

# MACQLIT SESSIONS

## Part C

### Term Two Weeks 1-5



Teacher: Miss Lauren Greatorex.

Students: Shaylani, Scarlett and Kingston.

Zoom time: Monday to Friday 9:25 – 9:55

(Please make sure you are logged on and ready to start on time)

## Putting it all together: Sentences

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### Set A

1. The red foxes are hunting chickens in the pen.
2. Ben is listing all the steps of his plan.
3. I am willing to give him a second helping of dinner.
4. We were checking for spring buds on the branches.
5. The finches were trilling their song in the trees.
6. I was resting on my bed when the dogs came in sniffing.
7. He rushes to the shops to get extra fishing line for Greg.
8. The old men are resting on benches in the sun.

### Set B

1. Beth was instructing her children to stand in a line.
2. Max was investing in stocks and bonds to get rich.
3. I am finishing off the pockets on my jacket.
4. Frank relishes munching on fresh salad for lunch.
5. The gull was extending its wings in the gusting wind.
6. There were sticks and stones all over the track where we ride our bikes.
7. Val is chanting Will's name as he gets close to the finishing line.
8. Mixing cakes with Mum is quite fun – but then I must do the dishes!

crossing	pinches	jackets	stalling	dishes
panting	tends	yelping	boxes	crunches
lessons	sprinting	shins	rashes	fronds
masses	pockets	munches	stomping	trusting
planes	sinking	fizzes	plugs	riches



fume

din

woke

place

con

huge

rone

rise

mime

them

these

nice

daze

tub

lage

hat

spale

hug

Steve

doze

fice

tune

cod

rage

tube

in/flict/ing

pol/ish/es

damp/en/ing

con/tents

fin/ish/es

con/struct/ing

buck/et/ing

sand/wich/es

comm/and/ing

in/vest/ing

happ/en/ing

dis/tress/es

## Putting it all together: Story B

### Tom's Dogs Make a Fuss

The dogs are **yelping** fit to wake everyone for miles. "What has got into them? What could be happening?" says Old Man Tom. He is just getting into bed.

"Maybe a fox is in with the chickens," says his wife. Old Man Tom puts on a jacket, picks up a lamp, and goes to check. He is crossing the **paddock** when the yelping stops.

"Dogs!" he yells. "What is it?"

He holds the lamp up and sees the panting dogs in a bunch at the end of the path. When Tom gets to them, he sees they are standing by a boy. He is just a small boy with mud on his face. The boy is bending over, holding his leg as he sobs. He must be five or six, no more. The dogs jump on Old Man Tom, licking him all over. Old Man Tom picks the boy up, **hushing** the dogs as he takes him inside.

"Sal, come and help me," he calls. His wife is there in an instant.

"Why, it's Mike from Wending Lane," she says, her eyes wide.

"Where am I?" asks Mike.

"You're with Sal and Old Man Tom, Mike. You must have been walking in your sleep," says Sal.

"It looks like you fell and hit your leg in the ditch by our dog pen," says Tom.

"Now, don't fret, we will have you back home in no time," says Sal. She brushes the mud off the boy's face and his leg as she talks.

"There is a graze, but you'll be fine. Now, have some milk and Tom will take you home," she says, handing Mike a cup of hot milk. The little boy relaxes as he sips his drink.

Old Man Tom takes Mike back home in his truck.

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“Mike!” says his mum in surprise at the door. “Oh, Old Man Tom, what luck that you saw him! How did he get out? Was the gate open? Oh, thank you, thank you,” she gushes.

“Don’t thank me,” Tom says in a gruff tone. “Thank the dogs. They kept him safe.”

## Questions

1. How do you know that Tom’s dogs are upset? What does **yelping** mean?
2. What does Tom’s wife think the dogs are barking at?
3. What do you think Tom says to the dogs when he takes Mike inside? What does **hushing** mean?
4. Who is Sal?
5. How did Mike get to Tom’s house?
6. How does Mike’s mum feel when she sees Mike? How do you know?
7. Who does Mike’s mum need to thank?
8. What sorts of jobs do you think Tom’s dogs might be good at?

