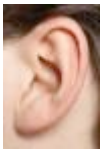
"Some-times be-ing push-ed up a-gainst a wall, feel-ing ex-pos-ed, will give you the cour-age to stand up and climb right o-ver"

Hear The Blend On The End



b-a-n-d	b-a-n-d	s-p-e-n-d	s-p-e-n-d
c-a-s-t	c-a-s-t	t-r-a-m-p	t-r-a-m-p
l-a-n-d	l-a-n-d	g-r-a-n-d	g-r-a-n-d
b-e-l-t	b-e-l-t	c-r-a-f-t	c-r-a-f-t
f-o-n-d	f-o-n-d	c-l-a-s-p	c-l-a-s-p
m-i-s-t	m-i-s-t	c-r-u-s-t	c-r-u-s-t
l-u-m-p	l-u-m-p	b-l-i-n-k	b-l-i-n-k
s-a-n-d	s-a-n-d	b-l-e-n-d	b-l-e-n-d
t-e-n-t	t-e-n-t	t-w-i-s-t	t-w-i-s-t
p-o-n-d	p-o-n-d	b-r-a-n-d	b-r-a-n-d
m-e-l-t	m-e-l-t	c-r-a-m-p	c-r-a-m-p
p-a-s-t	p-a-s-t	b-l-a-s-t	b-l-a-s-t

No-tic-ing all the sounds in words helps you to say, read and spell them cor-rect-ly



When you read - blends can slow you down. When you spell, trying to hear the sounds of the let-ters in the blends can be hard for some of us. Prac-tic-ing blends can help you to read, write and spell bet-ter.

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"Some-times be-ing push-ed up a-gainst a wall, feel-ing ex-pos-ed will give you the cour-age to stand up and climb right over"

SOME MORE Common Words To Make Up 25% Of All The Words We Use

be-fore before	to-day today
use use	back back
first first	* their their (ball)
want want	*peo-ple people
good good	* could could
lit-tle little	(over) *there there
ver-y very	* where where
oth-er other	they're they're (they are)







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"Some-times be-ing push-ed up a-gainst a wall, feel-ing ex-pos-ed will give you the cour-age to stand up and climb right over"

Con-junc-tion - Co-join - Use Com-mas

and but or yet so for nor

Joining Sentences

1. The man drives the van, and he sells the flow-ers.
2. Max a-rrived ear-ly for school, but Ben was late.
3. You need to place your bid on E-bay now, or it will be too late.
4. Jack fell a-sleep in class, yet he slept well the night be-fore.
5. Eve-ry-one wan-ted to go to the con-cert, so they hired a min-i-van to drive them.
6. She stuffed the food in her mouth, for she was hun-gry.
7. No one got to the par-ty on time, nor had they re-mem-bered it was fancy dress.

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ALICE IN WONDERLAND

CHAPTER 4:

THE RABBIT SENDS A BILL

Adapted for The Ten Minute Tutor by: Debra Treloar

It was the White Rab-bit who trot-ted back a-gain. It looked from side to side as it went, as if it had lost some-thing. Then Al-ice heard it say to it-self, 'The Duch-ess! The Duch-ess!



Oh, my dear paws! She'll get my head cut off as sure as rats are rats! Where can I have lost them?" Al-ice guessed at once that he was in search of the fan and the pair of white kid gloves.

So, like the good girl that she was, she went to look for them, but could not find them. All things seemed to have changed since her swim in the pool.

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The great hall with the glass ta-ble and the lit-tle door were all gone.

Soon the Rab-bit saw Al-ice and called out to her, "Why, Ann, what are you do-ing here? Run home at once, and fetch me a pair of gloves and a fan! Quick-ly, now!"

Al-ice was in such a fright that she ran off and did not stop to say who it was.

"He must think I am his maid," she said to her-self as she ran.

"What will he say when he finds out who I am! But, I must find his fan and gloves and take them to the rab-bit."

As she said this, she came to a small neat house. On the door was a bright brass plate with the name **W. Rab-bit** on it.

"How strange that I am do-ing things for a Rab-bit!

I guess Di-nah will send me to do jobs for her next!"

By this time, she had run up the stairs to a ti-dy room with a ta-ble near the wall. On it was a fan and two or three pairs of small white gloves.

She picked them up, and turned to leave the room, when she saw a small bot-tle close by.

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There was no la-bel on it this time with the words "Drink me," but Al-ice held it to her lips.

"I know I may change in some way, if I eat or drink an-y thing. I'll just see what it does and hope it will make me grow large a-gain. I am quite tired of this size," Al-ice said to her-self.

It did as she had wished, for in a short time her head pressed a-gainst the roof so hard that she could-n't stand up straight.



She quick-ly put down the bot-tle and said, "That is as much as I need… I hope I won't grow an-y more… As it is, I can't get out the door… I wish I had-n't drunk so much!"

But it was too late to wish that!

She grew and grew, un-til she had to kneel down on the floor. Then there was no room and she had to lie down. She grew and grew un-til she had to put one arm out the win-dow and one foot up the chim-ney.

"Now I don't fit an-y-more," she said to her-self.

There seemed no chance now that she would ev-er get out of the room.

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"I wish I was at home," thought poor Al-ice, "where I would-n't change so much, and where I did-n't have to do things for mice and rab-bits. I wish I had-n't gone down that rab-bit hole… and yet… it's strange, you know, this sort of life!

When I used to read fair-y tales, I thought they were just made up by some one, and now here I am in one my-self. When I grow up I'll write a book a-bout these strange things… but I feel grown up now," she added in a sad tone, "at least… there's no room to grow in this house an-y more."

She heard a voice out-side and stopped to list-en.

"Ann! Ann!" said the voice, "fetch me my gloves, quick!" Then came the sound of feet on the stairs.

Al-ice knew it was the Rab-bit and that it had come back to look for her.

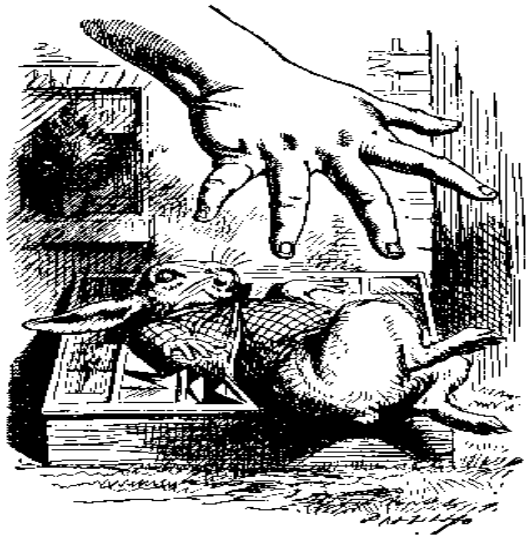
She shook with fear till she also shook the house.

