

# MATTHEW'S TOY ROCKET

## Activity Book and Teaching Guide

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This program is designed to be used with the 2007 edition of *Letters and Sounds*, available for free download from [www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk) or [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications); email: [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com); phone: +44 (0)845-60-222-60

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***New sound /j/ for g (in giant); Contraction: n't;  
New letter groups: au, dge; Unstressed initial syllables***

Before introducing the written words, make sure that the children understand their meanings. Note that the *o* in the word family starting with *soft* is pronounced /o/ as in *pot*, but may be pronounced differently in different parts of the world. We suggest that you use either Synthetic Phonics **or** Inductive Whole-word Phonics.

### **Synthetic Phonics**

#### ***Introducing a new sound for the letter g***

Explain to the children that they are going to learn a new sound for the letter *g*. Write the word *giant* for the children to see. Write the letter *g* in a different colour. Have the children sound-say the word, incorrectly saying the *g* as the /g/ in *girl*. Draw or show a picture of a giant and write the sentence, "The giant was so big that he made the trees look small." Then ask the children to tell you the new sound for the letter *g*. Explain that the /j/ sound of the letter *g* in *giant* is described as a *soft g* sound while the /g/ in *girl* (you can display the word *girl*) is described as a *hard g* sound. Let the children say the two sounds. Explain that, just like with *c*, when an *e*, *i*, or *y* comes after a *g*, it is generally soft.

Have the children read through the relevant word family discussing the way the words are grouped.

Provide words on individual cards, some having the soft *g* sound and others having the hard *g* sound. Have the children sort according to the sound the letter *g* makes in the word.

#### ***Introducing the new letter groups au and dge***

For the letter group *au*, write the letters *a* on one card and *u* on another. Hold up each one of the letters and ask the children to tell you its sound. Explain that these two letters together make a new sound. Hold the letters far apart from each other, and then bring them together. Then write and display *au* as a letter group for the children to see. State that the new letter group makes an /aw/ sound. Then read through the relevant word family.

Repeat the same instructions for *dge*. Compare the similarities and differences between *dge* and *g* as in *giant*. (The letter groups are different but the sound is the same.) Discuss how the letter group *dge* is found at the end of words.

Conclude by reviewing (revising) all the letter and letter groups that have been introduced so far. Add the letter groups introduced in this book with those introduced earlier and have the children say them when shown; they can also give examples of words that contain that letter or letter

group. Make it fun by slowly increasing the speed at which the letter groups or letters are shown, or place all the letters and letter groups in a bag and have the children pull one out in turn and pronounce the sound.

### **Introducing the n't contractions**

Review known contractions such as: *let's*, *he's*, *she's*, *it's*, and *I'll*. Write *can not* and/or *cannot* for the children to see and read. Then write the sentence, "I can not eat grains today." Have the children read the sentence. Below it, write, "I can't eat grains today." Have the children read the sentence using sound-say as needed. Explain that the word *can't* has the same meaning as *cannot* or *can not*. Explain that to make the words *can not* into one word *can't*, the apostrophe is used to replace the letters *no* and the space. Give a visual example of this by using magnetic letters or letters on cards and remove the *no* and replace it with an apostrophe. Read through the relevant word family. Explain that the sound of the *o* changes between *do not* and *don't*.

### **Introducing unstressed initial syllables**

Many of the words in this family were introduced individually in other books. Here we are including other similar words in the same family. Write a word from the relevant word family for the children to see, putting slashes between the syllables and underling the initial sound (for example: re/mem/ber). Sound-say and then blend one syllable at a time and in the right order. For example, sound say: /r-i/ *re*, then /m-e-m/ *mem*, then /b-er/ *ber*. Then blend the syllables: /ri-mem-ber/. Continue likewise by reading words that contain the same initial sound in the same word family.

After the children have segmented and blended *r-ee ree* once, they can just say the blended sound for other words. You can say, "The first syllable in *repeat* is the same as the first syllable in the word *remember*. We already know that it says /ri/ so we don't have to sound and blend these letters each time." Repeat with the initial syllables *pre-* and *a-*. (Note that the *e* in the initial syllables in these words makes a short /i/ sound, and the *a* makes a schwa sound /ə/ which may also sound like a short /uh/ sound. This should be explicitly clarified to the children.)

### **Inductive Whole-word Phonics**

Go through the word families one list at a time using spell-say (*g-i-n-g-e-r ginger*) and repeat for the first word of each list. See if the children can then read the rest of the words in the list. Use spell-say if needed. Read the words list by list, from top to bottom, first. Then have the children read across the word families.

### **Flash cards game**

Create cards containing the words introduced in this book and have the children read them. If they have difficulty with a word and you are using Synthetic Phonics, ask them to use the sounding and blending process to help them read the word correctly. With either phonics systems, you can also show them similar words in the same word list. For example, if they have trouble reading the word *judge*, show them the word *fudge* and read it to them. As the children become more confident, you can build up the speed at which you show them the words. Also have the children take turns flashing the words and checking that they are read correctly.

