

4

ENGLISH

# STUDENT BOOKLET



## Lost and found

Given name: .....

Family name: .....

School: .....



## Setting the scene: Group discussion

Have you ever lost something? Losing things can be very upsetting, especially when the thing you lose is important to you.



Image: Sad Day 43, A Creative Commons: Attribution 2.0 Generic licensed photo from Arwen Abendstern's Flickr stream, accessed 21 Jan, 2009, <<http://flickr.com/photos/arwen-abendstern/1845639881/>>.

Emily is in Year 4. She has lost her pet puppy, Rusty.

She loves her pet and is very upset that the puppy is missing.

Emily and her family have searched everywhere around her home but they can't find Rusty.

What can Emily do to find her pet?

How can Emily make sure everyone at school knows that Rusty is missing?

How can Emily let people know how important Rusty is to her?

**STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS**

## Assembly message

Before school, Emily went to the school office for help to find her pet. She asked that a message about her puppy be read at assembly.



You have listened to your teacher read out the message twice.

Answer the following questions about the message.

**1. Describe what Emily's puppy looks like.**

.....

.....

**2. If someone found a puppy, how could they be sure it was Emily's puppy?**

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.....

**3. List the places where Emily has looked for her puppy.**

.....

.....

**4. What does the assembly message tell students to do if they see Emily's puppy?**

.....

.....

**5. Why was Emily's message read at assembly?**

.....

.....

**STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS**



Listen to the assembly message again, then answer the questions below.

Some sentences have been started for you.

**6. When did the assembly take place?**

.....  
*I know because the speaker said* .....  
.....  
.....

**7. Who announced Emily's message at assembly?**

.....  
*I know this from the message because* .....  
.....  
.....

**8. What are two good things about giving this message at the beginning of the assembly?**

- .....  
.....  
.....
- .....  
.....  
.....

**9. How might this assembly message help to find Emily's pet?**

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**10. What other types of messages could Emily use?**

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**Explain how these messages might help find Rusty.**

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**STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS**

## Noticeboard message

By lunchtime, Emily still hadn't heard any news about Rusty. She wrote a message about her puppy to put on the school noticeboard.

Read the noticeboard message below and then answer questions 11 to 13.

*LOST!*

*Have you seen my beautiful puppy Rusty?*

*He went missing last night. I have  
looked everywhere for him.*

*Now I am very, very lonely!*

*If you see my Rusty, please ring me at  
home on 3412 3478.*

*Please, please — I'm desperate!*

*This is me.*





11. Find two words in the message that tell you that Emily is upset. Write them in the boxes below and explain why you chose each word.

*because* .....

.....

*because* .....

.....

12. How has Emily tried to make readers take notice of her message?

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13. How could Emily's message be improved to help readers find Rusty? Give two suggestions.

• .....

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• .....

