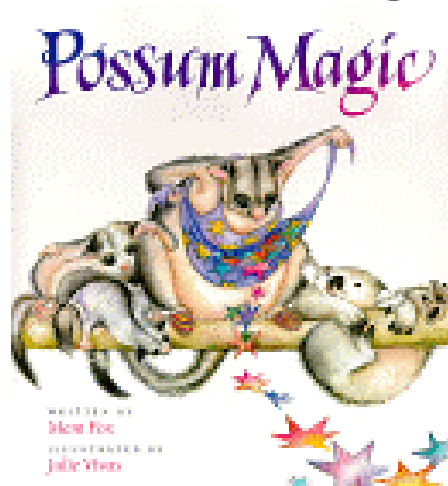


Possum Magic



From *Possum Magic* by Mem Fox and Julie Vivas
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Illustrations copyright © Julie Vivas 1983
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Pty Limited
ISBN 1862910952

A Walking Talking Text
Column Planner unit of work

based on the text,
Possum Magic


Unit written by Joanne Coghlan
Making MAP Meaningful Project 2005

Northern Territory
Department of Education 1995.
Walking Talking Texts,
Darwin, NT.


This unit of work

- uses the *Walking Talking Texts* Column Planner framework
- provides a framework for the teaching of oral English, and in addition, for the teaching of literacy skills (independent reading and writing) in English through activities and exercises.
- uses the *Do, Talk, Record* planning model.
- was written for use with English as a Second Language (ESL) students.

WALKING TALKING TEXTS – COLUMN PLANNER

| | | | | | | |
|---|--|--|--|---|---|---|
| <p>1. Discover the text. Read the text to the students. This is a daily activity to include all students in the session for that day Teacher reads all of the text to the students.</p>  | <p>2. Complete oral cloze exercises. This is a daily activity and can lead into oral dictation to assist with spelling. Teacher reads the selected text and leaves out the names of the animals. Then leaves out the verbs as students display their skill with animal names and familiarity with the story.</p> | <p>3. Assessment choice. Teacher & students talk about whether the text was as predicted & exchange ideas & feelings about the text. Did you think Grandma Poss could help Hush? What food did you think for help Hush? Were you happy that Grandma Poss made Hush visible? Would have liked to see Hush stay invisible? etc</p> | <p>4. Read the text with the students. Role play the text and/or parts of it. Teacher would initially be the narrator and students just role playing using masks or puppets if too inhibited. As students got to know the story more, they could be introduced to dialogue where they could practise pronunciation and intonation. This would require a lot of support from the teacher.</p> | <p>5. Read the text again and talk about any links b/w the written text and the real-world experiences of the students. Have you ever been sick and someone in your family has worked really hard to get you well? What did they do? Have you ever travelled to other places in Australia? Where? Why? What did you see? Did you eat different types of food? etc</p> | <p>6. Teacher tells the students about the genre of the text. Teacher to have examples of different genres for comparison. This text is a narrative, so teacher needs to explain about the structure ie orientation, complication, resolution. A fun way to show the students this is to give each student a piece of butchers paper folded in 3 equal parts. Teacher talks about what an orientation is and then reads the orientation of Possum Magic. Students retell and teacher scribes. Then students illustrate on first section of butchers paper. Continue this with each section – this will take 3 lessons. Teacher writes up the retell and provides a copy for each student to be attached to the correct section of the page. These are displayed in the classroom.</p> | <p>7. Assessment choice The students retell the text: the story line, sequence of events etc. The student responses could be taped for transcription at a later date. As this activity of a retell in sections is to be completed in 6 with teacher scribing. It would be pertinent to get individual students to retell sections of the story using the illustrations for prompts and taping it. Transcripts would then be analysed.</p> |
|---|--|--|--|---|---|---|