## **Word families: n't contractions**

don't

aren't

hadn't

didn't

can't

wasn't

hasn't

mustn't

isn't

weren't

haven't

## Word families

age	gent	badge	author	
sage	gem	badger	auto	
change	gentle	edge	automatic	
strange	general	hedge	fault	
huge	Gill	ledge	haul	
large	magic	bridge	haunt	
orange	engine	porridge	haunted	
baggage	engineer	lodge	jaunt	
cabbage	pigeon	dodge	launch	
carriage	giant	judge	launching	
package	giraffe	fudge	August	
village	ginger	nudge	Paul	
cottage				
voyage				
college				
		about	allow	pretend
		again	across	present
		afraid	along	
soft	strong	agree	America	remember
gone	coffee	alone	asleep	repeat
belong		away	alive	

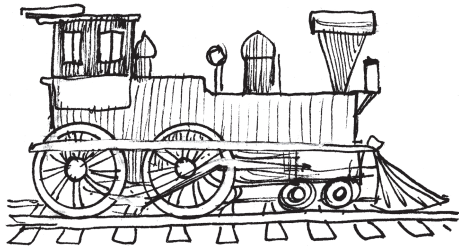
*Mark the phrase that matches the picture*



- ☐ a magic trick  
☐ a huge giant



- ☐ Paul sitting alone  
☐ Paul feeding pigeons



- ☐ an old train engine  
☐ an old carriage



- ☐ a long bridge  
☐ eating porridge



- ☐ a small cottage  
☐ a small village



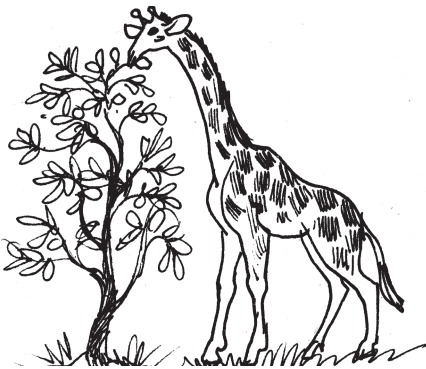
- ☐ trimming the hedge  
☐ looking over the edge

**NOTES FOR PARENTS AND TEACHERS:** The children should mark the box next to the phrase that best describes the picture.

*Mark the sentence that matches the picture*



- ☐ You can see the lights in the village.
- ☐ The cars go over a river on a large bridge.



- ☐ The giraffe picks a leaf from the top of the tree.
- ☐ You can't find giraffes in the wild in America.



- ☐ Paul can dodge the ball.
- ☐ Paul made a large tray of fudge.

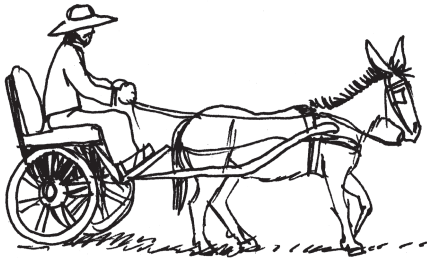


- ☐ Gill opens the package that just arrived.
- ☐ Gill is asleep in bed.

**NOTES FOR PARENTS AND TEACHERS:** The children should mark the box next to the sentence which best describes the picture.



*Does the sentence match the picture? Mark yes or no*



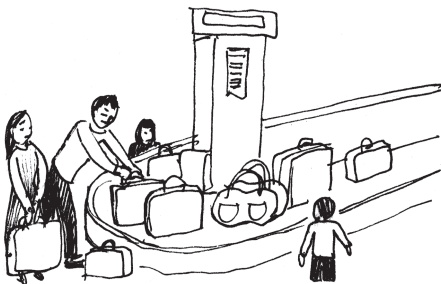
One donkey pulls the carriage.

☐ Yes ☐ No



Paul and Gill make their own rocket and then launch it.

☐ Yes ☐ No



They collect their baggage after the long voyage.

☐ Yes ☐ No



The king's crown is made of gold and gems. He is not poor.

☐ Yes ☐ No



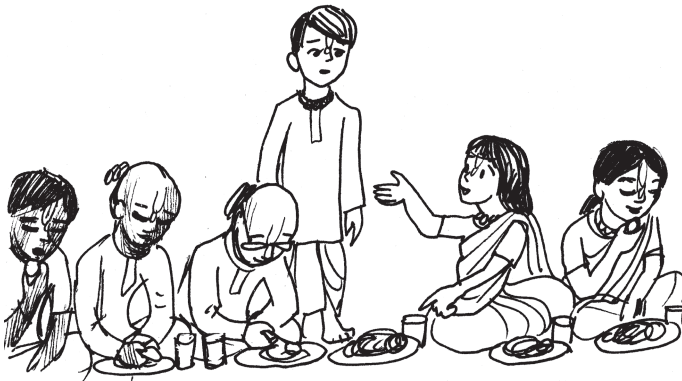
Paul pretends to be a giant.