Poor thing! She did-n't know that she was now more than ten times big-ger than the Rab-bit, and that she did not need to be a-fraid of it.

Soon the Rab-bit came to the door and tried to come in, but Al-ice's arm pushed a-gainst it so hard the door would not move.

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Al-ice heard it say, "Then I'll go round and get in at the win-dow."



"No you won't!" thought Al-ice and she wait-ed un-til she heard the Rab-bit quite near the win-dow. She spread out her hand and made a grab in the air.

She did not get hold of it, but she heard a squeal and a fall.

Next came an an-gry voice… the Rab-bit's… "Pat! Pat! Where are you?"

Then a voice, which was new to her said, "I'm here! Dig-ging for apples, yer hon-our!"

"Dig-ging for ap-ples, in-deed!" said the Rab-bit. "Here! Come and help me out of this! Now, tell me, Pat, what's that in the win-dow?"

"Sure, it's an arm, yer hon-our"

"An arm, you goose! Who e-ver saw one that size? Why, it fills the whole win-dow!"

"Sure it does, yer hon-our; but it's just an arm, all the same."

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"Well, it should not be there; go and take it out!"

For a long time they seemed to stand still, but now and then Al-ice could hear a few words in a low voice, such as, "Sure I don't like it, yer hon-our, not at all, not at all!"

"Do as I tell you, you cow-ard!"

So, A- lice spread out her hand again and made an-oth-er grab in the air. This time there were two lit-tle squeals.

"I should like to know what they'll do next! As to their threats to pull me out, I wish they could. I don't want to stay in here."

She wait-ed for some time, but all was still; then came the noise of small cart wheels and voi-ces, which said;

"Where is the oth-er lad-der? Why, I only brought one;

Bill's got the oth-er.

Bill, bring it here, lad!

Here, put 'em up at here.

No, tie 'em first… they don't reach near-ly as high as they should yet… Oh, they'll do.

Here, Bill! Catch hold of this rope… Will the roof hold?

Mind that loose roof tile… Oh no, here it comes!

Look out! (Then a loud crash!)

…Now who did that? thought Al-ice. It was Bill, I guess…

Who's to go down the chim-ney?

No, I won't! You do it!… I won't then!..

Bill's got to go down…

Here, Bill, you've got to go down the chim-ney!"

"So, Bill's got to come down, has he?" said Al-ice to her-self.

"They seemed to make Bill do all the work. I would not want to be in Bill's place. The fire-place is very small, but I think I can move my leg to kick."

She drew her foot as far as she could, and wait-ed un-til she heard a small an-i-mal (she did not know what sort it was) come scratch! scratch! down the chim-ney quite close to her.

Then she said to her-self: "This is for Bill," and gave one sharp kick and wait-ed to see what would hap-pen next.
The first thing she heard was, "There goes Bill!" then the Rab-bit's voice, "Catch him, you by the fence!"

All was still, then more voices… "Hold up his head…
Mind now… Don't choke him…

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How was it, old fel-low?

What sent you up so fast? Tell us all a-bout it!"

At last came a weak voice ("That's Bill," thought Al-ice),

"Well, I don't know… mind you, but I'm a bit too shocked to tell you… all I know is, a thing comes at me like a Jack-in-the-box, and up I go up like a rocket!"



"So you did, old fel-low," said the oth-ers.

"We must burn the house down," said the Rab-bit's voice, and Al-ice called out as loud as she could, "If you do, I'll set Di-nah on to you!"

At once all went qui-et, and Al-ice thought, "What will they do next? If they had an-y sense, they'd take the roof off."

Then she heard the Rab-bit say, "One load will do to start with."

"A load of what?" thought Al-ice, but she did not have to wait long, for some small stones flew in at the win-dow. Some of them hit her in the face.

"I will stop this," she said to her-self, and shout-ed out,

"You stop that, at once!" And a-gain it went qui-et..

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Al-ice saw the stones had all changed in-to small cakes as they lay on the floor, and a bright idea came to her.

"If I eat one of these cakes," she said, "it may make me change in my size; and as it can't make me big-ger, I hope I will change back to the size I used to be."

So she ate one of the cakes and was glad to see that she shrank quite fast. Soon she was so small, she could get through the door. So she ran out of the house and found quite a crowd of an-i-mals and birds in the yard.

The poor liz-ard, Bill, was in the mid-dle of the group, held up by two guin-ea pigs. They gave him some-thing to drink out of a bot-tle. They all made a rush at Al-ice, as soon as she came out, but she ran off as hard as she could, and was soon safe in a thick wood.

"The first thing I've got to do," said Al-ice to her-self, as she walked in the wood, "is grow to my right size again. Then the next thing is to find my way to that love-ly gar-den."
It was a fine plan, no doubt, but the hard thing was that she did not know how to do it. As she looked round the trees, she heard a small bark just o-ver her head from a branch that made her look up.

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A great big pup-py looked down at her with large round eyes. It stretched out one paw and tried to touch her. "Poor thing!" said Al-ice in a kind tone.

She tried hard to show that she wanted to be its friend, but she was wor-ried in case it would eat her up.



Al-ice could not think what to do next, so she picked up a stick and held it out to the pup-py.

It jumped from the tree with a yelp of joy to play with it.

Then Al-ice hid round be-hind a large plant that stood near, but the pup-py soon found her and made a dash for the stick a-gain.

It tum-bled head o-ver heels in its hur-ry to get hold of it.

Al-ice felt that it was like hav-ing a game with a horse and thought at a-ny mo-ment she might be crushed un-der its big feet.

At last, to her joy, it seemed to grow tired of the game and sat down with its tongue out of its mouth and its big eyes half shut.

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This seemed like a good time for Al-ice to get a-way, so she ran un-til she was quite tired and out of breath and the pup-py's bark sound-ed quite faint.

"What a dear pup-py it was," said Al-ice, as she stopped to rest and fan her-self with a leaf. "I would love to teach it tricks, if… if I was the right size to do it! Oh dear! I've got to grow a-gain! Let me see… how am I to do it? I guess I ought to eat or drink some-thing, but I don't know what!"