| | | | | | | |
|---|--|---|--|--|--|---|
| | | | | | Then teacher looks at a procedure, report, letter etc and talks to the students about the differences. Students should be able to identify the differences easily. | |
| <p>8. Teacher & students make a list of words. (teacher usually has planned ahead, but would invite student input to check and alter list) Verbs have been chosen as the focus language feature for this unit. A list of the verbs from this text is included. The use of speech marks is also a language feature to be focussed on – see role play for the introduction to this.</p> | <p>9. Order into alphabetical order This could be included in the daily program. Use the words from the word list. This activity would also include 10 as student would have to look very closely at initial sounds and use correct pronunciation.</p> | <p>10. Teach sound & letter names where appropriate. This should be included in daily plan. A daily phonological awareness program should already be included in the timetable, and activity 9 could reinforce this. Focus sounds and letter names could be introduced through this to make lists of words with specific sounds and letter names.</p> | <p>11. Read the text again with the students. Write a group negotiated, teacher scribed text based on original. Get students to illustrate in page by page structure –to be used for 15 The retell has already happened in 6 and 7, so this activity should enable students to use new language and sentence structures they have learnt so far in the unit.</p> | <p>12. Create a wall thesaurus. Using the words from the list in 8 would give students more confidence in using these. Also look in the text for other words suitable for this activity. This could also be an opportunity for students to use a dictionary to understand meanings of words. This thesaurus is displayed in the classroom.</p> | <p>13. Students capable begin independent writing. These students may work on this activity while others are doing 11 or they may need to participate in 11 first to develop the skills for independent writing.</p> | <p>14. Sort scrambled text. Reconstruction can be done daily. Students are given activities using whole text and pictures Teacher has photocopied pictures from text and separate writing for each page. Students are given illustration/s and/or sentences. Teacher shows the book and asks who has first illustration. Then the first sentence etc. These are laid out to reconstruct the text and lots of support from teacher and peers will be required initially. Also ordering using numbers worksheet would occur to teach about this assessment concept – see daily program.</p> |
| <p>15. Teacher & students produce a story map. For this text a map of Australia and the places that Hush and Grandma Poss go to</p> | <p>16. Sort scrambled sentences & words. Teacher designed worksheets which reflect MAP style items would be used.</p> | <p>17. Create alternative endings/beginnings for sentences. Teacher designed worksheets which reflect MAP style items</p> | <p>18. Complete written cloze exercises. Teacher designed worksheets which reflect MAP style items</p> | <p>19. Assessment Choice Explore the text through poetry and/or music. Teacher to choose song/s and or poem/s that</p> | <p>20. Teacher & students produce a written text of the poetry and/or music. Teacher should have this written out already</p> | <p>21. Assessment Choice Practise listening skills through games and exercises. The oral cloze (2) is a listening exercise. Try</p> |

| | | | | | | |
|--|---|---|---|--|---|---|
| <p>would be fun. Students could draw/paint/make/find pictures in magazines the scenic highlights and the food shown in the text and attach to the map. They would also label these with separate sentences such as: Grandma Poss and Hush went to Sydney. They ate steak and salad. They saw the opera house. Everyday the teacher would take down the attachments and student would rebuild the map with support.</p> | <p>The sentences and words could also be made into flashcards and students sort them to make paragraphs or sentences.</p> | <p>This could also be an oral activity where the teacher says a sentence such as "In Melbourne Poss ate " and the students have to think of something different.</p> |  | <p>compliment the text. Songs: The Vegemite Song & G'day Poem: A Nip in Time</p> | <p>for display in classroom and for students to access if this is included in their daily plan.</p> | <p>to include a listening post activity to enhance/develop these skills. Game: What's that sound? Ask students to put their heads down and close their eyes while another student goes to the back of the room and make a sound. Students take turns to be the 'noise maker.' Children who recognise the sound will raise their hands and be called upon to guess. Suggested sounds – get progressively more difficult: clap hands, ring a bell, blow a whistle, sneeze, cough, knock on the door, play an instrument, hum a tune, hop, stamp feet, open and shut a door, tap a pencil on a table, turn on water, set a timer, crumple a paper, drop a pencil to the floor, snap fingers, sharpen a pencil.</p> |
| <p>22. Students begin writing their own text in the form of a poem or a song. The independent writers could write new lyrics to the song or poem already being used –</p> | <p>23. Assessment Choice Explore the text through art & craft. Students make puppets and/or masks for the role play. They would also be making some of the</p> | <p>24. Teacher & students write jointly constructed texts associated with the art and/or craft work. Write a description of one of the masks. Eg The possum mask</p> | <p>25. Students begin to write a procedural or descriptive text of their own based on art/craft work. This activity is for independent writers who may have participated in the</p> | <p>26. Assessment Choice Practise English pronunciation. This should be ongoing with all teaching, but the text may address some particular pronunciation issues for a focus.</p> | <p>27. SCIENCE N/A</p> | <p>28. MATHS Assessment Choice Spatial Sense SS 1.3 Location Use simple grids, maps and plans to find familiar locations and landmarks and describe</p> |

