Lessons on the Spot
Activity Pack

More
30 Minute
English Activities
by Peter Clutterbuck

This ready-to-use set of activities contains:
- 3 pages of teaching notes in an integrated teaching sequence
- 5 practical blackline masters
- 5 extra blackline masters for early finishers
- an answer page for all activities
Teaching Notes 1 and 2

Teaching Notes 1: The Right Card

**Step 1**
Talk to students about the special occasions we celebrate throughout the year. Have them brainstorm while you write their suggestions on the board (for example, birthdays, religious festivals, Mother’s Day, New Year’s Eve).

**Step 2**
Ask students what their favourite special occasion is and how they celebrate it.

**Step 3**
Discuss how we send cards to people who are celebrating a special occasion such as a birthday, marriage, arrival of a baby etc. Ask students to suggest the different forms of words used on these cards, and where they can be bought. Ask questions such as: Do you think a bought card is better than one you make yourself?

**Step 4**
Distribute and explain BLM 1.

**Step 5**
Fast finishers could design a special occasion card of their own.

Teaching Notes 2: Reading Instructions

**Step 1**
If possible, bring to school some detergent packets, dog food tins, a frozen food packet etc. Ask students how we find out how to use each product. For example, is there a special way to cook a frozen pizza? Does the oven have to be at a certain temperature?

Explain that instructions are usually found on the outside of the item — that is, on the label or packaging.

**Step 2**
Discuss why it is important to read instructions carefully. Ask what can happen if we don’t. For example, what might happen if we fed a dog too much or too little food?

**Step 3**
Distribute and explain BLM 2.

**Step 4**
Early finishers could design a detergent label of their own.
Teaching Notes 3: Homophones

**Step 1**
Ask students if they know what a **homophone** is. Explain that homophones are words that sound the same but have different meanings, and are usually spelt differently.

**Step 2**
Ask students to provide words that are homophones. Write these on the board.

* e.g. son — sun, horse — hoarse

**Step 3**
Conduct a ‘homophone quiz’:
Read aloud a sentence and challenge students to find the word that has a homophone. They must then use the homophone in a sentence of their own. For example:

Teacher: The bicycle has two wheels.  *(two)*
Student: I am going to the disco.  *(to)*

**Step 4**
Distribute and explain BLM 3.

**Step 5**
Early finishers could search through word lists and write any homophones they find.

Teaching Notes 4: Writing Letters

**Step 1**
Discuss the reasons we write letters. For example:
- to tell people our news
- to make a complaint
- to ask for some information
- etc.
List these on the board.

**Step 2**
Discuss the format of a letter. For example:
- writer’s address (Why do we include this?)
- salutation (e.g. Dear [receiver])
- body of the letter
- ending (e.g. Your friend, [writer]).

**Step 3**
Discuss the information that is placed on an envelope. Draw an envelope on the board and ask a student to show the others how an envelope should be addressed.

**Step 4**
Distribute and explain BLM 4.

**Step 5**
Early finishers could write a letter to a real or imaginary friend in hospital.
Teaching Notes 5

Reading and Thinking

**Step 1**
Discuss why it is important to read carefully and listen carefully to fully understand what is being communicated.

**Step 2**
Read some sentences to the students, then have them answer related questions. For example:

Renae is eight and her sister is fifteen. Which sister is a teenager?

**Step 3**
Discuss how we can obtain information from things we read and see. Sometimes we have to think very deeply to get this information.

**Step 4**
Distribute and explain BLM 5.

**Step 5**
Early finishers could make up their own puzzles.
The Right Card

Answer each question by writing the number next to the correct card.