☐ Yes ☐ No

**NOTES FOR PARENTS AND TEACHERS:** The children should look at each picture, and read the sentence next to it, using spell-say or sound-say when needed. The children then mark the *yes* box if the sentence supports the picture or the *no* box if it does not.

## Tricky word: *here*

**NOTES FOR PARENTS AND TEACHERS:** Say the word *here* and ask the children for the two meanings (because they are only hearing the word, they will not be able to tell if it's *hear* or *here*). Write both *here* and *hear* on the board and ask the children to suggest oral sentences using each word. You can model some. Write some simple sentences using known words with *here* such as, "Here is your bag." "You can play over here." Ask the children to read them. Then have the children read the sentences on this page, marking the box next to the correct word to complete the sentence. Help as needed.



Sit here next to me.

I can \_\_\_\_\_ with my ears.

☐ hear

☐ here

Can I put my bag down \_\_\_\_\_?

☐ hear

☐ here

\_\_\_\_\_ is your hat. Now you can go out and play in the cold.

☐ Hear

☐ Here

I can \_\_\_\_\_ the sea in this shell.

☐ hear

☐ here

You can wait \_\_\_\_\_ with me.

☐ hear

☐ here

## Tricky word: there's

**NOTES FOR PARENTS AND TEACHERS:** Review known contractions such as: *let's, he's, she's, it's, and I'll*. Show the children *there's*. Explain that it is a contraction, and that the apostrophe replaces the letter *i* and the space in the words *there is*. Ask the children to suggest oral sentences with *there's*, and model some. Write sample sentences for reading, using known words such as: "There's a worm in the rice." "There's water on the floor." The children should read the four sentences at the top of this page. Finally, ask the children to write *there, there's* or *their* in the blank spaces in the paragraph.



There is a large orange. There is the package I lost!  
There's a large orange. There's the package I lost!

In Krishna's place,  
\_\_\_\_\_ a large

there there's their

temple made of gems that are alive. Near the  
temple, \_\_\_\_\_ the clear water of the river  
called Yamuna. In the river, \_\_\_\_\_ a golden  
lotus. In the middle of the lotus, \_\_\_\_\_ a  
golden platform. \_\_\_\_\_ a golden seat on the  
platform. Radha and Krishna sit \_\_\_\_\_.

\_\_\_\_\_ friends sit near them. \_\_\_\_\_ is a lot  
of laughing when Radha and Krishna tell jokes.  
\_\_\_\_\_ smiles are like sweet nectar.



## Tricky word: clothes

**NOTES FOR PARENTS AND TEACHERS:** Say the word *clothes* and ask the children to suggest oral sentences using it. You can model some. Then write some sentences for reading, using known words with *clothes* such as, “Can you give me some clothes to put on?” “Have you washed the clothes yet?” Ask the children if they can see a word inside the word *clothes* (*cloth*), and then discuss how the pronunciation of the letter *o* is different in each word. Ask the children to read the text on the top of this page. Describe different types of clothes. Then have the children draw lines to match pictures and sentences. You can also create some of your own oral or written exercises with *clothes* and *close*.



clothes



clothes from different places

When Krishna battles an evil demon, first he makes his clothes tight so they will not come off when he fights.



In the morning, Krishna's servants put his clothes on him. Krishna's clothes are made from bright, soft cloth.



Pooja likes to sit alone and make clothes for Krishna. She puts gems on the clothes.



*Mark the best answers based on the paragraph*

Gill left America and went on a voyage across the sea to Africa. Her husband, Peter, had gone to Africa to teach about Krishna. Gill hadn't seen him for one year. She brought some baggage along with her. She thought about having a new life in a strange place.

Gill had a voyage to Africa in a  
☐ car. ☐ plane.

What might Gill say to Peter?

- ☐ America is a strange place.
- ☐ I am happy to see you.

Vishaka is afraid she will fall asleep on the train and miss her stop at her village. The engine noise and the rocking of the carriage make it hard to stay awake. "I mustn't sleep!" she said.

If Vishaka misses her stop, she might  
☐ laugh and sing.  
☐ call her dad.

How might she stay awake?

- ☐ walk outside
- ☐ talk to someone

**NOTES FOR PARENTS AND TEACHERS:** The children should mark the box with the most reasonable answers for each question or sentence completion. These questions require inferential thinking.