| | | | | | | |
|--|----------------------------------|---|--|--|---|---|
| <p>or may just change one or two words.</p> | <p>things for the story map.</p> | <p>has 2 eyes and is brown. The possum looks happy because it has a smile. The eyes are cut out so you can look out when you have the mask on etc</p> | <p>group negotiation activity first.</p> | <p>Practise of pronunciation would occur in the role play rehearsals. It would also occur when the students rebuilt and read from the story map each day. Teacher could also make up some sentence flashcards to help with difficult sounds. Eg Possums eating peppermint ppp Kangaroos kicking koalas kkk</p> | | <p>these using positional language.</p> <ul style="list-style-type: none"> • recognise and use common positional and directional language in relation to simple grids, maps and plans • pay attention to order and proximity when creating a story map based on a familiar book • follow and give adequate directions including 'between' to find an object (treasure hunt) <p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Worksheet using a map on a grid and students having to find specific sites (beside the road, next to the house, in the house etc) • Rebuild the story map independently. • Go on a treasure hunt and find the treasure • Set up a treasure hunt for someone else (group negotiated text and/or independent) |
| <p>29. HEALTH / PE Assessment Choice Promoting Individual and Community Health Band 2 HP 2.2 People and Food investigate nutritional value and</p> | <p>30. SOSE N/A</p> | <p>31. Examine the differences between written & spoken language. During a group negotiation that the teacher is scribing the</p> | <p>32. Decide about and answer true/false statements. Teacher designed worksheets which reflect MAP style items.</p> | <p>33. Make judgments about multiple choice answers. Teacher designed worksheets which reflect MAP style items. This is a very important</p> | <p>34. Recognise and correct substitutions/lies in the text. Teacher designed worksheets which reflect MAP style items.</p> | <p>35. Write a group negotiated text in the same genre, which differs from the original in language items, setting, plot, topic, purpose.</p> |