Al-ice looked all round her at the blades of grass, the flow-ers, the leaves, but could not see any thing that looked like the right thing to eat or drink to make her grow.

There was a large mush-room near her. It was a-bout the same height as she was and af-ter she had looked all a-round it, she thought she might as well look to see what was on top of it.



She stood up as tall as she could, and her eyes met those of a large blue cat-er-pil-lar that sat on top.

Its arms were fold-ed and it was smok-ing a strange pipe with a long stem that bent and curved round it like a hoop.

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Woman's Got Soul

By Tommy Rando

1. When I hear your voice……got me
2. Telling me to come back home
3. I know I'm in a better place
4. That shelters me, I'm not alone
5. I remember you holdin' me
6. Holdin' me we couldn't let go
7. I remember you saying to me
8. Love is worth more than gold

Chorus

9. The woman's got soul
10. She's got soul
11. The woman's got soul, don't you know…
12. She's got soul
13. The woman's got soul

14. She don't need no fancy things,
15. To make her feel right at home
16. She just sing me a melody so sweet
17. I'm in neutral.

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18. I know she's looking out for me
19. Helping me to find my soul
20. She came into my life and touched
21. A part of me that I didn't know

Chorus

22. The woman's got soul
23. She's got soul
24. The woman's got soul, don't you know...
25. She's got soul
26. The woman's got soul

27. I'm richer than anybody
28. Worth more than money and gold
29. She came into my life and touched
30. A part of me that I didn't know...

Chorus

31. The woman's got soul yeah
32. Do do do do do do do do do
33. She's got soul
34. She's got soul
35. The woman's got soul

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36. She got soul in her heart, in her heart
37. In heart yeah.
38. The woman's got the soul in her heart
39. She got soul
40. She's got soul

41. When I see you looking back,
42. Tearing up apart
43. The woman's got the best of me in heart
44. She got soul yeah - she's got soul
45. Some old souls are wiser than before
46. I know I been working every day yeah yeah

Chorus

47. She got soul in her heart
48. She got soul in her heart
49. Yeah……..
50. She's got soul
51. Don't you know
52. She's got soul
53. The woman's got the soul in her heart
54. She got soul

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"Some-times be-ing push-ed up a-gainst a wall, feel-ing ex-pos-ed will give you the cour-age to stand up and climb right over"







How To Get Over A Bad Day

1. Keep a bad experience in perspective don't let your imagination run away with you.
2. Use music, physical activity, breathing, or your imagination to help you to calm down and recover.
3. When you feel calmer think how you could put a plan in place to stop this occurring again.
4. Box the bad experience up and put it in storage.
5. Find somebody in your school who you can talk to – this could be an older student or a special teacher.
6. Make time to do the things you are really good at.
7. Eat well, sleep well and drink plenty of water.
8. Create some positive sayings.
   "Just because I find learning hard, it doesn't mean I'm not intelligent."
   "People who make my life hard are just ignorant."
   "I am not going to let this situation ruin my day."
   "I am going to get through this."

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Tommy



Student Weekly Review

At the end of tutorials F-1 to F-7students should be able to…

F-1 – Identify the consonant blend on the end of each word and read each word emphasizing all the sounds of each letter in each word.

F-2 – Attempt to read all of the words on this sheet. Students can use the outlines to write them too. Teachers can display this table for future reference.

F-3 – Discuss that conjunctions join sentence parts. Read four sentences noting the comma in each before the conjunction.

F-4 – Discuss what happens in the fourth chapter of Alice in Wonderland? Who tried to climb down the chimney? How did Alice play with the puppy?

F-5 – What is soul? Discuss. Read ten lines of this song?

F-6 – Say three strategies they could use to get over a bad day.

F-7 – Did Tommy find learning to read music easy or hard? Why did he go to the USA? What was his message to you? Why is vocabulary so important?

This is not a test, not an exam, not even a checklist…. These questions are just a way of reviewing how the student is going. All concepts taught will be reinforced in future Ten Minute Tutorials. Student's answers can be spoken, written or read.

Smile – "Way To Go – That Is A Great Effort"

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"You can train your brain. Brain neu-rons that re-peat-ed-ly fire to-geth-er, wire to-geth-er ma-king learn-ing per-man-ent"

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ang	eng	ing	ong	ung
bang	Seng	sing	long	stung
rang	peng	ring	song	rung
brang		bring	strong	hung
sang		wing	thong	clung
tang		sling	wrong	dung
fang		string	belong	mung
clang		cling	pong	bung

en-gine kan-ga-roo lan-guage an-ger

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"You can train your brain. Brain neu-rons that re-peat-ed-ly fire to-geth-er, wire to-geth-er ma-king learn-ing per-man-ent"



9 More Commonly Used Prefixes

inter- *(between)*	interval	interchange	interview
fore- *(earlier)*	forehead	foreword	forecast
de- (reverse)	devalue	descend	defrost
trans- (across)	transport	transfer	transaction
super- (above)	superman	superhero	supersonic
semi- *(half)*	semitrailer	semicirle	semiconscious
anti- *(opposite)*	antidandruff	antiwar	antiwhaling
mid- *(middle)*	midyear	midterm	midsemester
under- *(too little)*	undercooked	undersize	






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"You can train your brain. Brain neu-rons that re-peat-ed-ly fire to-geth-er, wire to-geth-er mak-ing learn-ing per-man-ent"

Con-junc-tion - CO-JOIN - Use Com-mas

be-cause while how-ev-er when un-til

un-less be-fore wheth-er once pro-vi-ded

Mak-ing Sen-ten-ces More Pow-er-ful

1. You have lost weight, **because** you have been working so hard.
2. Do your homework, **while** you have time.
3. You can run to catch the train, **however** you may still miss it.
4. Come over to my house, **when** you've finished your jobs.
5. The dogs kept barking, **until** the family came home.
6. You can stay with Grandma, **unless** you want to come shopping.
7. Put up the umbrella, **before** the rain gets really heavy.
8. You can't quit, **whether** you want to or not.
9. The building started to look like a home, **once** the roof went on.
10. You can go to the festival, **provided** you take your little sister with you.

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ALICE IN WONDERLAND

CHAPTER 5:

A CATERPILLAR TELLS ALICE WHAT TO DO

Adapted for The Ten Minute Tutor by: Debra Treloar

The Cat-er-pil-lar looked at Al-ice, and she stared at it, but did not speak. At last, it took the pipe from its mouth and said, "Who are you?"



Al-ice said, "I'm not sure, sir, who I am just now… I know who I was when I left home, but I think I have changed two or three times since then."