*Circle or write the correct word to complete the sentence*



The boys can't \_\_\_\_\_  
about what game to play.  
agree      afraid      again



Gill is \_\_\_\_\_ with the  
poor, sick pigeon. Something  
bad has happened to its wing.  
launching      gentle      dodge



Paul must \_\_\_\_\_ his clothes.  
He needs to put on his costume  
for the play.  
judge      nudge      change



It is Paul's fault that the hedge  
has a hole in it. He didn't trim it  
well. Mum will not let him trim  
the hedge \_\_\_\_\_.  
alone      age      again

**NOTES FOR PARENTS AND TEACHERS:** Have the children look at each picture, and read the sentence along with the three word choices. Then they should complete the text with the word that makes the most sense by writing it on the line or circling it.

*Mark the correct word to complete the sentence*

The giant is almost as tall as the

☐ trees.

☐ cabbage.

They don't like to drink

☐ coffee.

☐ age.

Matthew's birthday is on the first of

☐ haunted.

☐ August.

If you fall in the mud, you might need to wash and

☐ strange.

☐ change.

I didn't hear what you said. Can you please \_\_\_\_\_ it?

☐ again

☐ repeat

When waiting for the train, it isn't safe to stand too close to the platform's

☐ edge.

☐ badge.

**NOTES FOR PARENTS AND TEACHERS:** The children should mark the box next to the word which best completes the sentence.

## Match contractions

What other word can you use in the sentence?

They have not got any  
tomatoes left in the shop.

mustn't

We must not be late for  
the feast!

don't

Do not slip on the water  
on the floor.

can't

Krishna is not afraid of  
terrible beasts.

isn't

The cowherd boys and girls  
cannot forget Krishna.

haven't

Paul was not at home.

didn't

Gill did not visit her  
friends today.

wasn't

**NOTES FOR PARENTS AND TEACHERS:** The children should read the sentences and then see what contraction they could use to replace a word or two in the sentence. They should draw a line to the contraction, and they can also circle the word or two the contraction can replace.



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It is evening. Krishna is going back to his village. He plays his flute to stop the cows at a lake. Krishna gets them to drink the clear water. He divides the herd and counts the cows on a necklace of coloured gems. Krishna



rejoices if all the cows are present. If even one cow is missing, Krishna calls her name by playing his flute. The stray cow then returns right away to the herd.

**NOTES FOR PARENTS AND TEACHERS:** Ask the children to read the text. You might have to explain the meaning of words such as *rejoices* and *divides*. Although all the sounds in the words here have been taught, the children have not seen them all combined in this way. Help as needed. The children should write their own title on the top line and draw their own picture in the bottom box.

*Answer the questions about the description on the previous page*

Where does Krishna stop the cows?

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How does Krishna call the name of a missing cow?

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---

---

When does Krishna rejoice?

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---

What does Krishna use to count the cows?

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If Krishna has other cows, why do you think he takes the time to call if only one is missing?

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What do you like about how Krishna tends the cows?

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**NOTES FOR PARENTS AND TEACHERS:** Have the children read the questions and then find the answers in the story on the previous page. They should write the answers on the lines provided. Note that the last two questions do not have one “correct” answer. These questions are included to encourage the children to read more thoroughly and share their thoughts.

*What do you think?*

A true sage always remembers Krishna and never forgets him.

☐ Yes ☐ No

A car accident is someone's fault.

☐ Yes ☐ No

The author makes the drawings for a book.

☐ Yes ☐ No

A cottage and a lodge are both small houses.

☐ Yes ☐ No

Krishna can do magic.

☐ Yes ☐ No

A giant is strong.

☐ Yes ☐ No

You can tell someone's age just by looking at them.

☐ Yes ☐ No

You can't see a wild giraffe in America, but you can see a badger.

☐ Yes ☐ No

**NOTES FOR PARENTS AND TEACHERS:** The children answer *yes* or *no* to each statement by marking the appropriate box. These statements do not always have a correct answer. The focus here is on the reading of the statement and the child's reasoning. This activity can be used as a whole class exercise if you write a sentence on the board. The children can hold up a *yes* or *no* card to respond to it.

## The story book: Teaching plan

### CREATING THE ATMOSPHERE

Ask the children if they have something that is very special to them. Discuss how they would feel if it got lost or if someone took it away from them. Listen and respond to the children's ideas.

Tell the children that the sage Canakya Pandit said many years ago, “(*para-dravesu lostravat*) A learned person looks upon others' property as he would at stones or garbage in the street.” Have the children discuss what this means and give practical examples of how it can be applied to our lives.

