



Lessons on the Spot
Activity Pack

More 30 Minute English Activities

by Peter Clutterbuck



Blake's Topic Bank

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 and 4

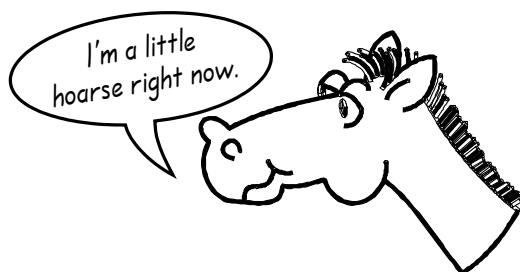
Teaching Notes 3: Homophones

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

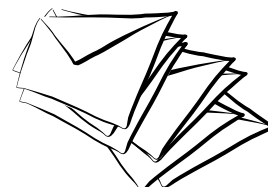
Discuss the information that is placed on an envelope. Draw an envelope on the board and ask a student to show the others how an envelope should be addressed.

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.

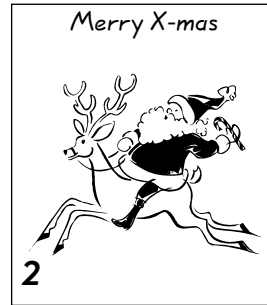
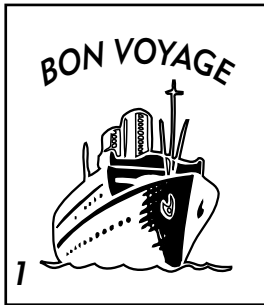
Step 5

Early finishers could make up their own puzzles.



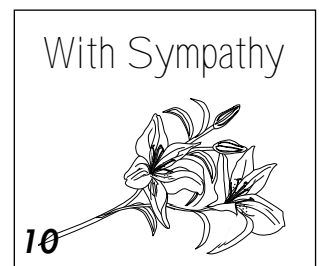
The Right Card

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



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? _____



Reading Instructions

Read the instructions carefully, then answer the questions below.

MIGHTY MATES


***Mighty Mates is a healthy meal
for all dogs and puppies.
It is made from fresh meat,
cereal and vegetables.***

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.

Size of Dog	Cans per Day
To 5 kg	1/2 to 3/4
5–10 kg	1 to 1 1/2
10–25 kg	1 1/2 to 2
Over 25 kg	3

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
------	------

Writing Letters

Read the letter, then answer the questions.

10 Wattle Street
Geelong 3896

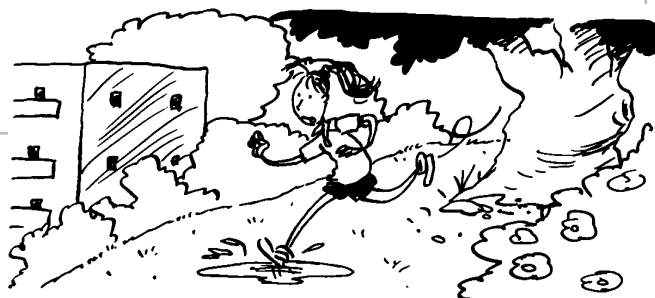
Thursday, January 14

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?

.....

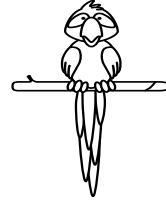
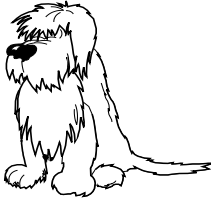
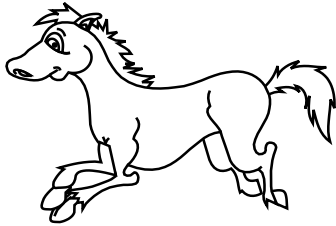
2. What state does Tomi live in?
3. What is Tomi's family name?
4. How much did it cost to send the letter?
5. What is the street number of Tomi's house?

Tomi Okyama
18 Cup Street
Brisbane Qld 4001



Reading and Thinking

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

Write the pets' names under the students' names.



Joe



Gina



Chloe



Jack

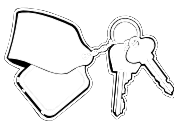


Dom

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



1



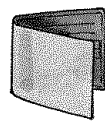
2



3



4



5

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

BLM 6

Together Words

These words are running into one another. Can you find the words to match the definitions below?

g	o	l	f	l	o	u	r
c	l	o	c	k	i	t	t
e	n	u	t	a	m	e	a
t	o	w	e	l	e	p	h
a	n	t	h	r	o	a	t

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



Little Names

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





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?



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



BLM 7

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.

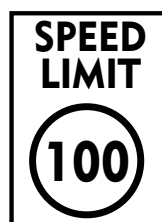
1.



2.



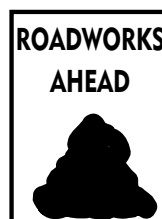
3.



4.



5.



6.



BLM 8

Conclusions

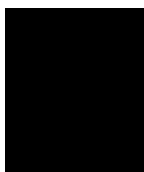
Sometimes we make the wrong conclusion when we hear or see something.

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.



Codes

What is this sentence? To read it, replace each letter with the letter that comes before it in the alphabet.

b t u j u d i j o u j n f t b w f t o j o f

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 _____

BLM 9

Two Words

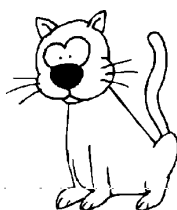
Make two words by rearranging the letters of the given word.

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 _____
bil _____



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



BLM 10

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	_____

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



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	_____	_____

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.

Answer Page — More 30 Minute English Activities (Middle Primary)

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)