6.	14.	6.	14.
7.	15.	7.	15.
8.	16.	8.	16.

Phonics

Skim your story and do the following:

List words that start with _____.	List words that end with _____.
List some _____ words.	List some _____ words.

Capitalizer

Find the capitalised words in your story and write them under the proper headings in the spaces below.

Sentence Starters		Proper Nouns	
First Word in a Quote		Holidays, Months, Days of the Week	
Titles		Place Names	

Affix Island

Select words from the story that have either a prefix or suffix or both. Write the parts of the words in the correct spaces below.

Prefix	Root Word	Suffix
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

Synonyms

Skim your story and pick a word. Think of a word that means the same thing. Write the words in the proper columns. Option: Use a thesaurus. Find 2 or more words that mean the same thing. Write the words in the proper column.

Story Word	Words With the Same Meaning
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

In Context

Skim your story. Select a word at least _____ letters long. Put it in the story word section of the box. Look the word up in a dictionary. Write the dictionary definition that matches the way the word is used in the story.

Story word _____

Dictionary Definition _____

Story word _____

Dictionary Definition _____

Story word _____

Dictionary Definition _____

Story word _____

Dictionary Definition _____

Drawing Activity

Name: _____ Date: _____

Name of Drawing: _____

Description or Summary: _____

Objectives of Exercise: _____

What I observed: _____