1. BON VOYAGE
2. Merry X-mas
3. Thank You
4. It’s a Boy! Well Done!
5. Belated Birthday
6. Good Luck on the Big Day!
7. Happy Valentines Day
8. To a Great Mum
9. Happy Anniversary
10. With Sympathy

What card would you send:
• to say thanks to someone? _________
• to say sorry for forgetting a birthday? _________
• to wish someone a good holiday? _________
• to congratulate a friend on the birth of a baby? _________
• to say happy Mother’s Day to your mother? _________
• to wish someone a happy Christmas? _________
• to tell someone you really like them? _________
• to comfort a friend whose parent has died? _________
• to congratulate your parents on the date that they were married? _________
• to accompany a wedding present? _________
Read the instructions carefully, then answer the questions below.

**Feeding Instructions**

The daily requirements of dogs vary but the chart below will be a guide. Make sure your dog has fresh water at all times.

<table>
<thead>
<tr>
<th>Size of Dog</th>
<th>Cans per Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>To 5 kg</td>
<td>1/2 to 3/4</td>
</tr>
<tr>
<td>5–10 kg</td>
<td>1 to 1 1/2</td>
</tr>
<tr>
<td>10–25 kg</td>
<td>1 1/2 to 2</td>
</tr>
<tr>
<td>Over 25 kg</td>
<td>3</td>
</tr>
</tbody>
</table>

**Customer enquiries**

Direct any enquiries about this product to MIGHTY MATES on 03 686 4277, or write to Box M83, Swan Hill, Victoria.

1. Apart from food, what else does a dog need each day? ...........................................................

2. Do all dogs need the same amount of food? .................................................................

3. How much would you feed a large dog? .................................................................

4. How much would you feed a medium-sized dog? ............................................................

5. How much would you feed a dog that weighs 3 kg? .........................................................

6. What would you do if you had a complaint about this dog food? ...................................

7. In the space above, draw a picture that will complete the label for this product.
Homophones

Some words sound the same, but have different spellings and different meanings.

A. Next to each word in brackets, write the correct homophone.

I know a (buoy) ___________ who owns a small (hoarse) ___________. Every day he feeds it (sum) ___________ (hey) ___________ and gives it a (pale) ___________ of water to drink. The horse is a (mayor) ___________ with brown (hare) ___________ and a black (tale) ___________. The boy brushes its (main) ___________ every (knight) ___________ after (tee) ___________. Last (weak) ___________ he (road) ___________ the horse for over an (our) ___________. When he got home, he could see that the horse was in (pane) ___________ as it was limping. He got a (peace) ___________ of wet rag and (tide) ___________ it around the horse’s leg. (wear) ___________ the swelling was.

B. Draw pictures in the boxes.

pair pear

hair hare

flour flower

meat meet
Dear Tomi,

It was nice to get your letter last Tuesday. Tomorrow our teacher is taking us on an excursion to the zoo and the day after that I am going fishing with my father in his boat.

Next Monday we are having a cross-country run at school. I hope I will do well as I have been training for a long time.

Best wishes,
Sam.

A. Circle the correct answer.
1. Who wrote this letter? (Tomi  Sam)
2. To whom is it written? (Tomi  Sam)
3. The excursion to the zoo is on a (Thursday  Friday).
4. The cross-country run is on the (19th  18th).
5. The writer is going fishing on (Monday  Saturday).

B. Look at the envelope, then answer the questions.
1. What city does Tomi live in? .............
2. What state does Tomi live in? ................
3. What is Tomi’s family name? ..................
4. How much did it cost to send the letter? ..........
5. What is the street number of Tomi’s house? ..............
A. These pets were brought to school for the pet show, but they have wandered from their owners.

Read the clues to work out which person owns which pet.

✪ One of the girls brought the pony.
✪ Dom’s pet doesn’t bark, purr or fly.
✪ A dark-haired person brought the dog.
✪ Gina’s pet is smaller than Chloe’s.
✪ A person wearing a cap brought the budgie.
✪ The dog belongs to a boy.
✪ The child with the cat is not next to the one with the dog.

Write the pets’ names under the students’ names.

Joe  Gina  Chloe  Jack  Dom

B. A man dropped his briefcase and the following items fell on the footpath. Say what he would have used each for.

1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________
4. ______________________________________________________________________
5. ______________________________________________________________________
Together Words
These words are running into one another. Can you find the words to match the definitions below?