"What do you mean by that?" asked the Cat-er-pil-lar.

"I fear I can't tell you, be-cause I don't know, my-self; but to change so man-y times all in one day, makes my head hurt."

"It doesn't," said the Cat-er-pil-lar.

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"Well, may-be your head hasn't hurt yet," said Al-ice, "but when you have to change… and you will some day, you know… I think you'll feel strange then, don't you?"

"Not a bit," said the Cat-er-pil-lar.

"Well, you may not feel as I do," said Al-ice. "All I know is, it feels strange to me to change so much."

"You!" said the Cat-er-pil-lar with its nose in the air. "Who are you?"

Which brought them back to where they start-ed.

Al-ice was not pleased at this, so she said, in as stern a voice as she could, "I think you ought to tell me who you are first."

"Why?" asked the Cat-er-pil-lar.

As Al-ice could not think what to say and as the cat-er-pil-lar did not seem to want to talk, she turned a-way.

"Come back!" said the Cat-er-pil-lar. "I have some-thing to say to you!"

Al-ice turned and came back.

"Mind your tem-per," said the Cat-er-pil-lar.

"Is that all?" said Al-ice, as she hid her an-ger as well as she could.

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"No," said the Cat-er-pil-lar.

Al-ice wait-ed a long time, while it sat and smoked, but did not speak. At last, it took the pipe from its mouth, and said, "So you think you have changed, do you?"

"I fear I have, sir," said Al-ice, "I don't know things I used to… and I only stay the same size for a short time."

"What things don't you don't know?"

"Well, I tried to say things I knew at school, but the words came out all wrong."

"Let me hear you say the poem, 'YOU ARE OLD, FATHER,'" said the Cat-er-pil-lar.

Al-ice folded her arms, and be-gan:

'"You are old, Fath-er ,' the young man said,
'And your hair has be-come ver-y white,
And yet you stand all the time on your head…
Do you think, at your age, it is right?'

'In my youth,' the Fath-er said to his son,
'I feared it might in-jure the brain;
But now that I know full well I have none,
Why, I do it a-gain and a-gain.'
'You are old,' said the son, 'shall I tell you once more?

And you now weigh as much as a tonne;
Yet you turned a back som-er-sault in at the door…
Please, tell me now, how was that done?'

'In my youth,' said the father, as he shook his grey locks.
'I kept all my limbs ver-y sup-ple
By the use of this oint-ment… one shil-ling for the box…
Al-low me to sell you a coup-le.'

'You are old,' said the son, 'and your jaws are too weak
For an-y thing tough-er than soap;
Yet you ate up the goose, with the bones and the beak:
Please, how did you man-age to cope?'

'In my youth,' said his fath-er, 'I took to the law
And ar-gued each case with my wife;
And the ver-y great strength, which it gave to my jaw,
Has last-ed the rest of my life.'

'You are old,' said the son; 'one would hard-ly sup-pose
That your eyes were as stead-y as ev-er;
Yet you bal-ance an eel on the end of your nose…
What makes you al-ways so clev-er?'

'I have re-plied to three ques-tions, and that is e-nough,'
said the fath-er; 'don't give your-self airs!
Do you think I can lis-ten all day to such stuff?
Be off, or I'll kick you down the stairs!'"

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"That was not said right," said the Cat-er-pil-lar.

"Not quite right, I fear," said Al-ice, "some of the words are wrong."

"It is wrong from start to fin-ish," said the Cat-er-pil-lar.

After a while it said, "What size do you want to be?"

"Oh, I don't care what size, but I do not like to change so much, you know."

"I don't know!" it said.

Al-ice was much too cross to speak, for she had nev-er, in all her life, been talked to in that kind of rude way.

"Do you like what size you are now?" asked the Cat-er-pil-lar.

"Well, I'm not quite as large as I would like to be," said Al-ice; "three inch-es is such a small height to be."

"It is a good height, in-deed!" said the Cat-er-pil-lar, and sat it-self up tall as it spoke.
(It was just three inch-es high...)

"But I'm not used to it!" begged poor Al-ice.
And she thought, "I wish things here were not so strange!"

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"You'll get used to it in time," said the Cat-er-pil-lar and put the pipe to its mouth. Al-ice wait-ed in case it chose to speak.

At last it took the pipe from its mouth, yawned once or twice, then got down from its mush-room and crawled off in the grass. As it went it said,
"One side will make you tall, and one side will make you small.

"One side of what?" thought Al-ice to her-self.

"Of the mush-room," said the Cat-er-pil-lar, as if it had heard her speak… soon it was out of sight.

Al-ice stood and looked at the mush-room a long time and tried to make out which were the two sides of it.

It was round, so this is a hard thing to do.

At last she stretched her arms round it as far as they would go, and broke off a bit of the edge with each hand.

"Now which is which?" she said to her-self, and ate a small piece of the right-hand bit, to see what it would do.

The next thing she felt, was her chin hit her foot with a hard blow.

She got a big fright at this quick change, but she felt that there was no time to be lost as she was shrink-ing so fast… so she took a bit at once from her left hand.

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"Great, my head's free at last!" said Al-ice, with great joy, which quick-ly changed to fear when she found that her waist and hands were no-where to be seen. All she could see when she looked down was a long neck, which seemed to rise like a plant stem out of a sea of green leaves from far be-low her.

"What can all that green stuff be?" said Al-ice. "And where has my waist gone? And oh! My poor hands, why can't I see them?"

She moved her hands as she spoke. The green leaves shook as if to let her know her hands were there, but she could not see them. As there seemed to be no chance to get her hands up to her head, she tried to get her head down to her hands and was hap-py to find that her neck would bend like a snake.

Just as she bent it down to dive in to the sea of green, (which she found out was the tops of the trees which she had just been walk-ing under) a loud "hiss" made her draw back in haste!

A large bird had flown in-to her face, and struck her with its wings.



"Snake! snake!" screamed the bird.

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"I'm not a snake," said Al-ice. "Leave me a-lone!"

"Snake, I say, Snake!" cried the bird, then add-ed with a kind of sob, "I have tried lots of ways, but I do not like them."

"I don't know what you mean," said Al-ice.

The bird seemed not to hear her, but went on talk-ing, "I've tried the roots of trees and I've tried a hedge, but those snakes! There is no way to please them. It is hard work to hatch the eggs, but now I have to watch for snakes night and day too! Why, I have not had a wink of sleep for the past three weeks!"

