

# **Appendix A**

## **Answer Section**



# Answer Section

## Background Information

1. Neanderthals lived in what is now modern day Europe.
2. Neanderthals had bigger brains and tougher bodies.
3. Neanderthals were always on the move. They were hunter-gatherers and needed to follow herds of animals for food.
4. Neanderthals used axes and spears and flint to make fire.
5. Neanderthals created clothes from animal hide and pelts.
6. Neanderthals were excellent hunters.
7. Mammoths are similar to elephants.
8. Mammoths were covered in thick hair.
9. Saber-toothed cats are famous for having very large teeth.
10. Saber-toothed cats were broad and thickset.

## Inference Questions

1. Mammoths lived in cold environments so needed the hair to stay warm.
2. No. Most tribes were hunter-gatherers and did not build towns or villages.
3. Neanderthals were able to make fire so we can assume they cooked their food.
4. Neanderthals used sign and verbal language but not written language.
5. It is likely that Neanderthals were frightened of such fierce animals like the saber-toothed cat.
6. Mostly for hunting, though axes could also be used to create clothes and shelter.
7. Yes. Neanderthals had a complex form of sign and verbal language.
8. Yes, likely. Neanderthals were tougher and more able to cope with a difficult environment.

## Recall of Story Details

### *Story Details – Scene 1*

1. Utha was a short spear's throw from where Guff lay.
2. Dry grass.
3. Long dry grass.
4. The mammoth's breath rippled Guff's hair.
5. The mammoth suddenly stomped to where Guff lay.
6. The mammoth's tusks were curved and lethal.
7. Utha lay next to Guff's uncle Grok.

### *Moments in Time – Scene 1*

1. Utha smiled at Guff first.
2. Guff describes being as quiet as a field mouse first.
3. The mammoth approached the grass *after* Utha smiled at Guff.
4. The shaggy mane filled Guff's nostrils first.
5. The mammoth's breath rippled Guff's hair before it tore out chunks of grass.

### *Making Inferences from the Story – Scene 1*

1. Utha smiled to help relax Guff and was afraid for him.
2. Any sound may have given away the tribe's hiding spot.
3. The mammoth's breath rippled Guff's hair so it must have been just above Guff.
4. The mammoth was a huge and terrifying animal so Guff was afraid.
5. Guff was sweating from nervousness and fear.

*Story Details – Scene 2*

1. Utha was trying to locate and help Guff.
2. Guff could not remember getting to his feet.
3. Guff soared through the air after being hit in the side.
4. The air was ripped from his chest.
5. Guff failed to see that the ground had stopped and that he was at the edge of a cliff.
6. Guff's legs cramped.
7. Guff was in a ditch at the bottom of a deep ravine.

*Moments in Time – Scene 2*

1. Spears soaring and buzzing happened first.
2. Guff had the air ripped from his chest before he heard his father calling to him.
3. Guff fell down the hill *after* he realized his father and uncle were scattered.
4. Guff poked his head above the ditch first.
5. Guff lay in a deep faint then his head slowly cleared.

*Making Inferences from the Story – Scene 2*

1. The mammoth or the mammoth's trunk.
2. Either shock or fear prevented him from forming words.
3. Guff was running for his life and was perhaps tunnel-visioned at that moment.
4. Guff needed his blade to survive and we can infer that Utha may have reinforced this to Guff.
5. Guff was alone and in a dangerous environment.

*Story Details – Scene 3*

1. Guff had to first survive the night.
2. A fire.
3. His ancestors.
4. Guff listened for the sounds of predators.
5. Guff's head was buried in his cloak.
6. The water was cold, intense and delicious.
7. When lost, a river could lead you home.

*Moments in Time – Scene 3*

1. Guff drank the water first and then remembered his father's words.
2. Guff wrapped himself in furs first and then listened for sounds of dangerous beasts.
3. Short gusts of mist escaped from Guff's mouth first.
4. Guff drank the water after leaving the ditch.
5. Guff gripped his spear after walking to the river.

*Making Inferences from the Story – Scene 3*

1. Guff may have felt fear but some anticipation as well.
2. Many different reasons. The sun warmed Guff's face, the sun allowed him to see his surroundings etc.
3. Guff was perhaps seeking some guidance from a higher power.
4. Guff had ice in his hair that morning.
5. The monster with long blades was a saber-toothed cat.
6. Guff needed to be able to escape any predators who chanced upon him.

*Story Details – Scene 4*

1. Guff watched for beasts that may be a threat.
2. Mountains and valleys stretched to a vast distance.
3. Guff was at the shore of a large lake.
4. The lake was like a large, flat green stone.
5. A ravine.
6. The bones of an elk.
7. He lay his upon a flat stone and closed his eyes.

*Moments in Time – Scene 4*

1. Guff watched for animals first.
2. Guff's leg throbbed first and he lay down to rest later.
3. Guff climbed the cliff first.
4. Guff found the lake first and the elk bones later.
5. Guff saw the mountains reflected in the water before he saw the elk bones.

*Making Inferences for the Story – Scene 4*

1. The scene that confronted Guff was enormous which made him feel very small.
2. Yes, a little. If there was no river further down he would have to change his plan.
3. Probably noon or the middle of the day.
4. The lake was probably very beautiful and a welcome sight after a long day of walking.
5. Guff was always looking for dangerous animals so he would have been uneasy at all times.

*Story Details – Scene 5*

1. Tiny splashes.
2. Tiny fish in the lake.
3. A spear to catch fish.
4. A three pronged spear.
5. Guff hauled the fish into the air and flicked the spear so that the fish landed on big stones.
6. To make a fire to cook the fish.
7. The sun was low in the sky suggesting late afternoon, early evening.

*Moments in Time – Scene 5*

1. The fish woke Guff who later made a spear to catch the fish.
2. Guff bound the elk bones before stepping into the water.
3. Guff caught the fish then decided to make a fire.

4. Guff made the spear first, then caught the fish then cleaned it.
5. Guff's stomach grumbled after he heard the fish splash.

*Making Inferences from the Story – Scene 5*

1. Guff was very hungry.
2. The water was freezing.
3. He was exhausted and very sore from injuries sustained the day before.
4. Yes, the sun was low in the sky indicating late afternoon, early evening.
5. Guff had seen his father make one.

*Story Details – Scene 6*

1. Leaves and bark.
2. His dark stone, which was a piece of flint for lighting fires.
3. Sparks.
4. Smoke.
5. Tufts of dried grass.
6. Delicious, slightly charred on the outside.
7. Guff threw two large branches on the fire.

*Moments in Time – Scene 6*

1. Guff gathered the bark and leaves first.
2. Guff layered strips of bark and leaves and then skewered the fish.
3. Guff blew on the small flame to make it larger then later threw on two branches.
4. Guff roasted the fish and then unwrapped the blackened leaves.
5. Guff struck the flat rock with his dark stone first, he later roasted the fish.

*Making Inferences from the Story – Scene 6*

1. The sparks could cause a fire.
2. The tiny fire may have quickly gone out.
3. The fire most probably would have gone out.
4. The leaves would protect the fish from the flames.
5. The fire provided comfort and warmth and allowed Guff to cook the fish.

*Story Details – Scene 7*

1. A saber-tooth cat.
2. Guff felt the blood drain from his face.
3. Terrible long teeth.
4. Searching for Guff's scent.
5. Guff realized to his dismay that his spear was only useful for stabbing fish.
6. To climb the tree quickly.
7. Look up at him with its yellow eyes.

*Moments in Time – Scene 7*

1. Guff climbed the tree after he threw the spear.
2. The cat sniffed the air first and then launched after Guff.
4. Guff prepared his spear before throwing it at the big cat.

5. Guff prayed to his ancestors before he threw his spear.

*Making Inference from the Story – Scene 7*

1. Blood draining from Guff's face means that he felt shock and fear.
2. We can infer that the cat was much faster than Guff and would have caught him.
3. He may not have had time to reach the tree before the cat caught him.
4. Because Guff had been found by people he knew and loved.
5. Because Guff was eager to get back to his father and safety.

**Syntax and Grammar**

**Task A – Present Tense - Regular Past Tense Verbs**

1. pressed
2. grazed
3. loomed
4. rippled
5. filled
6. trembled, gripped
7. thumped
8. soared, buzzed
9. tried, failed
10. sensed
11. cleared
12. shivered, huddled
13. sorted, prepared
14. snarled, bounded

**Task B – Present Tense - Irregular Past Tense Verbs**

1. lay
2. ran
3. got
4. heard
5. bound
6. stood
7. flung
8. saw
9. threw, blew
10. caught
11. felt
12. crept
13. rose

**Task C: Choose the right word**

1. bear
2. bait
3. muscles
4. meat
5. mist
6. night
7. pain
8. piece
9. poured
10. prey
11. rain
12. hare
13. reeds
14. rowed
15. sowed
16. weather
17. rough
18. grown
19. hauled
20. great
21. heart
22. flower
23. new
24. flee
25. flew
26. weather
27. beat
28. herd

**Task D – Syntax Exercises – Compound Sentences**

1. The water was cold **and** the air was crisp.
2. Guff walked quickly **but** he didn't get far.
3. The fish ate the bait **so** Asa caught the fish.
4. Guff could take his axe **or** *he* could take his spear.
5. Asa fished all day **yet** *she* didn't catch a fish.
6. Utha chased the deer **but** *he* couldn't get close.
7. The forest was dark **and** the ground was wet.
8. Asa could go fishing **or** hunting.
9. The cliff was steep **but** Guff felt confident.
10. Guff's boots were torn **and** his spear was broken.