| | | | | | | |
|---|---|--|--|---|--|---|
| <p>costs of meals</p> <ul style="list-style-type: none"> plan and prepare an uncooked meal for themselves and make judgements about ease of preparation, meal satisfaction and nutritional value <p>Assessment Task:</p> <ul style="list-style-type: none"> group negotiated or independent construction of a procedural text with comments on satisfaction and nutritional value. | | <p>teacher could discuss with the students.</p> | <p>Doing this activity orally first will enable increased understandings and skill development. This could be really fun as a game. Teacher would initially model game by saying for example: "My name is" (wrong name) "True or False?" My name is " (correct mane) "True or False?" The students could do the same – choosing their correct or incorrect name. Then they could move onto fun things such as "I love to eat trees." True or False?</p> | <p>skill for students to develop as multiple choice is the most used test item type in MAP.</p> | <p>This would have to be modelled and given high support with the teacher ensuring that the students refer to the original text to enable them to see the differences. A lead up to this activity could be to use some spot the difference type worksheets from magazines, to develop student understandings of the concept of different and same.</p> | <p>It is probably easier to change only one of the above.</p> <p>Perhaps changing the animals to African animals and choosing placed in Africa where they could travel and eat common foods in Africa?</p> <p>The teacher would have to supply information using perhaps another text or video. This would be a relatively simple process, just for the purpose of the activity.</p> |
| <p>36. Students begin to write a text of their own by improvising on the original text, in one of the following ways: language items, plot, setting, content. Independent writers to do this. They may participate in the group negotiated text writing first to get ideas.</p> | <p>37. Identify and use questions and statements. Teacher designed worksheets which reflect MAP style items. Doing this activity orally first will enable increased understandings and skill development.</p> | <p>38. Explore the text through an oral presentation. This may be at assembly or presenting to parents or another class. The teacher and students would negotiate the item/s to be presented and the audience. Items may be any of the following from the unit: role play, art/craft work, song, poem. These are just examples and decisions for an oral presentation could be made about any of the</p> | <p>39. Write a group negotiated text to support the presentation. Depending on the audience, personal invitations or posters could be made to ensure times, dates and venues were clear. Also, students may wish to group negotiate their talk about a particular activity. They would then need time and support for practise of the presentation.</p> | <p>40. Students write a text of their own to support the oral presentation, eg dialogue, a talk, a poster, etc Unlike 40, the chosen text would be decided by the individual to write up independently.</p> | <p>41. Assessment Choice</p> <p>Give the oral presentation. This is a great assessment opportunity, and the use of video to record the performances is imperative.</p> | <p>42. Assessment</p> <p>It is recommended that at the beginning of the unit approximately 4 or 5 students are chosen as a focus for assessment. Gather these work samples as you go through the unit. NB. Spelling is included in the worksheet part of the daily program as an extra activity.</p> <ul style="list-style-type: none"> oral transcript worksheets with anecdotal notes video of performance writing sample with anecdotal notes |

| | | | | | | |
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| | | <p>unit activities. The audience may be initially another class or just the principal. Then if students are confident to present at an assembly to whole school, this would be encouraged and organised.</p> | |  | | <ul style="list-style-type: none"> • spelling test <p>Use the Assessment Record sheet to profile students and attach the above evidence.</p> |
|--|--|--|--|---|--|---|

ASSESSMENT RECORD

| Student name: | Date: __/__/__ | Assessment Task | E | S | C |
|---------------------|--|---|---|---|---|
| EsseNTial Learnings | Major Focus: Collaborative 1 | | | | |
| | <p>Listens attentively and considers the contributions and viewpoints of others when sharing own ideas and opinions.</p> <p>Band 1 demonstrates attentive listening and speaking behaviours, eg speak audibly and if culturally appropriate look at speaker and listener.</p> | <p>Play the following game: Teacher has a list of body signs of good listening such as: eye contact, squaring shoulders with the speaker (not turning to the side), keeping fingers and feet still, leaning a bit forward, appearing interested, remaining on the same level.</p> <p>Select a student to demonstrate with you the body signs of listening. Exchange roles of speaker and listener. Demonstrate good and bad listening behaviour. Follow up each demonstration by checking off the signs on the list. Add to the list if required.</p> <p>Divide the class into groups of three, to practise these listening skills. Take turns within the triads. A being the speaker, B the listener and C has the checklist and is the observer. Allow 3 – 4 minutes for each round, before rotating roles and students can either choose what they wish to talk about, or the class may negotiate a topic. Eg/ what I like to do after school.</p> <p>This activity should have a set time for the duration of this unit. It doesn't need to be in WTT time, maybe at the end of each day, or after a break. It needs to be done at least 3 times a week. Feedback from these sessions would provide the band level at which the student was operating. Teacher may wish to take anecdotal notes also.</p> | | | |
| Speaking | <p>SL4.3 Language structures and features Adapt available SAE vocabulary and some complex structures for expanded talk with some grammatical accuracy, pronunciation and stress</p> <p>Use some cohesive features such as text connectives, eg after that, then, finally</p> | Successfully direct a treasure hunt - Maths | | | |
| Listening | <p>L L4. Language structures and features Follow some complex vocabulary/structures in extended talk</p> <p>Follow instructions that include sequential text connectives, eg first, then, after that</p> | Successfully complete the treasure hunt designed and directed by someone else – Maths | | | |
| Reading | <p>R L3.3 Language structures and features Cue into basic SAE text organisation and features</p> <p>Follow simple time sequencing and recognise some text connectives, eg after, then, finally</p> | Successfully read the instructions for the treasure hunt - Maths | | | |