bending hunches printing splashes checking

problems clamping sixes pinching huts

thanks flashes costing robes dresses

listing trips wishes quits holding

foxes trashing rams branches crashes



sanded	bossed	picked	longed	bumped
frilled	tempted	quilts	scripted	clanged
milked	prompts	buzzed	willed	vested
belched	fanged	jilted	hissed	stashed
panting	frosted	yelled	bunches	tested

in/tend/ed

plant/ed

con/sult/ed

ex/pand/ed

ex/tract/ed

con/flict/ed

im/pact/ed

bond/ed

con/sent/ed

com/pact/ed

dis/rupt/ed

hint/ed

# Putting it all together: Sentences

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## Set A

1. I limped back to the bench after I banged my shin.
2. Fin twisted the cap until the lid popped off.
3. We finished the maths lesson and rushed home to see Dad.
4. My handbag was stuffed with a lot of rubbish.
5. Dad rented a truck and we stacked it with planks for the shed.
6. He yelled at me to stop the man from dashing off with all the cash.
7. My mate fixed the dent in my old ute.
8. Bill scoffed as I told him a lame joke again.

## Set B

1. My mum commented on my fresh muffins.
2. I planted the bulbs in time for spring and picked some roses from the garden.
3. We visited the camp and helped mend the tents.
4. I disrupted the singing when I added my drums.
5. Mick collected the cash for the tickets to the gig.
6. Kate extracted a speck of gold from the bottom of the gold pan.
7. As Viv rushed home, she was pickpocketed.
8. I was stranded on the top of the cliff, so I called for help.

tricked                    stunted                    filled                    calling                    shifted

funded                    taxes                    busted                    dressed                    called

mocking                    mended                    limped                    sinks                    banged

rented                    dashed                    shelled                    handed                    pecking

stranded                    stuffed                    rusts                    blushed                    dented



# Putting it all together: Story B

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## Stagehand

This was it. The stage was set. I tested the mikes. All fine. I checked that all the props were in place. Yes. Then Rose rushed by in a red velvet dress. “Where is my wig?” she yelled in a panic. She bumped into Ben rushing the other way. “Where is my vest?” he yelled.

I went to help look in the dressing room. There they were. I shifted a bag, picked up the things and handed them to Rose and Ben. Just in time.

“Thanks Jen, what would we do without you?” they whispered.

“Places, everyone,” said Mrs White.

We ran to the wings. The music began and the **drapes** rose...

Everything was going well. Rose and Ben were doing a fine job. After Act One, we all had a drink and a rest in the dressing room.

“Okay,” said Mrs White after a while, “time to do Act Two!”

That’s when something bad happened. Rose rushed to get a hat from a shelf over the door for the next Act. She jumped up on a chest to get it, but then she slid and fell back with a thump.

“Ow!” she yelled. She got up and **limped** to a bench.

“Oh, I think I twisted my ankle. What will we do? I can’t go on stage like this. What a mess I’ve made of things,” she wept.

“I can lend a hand,” I said.

“That’s nice, Jen. But what can you do? You just help **backstage**,” said Rose.

I blushed. “Sitting backstage I learned all the lines. Lend me your dress, you will see,” I said.

I put on the red velvet dress and the hat. They were a good fit.

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“One minute to go,” said Mrs White. “Ready, Jen?”

I gulped and nodded. Then the next Act began with me on stage! At the end, everyone clapped and clapped. But the one who clapped most of all was Rose.

“What would we do without Jen?” she said, and gave me a big hug.

## Questions

1. How was the stagehand helping everybody backstage?
2. At what point during the play did Rose twist her ankle?
3. How did Rose twist her ankle?
4. How did she get to the bench? What does **limped** mean?
5. How was it that Jen knew all the lines?
6. What do you think Jen might be like as an actor?
7. How do you think Jen felt doing Rose's part?
8. How do you think Rose felt when Jen did her part?

toad

snow

coat

glow

roast

blown

long

grow

cloak

slog

cot

boat

soap

flow

oak

moan

shown

snap

boast

stow

think

soak

cone

prong

coach

flow/ing

coast/line

dis/own

wid/ow

shad/ow

toast/ed

up/load/ing

fell/ow

boat/load

el/bow

win/dow/pane

pill/ow



## Putting it all together: Sentences

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### Set A

1. Don gave a groan when he woke at five.
2. Our boat broke again and we had to get a rope to tow it back.
3. Rose is a very nice coach of our netball side and will help us win.
4. Pete's cloak had blown off in the strong wind.
5. The branch of the oak hung so low I could jump and just tip it with my hand.
6. The snow was so cold and it made us all very slow on the hike.
7. Tim owns a boat that he wipes with soap and a soft cloth.
8. My children have grown so tall.