12. The day was cloudy **but** hot.
13. Asa carried her fishing rod **and** basket.
14. Guff climbed the tree **yet** *he* could not reach the nest.
15. Asa cleaned the fish **so** *she* could eat *it*.
16. Guff took aim **and** threw his spear.
17. Guff couldn't get warm **so** *he* made a fire.
18. Guff climbed a tree **so** *he* could steal bird eggs.
19. Asa walked to the river **and** filled *her* jug with water.

#### Task E: Syntax Exercises – Contracting Compound Sentences

1. Guff caught the fish. Asa cleaned the fish.
2. Asa helped her mother to cook. Asa helped her father to make a fire.
3. Guff climbed the mountain. Guff looked out over the ocean.
4. The eagle swooped down. The eagle narrowly missed Guff's head.
5. Guff wanted to walk. Asa wanted to run.
6. Utha scaled and cleaned the fish. His family could eat the fish.
7. Asa was tired. Asa climbed to the top of the mountain.
8. Guff heard the cat growling. Guff spun around quickly.
9. Utha repaired his axe. Guff sharpened his spear.

#### Task F: Syntax Exercises – Creating Complex Sentences

1. Guff ate the fish because he was hungry.
2. Asa wore her bearskin rug because it was cold.
3. Utha, who is very brave, is a great hunter.
4. After Guff made the fire, he cooked the fish.
5. Guff put the shell into his pouch, which was full of trinkets.
6. Before Utha went hunting, he sharpened his spear.
7. Asa hid from the cat that hunted her.
8. The mammoth charged Guff who ran for his life.
9. Asa cooked the raw fish until it was ready to eat.
10. Guff touched his dark stone, which hung around his neck.

#### Task G: Syntax Exercises – Contracting Complex Sentences

1. Guff did not cross the river. The river was too deep.
2. Asa was very quiet. Asa was hunting rabbits.
3. Guff was on the open plain. Guff was in danger.
4. Utha hunted for mammoth. Utha checked his spear for cracks.
5. Guff scaled the cliff face. Guff's arms became tired.
6. It was hot. Guff loved to swim in the river.
7. It was very dangerous to approach a mammoth. The entire was there as a support.
8. Utha, the tribal elder, was very brave. Utha led the hunting party on its first great hunt of the spring.

**Task H: Syntax Exercises – Expanding Sentences with Adjectives**

1. Asa washed her hands in the clear water.
2. Utha is a cunning, strong and powerful hunter.
3. Guff walked in the dark, leafy forest.
4. The mammoth raised its massive, shaggy head.
5. Guff hunted the large mammoth herd with his tribe.
6. Utha collected sweet, sticky honey from the beehive.
7. The old tree's branches rose high above the tall forest.
8. The strong wind blew through Asa's hair.
9. Utha ran his life as the ferocious saber-toothed cat attacked.

**Task H: Syntax Exercises – Arrangement of Words**

1. The tribe walked up the hill.
2. The mammoth roared loudly.
3. Guff woke the next morning.
4. The mammoths ate the long grass.
5. Guff hid behind the bush.
6. Guff decided to follow the river.
7. Guff rested under an old tree.
8. Guff waded into the cold water.
9. Guff walked along the river's edge.
10. Guff was in terrible danger.
11. Guff wrapped the fish in leaves.
12. Guff roasted the fish over the fire.
13. Guff ran for his life to the tree.

**Task J: Syntax Exercises – Assembling Paragraphs**

1. Guff came to a steep cliff. Guff gripped the hard rock with his fingers. He carefully climbed down the cliff-face. Guff slipped but held onto the rock. Finally, with a gentle hop, Guff landed at the bottom.
2. Asa felt the storm coming before she saw it. The rain came down in sheets of water. The lightning terrified Asa and the thunder sounded like huge drums. Asa hid in the shelter.
3. The saber-toothed cat approached Guff, snarling. Guff thrust his spear at the cat and backed away slowly. When the big cat pounced, Guff ran for his life and climbed the tree just in time.
4. The river was deep and swift but Guff needed to cross it. Guff stepped into the water and felt it surge past his legs. He slipped and fell into the flowing water. Guff was strong and able to swim across the mighty river. Coughing up water, Guff made it to the opposite riverbank.

**Critical Thinking (*Problem Solving*)****Task A: Critical Thinking Exercises**

1. rope, strong boots
2. rope knife

3. fishing line, bait
4. dry wood, flint
5. pot, campfire
6. spear, blade
7. woolen cloak, woolen hat
8. bait, net
9. mud bricks, straw
10. shelter, roof
11. flat dry stone, blade
12. knife, string/twine

**Task B: The Missing Piece**

2. Guff pulls himself up the tree after grasping the branch with his left hand.
3. Utha carefully and quietly approaches the deer without it noticing his presence.
4. Guff runs to a nearby tree to escape the saber-toothed cat's claws.
5. Utha attaches a water-tight roof to the shelter.
6. In the nest were bird eggs which Guff took from the nest.
7. Asa builds the small flame into a fire and coals that are best for cooking.
8. The bull mammoth attacks the hunters and scatters the hunters.
9. The branches are pruned and cleaned and assembled to be tied together with twine.

**Task C: Which is easier for the character to do?**

1. **Possible response** – Ride a mammoth, mainly because fighting a saber-tooth cat with your bare hands seems vaguely suicidal.
2. **Possible response** - Light a fire with flint, although if the wood was wet it might actually take longer to cut down a tree with an axe than it would to make wet wood burn.
3. **Possible response** – Swim across a river that is swiftly flowing. Though if the water was *surging* and/or *really cold*, you would sooner climb a tall mountain than dip a toe in *that* water.
4. **Possible response** – Spearing a fish, depending on skill level. Swimming across a swiftly flowing river is never a good idea.
5. **Possible response** – Eagle's nest, hunting a mammoth herd alone is never going to end well.
6. **Possible response** - Fish with fishing line seems to be a lot easier than spearing a fish, though spearing a fish may be quicker depending on skill level.
7. **Possible response** – A knife, because it's a much finer instrument than an axe.

**Task D: What is the problem?**

1. Guff could possibly get frostbite. At the very least, he will have very cold feet.
2. A broken spear against a saber-toothed cat means that Utha has no weapon.
3. Guff could become very cold or could even develop hypothermia, or get struck by lightning.
4. Asa may have to make her way in the dark and potentially become lost.
5. Utha would have no chance to defend himself against two such lethal predators.

6. Guff will not have the tools to make fire which means in winter he could not keep warm.
7. The nuts and fruits may fall from her bag.
8. Guff could become lost very quickly if he doesn't know which direction he is facing.
9. The shelter will potentially not be constructed well.
10. The tribe may not find enough to eat and could starve in the unforgiving winter.

**Task E: How to avoid the problem.**

2. Asa should have stayed within sight of the camp or marked trees and rocks to find her way back to camp easily.
3. Guff should have tied the spear tightly or alerted his father.
4. Utha should have been aware of the lack of twine and made some new twine.
5. Guff should have ensured that the pouch was safe and secure before gathering food.
6. Utha should have done a better job and made sure that the roof was secure.
7. Guff probably should have mountain climbed on a clearer day if he wished to see the view.
8. Utha should either have not left the shelter or carried a weapon of some type.
9. Asa should have carried her basket with her.

**Task F: Problem solving tough situations**

- 1a. Guff and Asa have been separated from their tribe and are in a tricky spot.
- 1b. Mammoths are wild animals and very large and dangerous.
- 1c. Their best option may be to wait until the mammoth herd have moved on.
- 2a. Guff is exposed on a cliff face and cannot go up or down without difficulty.
- 2b. Guff hugs the cliff face fiercely because he is frightened of being knocked off it by the large eagle.
- 2c. Guff may be wise to abandon the climb and return to the ground.
- 3a. Utha is alone and unlikely to win against a mammoth.
- 3b. The hunting party panicked and Utha stayed because he is very brave and very confident.
- 3c. Utha could run or he could throw the spear at the mammoth.
- 4a. This is a huge problem for Guff because he is alone and has to fend off two fierce predators.
- 4b. Guff has no chance to run around the saber-toothed cats because they are too fast.
- 4c. Guff could attempt to climb down the cliff face just out of reach of the saber-toothed cats and hang on to rocks until the cats lose interest and leave.
- 5a. This is a problem because Guff and Asa have spent half the day gathering food, so essentially have wasted the day.
- 5b. Guff and Asa perhaps should not have gone swimming until they had returned the food to the camp. Also, Guff and Asa should have made certain that the food was hidden or out of reach of forest animals before they went for a swim.
- 5c. Guff and Asa can spend the remainder of the day foraging for food once more.

**Inference****Task A: Inference – Level 1**

1. We can infer that Guff had been fishing because he packed away fishing line and fish, which he had probably caught that day.
2. We can infer that Asa's fire making equipment had become soaked by the rain making it difficult to use.
3. Guff had difficulty keeping up because he had an injured ankle, which caused him pain.
4. The weather was stormy and very cold.
5. We can infer that snow had fallen throughout the night.
6. The day may have started cold, but had warmed up sufficiently for Guff to remove the heavy furs from his body.
7. We can infer that Utha had been making a spear of some kind.
8. We can infer that Guff is at the top of a hill or mountain.
9. We can infer that it is dawn or very early in the morning.
10. The light and heat source is the sun.
11. We can infer that Guff is seated at a riverbank and that he is fishing.
12. Asa was cleaning and cooking fish.