| | | | | | |
|---|---|--|--|--|--|
| <p>Writing</p> | <p>W L3.3 Language structures and features Use basic SAE language features and structures in a variety of simple cohesive texts Use some specialised words in appropriate contexts</p> | <p>Write a cohesive treasure hunt with directions, naming places, illustrations, etc - Maths</p> | | | |
| <p>Maths</p> | <p>Spatial Sense SS 1.3 Location Use simple grids, maps and plans to find familiar locations and landmarks and describe these using positional language.</p> <ul style="list-style-type: none"> • recognise and use common positional and directional language in relation to simple grids, maps and plans • pay attention to order and proximity when creating a story map based on a familiar book • follow and give adequate directions including 'between' to find an object (treasure hunt) | <ul style="list-style-type: none"> • Worksheet using a map on a grid and students having to find specific sites. (beside the road, next to the house, in the house etc) • Rebuild the story map independently. • Go on a treasure hunt, follow directions and find the treasure • Set up a treasure hunt for someone else (group negotiated text and/or independent) | | | |
| <p>Health & PE</p>  | <p>HP 2.2 People and Food Investigate nutritional value and costs of meals.</p> <ul style="list-style-type: none"> • plan and prepare an uncooked meal for themselves and make judgements about ease of preparation, meal satisfaction and nutritional value | <p>Participation in a group negotiated writing of a procedural text with comments on satisfaction and nutritional value, or production of an independent procedural text with comments on satisfaction and nutritional value.</p> | | | |

HPE PROGRAM

Promoting Individual and Community Health

Band 2 HP 2.2 People and Food. Investigate nutritional value and costs of meals.

- plan and prepare an uncooked meal for themselves and make judgements about ease of preparation, meal satisfaction and nutritional value

Assessment task: Participation in a group negotiated writing of a procedural text with comments on satisfaction and nutritional value, or production of an independent procedural text with comments on satisfaction and nutritional value.

| DO | TALK | RECORD |
|--|--|--|
| | 1. Teacher talks to the students about the outcomes and assessment task for the program. Then whole class discuss different sandwiches they could make. | |
| 2. Go to local store and see what ingredients are there. | 3. Talk about all the possibilities for different sandwiches that could be made from what is available. Discuss good and bad choices re- types of bread etc. | 4. Write a group negotiated, teacher scribed shopping list. |
| | 5. Talk about what is on the list and it's nutritional value – use the food pyramid. | 6. Re-write the list is necessary |
| 7. Go to the store and buy the ingredients. | 8. Put students into groups. Talk about the roles of each of the students in their groups. | 9. Group negotiate a list of roles and responsibilities for each group. |
| 10. Make and eat the sandwiches. Clean up. | 11. Talk about the taste of the sandwiches and their nutritional value. | 12. Write a group negotiated procedural text about the sandwich making and comments on nutritional value and satisfaction. Independent writers do their own. |



MATHS PROGRAM

Spatial Sense

SS 1.3 Location

Use simple grids, maps and plans to find familiar locations and landmarks and describe these using positional language.