"It's sad for you to be so up-set," said Al-ice, who be-gan to see what it meant.

"And just when I had built my nest in this high tree," the bird went on, rais-ing its voice e-ven high-er, "just as I thought I should be free of them at last, they fall down from the sky! Ugh! Snake!"

"But I'm not a snake, I tell you!" said Al-ice. "I'm a... I'm a..."

"Well! What are you?" said the bird. "I can see you will not tell me the truth!"

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"I… I am a lit-tle girl," said Al-ice. But she was not sure what she was, when she thought of all the chang-es she had gone through that day.

"I've seen girls in my time, but none with a neck like that!" said the bird. "No! no! You're a snake so don't say you're not. I guess next you'll say you don't eat eggs!"

"Of course I eat eggs," said Al-ice, "girls eat eggs just as much as snakes do, you know."

"I don't know," said the bird, "but if they do, then they are kinds of snake! That's all I can say."

This was such a new thing to Al-ice that at first, she did not speak. This gave the bird a chance to add, "You want eggs now, I know that much."

"But I don't want eggs and even if I did, I would-n't want yours. I don't like them raw."

"Well, be off, then!" said the bird as it sat down in its nest.

Al-ice crouched down through the trees as well as she could, for her neck would twist a-round the branch-es and now and then she had to stop to get them off.

At last, she thought of the mush-room in her hands.

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Al-ice set to work with great care, to take a small bite first from the right hand, then from the left, till at last she came down to the right size. It was so long since she had been this height, that she felt quite strange, at first. But she soon got used to it.

"Good, there's half my plan done now!" she said. "How strange all these things are! I'm nev-er sure, what I shall be next! I'm glad… I'm back to my right size. The next thing is, to get in-to that gar-den… How that will be done, I would like to know?"

As she said this, she saw in front of her, a small house, not more than four feet high.



"Who lives there?" thought Al-ice, "it will not do at all, to walk up on them at this size. I would scare them out of their wits!"

So she ate some of the right hand bit, a-gain and did not dare go near the house until she had brought her-self down to nine inch-es high.

Evie – I'm losing You (Part 3)

Stevie Wright - By Harry Vanda & George Young

1. When I woke this morning, I was king of the world.
2. Longing to know, if we had a boy or a girl.
3. Yes I had a feeling, as proud as any man, could ever hope to be.
4. Without any warning.
5. I don't know where I am.
6. It seems so unreal, that I just can't understand.
7. With each passing minute, the one that I love, is slipping away from me.

Chorus

8. Before I know it… I'm losing you…. (yeah, yeah)
9. Losing you…..Losing you….. (I'm losing you)
10. Before I know it… I'm losing you
11. Losing you… (Ow)…. Losing you

12. There's no need to worry,
13. I can still hear them say.
14. One's born every minute, every hour every day.
16. So just you relax, take the weight off your back, there's nothing you can do.

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17. For how could they know, this simple thing could go wrong.
18. For once in a million, it just happens along.
19. (happens along)
20. I can't understand it,
21. I can't think at all, I don't know what to do

Chorus

22. Before I know it… I'm losing you (oh, oh)
23. Losing you….Losing you……(I'm losing you)
24. Before I know it…I'm losing you (losing you)…Losing you. (Ow)… Losing you….Yeah….I'm losing you.
25. I can't believe this is happening.
26. I can't believe this is real.
27. I don't believe I can take anymore.
28. I can't carry on, no
29. I can't carry on.
30. When I had the faith.
31. Well I'd go down on my knees.
32. Will somebody help me, won't somebody, please.
33. So tell me I'm sleeping.

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34. Just tell me I'm dreaming.

35. I'll wake up again.

Chorus

36. Before I know it… I'm losing you….(Losing you)
    I'm losing you….Losing you……(I'm losing you)

37. Before I know it… I'm losing you…. (Oh yeah)
    Losing you…..(Yeah)….. Losing you

…Repeat chorus……..

JOHANNES HENDERIKUS JACOB VANDENBERG/GEORGE REDBURN YOUNG
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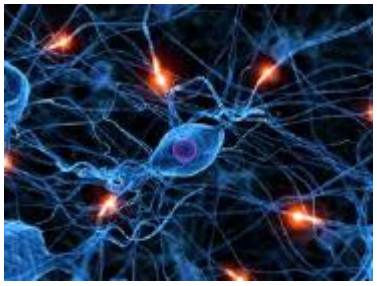
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"You can train your brain. Brain neu-rons that re-peat-ed-ly fire to-geth-er, wire to-geth-er ma-king learn-ing per-man-ent"






What is Brain Training?

1. Neurons that repeatedly fire together wire together - This is how we learn to;

   Talk Crawl Walk Run Skip
   Count Read Spell Write Tie shoelaces

2. Functional Magnetic Resonance Imaging (fMRI) shows the brain at work while people are doing a series of thinking exercises.
3. Olympic athletes practice a particular skill until they over learn it.
4. We can do the same to learn any skill whether it is a physical or mental skill.
5. You just have to be motivated.
6. Daily practise is what is required.

   (10-15 minutes every day)



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Deborah



Student Weekly Review

At the end of tutorials F-8 to F-14 students should be able to…

F-8 – Discuss the phonic symbol for the sound 'ng' being 'ŋ' When the 'g' is silent what does the 'n' say?

F-9 – Read or say the eight prefixes. Say two words that begin with each prefix.

F-10 – Discuss what a conjunction is. Why is a comma used before a conjunction?

F-11 – What was the poem about in the fifth chapter of Alice in Wonderland? How did Alice change her size? Why was the bird afraid of Alice?

F-12 – Why is the singer losing Evie? What happened to her? Read 14 lines of this song?

F-13 – What are neurons? What happens when they fire together again and again? How can brain training help us to overcome our difficulties?

F-14 – What happened to Deborah when she was four years old? What career did she choose in America for her job? How successful was she? What was her message about failing?

This is not a test, not an exam, not even a checklist…. These questions are just a way of reviewing how the student is going. All concepts taught will be reinforced in future Ten Minute Tutorials. Student's answers can be spoken, written or read.