### Set B

1. Will is a fellow fan of the band called the Black Crows.
2. Liz is such a chicken – she would jump at her own shadow.
3. Matt will upload the address to the website.
4. Pam has flown in a floatplane.
5. Ted has grown some splendid rows of radishes.
6. The gang of bandits followed the boat along the coast so that they could offload the gold that they had stolen.
7. I spoke with Kate, who will upload the file so I can show it to Dad.
8. Thanks for the oats and milk – I owe you ten bucks.

moat

flown

rob

bloke

gloat

dock

loam

blow

toast

pinch

show

pram

throat

slow

cap

load

throw

crow

mock

dote

foam

rung

coast

growth

mown



tricked	stunted	filled	calling	shifted
funded	taxes	busted	dressed	called
mocking	mended	limped	sinks	banged
rented	dashed	shelled	handed	pecking
stranded	stuffed	rusts	blushed	dented

## Putting it all together: Story B

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### The King and the Elf

The snow was falling thick and fast. The lamps were still lit along the old road. In their glow, a crow pecked at the ice. Triss rose and made some hot toast on the fire. When she had finished, she swung her bag on her back and put on a cloak and snug hat. Then she crunched over the crisp, fresh snow, alone but with the fate of her clan resting upon her.

As she walked, the sun came up. It lit up the snow, glinting on the flakes on Triss's cloak. Triss made her way to the castle and the moat, close to the place where she had camped. She felt a lump in her throat as she was standing there. There was still time to stop and go back.

"No," she thought, "I have come on such a long trip to get here. I must not stop now."

A **coach** came by as she was thinking. In a second, Triss jumped on the back of the coach and rolled into the castle.

Two sentinels approached the coach as it came in, but Triss hunched down in her cloak and jumped off just in time. Nobody saw her as she then crept up a path to the throne room. At one end of the room sat an old oak throne. And on the throne sat the king.

"Help!" said the king when he saw Triss.

He had been locked to the throne by the spell of a bad elf. An elf who wished to rule the land. Triss saw her chance. She lifted her hand. A red **flare** shot out. The lock broke, and with it the spell of the bad elf. Triss felt a glow of pride. She had done it, her task was complete!

"You saved me! Who are you?" **gasped** the king.

"I am Triss," Triss said, bending before the king.

"Triss, thanks to you our land is now safe. What can I give you? A chest of gold? Land of your own?"

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“I do not desire riches or anything for myself,” said Triss. “But my people have no home.”

“Bring your people here. In my kingdom there is a place for all.”

“Thank you, my king.” And with that Triss left the king’s hall. A spirit of hope rose within her as she vanished into the snowy landscape.

## Questions

1. What was the weather like in the story?
2. Where was Triss trying to go?
3. How was she feeling about trying to get inside the castle? How do you know?
4. How did she get to the throne room?
5. What was the bad elf’s plan?
6. How did Triss break the spell of the bad elf? What is a **flare**?
7. Why did the king gasp? What does **gasp** mean?
8. What do you think might happen next in the story?

thanks	bumped	bland	snow	fuse
linen	printing	boast	shifted	bribe
shake	flow	longed	stomping	crunch
mended	custom	coach	robe	mime
throats	cope	splashes	shacks	clanged

# Putting it all together: Paragraphs

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## Set A

1. Foam from the waves hit the coast with a crash, sending splashes up the cliff. A small boat rocked in the swell. The men on deck were clenching the ropes. Will they make it?
2. Ben went hunting for small stones to use in his game. As he looked, he came across a nest holding five eggs. Just then, an egg cracked. A small black crow croaked at him. Ben dashed back home to tell his mum and dad to come and see the chick.
3. Jake longed to be up the oak tree, swinging from the branches. In the oak was a hollow, just made for stashing away his Tim-Tams. Jake held the trunk and swung up close to his stash. Munch time!
4. As the snow fell, Dave and Emma were soaked to the bone. Dave wished they had told Mum that they had left. Just then a van drove by. Is that Mum? Yes! Mum yelled, "Hop in, it is too cold to hike." Dave and Emma jumped into the back, safe and snug.






crate

stamping

poats

line

crow

mended

tap

ashes

stage

rushed

pace

called

groaning

mute

tron

tube

soap

rags

nace

flowing

yinted

wake

theme

riches

buzzed

choke

hug

cracked

rage

shocking