### Task A: Inference – Level 2

- 1a. A mammoth herd up close would be quite intimidating and frightening.
- 1b. The tribe approached with stealth because they needed to get close to the herd and any noise may have scattered the herd.
- 1c. We can infer that food will be scarce in winter.
- 1d. The ground was possibly covered in ice which made the ground '*scrunchy*.'
- 2a. Asa had been running very fast to get home quickly which caused her to run out of breath.
- 2b. The tanning hides may have been damaged by the falling rain.
- 2c. Asa knew that she had to get back to the camp quickly to help her mother.
- 2d. We can infer that the ball of flashing light was lightning.
- 3a. Guff was standing very still so as not to alert the fish to his presence.
- 3b. The swift, dark forms were fish.
- 3c. Guff had been standing in cold water, which caused his teeth to chatter.
- 3d. The silver creature was a fish.
- 4a. Utha was using tools to make a fire.
- 4b. Utha had used the hardwood often because it was stained from frequent use.
- 4c. Thin dry grass will catch fire easily.
- 4d. Utha blew gently to ensure that the tiny flame did not flicker out.
- 5a. The birds were startled by the approach of the saber-toothed cat.
- 5b. The saber-toothed cat.
- 5c. Utha was very fit and strong and his arms were tensed in anticipation.
- 5d. The great feline was a saber-tooth cat. *Feline* indicates a cat of some kind.



# **Appendix B**

## **Reading Error, Reading Comprehension and Narrative Analysis Forms**





## Reading Error Record Form

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Total Words: \_\_\_\_\_

Reading Time: \_\_\_\_\_ Reading Rate: \_\_\_\_\_ (*words per min*). To tally words per minute, count the time it took the student to complete the passage. Then divide the total no. of words in passage by total time (*in seconds*). **Reading Rate = no. of words / time x 60.**

### Reading Errors (*Accuracy Errors*)

Words Replaced _____	Words Deleted _____
Words Added _____	Words Incorrect _____
Accuracy Errors _____	

### Reading Errors (*Fluency Errors*)

Words Repeated _____	Pauses While Reading _____
Word by Word _____	
Self Correction _____	
Fluency Errors _____	

Add the total number of **accuracy** errors and **fluency** errors.

**Combined Errors** (ac + fl) \_\_\_\_\_

Divide **accuracy errors** and **fluency errors** by **combined errors** and multiply by 100 to work out the percentage of errors in a passage.

Like this...

#### *Accuracy Errors*

No. of accuracy errors \_\_\_\_ / \_\_\_\_ combined errors = \_\_\_\_ x 100 = \_\_\_\_ % ac

#### *Fluency Errors*

No. of fluency errors \_\_\_\_ / \_\_\_\_ combined errors = \_\_\_\_ x 100 = \_\_\_\_ % fl

## Question Comprehension Analysis – Factual Questions Form

Student:	Date:	Year Level:
School:	Book Title:	

Factual Questions
Score each question 0, 1, or 2.
Question 1:
Students Response:
Score:
Question 2:
Students Response:
Score:

Factual Question Score Guide	
0	Inaccurate and incomplete
1	Partially correct, logical but not complete

## Question Comprehension Analysis – Surface Level Inference Form

Student:	Date:	Year Level:
School:	Book Title:	

Surface Inference Questions
Score each question 0, 1, or 2.
Question 1:
Students Response:
Score:
Question 2:
Students Response:
Score:

Surface Level Inference Question Score Guide	
0	Inaccurate and incomplete
1	Partially correct, logical but not complete

## Question Comprehension Analysis – Deep Level Inference Form

Student:	Date:	Year Level:
School:	Book Title:	

Deep Level Inference Questions
Score each question 0, 1, or 2.
Question 1:
Students Response:
Score:
Question 2:
Students Response:
Score:

Deep Level Inference Question Score Guide	
0	Inaccurate and incomplete
1	Partially correct, logical but not complete

## Oral Retell *Guff's Journey* - Transcription

**Student:** \_\_\_\_\_ **DOB:** \_\_\_\_\_ **Examiner:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Record the student's oral retell of the story. Most modern cell or mobile phones have a voice recording app as standard, which can record a student's oral retell. Transcribe the student's retell onto the space provided.

**Instructions:** *'Let's look at this story together. It's a story set in prehistoric times about a boy named Guff. You need to listen carefully while I tell the story. When I've finished it will then be your turn to tell the story. Tell me everything you can about the story and make it the best you can.'*

[illegible]

## Oral Retell – Macrostructure Analysis

Story Element	Present	Absent
<b>Beginning</b> (One day, Once upon a time...)		
<b>Character Introduction</b> Guff and his father Utha		
<b>Initiating Event</b> (Guff is on his first hunt...)		
<b>Plan: Cognitive verb used...</b> (Guff knew he needed to be quiet....)		
<b>1. Attempt to solve the problem</b> (Guff ran for his life to escape the mammoth)		
<b>Obstacle</b> (Guff fall down a hill and lands in a ditch...)		
<b>2. Attempt to solve the problem</b> (Guff follows a river to find his tribe and home...)		
<b>Consequence</b> (Guff makes a fire to cook a fish and attracts a saber tooth cat)		
<b>Reaction/Resolution</b> (Guff races to a tree and climbs up to escape the saber-tooth cat)		
<b>Closing Event</b> (The fire has been seen by Guff's tribe who rescue Guff from the big cat.)		

Indicate the level of prompts needed for the student to complete the oral retell. Please tick the appropriate box that best represented the use of prompts.

- ☐ **None:** The student completed the oral retell effectively without prompts.
- ☐ **General prompts:** The student needed some prompts, *'you're doing well...'*
- ☐ **Specific prompts:** *'Tell me how the story begins ...how did he feel?'*

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Story Element	Present	Absent
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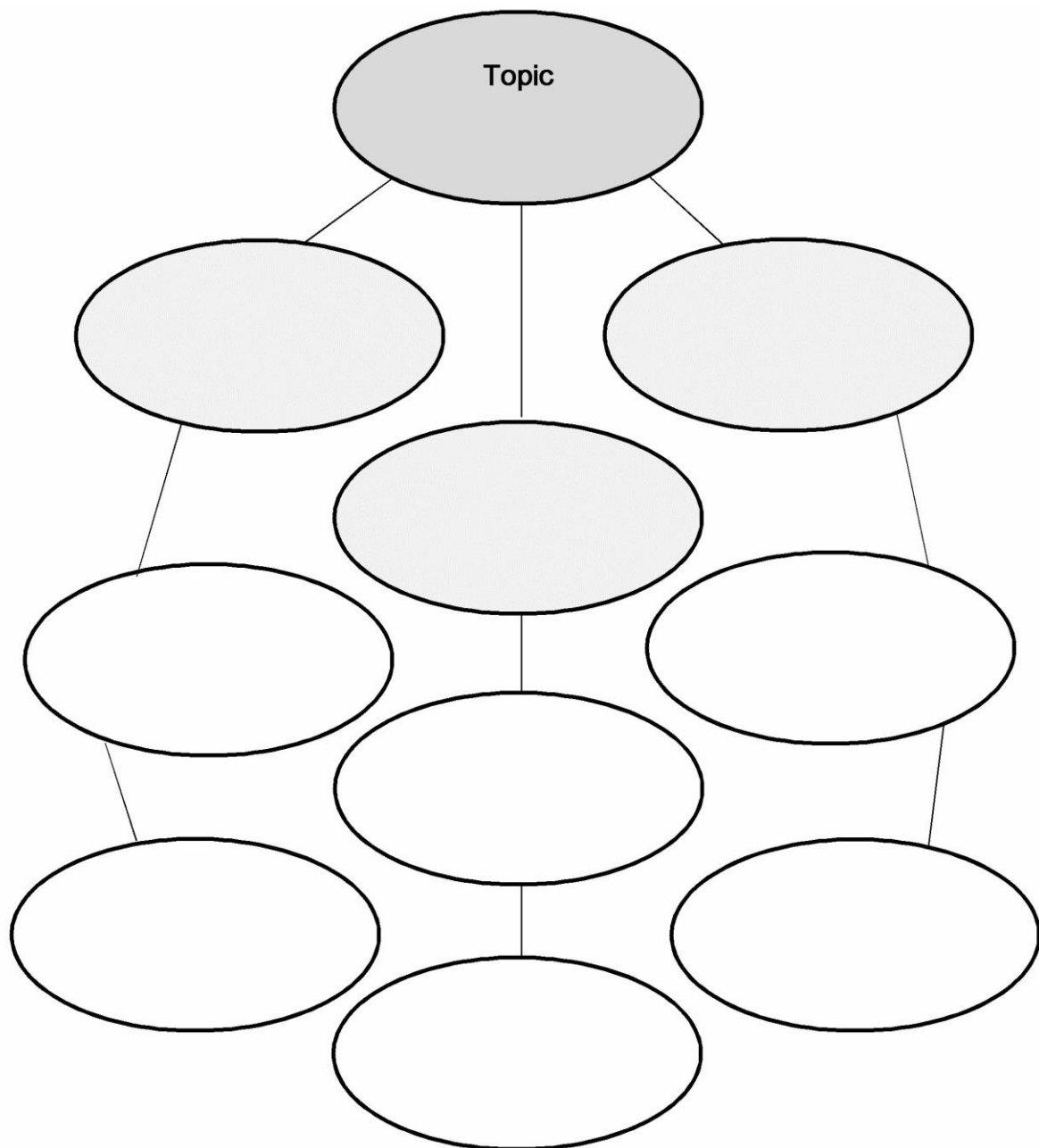