Smile – "You Are A Champion… Good On You"

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"When we spend all our time wish-ing our life could be dif-fer-ent, we need to re-mem-ber that trees grow tall and reach for the sky in strong winds and dia-monds are cre-at-ed un-der pres-sure"



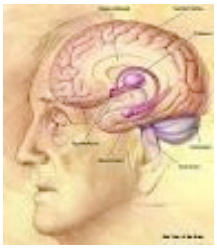
Blend Racing



grab	grub	grog	grit	green	grape
stop	stub	stick	stuck	steep	stripe
clam	clot	clap	clock	clip	close
swim	swam	swum	sweet	swat	swine
brag	brit	brand	brim	bred	brute
trip	trap	truck	trick	tree	tripe
flit	flat	flip	fleet	flap	flame
plug	plan	pluck	plot	plop	place



Train You Brain To Hear The Sounds



Time one _____ min-utes_____sec-onds

Time two_____min-utes_____sec-onds

Time Three_____min-utes_____sec-onds

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"When we spend all our time wish-ing our life could be dif-fer-ent, we need to re-mem-ber that trees grow tall and reach for the sky in strong winds and dia-monds are cre-at-ed un-der pres-sure"

MANY MORE Common Words That Make Up 25% Of All The Words We Use



man man	work work
three three	word word
girl girl	*wom-an woman (one)
num-ber number	*wom-en women (lots)
same same	* boy boy
mum mum	*a-round around
dad dad	* does does
think think	*moth-er mother







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"When we spend all our time wish-ing our life could be dif-fer-ent, we need to re-mem-ber that trees grow tall and reach for the sky in strong winds and dia-monds are cre-a-ted un-der pres-sure"

Con-junc-tion - CO-JOIN - Use Com-mas

nev-er-the-less more-o-ver (what's more)
in ad-di-tion fur-ther-more con-se-quent-ly
even though mean-while on the con-trar-y



Use Fancy Conjunctions To Blow Them Away With Your 'Brilliance



1. You are crazy, **nevertheless** you are also very funny.
2. It was a Sunday, **moreover** I wanted to sleep in.
3. You will succeed in life, **in addition** to being very wealthy.
4. You cannot go for the job interview, **furthermore** you are not yet 15 years old.
5. The fire started in the kitchen, **consequently** the dinner was burnt.
6. I saw a rainbow, **even though** it was not raining.
7. I was singing a rap song, **meanwhile** my brother was blocking his ears.
8. I thought she was right, but **on the contrary** she was wrong.

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ALICE IN WONDERLAND

CHAPTER 6:

PIG AND PEPPER

Adapted for The Ten Minute Tutor by: Debra Treloar

For a while Al-ice stood and looked at the house and tried to think what to do next, when a foot-man ran out of the wood (from the way he was dressed, she took him to be a Foot-man… though if she had judged by his face she would have called him a fish) and knocked at the door with his fist. A Foot-man with a round face and large eyes, came to the door.

Al-ice want-ed to know what, it all meant. So she crept a short way out of the wood to hear what they said.

The Fish… Foot-man took from un-der his arm a great let-ter and hand-ed it to the oth-er and said in a grave tone,
"For the Duch-ess;
from the Queen."



The Frog… Foot-man said in the same grave tone,
"From the Queen,
for the Duch-ess."

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Then they both bowed so low that their heads touched each oth-er.

All this made Al-ice laugh so much that she had to run back to the wood in case they heard her. When she next peeped out, the Fish-Foot-man was gone and the oth-er one sat on the ground near the door and stared up at the sky.

Al-ice went up to the door and knocked.

"There's no need for you to knock," said the Foot-man, "I'm on the same side of the door that you are, and there is so much noise in that room that no one could hear you."

There was, in-deed, a great noise in the house… a howl-ing and sneez-ing. Now and then a great crash, as if a dish or a pot had been bro-ken to bits.

"Please, then," said Al-ice, "how do I to get in?"

"There might be some sense in you knock-ing," the Foot-man went on, "if we were not both on the same side of the door. If you were in the room, you could knock and I could let you out, you know."

He looked up at the sky all the time he was speak-ing, which Al-ice thought was quite rude.

"But per-haps he can't help it," she thought, his eyes are so near the top of his head.

"How am I to get in?" she asked.

"I shall sit here," the Foot-man said, "un-til to-mor-row…"

Just then the door of the house o-pened and a large plate flew out, straight at his head. It just missed his nose and broke on one of the trees be-hind him.

"… or next day, may-be," he went on in the same tone as if he had not seen the plate.

"How am I to get in?" Al-ice asked as loud as she could speak.

"Will you get in at all?" he said. "That's the first thing, you know."

It was…, no doubt…, but Al-ice didn't like to be told so.

The Foot-man seemed to think this was a good time to say a-gain, "I shall sit here on and off, for days and days."

"But what am I to do?" asked Al-ice.

"Do what you like," he said.

"Oh, there's no use try-ing to talk to him," said Al-ice. "He has no sense at all." And she o-pened the door and went in.

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The door led in to a large room that was full of smoke from end to end.

The Duch-ess sat on a stool with a child in her arms. The cook stood near the fire and stirred a large pot full of soup.



"There's too much pep-per in that soup!" Al-ice said to her-self as well as she could while sneez-ing.

There was too much of it in the air, for the Duch-ess sneezed now and then too. As for the child, it sneezed and howled all the time.

A large cat sat by the fire grin-ning from ear to ear.

"Please, can you tell me," said Al-ice, not quite sure that it was right for her to speak first, "why does your cat grin like that?"

"It's a Che-shire cat," said the Duch-ess, "and that's why. Pig!"

She said the last word so loud that Al-ice jumped; but she soon saw that the Duch-ess spoke to the child and not to her, so she went on:

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"I didn't know that Che-shire cats grinned. In fact, I didn't know that cats could grin."

"They all can," said the Duch-ess; "and most of them do."

"I don't know an-y that do," Al-ice said, quite pleased to have some one to talk with.

"You don't know much," said the Duch-ess; "and that's a fact!"

Al-ice did not like the tone in which this was said, and thought it would be best to speak of some-thing else.

When she tried to think of what to say, the cook took the pot from the fire, and then start-ed throw-ing things at the Duch-ess and the child… the tongs came first, then pots, pans, plates and cups. All flew thick and fast through the air. The Duch-ess did not seem to see them, e-ven when they hit her. The child cried so loud the whole time, that no-one could not tell if the blows hurt or not.

"Oh, please mind what you do!" cried Al-ice, as she jumped up and down in great fear, in case she was hit.

"Hold your tongue," said the Duch-ess. Then she be-gan a sort of song to the child and gave it a hard shake at the end of each line of the song.

At the end of the song she threw the child at Al-ice.

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"Here, you may nurse it a bit if you like because I must go and get read-y to play cro-quet with the Queen," and she left the room in a hurry.