- recognise and use common positional and directional language in relation to simple grids, maps and plans
- pay attention to order and proximity when creating a story map based on a familiar book
- follow and give adequate directions including 'between' to find an object (treasure hunt)

Assessment task:

- Worksheet using a map on a grid and students having to find specific sites (beside the road, next to the house, in the house etc)
- Rebuild the story map independently
- Go on a treasure hunt, follow directions and find the treasure
- Set up a treasure hunt for someone else (group negotiated text and/or independent)

| DO | TALK | RECORD |
|--|--|--|
| | 1. Talk to the students about the outcomes and assessment tasks for the program. | |
| 2. Get students to individually build the story map over the time of the WTT unit. | | 3. Anecdotal notes are kept about student ability to re-build the story map. |
| | 4. Talk to the students about a treasure map. | 5. Teacher records what students already know about treasure hunts. |
| 6. Read a story or show a video/dvd to the students about a pirate treasure map. | 7. Give the students a treasure map and discuss it with them. | |
| 8. Follow the treasure map as a class. | 9. Talk to the students about what constitutes a good treasure map. What language is specific in it? Do the illustrations help? Etc | 10. List the language used and display. |
| | 11. Explain to the students that they now have to make their own treasure map for someone else to follow. That they can work independently or as part of a group. | 12. List groups and their members. Write down names of students working independently. |
| 13. Students make their treasure maps. | | 14. Students present their treasure maps to other groups / individuals. |
| | 15. Teacher and students discuss the task. Different groups are to exchange their maps with other groups and individuals. Then they are to follow the directions on the map. | |
| 16. Everyone goes on their treasure hunt. | | 17. Teacher keeps a checklist of who was successful and videos where possible. |

The Vegemite Song

We're happy little Vegemites
As bright as bright can be.
We all enjoy our Vegemite
For breakfast, lunch, and tea.
Our mother says we're growing
stronger every single week.
Because we love our Vegemite.
We all adore our Vegemite.
It puts a rose in every cheek!



G'day

G'day G'day,
How ya goin?
What ya know?
Well, strike a light
I say - G'day
And how ya goin?
I say G'day, G'day G'day
She'll be right!

http://www.gigglepotz.com/f_songs7.htm

A Nip In Time

Poem By Mick Leigh

The Wombat said to the Kangaroo
"Gooday my friend, and how are
you?"

"I'm glad you asked" said the
Kangaroo

"I'm sitting here wondering what to
do".

"I've lost me jump and got the hump,
So I can't be a Kangaroo..."

<http://www.mickleigh.com/children/1.html>



Name: _____ Date: ____/____/____

WRITTEN CLOZE

Fill the gaps with the words in the box to make the sentence correct.
(Remember to look at the reading sheet to help you)

| | | | | | | | |
|-----------|------------|-----------|-------|------|------|------|------|
| invisible | adventures | snakes | smile | long | made | pink | Hush |
| lived | squashed | kangaroos | | | | | |

Once upon a time, but not very _____ ago, deep in the Australian bush _____ two possums. Their names were Hush and Grandma Poss. Grandma Poss _____ bush magic. She made wombats blue and kookaburras _____. She made dingos _____ and emus shrink. But the best magic of all was the magic that made _____ INVISIBLE. What _____ Hush had! Because she couldn't be seen she could be _____ by koalas. Because she couldn't be seen she could slide down _____. Because she couldn't be seen she was safe from _____, which is why Grandma Poss had made her _____ in the first place.



Name: _____ Date: ___/___/___

MULTIPLE CHOICE

Shade the bubble to show the correct answer.
(Remember to look at the reading sheet to help you)

1. The two possums lived in
 - the Austrian sea
 - the Australian bush
 - the Tanami desert

2. The possums names were
 - Hush and Grandma Poss
 - Hash and Grandpa Poss
 - Hish and Grandma Puss

3. Grandma Poss made wombats
 - yellow
 - pink
 - blue

4. The magic made Hush
 - quiet
 - invisible
 - smelly

5. Hush could be squashed by
 - koalas
 - kangaroos
 - Grandma Poss



WORD LIST VERBS – DOING WORDS

| | |
|----------|----------|
| lived | left |
| made | find |
| smile | ate |
| shrink | crossed |
| squashed | eat |
| seen | appeared |
| slide | went |
| said | closed |
| make | nibbled |
| look | held |
| looked | waited |
| looking | worked |
| thought | cried |
| shouted | hugged |
| try | danced |
| find | |



Name: _____ Date: ___/___/___

SCRAMBLED WORDS

Unscramble the words so that they make sense.
(Remember to look at the reading sheet/word list to help you.)