# **Appendix C**

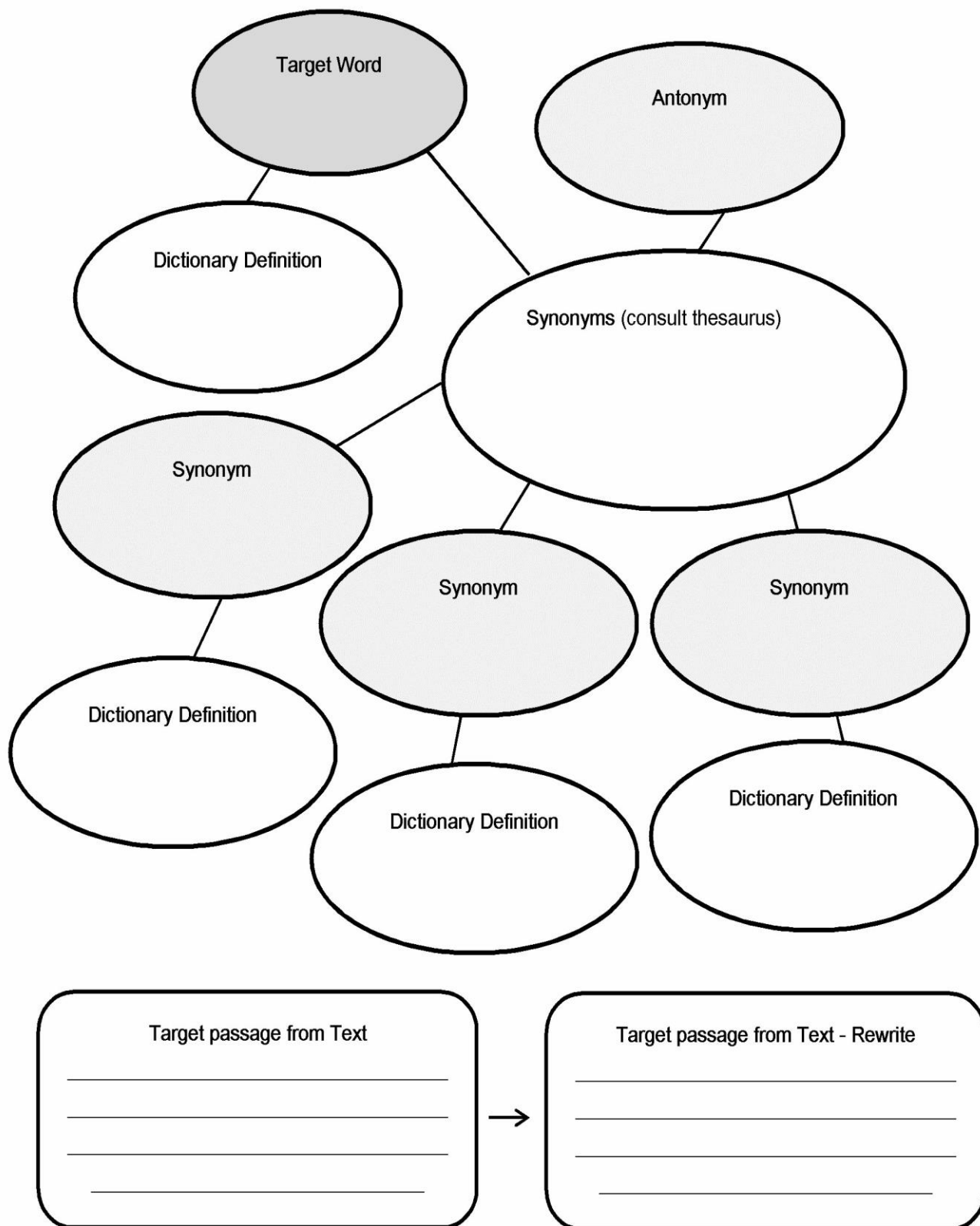
## **Intervention Graphic Organizers**



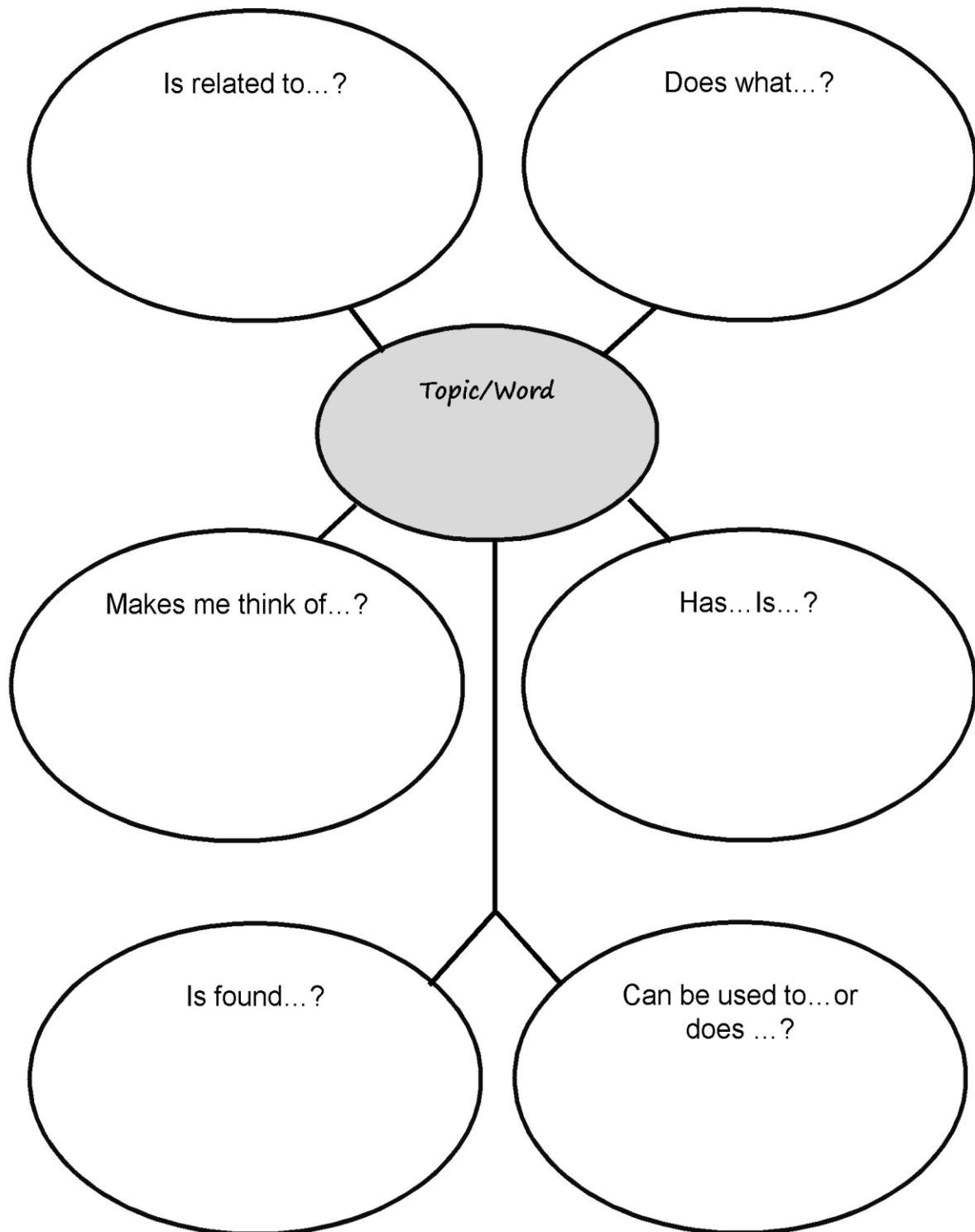
## Pre-story Background Map



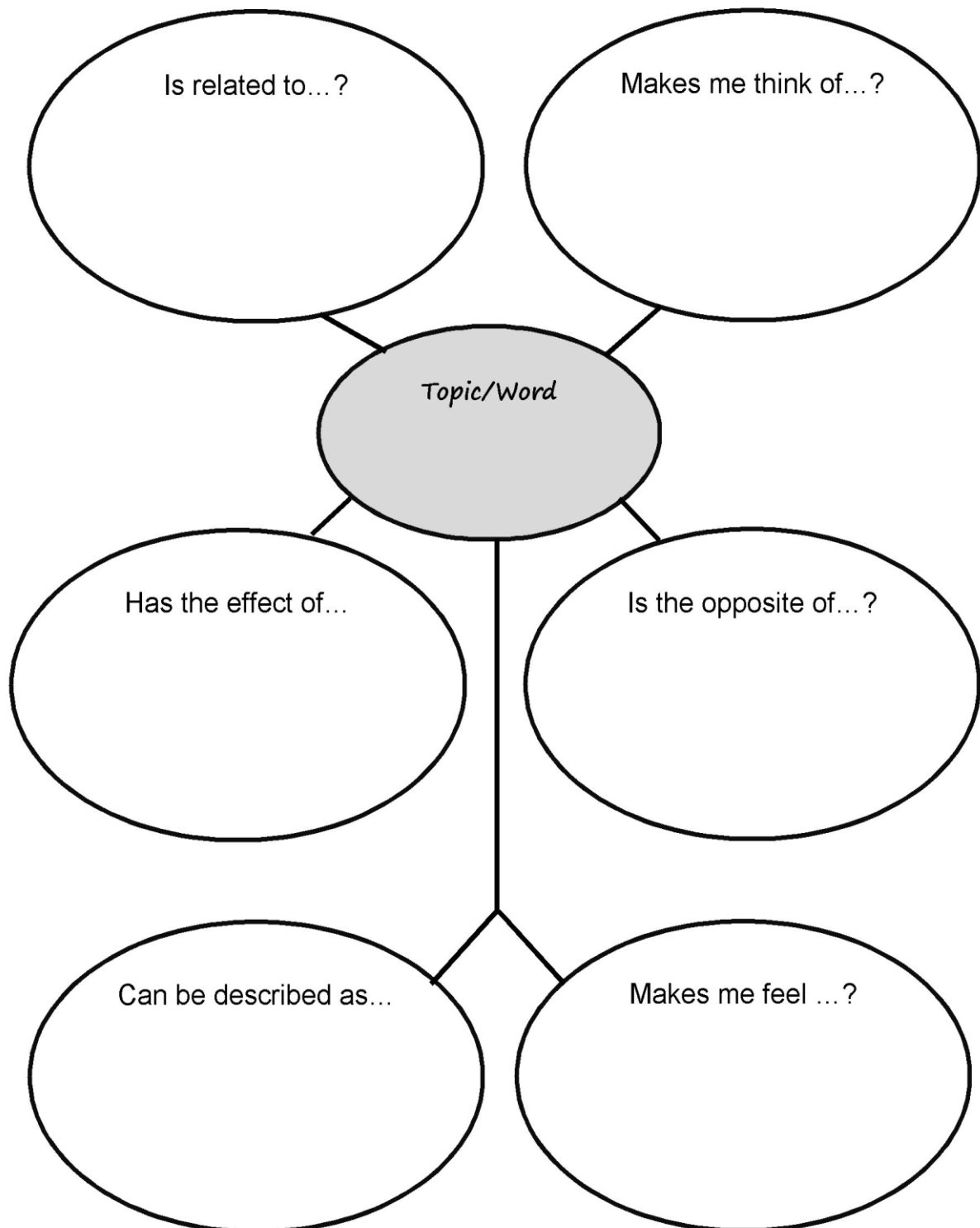
## Vocabulary Map



## Semantic Map for Nouns



## Semantic Map for Adjectives



# Story Map

```
graph TD; Title[Story Title] --- Start[Story Start: What problem sets the story in motion?]; Setting[Setting: Where is the story set?]; Start --- Resp[Internal response: What does the character feel?]; Start --- Plan[Plan: What does the character plan to do?]; Resp --- Plan; Plan --- Attempts[Attempts: What does the character do about the problem?]; Attempts --- Resolution[Resolution: What happens at the end? How does the character feel at the end of the story?];
```

**Story Title**

**Setting:** Where is the story set?

**Story Start:** What problem sets the story in motion?

**Internal response:** What does the character feel?

**Plan:** What does the character plan to do?

**Attempts:** What does the character do about the problem?

- 1
- 2
- 3
- 4
- 5

**Resolution:** What happens at the end? How does the character feel at the end of the story?

## Character Map

```
graph TD; A[Character's name] --- B[Character Traits]; A --- C[Age and Gender]; A --- D[Character's Lifestyle]; A --- E[Where the Character Lives]; A --- F[Description of the Character]; B --- E; C --- E; D --- E; E --- F
```

**Character's name**

**Age and Gender**

**Character Traits**

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**Character's Lifestyle**

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**Where the Character Lives**

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**Description of the Character**

---

---

---

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## Dictionary Alphabet Guide

a b c d e

f g h i j k

l m n o p

q r s t u v

w x y z

Remember to use the **guide words** at the top of the dictionary. The guide words help you to locate your target word. The guide word at the top of the left side of the page repeats the *first* word; the guide word at the top right-hand page repeats the *last* word on that page. If you use the alphabet guide correctly, your target word should be somewhere on the double page spread, between the first and last guide words.

### How to use this guide

- To find the word you are looking for without wasting time and effort you need to have an intimate knowledge of how the alphabet is arranged.
- This guide provides a visual model of the alphabet, which helps to speed up the process of looking for new words in a dictionary.
- For example let's say you want to find the word **goal**. First letter is **g**, we turn to the first page in the **g** section. All words on the first page start with **ga**. If we scan down the **alphabet guide** we locate the letter **o**, which is some distance from the letter **a** on the alphabet guide. This allows us to scan the **g** section till we get to **go**.
- It should be then an easy task to find **goa**. The first word in this section is **goad**. Four or five words further along we should find **goal**.



# **Appendix D**

## **Example Comprehension Questions**



## Comprehension Question Example

- **Fact Based Question:** A question that has a specific answer and that is clearly stated in the text. (What did the character wear?)
- **Surface Level Inference Question:** A question which asks about something that is implied or hinted at in the text. (Why was the character frightened?)
- **Deep Level Inference Question:** A question that does not rely on textual information. The reader must draw on world and word knowledge, and problem solving abilities. (Was the character angry or just playing? Would you be angry in the same situation?)

## Guff's Journey Story – Comprehension Questions

### Scene 1

#### Fact Based Questions

What did Guff need to be as quiet as?

What loomed above the hunters?

What was between the tribe's spears and fat calves?

#### Surface Level Inference Questions

Was the bull muloth close to Guff? How do we know this?

Why couldn't Guff breathe well?

Was Utha fit and strong? What hints at this?

#### Deep Level Inference Questions

Why was it important for Guff to lay as quiet as a field mouse?

Why were the *fat calves* the target of the hunt?

What does it mean that Guff's heart flipped like a fish?

## Scene 2

### Fact Based Questions

What buzzed through the air like insects?

What happened to Guff when he struck the hard dirt?

What was Utha doing above the confusion?

### Surface Level Inference Questions

Why might Guff have had difficulty forming words at that point?

What was *shadowing* Guff as he ran?

Why did Guff fail to see that the ground had vanished from under him?

### Deep Level Inference Questions

Why are the mountains described as pitiless?

What are the last wisps of gold and what does it signify when they fade to nothing?

Why is it so significant and dangerous that Guff is alone for the first time in his life?

## Scene 3

### Fact Based Questions

What bounced in Guff's head?

What did Guff begin to do with first light?

What was in Guff's hair when dawn broke?

### Shallow Level Inference Questions

Why was Guff so fearful of making sounds at night?

What animal had teeth like long blades?

Was it cold that morning? What tells us this?

### Deep Level Inference Questions

Why did Guff have faith that he would find his father?

Why might Guff feel joy when dawn broke?

Why was the drinking of the fresh water so important to Guff, physical and mentally?

## Scene 4

### Fact Based Questions

What did Guff watch for?

What are the otters eyes described as being like?

What blocked Guff's path at one point?

### **Shallow Level Inference Questions**

Why did Guff feel like an ant?