The cook threw a fry-pan after her as she went, but it just missed her.

Al-ice caught the child, which held out its arms and legs on all sides, "just like a star-fish," Al-ice thought.

The poor thing snort-ed like a steam train when she caught it and wrig-gled a-bout so much, it was hard to hold it. As soon as she found out the right way to nurse it, (which was to twist it up in a sort of knot, then keep a tight hold of its right ear and left foot), she took it out in the fresh air.

"If I don't take this child with me," thought Al-ice, "they're sure to kill it in a day or two… it would be wrong to leave it here."

She said the last words out loud and the child grunt-ed (it had stopped sneez-ing by this time).
"Don't grunt," said Al-ice, "that is not a nice thing to do."

The child grunt-ed a-gain and Al-ice looked at its face to see what was wrong with it. There could be no doubt that it had a turn-up nose, much more like a snout than a child's nose. Its eyes were ve-ry small too. In fact she did not like the look of the thing at all.

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"Per-haps that was not a grunt, but a sob," and she looked to see if there were tears in its eyes. No, there were no tears.

"If you're go-ing to turn in to a pig, my dear," said Al-ice, "I'll have no more to do with you. Mind now!"

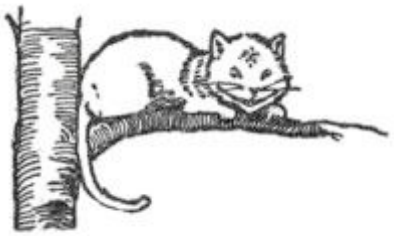
The poor thing sobbed once more (or grunted, Al-ice couldn't tell which).



"Now, what am I to do with this thing when I get it home?" thought Al-ice.

Then it grunt-ed so loud it made her look down at its face with some fear. This time there could be no doubt a-bout it... it was a pig!

So she set it down, and felt glad to see it trot off in to the woods.



As she turned to walk on, she saw the Che-shire Cat on the branch of a tree a lit-tle way off.

The Cat grinned when Alice saw it.

It looked like a good cat, she thought. But it had long claws and large teeth, so she felt she ought to be kind to it.

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"Puss," said Al-ice, "would you please tell me which way I should walk from here?"

"That de-pends a good deal on where you want to go to," said the Cat.

"I don't care where… " said Al-ice.

"Then you don't care which way you walk," said the Cat.

"… so long as I get somewhere," Al-ice add-ed.

"Oh, you're sure to do that if you don't stop," said the Cat.

Al-ice knew that this was true, so she asked: "What sort of peo-ple live near here?"

"That way," said the Cat, with a wave of its right paw, "lives a Hat-ter; and that way," with a wave of its left paw, "lives a March Hare. Go and see the one you like… they're both mad."

"But I don't want to go where mad peo-ple live," said Al-ice.

"Oh, you can't help that," said the Cat, "we're all mad here. I'm mad. You're mad."

"How do you know I'm mad?" asked Al-ice.

"You must be," said the Cat, "or you wouldn't have come here."

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Al-ice didn't think that proved it at all, but she went on; "and how do you know that you're mad?"

"First," said the Cat, "a dog's not mad. You agree?"

"Yes."

"Well, then," the Cat went on, "you know a dog growls when it's angry, and wags its tail when it's hap-py.

Now I growl when I'm hap-py and wag my tail when I'm an-gry. So you see… I'm mad."

"I say the cat purrs. I do not call it a growl," said Al-ice.

"Call it what you like," said the Cat. "Are you to play cro-quet with the Queen to-day?"

"I would like to, but I haven't been asked yet," said Al-ice.

"You'll see me there," said the Cat, then it fa-ded out of sight.



Al-ice did not think this was so strange as she was now used to strange things hap-pen-ing.

While she still looked at the place where it had been, it came back a-gain, all at once.

"By the way, where is the child?" it asked.

"It turned in-to a pig," Al-ice said.

"I thought it would," said the Cat, then fa-ded out of sight a-gain.

Al-ice wait-ed to see if it would come back, then walked the way the March Hare lived.

"I've seen Hat-ters," she said to her-self; "so I'll go see the March Hare." As she said this, she looked up, and there saw the Cat on a branch of the tree.

"Did you say pig, or fig?" asked the Cat.

"I said pig. And I wish you wouldn't come and go, all at once, like you do. You make me quite gid-dy."

"All right," said the Cat. This time it faded out in such a way that its tail went first. Then the last thing Al-ice saw was the grin, which stayed some time af-ter the rest of it had gone.

"Well, I've seen a cat with-out a grin," thought Al-ice; "but a grin with-out a cat! That's the strang-est thing I have ev-er seen in all my life!"

She soon came to the house of the March Hare.

She thought it must be the right place, as the chim-neys were shaped like ears, and the roof was cov-ered with fur.

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It was such a big house, that she did not want to go too near while she was so small.

So she ate a small piece of mush-room from the left-hand and made her-self two feet high. Then she walked up to the house, al-though with some fear, in case it should be mad as what the Cat said.



Jump In My Car

Ted Mulry - By Ted Mulry

1. Jump in my car,
2. I wanna take… you home.
3. Mmm, jump in my car,
4. it's too far to walk on your own.
5. (No thank you sir…)
6. Ah, c'mon, I'm a trust worthy guy
7. (No thank you sir…)
8. Oh little girl I wouldn't tell you no lie
9. (I know your game…)
10. How can you say that, we only just met.
11. (You're all the same)
12. Ooh, she's got me there, but I'll get her yet.
13. (I got you there…)
14. No you didn't, I was catching my breath)
15. And look it's startin' to rain,
16. and baby you'll catch your death.
17. (Well, I don't know…)
18. Ah, come on it costs nothin' to try,
19. and you'll arrive home nice and dry.

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20.	Mmmmm-mmm jump in my car,
21.	I wanna take you home.
22.	C'mon jump in my car,
23.	it's too far to walk on your own….
24.	Mmmm-mmm, jump in my car,
25.	I wanna take you home.
26.	C'mon jump in my car,
27.	it's too far to walk on your own.
28.	(Well maybe I will…)
29.	Ah, that's better now, you're talkin' sense.
30.	(Jeepers keep still…)
31.	Well, if you like I'll just put up a fence.
32.	(No need to get smart)
33.	Well alright we'll soon be on our… way…
34.	(We better start…)
35.	What for?
36.	(Because it's such a long way…)
37.	Well, why where do you live?
38.	(I live down south, – it's roughly eighty four miles)
39.	Hey slow down, you must be jokin' there,
40.	behind that cute smile.