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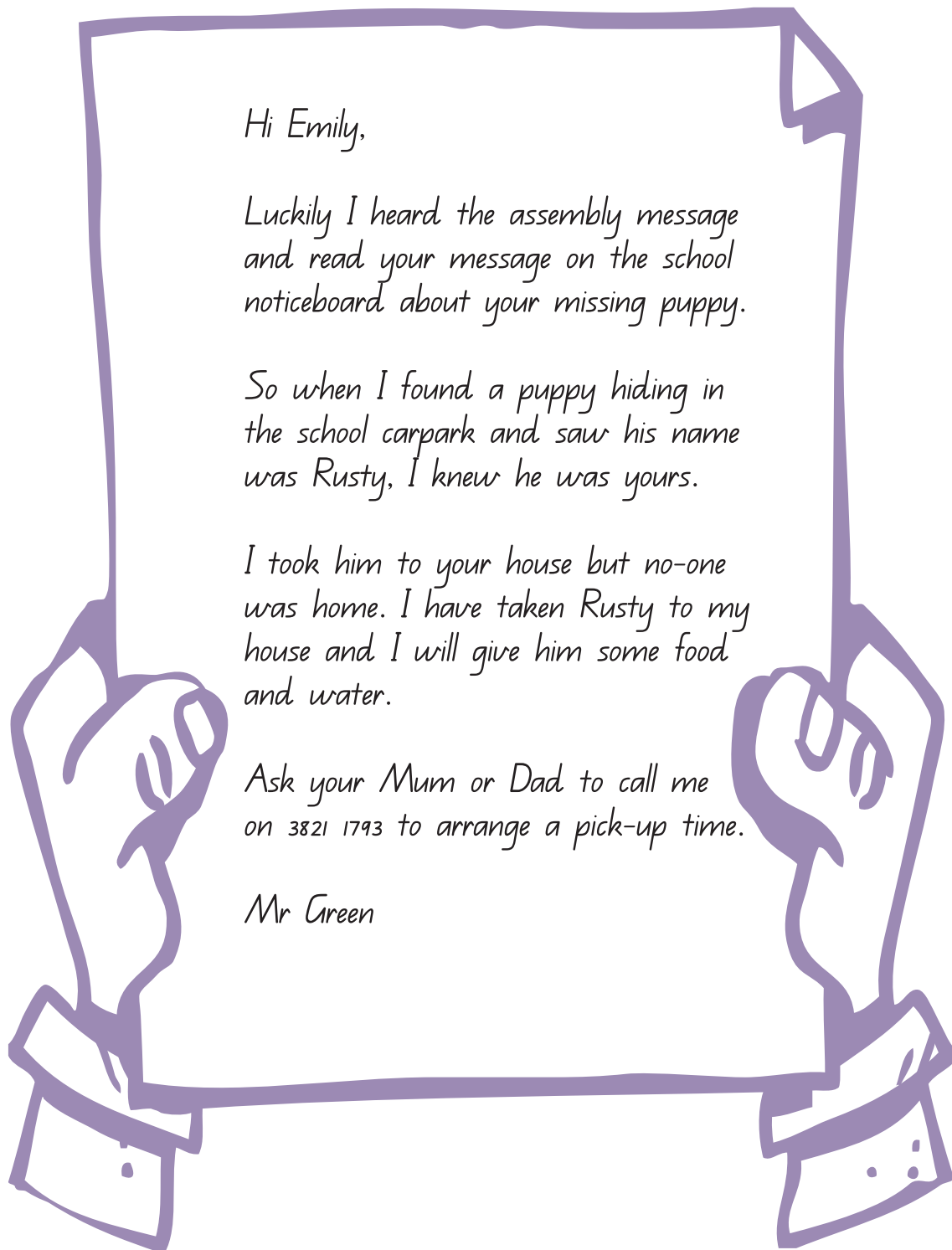
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**STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS**

## Thankyou message

When Emily arrived home from school, she found a note placed under her front door. It was a message from a teacher at her school.

Read the teacher's message below.



Emily is happy she will soon have her dog Rusty back again.

- 14. Write a thankyou message from Emily to Mr Green. The message should explain why Emily is grateful.**



Make sure you write in sentences and use correct spelling and punctuation.

[illegible]

# Guide to making judgments — Year 4 English

Student .....

**Purpose:** To demonstrate understanding and application of the key elements in successful messaging.

Knowledge and understanding	Interpreting texts	Knowledge and understanding Constructing texts	Reflecting
Identifies facts about the lost puppy and responds to the spoken assembly message.  Q 1–7	Identifies the purpose of the assembly and noticeboard messages and interprets meaning of words, pictures and text elements.  Q 8–13	Demonstrates controlled use of language elements in the thankyou message.  Q 14	Makes judgments about the effectiveness of written and spoken messages about the lost puppy.  Q 9, 10, 13
<ul style="list-style-type: none"> <li>Deliberate choice of facts to provide specific, detailed responses.</li> <li>Selects key facts in responses.</li> <li>Identifies purpose of message in responses.</li> <li>Recalls some information about the lost puppy.</li> <li>Chooses unrelated words and facts.</li> </ul>	<ul style="list-style-type: none"> <li>Interprets both messages with precision and infers that a combination of elements create an effective message.</li> <li>Interprets written and verbal messages and makes links to message elements.</li> <li>Identifies elements of the noticeboard message and related facts in the assembly message.</li> <li>Recognises some words or ideas as important.</li> <li>Chooses words or phrases unrelated to purpose or meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates strong control of language elements. Genuinely and creatively recognises Mr Green's caring in a fluent thankyou message.</li> <li>Expresses appreciation and identifies Mr Green's efforts in a sequenced thankyou message.</li> <li>Message conveys Emily's gratitude in a structured way with some oversights in language elements.</li> <li>Makes statements using poorly structured sentences.</li> <li>Makes a statement.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly expresses how different messages reach different people and recognises strategies of successful messaging.</li> <li>Understands how messages inform an audience and identifies messaging strategies.</li> <li>Identifies audience or shows awareness of different messages.</li> <li>Offers a comment relevant to messages.</li> <li>Restates aspects of messages.</li> </ul>
<b>A</b>			
<b>B</b>			
<b>C</b>			
<b>D</b>			
<b>E</b>			

**Feedback** .....

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