How do they feel?

Learning Notes

First, support a feeling with a change in what a character does.

Unit 1 / Read the change in Nina

At first	At the end
Checks her pocket	Stops searching
Ticket still lost	Ticket found

Your learning route

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Name _____ Class _____

Date _____

01 Infer a feeling from a change

Learning goal Support a feeling with a change in what a character does.

Key idea

Notice what the character does before and after an event. Choose a feeling that fits the later behaviour and explain which clue supports it. Copying the whole paragraph does not explain the connection.

Worked example

Nina kept checking her empty pocket. The coach held up her lost ticket. Nina let out a long breath and stopped searching.

How does the character probably feel at the end? Support your answer with one action and explain the link.

1 **Read the turning point** First Nina checks an empty pocket. When the coach shows the ticket, the problem that worried her disappears.
2 **Use the final action** Her long breath and the end of the search fit relief. Link one action to the solved problem in your answer.

Worked answer She feels relieved. She stops searching because the ticket has been found. Relief fits the change better than boredom: the search stops just after the coach finds the ticket.

Read the change in Nina

At first	At the end
Checks her pocket	Stops searching
Ticket still lost	Ticket found

Common mistake “Nina feels tired because she stops.”

Check your thinking Stopping alone could mean tiredness. The discovery just before she stops makes relief more convincing.

Unit 1 • Guided practice

Mo stood outside the team room, twisting his cap. When the captain called his name and offered him a shirt, he beamed.

How does the character probably feel at the end? Support your answer with one action and explain the link.

Hint Look for a movement that changes after the news.

02 Identify someone with who

Learning goal Join two facts about a person using who.

Key idea

Find the person both sentences mention. Keep the first statement and attach who plus the second fact next to that person. In the pupil who she sings, who and she compete for the same subject position. Keep who sings.

Worked example

This is the coach. She trains our runners.

Combine the two sentences into one. Start with the first sentence and use who to describe the named role.

1 **Find the two references** The coach in the first sentence and she in the second name one person. Underline the coach once.

2 **Join at the role** Put who immediately after the coach. It becomes the subject of trains, so trains needs no other subject.

Worked answer This is the coach who trains our runners. Who links the coach directly to trains. Drop she.

Common mistake “This is the coach who she trains our runners.”

Check your thinking Who already does the job of she. Read “the coach who trains our runners”.

Unit 2 • Guided practice

That is the singer. He wrote the song.

Combine the two sentences into one. Start with the first sentence and use who to describe the named role.

Hint Replace the second sentence’s subject with who.

03 Give useful advice

Learning goal Recommend a specific action and link it to the stated problem.

Key idea

Read the goal and the obstacle. Offer a possible action using should, then explain how it would help. You should do better leaves the reader without an action to take. Check the advice keeps any stated rule.

Worked example

I forget my bus pass every morning. My schoolbag is packed the night before.

Write two sentences of advice. Use should and explain how your action addresses the problem.

1 **Use a routine that exists** Look for something the pupil already does: packing the bag at night. Choose one action that can happen then.
2 **Explain the benefit** Connect the advice to leaving home. If the pass is in the bag overnight, there is nothing extra to remember in the morning.

Worked answer You should put the pass in your schoolbag when you pack it. It will already be with you when you leave. The action uses an existing routine to solve the problem.

Common mistake "You should remember your pass."

Check your thinking That repeats the problem. Give an action with a time or place, such as putting the pass in the bag while packing.

Unit 3 • Guided practice

I keep losing my place in a book. I cannot fold its pages.

Write two sentences of advice. Use should and explain how your action addresses the problem.

Hint What can the child actually do before the problem happens?

Apply what you learned

Unit 1 • New context

Sal kept looking at the clock. When her little brother arrived safely, her shoulders relaxed. How does she probably feel? Give a clue.

Unit 2 • New context

This is the nurse. He teaches us first aid. Join the sentences using who.

Unit 3 • New context

I lose my pencil between lessons. My pencil case stays on my desk. Give advice with should and explain why.

Unit quiz

Instructions Work independently. Show your thinking, then hand your work to your teacher or parent.

Task 1

Iris hid her drawing behind a folder. When her teacher asked to display it, Iris straightened up and held it out with a smile.

How does the character probably feel at the end? Support your answer with one action and explain the link.

Task 2

This is the nurse. She found my glasses.

Combine the two sentences into one. Start with the first sentence and use who to describe the named role.

Task 3

My lunch box looks exactly like three others. We cannot change our boxes.

Write two sentences of advice. Use should and explain how your action addresses the problem.

Check your practice

Unit 1 Infer a feeling from a change

Guided practice He feels pleased or proud. His broad smile shows that being picked matters to him. Beaming is a visible clue to the feeling.

Application She probably feels relieved. Her shoulders relax when she sees her brother is safe.

Unit 2 Identify someone with who

Guided practice That is the singer who wrote the song. Who is the subject of wrote.

Application This is the nurse who teaches us first aid.

Unit 3 Give useful advice

Guided practice You should put a bookmark where you stop. It will mark the page without folding it. The solution respects the rule.

Application You should put the pencil back in the case after each lesson. You will know where to find it next time.

Revisit a task Choose one task. Copy a clue or rewrite one part of your answer.