### INTRODUCING THE BOOK

Cover: “What can you see? What are the boys doing? Where are they? How do you know?” Have the children read the title. Then read the blurb on the back cover to them. Mention that we have read another story about two of these boys in *A Chicken is Food for a Cat*.

pp. 2–3: “How many boys can you see in this illustration? Can you find three names in the text? (Jack, Zak and Matthew) I wonder who is who? Yes, Matthew must be the boy opening the door, because it says Matthew's house in the text.” Have the children read the word *age*.

pp. 4–5: “What are the children looking at? Yes, Matthew's toy rocket.” Help the children read the word *explosion*.

pp. 6–7: Look at the illustration. “What do you think is happening? The boys look a bit surprised and Matthew's mum looks cross!” Have the children find the word *launch* in the text.

pp. 8–9: Look at the illustration. “Why do you think Jack, Zak and Matthew are covering their ears? (the explosion makes a loud sound) What is different about the way the words are written on this page? Yes, the way the words are printed also tells us what they mean.”

pp. 10–11: Look at the illustration. “Can you see the thought bubble? What might they be thinking about?” The children should find the names *Arjuna* and *Karna* in the text. Ask them to read the words *dodge*, *launching*, and *magic*.

pp. 12–13: Discuss the picture. “What is Zak thinking about?”

pp. 14–15: Discuss the illustrations. “The boys are going home. Can you see something in Zak's pocket?” Have the children scan the text to find out what Zak has in his pocket.

pp. 16–17: “Why are the words on the page printed in italics? Yes, because someone is thinking instead of talking. Can you read what Zak is thinking?” Check for the correct reading of *launch*.

pp. 18–19: Discuss the pictures. “What do you think is happening now? Who might this man be? (Zak's Dad) How do you think Zak is feeling? (guilty, sorry, worried, upset) Why might he be feeling guilty or sorry? (he took Matthew's rocket) What do you think Zak's dad might be saying? (Is that your rocket?)”

pp. 20–21: “What do you think Zak is doing now? (taking the rocket back) Have the children read the word *gentle*.

pp. 22–23: Read the text on page 22 with the children. Discuss the illustration on page 23.

p. 24: Discuss the illustration.

### READING THE BOOK

If using Synthetic Phonics or Inductive Whole-word Phonics, children should read out loud. If using Guided Reading, children should read silently. If children struggle with a word, have them spell-say or sound-say, refer to the relevant word family, use picture cues, or context cues. If they still struggle, read some of the other words in the

same word family. Are the children able to read compound words? If not, say, "Look for the word you know, or cover part of the word and read that part first before trying to read the whole word." Do the children read with expression? Check for the correct reading of recently introduced words. Do the children read with some fluency? Do they pause at the commas and full stops (periods)?

Give positive acknowledgement to children who read the title without pointing.

pp. 2–3: Check that the children are understanding the text correctly. "Whose house are the boys visiting?" (Matthew's) Can the children read the word *age*?

pp. 6–7: Check that the children can read the word *launch*.

pp. 10–11: Check that the children can read the names *Arjuna* and *Karna* and the words *launching*, *dodge*, and *magic*.

pp. 12–13: "How do you think Zak is feeling now? (jealous, envious) Why?" (He wants something that does not belong to him.) Check for the correct reading of the word *about*.

pp. 14–15: Check that the children can read the words *change* and *clothes*. Are they able to relate to the characters? Ask, "How would you feel if you were Matthew and someone took your toy rocket?"

pp. 20–21: "Why do you think Zak's dad gave Zak a gentle hug? (because he was pleased with Zak for not lying) Are the children able to read the word *gentle*?"

pp. 22–23: Are the children able to read the words *fault* and *again*? "What do you think Matthew is going to say now? Why?"

p. 24: "Wow, sometimes it's not easy to say sorry. I think Zak was very brave. What do you think?"

## AFTER READING THE BOOK, RETURNING TO THE TEXT

### Text characteristics

Discuss how the author makes the story sound exciting. Discuss the use of verbs (examples: like, tells, makes, launching, dodge, exploded), the way some of the words are printed (in bold, italics and going up and down the page), and the use of exclamation marks and imperative language (commands).

Go through the story looking for contraction words such as *let's* and *don't*. Have the children list them down the left side of a paper along with any other contraction words they may know. On the right side of the paper, have them extend the words into their two word form.

### Drills and games (for those who need to review [revise] more)

Have the children write down on a piece of paper words that they have difficulty reading. Then go outside and ask the children to write the words on the ground with chalk, making them big. When the children have written the words, say one of their words and have them find it and stand on it. Then say another and another. Each time the children should move to the written word. As the children become more confident, increase the speed of the game. This could also be played in pairs with one child calling out the words and the other standing on them.

### How the characters' feelings change

Pick a character and discuss how his or her feelings change throughout the book. For example, "Zak, here on page 15, looks cheerful. He is waving goodbye to his friends and we know from reading the text that he took Matthew's rocket which he wanted. But here on page 19, he looks ashamed. His dad just found him with Matthew's rocket which he took without asking." Then have the children work in pairs to determine how a character



changes in the book and then share their findings with the class. Avoid using the words *happy* and *sad*.

### Identifying plot elements

What is the problem that Zak has in this story? (He feels bad for taking Matthew's rocket.)