1. sshduaeq _____
2. ssdeorc _____
3. kame _____
4. oongilk _____
5. ytr _____
6. etwn _____
7. caeddn _____
8. bbdnlie _____
9. rcdie _____
10. tife _____



Name: _____ Date: ___/___/___

SCRAMBLED SENTENCES

Unscramble the sentences so that they make sense.
(Remember to look at the reading sheet to help you.)

1. Poss. were Hush names Their Grandma and

2. bush Poss made Grandma magic.

3. smile emus shrink. made She dingos and

4. magic magic But was INVISIBLE. the the all made Hush of
best was that



Name: _____ Date: __/__/__

TRUE/FALSE

Circle the correct answer.
(Remember to look at the reading sheet to help you.)

1. The two possums lived in the Australian bush. TRUE/FALSE
2. Their names were Hairy and Mary. TRUE/FALSE
3. Grandma Poss made city magic. TRUE/FALSE
4. She made wombats blue and kookaburras pink. TRUE/FALSE
5. The best magic made Hush VISIBLE. TRUE/FALSE
6. Hush could be squashed by elephants. TRUE/FALSE
7. Hush could slide down kangaroos. TRUE/FALSE
8. Hush was safe from crocodiles. TRUE/FALSE



Name: _____ Date: __/__/__

RECOGNISE AND CORRECT SUBSTITUTIONS / LIES IN THE TEXT

Circle the substitution/lie and write in the correct word.
(Remember to look at the reading sheet to help you.)

Once upon a time, but not very short ago, deep in the Australian bush lived three possums. Their names were Hush and Grandma Poss. Grandma Poss made city magic. She made wombats blue and kookaburras yellow. She made dingos smile and dogs shrink. But the best magic of all was the magic that made Hush VISIBLE. What adventures Hush had! Because she couldn't be chased she could be squashed by elephants. Because she couldn't be seen she could jump down kangaroos. Because she couldn't be seen she wasn't safe from snakes, which is why Grandma Poss had made her invisible in the second place.



Name: _____ Date: __/__/__

CREATE ALTERNATIVE ENDINGS/BEGINNINGS FOR SENTENCES

Write your own endings/beginnings for these sentences – make sure they are your ideas and not from the original text.

(Look at the reading sheet to see what you are replacing)

1. _____,

but not very long ago, deep in the Australian bush lived

_____.

2. Their names were _____

_____.

3. Grandma Poss made _____.

4. Because she couldn't be seen she could be

_____.

5. Because she couldn't be seen she was safe from

_____.



Name: _____ Date: __/__/__

QUESTIONS & STATEMENTS

Answer the question with a statement – try and write a complete sentence.
(Remember to look at the reading sheet to help you.)

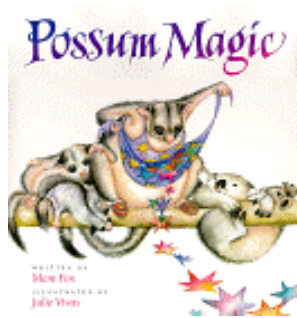
1. Where did the two possums live?

2. What were the two possums names?

3. What did Grandma Poss make?

4. What colour did she make wombats turn?

5. What was the best magic of all?



POEMS

I Am a Koala

I am a koala,
Yes, it's true.
I am not a bear,
Did I fool you?

One of my cousins
Is the kangaroo.
I carry my baby
In a pouch too.

Gayle Bittinger

Kangaroo, Kangaroo

Kangaroo, kangaroo,
How you love to hop.
Going this way, going that,
Don't you ever stop?

Susan M Paprocki