Why was the appearance of the lake soothing for Guff?

Was the lake's surface choppy and rough? What tells us this?

### **Deep Level Inference Questions**

What do you think caused the mist to leave the valley?

At about what time was it when Guff reached the shore of the lake?

Why did Guff feel like an ant and why did that frighten him?

## **Scene 5**

### **Fact Based Questions**

What was the water described as being?

What stabbed the surface close to where Guff stood?

How big was the fish?

### **Shallow Level Inference Questions**

Why should Guff not stand in the water for too long?

Why was it important that Guff not move while standing in the water?

Was it early or late in the day?

### **Deep Level Inference Questions**

Why was it potentially dangerous to make a fire?

Why was Guff so intent on catching fish to eat?

Is Guff skilful with his hands? What tells us this?

## **Scene 6**

### **Fact Based Questions**

What did Guff wear around his neck?

What did Guff place on the flat rock?

What was the dark stone shaped like?

### **Shallow Level Inference Questions**

Why would Guff consider his dark stone to be more valuable than his spear or blade?

Why did Guff blow on the small twist of smoke?

Why did Guff's stomach rumble?

**Deep Level Inference Questions**

Why is it important to his survival that Guff is able to make fire?

Why do you think Guff chose green leaves from the water to wrap the fish in before placing the fish in the fire?

How was Guff feeling after eating the fish and sitting by the fire? What makes you think that?

**Scene 7****Fact Based Questions**

What appeared out of the corner of Guff's eye?

What did Guff feel drain from his face?

What did Guff realize to his dismay?

**Shallow Level Inference Questions**

Why was Guff dismayed to realize he only had the water spear?

Why was the creature described as *death*?

Why was the beast off balance for a moment and why did that give Guff a chance?

**Deep Level Inference Questions**

Why did the tree shudder after the cat slammed into it?

What emotions would Guff be feeling when he saw his father approach?

Why did Guff's father watch Guff as he slept that night and was he there all night?



# Appendix E

## Journey Home

### Oral Narrative Board Game

As an option, **Appendix D** is available to print and download from [speechlanguage-resources.com](http://speechlanguage-resources.com). The Language Comprehension book is perfect bound which can make photocopying a little tricky at times. So the download option is for those who don't wish to stretch the book's binding. **Appendix D** along with the other chapters in the book can be found on this web address:

<https://www.speechlanguage-resources.com/journey-home-program.html>



Type the above code directly into your internet browser's address bar and then click on the arrow. This → should take you direct to the **Journey Home Program** page.

Do not type the code into the search engine box, but the address bar, which is located close to the top of the browser. On the webpage, you will be able to download and print the **Appendix** activities and playing board. The playing board can be printed as either A4 or A3 size.



# Journey Home

## Oral Narrative Board Game - Introduction

The Journey Home oral narrative game and activities is an extension of the *Guff's Journey* story. In the original story, students can relate to Guff's feeling of isolation as he becomes separated from his tribe. Students are prompted to respond to Guff's bravery and resourcefulness as he struggles to survive in the dangerous prehistoric world.

The Journey Home game harnesses elements from the original *Guff's Journey* story to make a unique and exciting board game. Characters from the original story feature, such as *Guff*, the *mammoth* and the *saber-toothed cat*. The game introduces new characters such as Guff's sister *Asa*, and animals such as the *Haast eagle* and the *terror bird*. Encourage your students to search for these animals in encyclopedias that feature extinct prehistoric animals.

A natural extension of the game was to combine the events in the *Journey Home* game with story grammar principles. This can be an effective and enjoyable means of teaching story-writing and oral narrative structure to students. The strategy has the potential to be effective because students are interested in the characters' adventures while playing the game. In addition, the myriad events in the game give students loads of information with which to construct an original story. The story grammar maps help bind events together and gives shape and structure to stories.

## Three Sections

The program is composed of *three* sections. The *first* part of the program focuses on the game mechanics and the rules of the game. The *second* part of the program features the tools needed to encourage students to retell the events of the story. The *third* and final section guides students' attempts to record events of the game and ultimately write their own stories. The goal is for your students to learn and practice story retell and writing skills. The game is designed as a basis for students to learn story grammar rules; or the game can be played simply as a fun board

## Learn Within a Fun Context

Board games are a useful tool for teaching difficult language concepts. Story grammar can be a difficult concept for students to grasp. Yet if story grammar rules are learnt within an enjoyable play based context, then the concepts and processes become potentially more manageable for students. For the many students who find story writing a difficult process, then a board game, though offering similar challenges, provides a more user-friendly and engaging context in which to learn.