<table>
<thead>
<tr>
<th>g o l f</th>
<th>f l o u r</th>
</tr>
</thead>
<tbody>
<tr>
<td>c l o c k</td>
<td>k i t t t</td>
</tr>
<tr>
<td>e n u t a m e a</td>
<td></td>
</tr>
<tr>
<td>t o w e l e p h</td>
<td></td>
</tr>
<tr>
<td>a n t h r o a t</td>
<td></td>
</tr>
</tbody>
</table>

1. part of neck
2. opposite of wild
3. a large animal
4. something that tells the time
5. a sport
6. we make cakes with it
7. flesh of animals
8. an insect
9. baby cat
10. a cereal
11. a body dryer
12. an almond or macadamia

Menu Making
Write a letter to the principal asking for a certain food to be included on the canteen menu.

OR
Imagine you were in charge of the canteen. What foods would you put on the daily menu?

Little Names
Write down the names of ten living things that have three-letter names. e.g. fly

Out of Place
Circle the word that is out of place and explain why you chose that word.

1. hat helmet singlet beanie
2. wrist iris cornea pupil
3. sandal shoe sock mitten
4. emu kookaburra magpie sparrow
5. finger wrist toe elbow
6. rice eggs wheat corn
7. toe ankle sole palm
8. car taxi truck bicycle

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Word Meanings
Using your dictionary, describe each of the following. Use this sentence as a model:

A mosquito is a small sucking insect.

1. A cobra ...............................................
2. A dromedary .......................................
3. A guppy ..............................................
4. A ferret ...............................................

Fact and Opinion
A fact is a true statement.
e.g. An apple is a fruit.

An opinion is your own feeling about something.
e.g. Apples are the best of all fruits.

On another sheet, write a fact sentence and an opinion sentence for each of these:
• football
• hamburgers
• television
• school
• myself.

Differences
Think carefully about the difference between a bird and a fish. Here is one:

A bird has feathers but a fish has scales.

Use this sentence as your model. On another sheet, explain the differences between:
• a bicycle and a car
• a cow and a horse
• a watch and a clock
• the sun and the moon.

Signs
Explain in a sentence what each sign below means.

1. 2.
3. 4.
5. 6.
Conclusions

Sometimes we make the wrong conclusion when we hear or see something. For each situation, write a possible conclusion you might make.

1. Mr Smith is 40 years old. He has never seen snow falling.

2. As you walk through the bush, a bird suddenly flies from its nest.

Captain

Imagine you were elected captain of a football, netball or cricket team. Write down five things the other players would expect of you.

1. ..............................................................
2. ..............................................................
3. ..............................................................
4. ..............................................................
5. ..............................................................

Group Names

Some words are the names for groups of things.

* e.g. apples, pears and peaches are all fruits

What is the group name for:

- roses pansies irises _______
- zinc gold silver __________
- beer coffee tea ________
- teaching nursing farming ________
- wasp bee ant ________
- lizard alligator crocodile __________
Two Words

Make two words by rearranging the letters of the given word.

e.g. amen = mean, name

1. acre __________ __________
2. dare __________ __________
3. flow __________ __________
4. lair __________ __________
5. mesa __________ __________
6. lame __________ __________

Dictionary Daze

Use your dictionary to find each of these words that begin with cat.

1. This cat is a grub.
   __________________________________________________________________

2. This cat is a sailing boat.
   __________________________________________________________________

3. This cat is a large church.
   __________________________________________________________________

4. This cat is a disaster.
   __________________________________________________________________

5. This cat is a book of things for sale.
   __________________________________________________________________

Animal Endings

Add a small word from the box to complete the names of these animals.

by    at    bit    pine    key    sum    ant    ear

porcu_________
pos_________
rab_________
b_________
eleph_________
mon_________
go_________
bi_________

Join Up

Make two six-letter words by joining the letter groups together.

e.g. ine  ow  eng  nar = engine  narrow

1. eon  pig  ple  pur
   ______________  ______________

2. mal  hea  ven  ani
   ______________  ______________

3. fol  son  sea  low
   ______________  ______________

4. sil  twe  lve  ver
   ______________  ______________

5. dle  nic  pic  bri
   ______________  ______________

6. dle  bri  bun  dge
   ______________  ______________
Word Search
Take the last letters of the first word and the first letters of the second word. You can make the name of a fruit.