How does Zak solve the problem? (He takes it back, says he's sorry, and says that he won't do it again.)

What can we learn from this story in our own life? What does this book teach us? (Acting in an envious way does not make us happy. It's important to respect other people's belongings. Being honest and forgiving are important ingredients for building and keeping friendships.)

### Finding answers exercise

Model for the children how to find an answer by looking in the book. Ask the question, "How will Zak's dad react when he finds out that Zak took the rocket without asking?" Then both show and explain how you use the book to get the answer from both the pictures and the text. For example, you could say, "On page 19, Zak's dad looks shocked and upset. In the text it says that he gave Zak a gentle hug and told him to take it back now."

Have the children find answers to the following questions, and explain the reasons for their answers. This can be done with a partner or as group work. Every child should answer at least one factual question and one inferential question. It is best if all the children answer all the questions. For the inferential questions, there is no "right" answer, and what is most important is for children to explain their process and reasoning based on the book.

### Fact questions

- ♦ Who came over to play with Matthew? (Zak and Jack)

- ♦ Why did Matthew's mum say not to launch the rocket inside? (the sound was too loud and there was a chance that it might hit something inside)
- ♦ Did Matthew forgive Zak? (yes)

### Inferential questions

- ♦ What would have happened if Zak's dad did not find out Zak took the rocket?
- ♦ Do you think it was the first time Zak and Jack had seen a rocket like this?

**Each child should now read the book out loud with fluency and expression.** If needed, model this first.

### FURTHER ACTIVITIES

Read or tell the story of Arjuna and Karna from the Mahabharata as mentioned in *Matthew's Toy Rocket*.

Look at the blurb for *Matthew's Toy Rocket*. List the themes of the story (honesty, friendship, envy and forgiveness). Have the children look through the book, searching for examples of each theme and list them.

Have the children split into small groups. Give each group, a slightly different version of the story. (For example: Zak does not take the rocket from Matthew. Zak does not give the rocket back. Matthew does not forgive Zak even after he says sorry.) Have the children act out the altered version of *Matthew's Toy Rocket* and discuss the different interactions, feelings and outcomes of each scenario with the children.

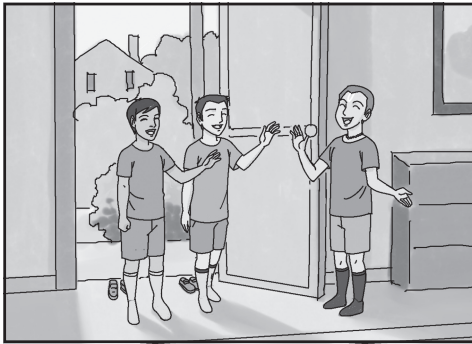
Research about rockets. What are they used for? How are they made? Have the children design, make and evaluate their own model rocket. Provide a large variety of safe materials for the children to select from (such as boxes, glue, scissors, used plastic containers and so forth).

*Is it in the story book?*

	Yes	No
The boys play at Zak's house.		
The explosion makes a loud sound.		
They pretend to be Krishna and Karna.		
Zak hides the rocket in his hat.		
Zak does not lie.		
Zak's dad is pleased that he did not lie.		
Zak doesn't take the rocket back.		
Matthew will never be Zak's friend again.		
Jack, Zak and Matthew stay friends and play with the rocket again.		

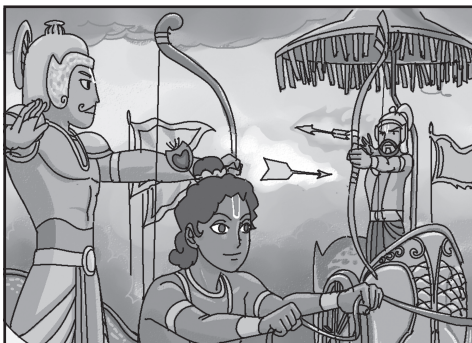
**NOTES FOR PARENTS AND TEACHERS:** Have the children read the sentences using spell-say or sound-say if needed. If what they read actually happened in the story, *Matthew's Toy Rocket*, have them mark the *yes* box. If it didn't happen, have them mark the *no* box.