### Journey Home Board Game – Suggested Sequence

Part of the strength of the Journey Home game is that by simply playing the game, students get to experience what it might be like to be Guff or Asa living in a harsh wilderness. Students may feel frustration for their characters when things start to go wrong or the joy of victory when their character makes it to the village first. Students are prompted to have an emotional connection to the events in the game.

### Detail the Character's Experiences

After students have played the game, their characters' experiences can be jotted down onto paper. Students will begin to have a rough skeleton of a potential story, with a *beginning*, *middle* and *end*. Students can then use the story grammar worksheets to draft an *initial plan*. The **character profiles** on pages 238-242 are an excellent source for vivid words and phrases. Encourage students to use the character profiles to explore new and descriptive words, phrases and ideas to add extra colour and depth to their stories.

- Read the program and then play the Journey Home game several times to acquaint your students with the mechanics of the game. Students should learn the rules quickly but may need a guiding hand early on.
- After students have played the game, encourage them to talk about the events in the game.
- Write down, in draft form, the sequence of events in the game.

- Students are then to write down a rough draft of a story using the story grammar map as a guide.
- Students complete their stories using the character profile to assist in adding colour and variety to their stories.
- Before your students play the game for the first time, ask them to examine the playing board. Note the titles on page 224 and discuss what types of animals are pictured.
- Discuss the time period represented in the game. The game is set in prehistoric times, and the animals pictured are all extinct. Discuss the meaning of the word *extinction*.
- Reflect on the fact that the characters have three possible routes they can take to reach the village. *The Dark Forest*, the *Raging River*, and the *Mountain Pass*. Prompt your students to think about the relative dangers of each journey.
- Read through the game rules and then begin the game. Prompt students to read the instructions on each chart, dependent on reading skills.

## Journey Home Board Game

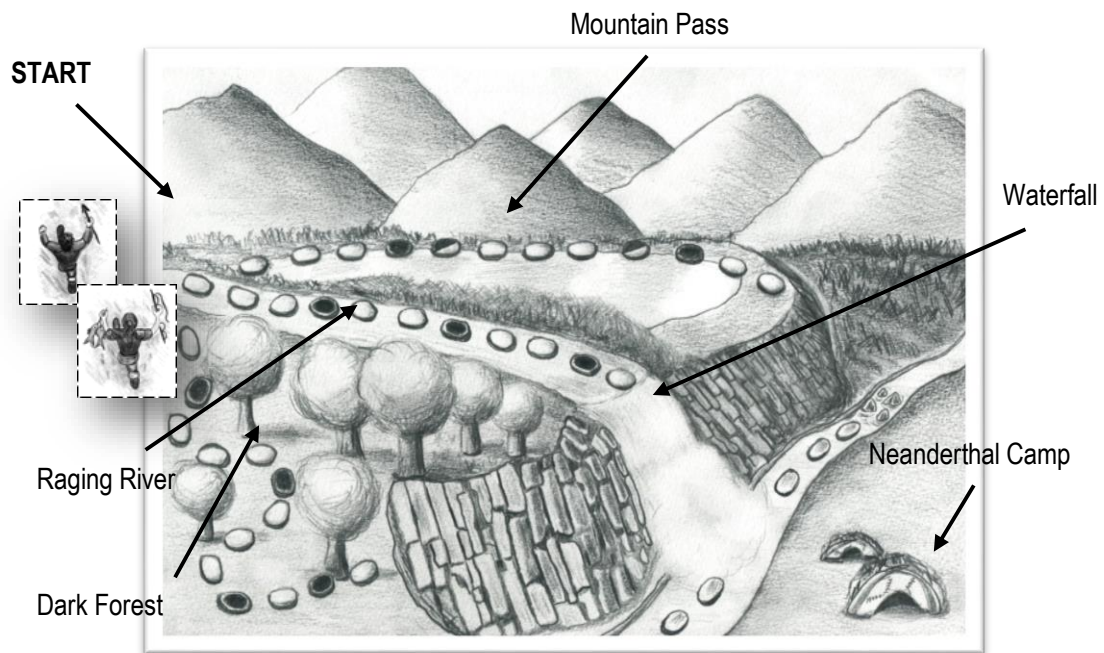
Welcome to *Journey Home*, the game that charts Guff the Neanderthal boy's long and hazardous journey home. The game is set in prehistoric times when fearsome animals such as saber-toothed cats and terror birds roamed the land. Your task is to guide your character to the safety of the village. The game has three initial separate paths: the *Dark Forest*, the *Mountain Path* and the *Raging River*. Be careful, for each path presents its own dangers. Once your character has braved the early challenges, he/she must confront the mighty mammoth and the ferocious terror bird. Only then will your character be able to reach the safety of the Neanderthal camp.

### Game Rules

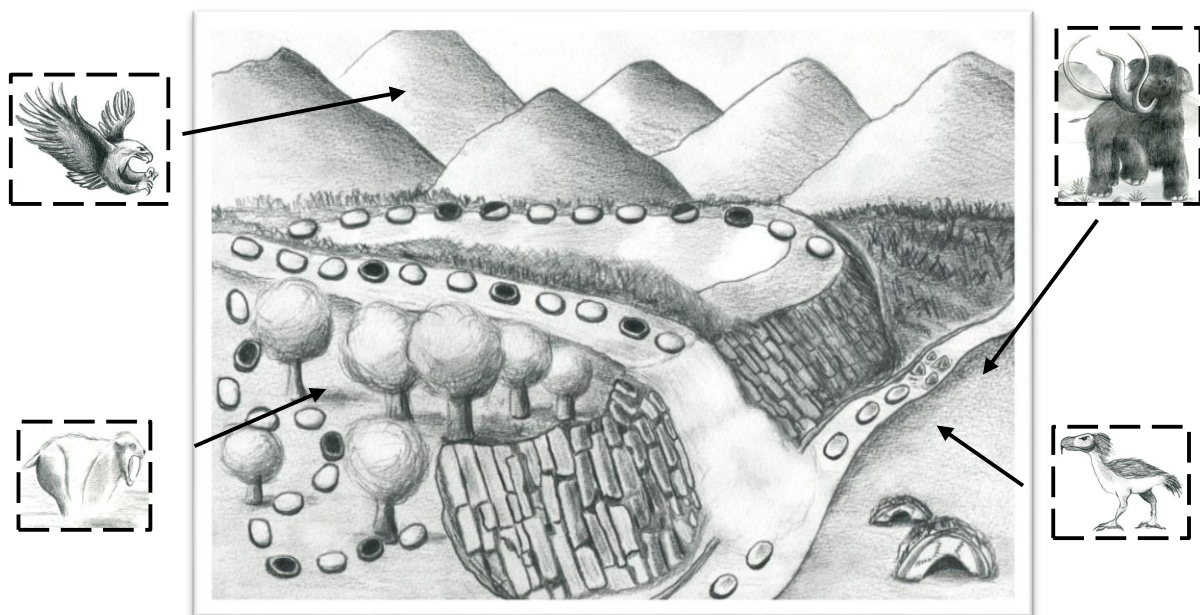
- All players roll the dice. Highest number goes first. Players begin first turn in the top left corner as detailed on the map on page 225.
- Before play begins, each player must roll a dice and consult the alternate journeys chart. On a score of 1-2 the character travels down the *Raging River*, on a score of 2-3 the character journeys through the *Dark Forest*, while on a score of 5-6 the character treks over the *Mountain Pass*. The charts on pages 226-231 provides extra information for each setting.
- The *Journey Home* game has place names and starting and end points. The place names are not printed on the game board but can be quickly located by using the Board Map featured on page 225. The map also *suggests* prehistoric animal placement. The animals can either be placed at the beginning of the game or held back until a character is confronted by the animal.

Each path ultimately leads to the river crossing. To cross the river, consult the river crossing chart. Once your character crosses the river, he/she will have to confront the mighty mammoth and the fearsome terror bird before reaching the safety of the Neanderthal camp. The first to successfully navigate the dangers, escape from the predators and safely reach the Neanderthal camp wins the game.

## Journey Home Board Map



## Suggested Prehistoric Animal Placement



## Alternate Journey Chart

Dice Roll	Alternate Journey Chart
1-2	You must navigate your way down the Raging River on a raft. Roll a dice and consult the chart before starting.
3-4	You must brave the hazards of the Dark Forest. Watch out for the saber-toothed cat!
5-6	The mountain pass is no place for a child. You must be very watchful. Don't let the Great Eagle see you!

