

Marking time



Read this text and then answer the question below.

Text A: The Part-time Time-traveller

You may find this hard to believe, but **I once** built a time machine. It was made from scrap, which I collected **when** I visited the local recycling center **on weekends**.

First of all, I found some old bicycle parts, including a real leather saddle, which you don't often see **nowadays**.

A week later, I picked up a huge electric clock, which I had seen **years ago** in the bus station (**before** clocks went digital).

Meanwhile, I had a real stroke of luck ...

All the words in **bold type** are doing a similar job. Explain what it is here.

.....

.....

Now read this text.

Text B: The Part-time Time-traveller

George used to visit the local recycling center on weekends. He was always rifling through the scrap for old bicycle parts and other interesting things. His neighbors thought that he was a bit strange.

One weekend, he was seen struggling home with a horribly heavy old clock that some said had come from the bus station ten years previously.

Then things turned really peculiar ...



Both the texts above tell the same story but in different ways. Explain the difference between text A and text B.

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Labeling a diagram

Reread the texts A and B. Now draw a **diagram** of George's "Time Machine" as you imagine it. **Label** each part of the machine, saying what it is made from and what it does.

Remember: A **label** consists of a few words, or even just one word, that tell people about a particular part of a diagram.

Planning your own story



Look over your work in the previous exercises. **Where** is the story of *The Part-time Time Traveller* set, and how did it **begin**? How would you **complete** the story? **Plan** your story on this page by writing short **notes**.

Remember: You do not need to use full sentences when writing **notes**.

Characters:

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Setting:

Beginning:

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What happens:

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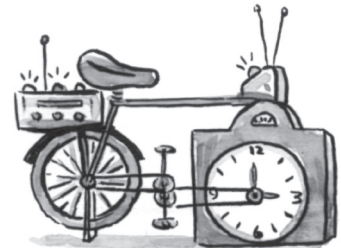
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Ending:

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Writing your story

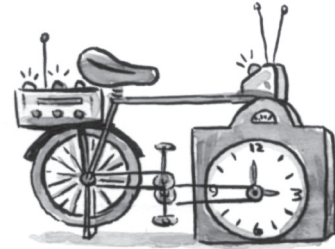
Look over the **notes** you wrote in the previous exercise, then write your story here. Use **paragraphs**, and fit your story into the pattern set out for you.

Either start with:

You may find this hard to believe, but I once built a time machine. It was made from scrap ...

or

George used to visit the local recycling center on weekends. He was always rifling through the scrap ...



The Part-time Time-traveller

Start here:

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What happens:

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Ending:

Marking time



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A week later, I picked up a huge electric clock, which I had seen **years ago** in the bus station (**before** clocks went digital).

Meanwhile, I had a real stroke of luck ...

All the words in **bold type** are doing a similar job. Explain what it is here.

The words in bold type tell us when things happen.

Now read this text.

Text B: The Part-time Time-traveller

George used to visit the local recycling center on weekends. He was always rifling through the scrap for old bicycle parts and other interesting things. His neighbors thought that he was a bit strange.

One weekend, he was seen struggling home with a horribly heavy old clock that some said had come from the bus station ten years previously.

Then things turned really peculiar ...



Both the texts above tell the same story but in different ways. Explain the difference between text A and text B.

Text A is in the first person. The subject is I.

Text B is in the third person. The subject is George.

The first exercise tests recognition of words about “when” events happened. In the second exercise, accept answers that imply the texts are written from different viewpoints. Explain that text A is in the first person and text B is in the third person if your child does not know these terms.



Labeling a diagram

Reread the texts A and B. Now draw a **diagram** of George's "Time Machine" as you imagine it. **Label** each part of the machine, saying what it is made from and what it does.

Remember: A **label** consists of a few words, or even just one word, that tell people about a particular part of a diagram.

Answers may vary

By making a labeled diagram of George's "Time Machine", your child is learning another way to communicate information. Encourage your child to talk in detail about the different parts of the "Time Machine" that he or she has labeled.

Planning your own story



Look over your work in the previous exercises. **Where** is the story of *The Part-time Time Traveller* set, and how did it **begin**? How would you **complete** the story? **Plan** your story on this page by writing short **notes**.

Remember: You do not need to use full sentences when writing **notes**.

Characters:

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Beginning:

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What happens:

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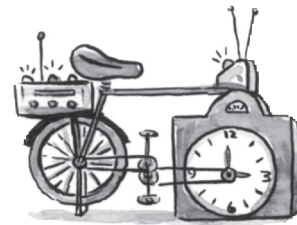
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Ending:

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Learning how to plan a story will improve your child's writing and increase his or her confidence. When checking the plan, make sure that he or she understands that full sentences and "best" handwriting are not needed when making notes.



Writing your story

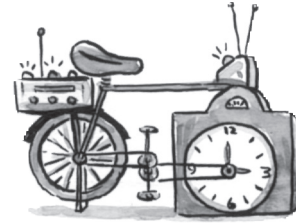
Look over the **notes** you wrote in the previous exercise then write your story here. Use **paragraphs**, and fit your story into the pattern set out for you.

Either start with:

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or

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The Part-time Time-traveller

Start here:

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What happens:

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This activity gives story-writing practice. Compare your child's story to the notes in the previous exercise, and ask about any changes made. Make sure your child has kept to the first or third person. Check that paragraphs have been used correctly.

Continuing your story



Answers may vary



Ending:

This activity gives story-writing practice. As you read your child's story, check that the basic sentence structures are correct, look for linked ideas, imaginative expression and appropriate or interesting words. Praise the aspects of your child's story that you like.