*Circle or write the correct word based on the story book*



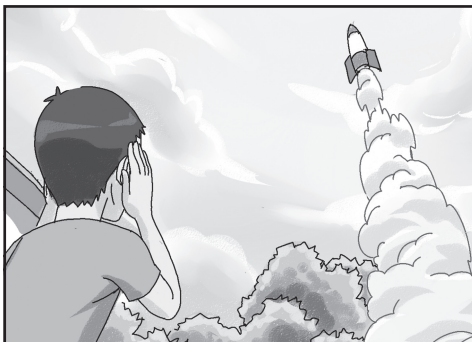
Jack and Zak like to play at Matthew's house. They are all the same \_\_\_\_\_.

change   age   huge



“Yes! Karna has to \_\_\_\_\_ it,” said Matthew.

lodge   dodge   badge



Zak went into his yard. “Now I can \_\_\_\_\_ the rocket!” he thought.

haunt   haul   launch



We can play like Arjuna \_\_\_\_\_ when the rocket explodes and goes high.

again   agree   asleep

**NOTES FOR PARENTS AND TEACHERS:** The children should read each sentence, using sound-say or spell-say as needed. Then they should read the three words and decide which goes in the blank. They should write the word in the blank (or circle it for the few children for whom writing is a great struggle). It is good if they orally spell and say the word they have written.

“Matthew! It’s time to take a bath and change your clothes.”



Matthew

“Let’s play Arjuna and Karna. Arjuna is launching a magic rocket to kill the wicked Karna.”



Zak

“Take it back now, Zak.”



Jack

“I took it without asking you. I will not do that again. It was my fault. Will you please still be my friend?”



Matthew’s mum

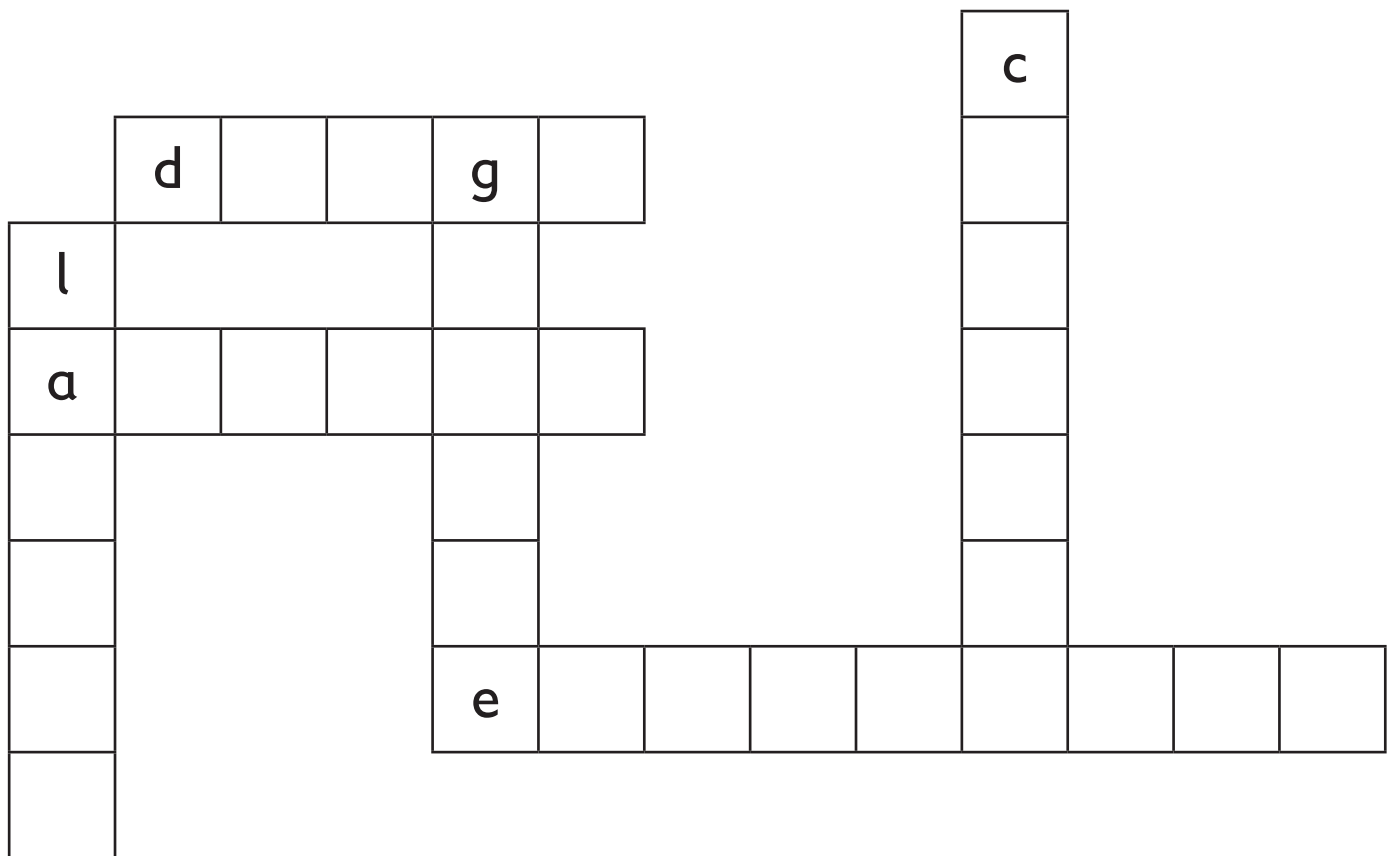
“I still like to play with you, but don’t take my rocket again!”