## The Raging River

If you roll a 1 at any point while on the river or land on a dark stone, this indicates that you have fallen off the log. *Lose a turn.*

Dice Roll	The Raging River - Beginning
1-2	You attempt to jump onto a log that is flowing down the river. You miss and fall into the freezing water. <i>Lose a Turn</i>
3-6	You leap onto a log that is flowing down the river and successfully balance on the log. <i>Go forward 2 spaces.</i>



## The Raging River

Dice Roll	The Raging River - Waterfall
1-2	Your log tumbles over the waterfall. You land in the water at the bottom gasping for breath. <i>Lose 2 turns.</i>
3-4	You see the waterfall in time and guide the log to the river bank. <i>Lose a turn</i> as you climb down the cliff.
5-6	You come to the edge of the waterfall. The log tumbles over the edge, you dive into the water and surface at the bottom of the waterfall. <i>Next turn, continue your journey on the stone that is closest to the waterfall.</i>

Dice Roll	Dark Forest - Saber-Toothed Cat
1-2	With a roar the cat leaps. You evade the cat's attack and run for your life! You quickly climb a tree. <i>Lose a turn.</i>
3-4	You hear the cat approach. You run back the way you came. <i>Go back 3 spaces.</i>
5-6	The cat launches but you evade its attack. The cat loses the scent. <i>Go forward 1 space.</i>

## The Dark Forest

Dice Roll	Dark Forest – Cliff Face
1	While climbing down the cliff, you fall part of the way. You hurt your leg. You need to rest. <i>Lose a turn.</i>
2-3	You get stuck halfway down. Stay where you are. <i>Don't move this turn.</i>
4-6	You're a skilful climber and quickly climb down the cliff face. <i>Next turn swim in the river.</i>

## The Mountain Pass

Dice Roll	Mountain Pass – Landslide
Half light half dark stone	You narrowly miss being buried in a landslide. <i>Go back 2 spaces.</i>

## The Mountain Pass

Dice Roll	Mountain Pass – Great Eagle
1	The eagle spots you and attacks. You run for your life. <i>Go back 3 spaces.</i>
2-3	The eagle attacks you. You fight it off with your spear but are exhausted. You need to rest. <i>Lose a turn.</i>
4-6	The eagle flies over you but doesn't spot you. You trot forward warily. <i>Continue on your way.</i>

## The Mountain Pass

Dice Roll	Mountain Pass – Cliff Face
1	While climbing down the cliff, you fall part of the way. You hurt your leg. You need to rest. <i>Lose a turn.</i>
2-3	You get stuck halfway down. Stay where you are. <i>Don't move this turn.</i>
4-6	You're a skilful climber and quickly climb down the cliff face. <i>Next turn, swim in the river.</i>

## The River Crossing

Dice Roll	The River Crossing
1	When attempting to cross the slippery rocks, you fall in the water. <i>Lose a turn.</i>
2-3	You can't cross the river as the water is too high and the current is too strong. <i>Stay where you are.</i>
4-6	You cross successfully. <i>Next turn consult the mammoth chart.</i>

## The Mammoth

Dice Roll	The Mammoth
1	The mammoth sees you and charges. You run for your life, back to the safety of the river. <i>Next turn consult the river crossing chart.</i>
2-3	You crouch low in the bushes as the mammoth sniffs the air above you, trying to find you! <i>Don't move this turn.</i>
4-6	The mammoth is distracted by a log you toss to its side. It wanders off to investigate. You sneak past the mammoth. <i>Next turn consult the terror bird chart.</i>

## The Terror Bird

Dice Roll	The Terror Bird
1	The terror bird attacks you. Run for your life! You run all the way to the river. Next turn consult the river crossing chart.
2-3	The terror bird attacks you. You bravely, or foolishly, fend off the terror bird with your spear. Don't move this turn.
4-6	You take a chance. While the terror bird has its back to you, you run swiftly to the camp. With a loud squawk, the terror bird chases you, but you have a small lead. You <i>just</i> make it to the safety of the camp before the terror bird can bite you with its massive beak. <b>You've made it!</b>

## Story Retell

After students have played the game several times, encourage them to narrate what happened in the game. That is, the students *retell* the events of the game. The *Journey Home* game tells a story. Many things can and do happen to the characters. Encourage students to retell what happened to *his/her* particular character.

The events of the game will be different for each player. That is because variation and detail has been built into each scene.

Fortunately, it is not difficult for children to narrate the events of the game. The experience of playing a fun competitive game will still be fresh in each child's memory. Even with a simple oral retell, encourage students to build into their retells a clear *beginning, middle* and *end*.

## Story Retell - Sequence

The **beginning** introduces...

- *Who* the main character is
- *What* is the first thing that happens
- *Where* the story takes place
- *When* the story takes place

The **middle** contains...

- The events of the story
- What happened first
- What happened next, etc

The **end** contains...

- How the story ends/story resolution

## Story Retell Example

The following is a verbal retell of the game's events by a 10 year old student.

**Beginning:** "Guff went down the river but he had to wait because the raft was broken. He fixed it and then went down the river. But he went slowly because the river was so slow."

**Middle:** "Guff's raft hit a rock and he got stuck, but then he was moving again. Guff's raft went over a waterfall and he went over with it. Oh no! He landed in the water and swallowed water. He got out of the water and rested."

**Middle:** "Guff floated down the raging river and crossed the river on some rocks. He then had to hide in some bushes from a mammoth. The mammoth tried to find him but Guff was clever and he got away."

**Middle:** "And then Guff had to fight the terror bird, which was a big bird with a big beak. Guff stabbed at the terror bird with his spear."

**End:** "Guff beat the terror bird and made it the camp. He was safe."

## Story Writing Sequence

- When students have played the game a few times and have completed a retell it is time to write down the events of the game onto paper. Writing down the events of the game is like producing a first draft of a story. The goal at this point is just to write down a few events and words.

Use the **Story Grammar Graphic Organizers** to write down the sequence of events the student's character went through. This includes coming up for a *title* for their story, writing down the *initiating event*, the *problem* that the character had to solve and what happened at the end, and the character's *response* to the events in the story. Write a rough draft of the story onto fresh paper.



- Consult the **character profiles** for the main characters and creatures depicted. Each character profile has a range of **nouns**, **verbs** and **adjectives** to assist students to construct sentences with added punch and interesting language.
- Consult the setting profiles for the **Raging River** the **Dark Forest** and the **Mountain Pass**. The setting profiles contain **nouns** and **adjectives** that can be used to add extra colour and variety to your students' written narratives. There is no mention in the game of emotional responses of Guff and Asa to the events on their journey. The students can consult the **emotions chart** to select their character's possible response to an exciting or frightening event.
- Once the story has been written down, encourage students to revise their writing. The best writers constantly revise their written work. Students are to look for spelling and punctuation errors.
- When students have completed their stories promote the idea of using a thesaurus to find synonyms for the words they have used. For example, if a student had written, "Guff *lay* low in the bushes," this could be changed to "Guff crouched low in the bushes, "etc.
- Once students have gained some confidence from writing a story based on the story's events encourage them to play the game again and write another story. The game has many varied possible events to explore.



- When students have written a few stories based on the game, they will have a reasonable grasp of story writing rules and will be better able to imagine and construct their *own* stories.

## Story Sequence Example

What follows is an example of a completed story, which includes all the steps required to create the story, obtained from the individual parts of the program. The sequence can be broken down into several steps. The completed story was constructed and written by 10 year old student, Daniel.

**Step 1:** Daniel played the *Journey Home* board game and made a note of all the events that took place. His character, Guff, took the *Dark Forest* route. He encountered the fierce *saber-toothed cat* and had to run into the bushes to survive. He eventually evaded the cat and was able to make it to the cliff face. While climbing down the *cliff face* Guff gets stuck halfway and then falls to the ground. He hurts his leg and has to rest.

After resting, Guff swims down the *Raging River*, crosses the river over rocks and hides from the *mammoth*. The mammoth discovers Guff and charges. Guff runs to the safety of the raging river. He crosses the river again and is able to evade the mammoth this time by distracting it. He runs past the *terror bird*. The ferocious bird chases Guff, but Guff has a small lead and makes it to the safety of village before the terror bird can reach him.

**Step 2:** Daniel is encouraged by the clinician to write down the events of the game onto the *Sequence of Events* pages. The goal at this point was for Daniel to jot down notes only. Daniel does this while encouraged by the clinician to verbally retell the events of the story. The verbal retell assists Daniel to remember key events in the game.

**Step 3:** The clinician gives a brief explanation of the *Story Grammar Map* to Daniel. For instance, the *initiating event*, the character's *plans* and *internal response* are discussed. This particular area of story writing may need extensive scaffolding. Understanding story grammar principles is the key to your students being able to effectively write stories. Daniel, with the assistance of the clinician, writes the key events of the game's dramas into the story grammar map boxes.

**Step 4:** Daniel, using the completed story grammar map as a guide, writes a rough draft of the story. He is prompted by the clinician to consult the character profiles charts to help him construct the sentences. Each main character in the game has a number of *nouns*, *verbs* and *adjectives* that can be used by students to add colour and variety to their written description of events.

**Step 5:** Daniel completes his story and titles it *Guff and the Dark Forest*. Daniel is encouraged by the clinician to carefully reread the story several times and correct any spelling and punctuation errors. After completing the first story, Daniel has an increased confidence in story writing. He plays the game again and discovers that the events this time, due to the randomness of the dice, are quite different. It gives him enough information for another story. Daniel is encouraged to add extra colour and detail to his new story. In time, Daniel will have the tools and the confidence to independently construct his own stories.

## Daniel's Story

### Guff and the Dark Forest

Guff is a Neanderthal boy. He has a spear and wears clothes made from a bear skin. One day Guff gets lost and has to go home to his village through the dark forest. He walks down the green track and a saber-toothed cat sees him. Guff runs for his life. He is terrified. The cat chases Guff but Guff hides in the bushes. Guff then walks down the track again and walks past lots of vines and big green leaves.

Guff sees a cliff and has to climb down it. He falls and hurts his leg. He says ouch and has to rest until his leg gets better. He then swims in the river which takes him all the way to a river crossing. He gets out of the water and crosses the river on big rocks. Oh no, he sees a mammoth. The mammoth is huge and enormous. The mammoth attacks Guff and he runs back to the river where it is safe. Guff throws a stick behind the mammoth and the mammoth goes to look for it. Guff runs past the mammoth and it doesn't see him.

Guff runs past the terror bird. The terror bird is really ferocious and fast. It chases Guff but Guff is faster. He makes it to the camp and is safe. Guff is excited and happy to be home.

## Character Profiles



**Guff** is a boy who lives in prehistoric times. He has been out hunting for rabbits and has become lost, a long way from his village. Guff wears clothes made from wolf and bear skin.