* e.g. crop early = pear*

| German | gophers | __________ |
| strap | pleases | __________ |
| orator | anger | __________ |
| urban | analyse | __________ |
| bottle | monkey | __________ |
| tape | ache | __________ |
| custom | atomic | __________ |
| lolly | cheese | __________ |

Small Words
Many words are made up of smaller words.

* e.g. together = to get her *

Write two smaller words that make up these words.

- rampage __________ __________
- hatred __________ __________
- anchorage __________ __________
- budget __________ __________
- cartridge __________ __________
- bracelet __________ __________
- medallion __________ __________
- reappear __________ __________

Reports
In a report, you give facts about a topic. Write five facts about one of the topics below. Read your report to your classmates.

- cars
- cats
- television
- football
- lollies

Directions
Directions tell us how to:
- make something
- do something
- use something
- find something.

Write directions for one of these:
- how to make scones
- how to play hopscotch
- how to use a video recorder
- how to find the meaning of a word.
BLM 1 – The Right Card
3 5 1 4 8 2 7 10 9 6

BLM 2 – Reading Instructions
1. water 2. no 3. 3 cans a day
4. 1–2 cans a day 5. about 1/2 a can per day
6. phone or write to the locations given

BLM 3 – Homophones
(a) boy horse some hay pail mare
hair tail mane night tea week
rode hour pain piece tied where
(b) (Teacher-directed correction)

BLM 4 – Writing Letters
(a) 1. Sam 2. Tomi 3. Friday
4. 18th 5. Saturday
(b) 1. Brisbane 2. Queensland
3. Okyama 4. 45c 5. 18

BLM 5 – Reading and Thinking
(a) Joe – cat, Gina – bird, Chloe – pony, Jack – dog,
Dom – frog
(b) (Teacher-directed correction)

BLM 6
Together Words
1. throat 2. tame 3. elephant 4. clock
5. golf 6. flour 7. meat 8. ant
9. kitten 10. oat 11. nut 12. towel

Menu Making
(Teacher-directed correction)

Little Names
(Teacher-directed correction)

Out of Place
1. singlet – the others are worn on the head
2. wrist – the others are in the eye
3. mitten – the others are worn on the feet
4. emu – the others can fly
5. toe – the others are on the arm
6. eggs – the others are cereals
7. palm – the others are all on the feet
8. bicycle – the others have four wheels

BLM 7
(Teacher-directed correction)

BLM 8
Conclusions
(Teacher-directed correction)

Codes
A stitch in time saves nine.

Captain
(Teacher-directed correction)

Group Names
flowers metals beverages/drinks
occupations/jobs insects reptiles

BLM 9
Two Words
1. race, care 2. read, dear 3. wolf, fowl
4. liar, rail 5. same, seam 6. meal, male

Dictionary Daze
1. caterpillar 2. catamaran 3. cathedral
4. catastrophe 5. catalogue

Animal Endings
porcupine, possum, rabbit, bear (or bat), elephant,
monkey, goat, bilby

Join Up
1. pigeon, purple 2. heaven, animal
3. follow, season 4. silver, twelve
5. bridle, picnic 6. bridge, bundle

BLM 10
Word Search
mango apple orange banana lemon
peach tomato lychee

Reports
(Teacher-directed correction)

Small Words
ram, page hat, red anchor, age bud, get
cart, ridge brace, let medal, lion reap, pear

Directions
(Teacher-directed correction)