Zak’s dad

**NOTES FOR PARENTS AND TEACHERS:** Have the children read the sentences and then try to remember who said them in the story book. If needed, they can refer back to the book. Then have them draw lines to match the sentences to the person who said them.

## Complete the crossword puzzle



### Words going ↓

Now I can l\_\_\_\_\_ the rocket.

Dad's hug was g\_\_\_\_\_.

We all put them on.

Matthew had to change them.

### Words going ➡

Karna has to d\_\_\_\_\_ the magic rocket.

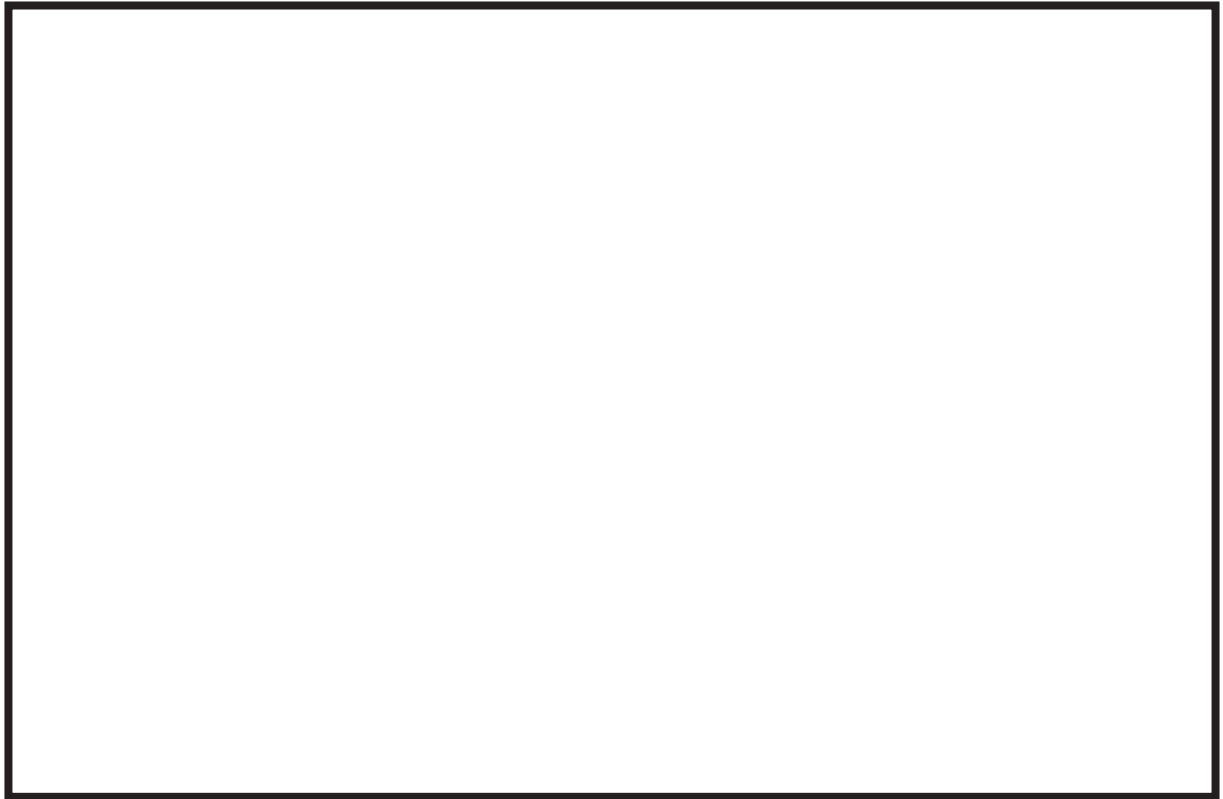
He is launching a magic rocket. The boys want to pretend to be him.

The rocket makes a loud e\_\_\_\_\_.

**NOTES FOR PARENTS AND TEACHERS:** If this is the first time the children are doing a crossword puzzle, you will need to help them understand how it works. Offer support and guidance when needed.

*Down: launch, gentle, clothes, Arjuna, explosion*





Name: \_\_\_\_\_ Age: \_\_\_\_\_

Hair colour: \_\_\_\_\_ Eye colour: \_\_\_\_\_

Likes: \_\_\_\_\_

Doesn't Like: \_\_\_\_\_

Friends: \_\_\_\_\_

**NOTES FOR PARENTS AND TEACHERS:** Have the children choose a character from *Matthew's Toy Rocket* and fill in the character poster by using information provided in the book. Some information should come straight from the book while other answers should be *based* on information given in the book, such as age. Have the children draw a picture of the character in the space provided.