**Asa** is Guff's sister. Asa has been fishing in a fast flowing river and was chased by a large saber-toothed cat. She has now become separated from her tribe. She must find her way back home.

## Character Profiles

Character Profiles	
Character: Guff	
<p><b>Words to assist story writing</b></p> <p><b>Description:</b> Guff is a teenage boy who wears clothes made from bearskins and fox fur. He is stocky, strong, and carries a spear.</p> <p><b>Words to describe Guff</b></p> <p><b>Noun:</b> spear, handle, hair, rug, skill, boots, his, he.</p>	<p><b>Verbs:</b> run, running, swim, swam, walk, walked, hid, hide, climbed, dive, dived, dove, thrust, defended, hearing heard, froze, rest, crouch, crouched</p> <p><b>Adjective:</b> strong, powerful, tired, exhausted, confused, weary, frightened, brave, bravely, daring, bold, confident</p> <p><b>Adverbs:</b> slowly, quickly, carelessly, carefully</p> <p>never, soon, later</p> <p><b>Example:</b> Guff bravely <b>dove</b> into the river as the raft over the waterfall.</p>
Character: Asa	
<p><b>Words to assist story writing</b></p> <p><b>Description:</b> Asa is a young girl who wears clothes made from bearskins and fox fur. She is small, slim and very brave.</p> <p><b>Words to describe Asa</b></p> <p><b>Nouns:</b> hair, rug, skill, boots, basket, fishing line, her, she.</p>	<p><b>Verbs:</b> run, running, swim, swam, walk, walked, hid, hide, climbed, dive, dived, dove, thrust, defended, hearing, heard, froze, rest, crouch, crouched.</p> <p><b>Adjective:</b> strong, ducked, tired, confused, weary, frightened, brave, bravely, daring, bold, confident, quick, fast, tiny.</p> <p><b>Adverbs:</b> slowly, quickly, carelessly, carefully, never, soon, later.</p> <p><b>Example:</b> Asa <b>heard</b> the cat <b>walking</b> through the forest. <b>She quickly climbed</b> a tree to escape the fierce predator.</p>

## Character Profiles

<p><b>Character: Saber-Toothed Cat</b></p>	<p><b>Verbs:</b> ran, charge, charged, hunted, hunt, stalked, walked, stood, rested, tear, sprint, sprinted, roar, roared, growled</p>
<p><b>Words to assist story writing</b></p> <p><b>Description:</b> Saber-toothed cats were ferocious predators that lived in pre-historic times. They had enormous tearing teeth on their upper jaw.</p> <p><b>Words to describe the saber-toothed cat</b></p> <p><b>Noun:</b> cat, cat, predator, hunter, animal, teeth, fur, tail.</p>	<p><b>Adjective:</b> ferocious, fierce, dangerous, huge, enormous, cunning, menacing, fast, faster, attack, sniff, sniffed.</p> <p><b>Adverb:</b> quickly, slowly, quietly, silently</p> <p><b>Example:</b> The <i>ferocious</i> saber-toothed cat <i>sprinted</i> after Asa. Asa quickly climbed a tree.</p>
<p><b>Character: Mammoth</b></p> <p><b>Words to assist story writing</b></p> <p><b>Description:</b> The wooly mammoth was a prehistoric type of elephant. It was covered in long hair, had small ears, and featured long curved tusks.</p> <p><b>Words to describe the mammoth</b></p> <p><b>Nouns:</b> hair, tusks, trunk, ears, hooves, tail.</p>	<p><b>Verbs:</b> walked, ran, charged, stood, standing, roar, roared, trumpet, trumpeted, thundered, sniff, sniffed, strode</p> <p><b>Adjective:</b> enormous, big, great, strength, mighty, power, majestic, attacks, aggressive, rush, wooly, hairy.</p> <p><b>Adverbs:</b> slowly, menacingly, loudly, noisily</p> <p><b>Example:</b> The <i>great</i> mammoth <i>strode</i> over to where Guff hid in the bushes. It <i>sniffed</i> the air <i>menacingly</i> above where Guff crouched.</p>

## Character Profiles

<b>Character: Haast Eagle</b>	<p><b>Verbs:</b> swooped, flew, soared, hovered, glide, drifted, dived, attacked.</p> <p><b>Adjectives:</b> majestic, massive, striking, afraid, fearing, fear, risky, unprotected.</p> <p><b>Adverbs:</b> quietly, silently, quickly, swiftly</p>
<p><b>Words to assist story writing</b></p> <p><b>Description:</b> The Great Eagle became extinct about 1500 C.E. The Haast eagle was much larger than a modern eagle. A modern eagle weighs about 5 kg's whereas a Haast eagle weighed 15 kg's.</p> <p><b>Words to describe the Great Eagle</b></p> <p><b>Nouns:</b> eagle, feathers, talons, beak, wing</p>	<p><b>Example:</b> The <b>massive</b> eagle <b>swooped</b> down <b>swiftly</b>. Guff covered his <b>unprotected</b> head with his spear. The eagle <b>glided</b> briefly and then <b>soared</b> high into the sky.</p>
<b>Character: Terror Bird</b>	<p><b>Verbs:</b> walked, ran, run, bolted, charged, attacked, hide hid, sprint, sprinted, hunted, squawked, pursued.</p> <p><b>Adjective:</b> ferocious, fierce, dangerous, huge, enormous, cunning, menacing, fast, faster, massive.</p> <p><b>Adverbs:</b> quietly, silently, quickly, swiftly.</p>
<p><b>Words to assist story writing</b></p> <p><b>Description:</b> The terror bird was a large, carnivorous flightless bird. The terror bird was about 8-10 feet high and ferocious.</p> <p><b>Words to describe the Terror Bird</b></p> <p><b>Nouns:</b> beak, feathers, claws, predator</p>	<p><b>Example:</b> Asa tried to sneak past the terror bird, but the <b>massive predator</b> heard her. With a loud <b>squawk</b> it <b>pursued</b> Asa.</p>

## Setting Profiles

Setting: The Dark Forest	Setting: The Mountain Pass
<p><b>Words to assist story writing</b></p> <p><b>Description:</b> The dark forest is a place full of trees and bushes. It's hard to see anything, even two feet in front of you.</p> <p><b>Words to describe the Dark Forest</b></p> <p><b>Nouns:</b> flora, vegetation, bloom, bush, scrub, trees, vines, branch, trunk, leaves, swamp, shade, hot.</p> <p><b>Adjectives:</b> overgrown, lush, flowering, leafy, weedy.</p>	<p><b>Words to assist story writing</b></p> <p><b>Description:</b> The mountain pass is a treacherous place. The mountains are beautiful, cold and dangerous. Landslides are common here.</p> <p><b>Words to describe the Mountain Pass</b></p> <p><b>Nouns:</b> high altitude, summit, mount, mountain, range, hill, rocks, rocky landslide, peak.</p> <p><b>Adjectives:</b> soaring, towering, lofty.</p>
Setting: The Raging River	<p><b>Example: (Dark Forest)</b> Asa walked along the path through the <b>lush vegetation</b> of the dark forest. Suddenly, she stopped. In front of her was a saber tooth cat. She hid behind a <b>flowering bush</b>.</p> <p><b>Example: (Raging River)</b> Guff rode the raft over the <b>rapids</b>. He dove into the <b>water</b> as it <b>cascaded</b> over the <b>falls</b>.</p> <p><b>Example: (Mountain Pass)</b> Asa climbed the <b>rocks</b> to the top of the <b>mountain peak</b>. She looked at the <b>towering mountains</b> that surrounded her.</p>
<p><b>Words to assist story writing</b></p> <p><b>Description:</b> The Raging River is a dangerous waterway that leads to a towering waterfall.</p> <p><b>Words to describe the Raging River</b></p> <p><b>Nouns:</b> water, waterfall, falls, spring, fountain, current, eddy, whirlpool, rapids, cascade, force.</p> <p><b>Adjectives:</b> flowing, winding</p>	



# Story Map

Story Title

Setting: Where is the story set?

Story Start: What problem sets the story in motion?

Internal response: What does the character feel?

Plan: What does the character plan to do?

Attempts: What does the character do about the problem?

1

2

3

Resolution: What happens at the end? How does the character feel at the end of the story?

## Story Map *Example*

**Story Title**

*Guff and the Dark Forest*

**Setting:** Where is the story set?

*In the dark forest, and in the prehistoric world.*

**Story Start:** What problem sets the story in motion?

*Guff becomes separated from his tribe and has to travel through the dark forest to find his way home.*

**Internal response:** What does the character feel?

*Guff is concerned but very brave. The animals he meets are terrifying but he bravely faces them.*

**Plan:** What does the character plan to do?

*The character decides to go into the dark forest because it will eventually lead him home.*

**Attempts:** What does the character do about the problem?

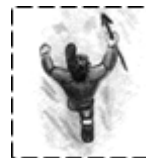
- 1     *He walks through the dark forest.*
- 2     *He climbs down the cliff and then swims down the Raging River*
- 3     *He comes across many fierce creatures but cleverly evades them*

**Resolution:** What happens at the end? How does the character feel at the end of the story?

*Guff is relieved and happy to be alive and proud because he survived the dangers of a harsh world alone.*

## Playing Pieces – Guff and Asa

Photocopy and cut out the playing pieces. Attach the pieces to card or laminate. Two sizes are available - A3 and A4. The board game on page 244 can be resized from A4 to A3 on most photocopiers. *Figures are Asa with her fishing pole and Guff with his spear.* If more than two players are playing, use different *coloured* paper under the base of each character to identify the character and make up new names as needed.



## Playing Pieces – Prehistoric Animals

Photocopy and cut out the playing pieces and either attach to card or laminate for extra durability. The playing pieces can be placed on the game board when the animals are referred to during game play. Instructions for animal placement is on page 225.

