Easter is coming. In groups, read the brochures and get some ideas for your Easter Holidays. Then discuss and write your plan in the balloons. Use the questions in the balloons to help you.

Where can we go?  
What can we bring?  
How can we go there?  
What can we do there?

Now you can present your plan to the class in groups. Think and decide how to begin and end your presentation.
St. Francis of Assisi’s Caritas School
2003-2004 Second Term
Reading Workshops: Come and Visit the Moon
Session 2: Activity Sheet 2a

Group ____          Class: 4___           Date: __________________

Names: __________________ __________________ __________________

Wally is a baker. He loves going to the Moon. He plans to make a big wedding cake for Mr. and Mrs. Smith. They will invite 300 friends to their wedding party on the Moon. What can Wally bring to the Moon? Discuss in your group and make a list for him.

Now read pp.4 and 5 of the book “On the List”. Have you left anything out on your list? Add things Wally can bring to the Moon.

A similar design is used for developing worksheets about other characters in the book.
Collect all words about a visit to the Moon. Put them in the space shuttle below.
You and your group members would like to visit the Moon next Summer. Discuss and complete the following booking form.

## Booking Form

### A Visit to the Moon

**Summer 2005**

<table>
<thead>
<tr>
<th>Names of passengers</th>
<th>Dates of birth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
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</tbody>
</table>

Date of flight to the Moon: ____________________________

Date of return flight to Earth: _______________________

Would you like a window seat on the flight? * Yes / No

Cost of holiday (in Hong Kong dollars): *

- $7,000 for 7 days
- $14,000 for 14 days
- $28,000 for 28 days

*Circle your choices.*
A. Easter is coming. Do you want to go on holiday and have some exciting and interesting activities? I think you all have different ideas. Do you want to go to a place in Hong Kong, e.g. Ocean Park, or a nearby country, e.g. Thailand, or a place far away, e.g. the Moon? Now write a plan for your dream holiday. Use the four questions in the mind-map to help you. The most outstanding plan will get a prize from your teacher.

Enjoying my Easter Holidays

1. Where can I go?
2. How can I go there?
3. What can I bring?
4. What can I do there?
B. With the help of the mind-map, write your plan in 3 paragraphs. The beginning and the ending of the plan have been written for you.

Paragraph 1
Beginning
Q1 Where can I go?
Q2 How can I go there?

Paragraph 2
Q3 What can I bring?

Paragraph 3
Q4 What can I do there?

Paragraph 4
Ending

Enjoying My Easter Holidays
Easter is coming. Going on holiday is a lot of fun. But going to ___________________________ is best. ___________________________

________________________

I can bring ___________________________

________________________

I can ___________________________

________________________

I can do lots of ___________________________ things ___________________________

so why not come with me?
The children in the story “This is Our House” have different nationalities and they look different. Write their names under the pictures. Then draw a line to match the picture with the descriptions.

<table>
<thead>
<tr>
<th>Names</th>
<th>Descriptions</th>
</tr>
</thead>
</table>
| ![British Girl](image) | She has a small mouth.  
                               She has dark skin.  
                               She wears ribbons in her black and curly hair. |
| ![German Girl](image) | She has short and brown hair.  
                               She has fair skin.  
                               She wears a pair of blue shoes. |
| ![French Boys](image) | He is small.  
                                  He has brown and straight hair.  
                                  He has fair skin. |
| ![American Boy](image) | He has red and straight hair.  
                                   He has fair skin.  
                                   He has a big nose and small eyes. |
| ![Canadian Twins](image) | They are twins.  
                                  They have brown and straight hair.  
                                  They have fair skin.  
                                  They wear hair bands. |
After reading pp.11-14 of “This is Our House”, write down the names of these three children. Then complete the play script. Try your best to use your own words.

George: Where are you going?

Luther: Flight 505 has landed in the house and crashed.

George: Why do you want to come in the house?

Luther: I am coming in to save the people.

George: No, you cannot ________________________________

Luther: Calling____________________________________

We cannot __________________________. Over, over.

Sophie: __________________________________________

George: __________________________________________
Look at George in the paper house. He looks so mean. What is he saying to the children? Complete the speech bubbles and act George in your group.

Marly, this is not your house. This house isn’t for ________.

Freddie, you’re too _________. This house isn’t _________.

Charlene and Marlene, ________.

Sophie, ________.
Do you like the story “This is Our House”? Discuss in your group and complete the following story map.

Problem

Setting

(Book title)

Ending

Characters

Events
Imagine there are ten characters in the story “This is Our House”. One of your group members, __________, was there and wanted to go in the house. George made another excuse because he was mean. Discuss in your group and write a new scene for the play “This is Our House”. The following is the play script for Scene 5 to help you.

Scene 5: In the playground
Luther cannot go in the house. He is calling Sophie.

Luther : Calling Dr. Sophie. We cannot go in the house. Over, over.

Sophie : I will go there myself. Over, over.

George : No, you cannot come in the house. This house isn’t for people with glasses.

This is Our House

Scene __: ____________________________ (Where?)
__________________________________________________________________________(What has happened?)
__________________________________________________________________________ (What is ______ doing?)

George : What are you doing?

_______ : ______________________________________________________________

_______ : ______________________________________________________________

_______ : ______________________________________________________________

_______ : ______________________________________________________________

Now you can follow the play script and act out this scene in your group.
Now, let's turn to the back cover of the book. Look at the picture. What are George and his friends doing? Why is the paper house torn? Write the ending for the book “This is Our House”.

George went in the house. The children all raised their hands. “THIS HOUSE IS FOR EVERYONE!” shouted the children.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Suddenly the paper house was torn.

Why was the house torn? What did the children do in the house? Write 2 or more sentences to complete this part.
George said, “What shall we do?”
Sophie suggested, “Let’s fix our house!”
Freddie said, “Good, I’ll go home to get some tapes.”

Could the children fix the house at last? Write 2 more paragraphs to end the story.

Paragraph 1
How did the children fix the house? What did the children use to fix it?

Paragraph 2
How did the children feel?
### Self Assessment

Put a tick "✓" in the right box “ ☐ ”.

<table>
<thead>
<tr>
<th>1. Reviewing (Ideas)</th>
<th>☑️</th>
<th>☐</th>
<th>☒</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have answered all the questions.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I use my own ideas.</td>
<td>☑️</td>
<td>☐</td>
<td>☒</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Editing (e.g. use of the past tense and adjectives)</th>
<th>☑️</th>
<th>☐</th>
<th>☒</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use the past tense to finish the story.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I have used the direct speech.</td>
<td>☑️</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>I use adjectives to describe the nouns better.</td>
<td>☑️</td>
<td>☐</td>
<td>☒</td>
</tr>
</tbody>
</table>