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41. (Oh no, I'm not…)
42. Well, if you're not there's only one thing to say…
43. (And what's that…?)

44. Get out the car, get on your way
45. Get out of my car.
46. (But you just said that… you'd take me home)
47. Well it's just too far
48. (But there's no way that I can get there alone)
49. I couldn't care less
50. (Maybe I could…. See you next week)
52. But you look a mess
53. (Look who's talking, you got no right to speak)
54. Get outta my car.
55. (You told me that you were a really nice guy)
56. Well I ain't
57. Yeah! Get outta my car.
58. Get out, get out of my car.

TED MULRY
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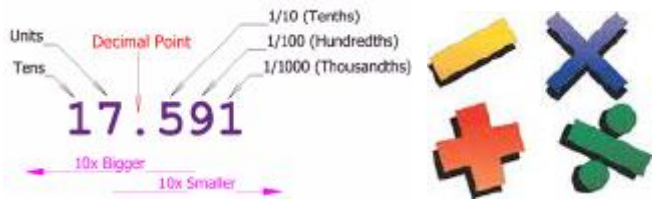
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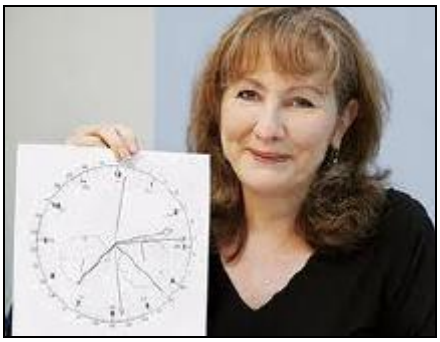
"When we spend all our time wish-ing our life could be dif-fer-ent, we need to re-mem-ber that trees grow tall and reach for the sky in strong winds and dia-monds are cre-at-ed un-der pres-sure"



Spelling List	
cat	hat
mat	pat
bat	sat
fat	vat



Learn From Barbara Arrowsmith Young



Barbara Arrowsmith Young is featured in the book

The Brain That Changes Itself by Dr Norman Doidge

1. At birth her left and right brain parts were unequal
2. Her strength was excellent auditory and visual memory
3. But she had many learning difficulties
4. What did she do about it?
5. What is she doing now?
6. What is her key message?

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Chris



Student Weekly Review

At the end of tutorials F-15 to F-21 students should be able to…

F-15 – Read the table of words on the blend race as quickly and accurately as possible re-reading any mistakes. You can make a note of your time down the bottom of the worksheet.

F-16 – Attempt to read all the words on this sheet. Students can use the outline to write them too. Teachers can display this table for future reference.

F-17 – Discuss why do fancy conjunctions add impact to a sentence. Read three sentences that use a fancy conjunction.

F-18 – Discuss what happens in the sixth chapter of Alice in Wonderland? Why did the baby grunt? What was special about the cat?

F-19 – Discuss whether you should ever jump in a stranger's car. Why or why not? What is funny about the end of this song?

F-20 – How did Barbara Arrowsmith Young teach herself to tell the time? What were her strengths? What does she do now?

F-21 – Did Chris like school? What happened when a teacher tried to help him to spell in front of the other students? What is Chris doing now? Why is he such a good teacher?

This is not a test, not an exam, not even a checklist…. These questions are just a way of reviewing how the student is going. All concepts taught will be reinforced in future Ten Minute Tutorials. Student's answers can be spoken, written or read.

Smile – "You are getting better and better at reading."

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"If you want to soar like an eagle
don't hang around with the turkeys"

Phon-ics Re-vi-sion

1. **Alphabet** has 26 letters
   - Alphabet sounds and short sounds

2. **Vowels** are a, e, i, o, u and tricky y
   - Vowels have short and long sounds.

3. **Consonants** are
   b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z

4. **Special partners** th, ch,
   th, ch, sh, ph, qu, wh

5. Words have **phonemes** which help you to attack them: b-a-t = 3, sh-u-t = 3, b-r-a-n-ch = 5, r-i-dge = 3

6. In consonant-vowel-consonant **CVC words** the vowel says its short sound c-u-t , m-a-d

7. Words have a beat or rhythm - **Syllables**. At the end of syllables or short words the vowels says its alphabet name
   me, re-ap-ply (us-u-al-ly)

8. **A a** can say in words: "ah-" ant, "ay—" play, "oh-" want, "or—" ball, "ar—" father, "uh-" (lazy vowel) above, extra

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9. **C c** has a soft sound "**sss**" when it comes before e, i, y in words - city, centre, cycle

10. **G g** has a soft sound "**juh**" when it comes before e,i,y in words (usually) - gym, giant, cage

11. **O o** can say in words: "oh-" top, "oh—" rose, "ew—" to, "uh-" come

12. **U u** can say in words "uh-" up, "you—" cute, "oo-" put, "ew—" blue, u makes 'q' say 'kw' queen

13. **Blends** are when two or more letters, consonants or vowels, come together in a word. They can be at the beginning, middle or end of a word and can be hard to hear - step, strand, beach, light

14. **E e** can say in words "eh-" egg, "ee—" email, e silent on the end of words hope, "uh-" (lazy vowel) the

15. **I i** can say "ih-" fish, "iy—" ice, "eh-" friend, "ee—" taxi, "uh-" (lazy vowel) rabbit

16. **ŋ** is the phonic symbol for 'ng' sound - 'n' is sounded "ŋ" - 'g' is silent: sing, sang, long, clung.

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"If you want to soar like an ea-gle
don't hang a-round with turkeys"

Suffixes - Letters At End



-s, es (plural, more than one)	- hop-s jump-s box-es
-ed (already happened)	- hop-ed jump-ed box-ed
-ing (doing word)	- hopp-ing jump-ing box-ing
-ly, ily (asks how)	- bad-ly happ-ily safe-ly
-er (more)	- fast-er bigg-er slow-er
-er (a person)	- farm-er teach-er track-er
-er (action or process)	chatt-er stutt-er re-port-er
-or (a person)	- doct-or invent-or senat-or
-ar (relating to/being)	- sol-ar doll-ar coll-ar
-ar (a person)	- li-ar begg-ar burgl-ar

* Notice how the base word changes in some cases

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"If you want to soar like an eagle don't hang around with the turkeys"

Punc-tu-a-tion Re-vi-sion

Cap-i-tal let-ters - For peo-ple's names and im-por-tant pla-ces, things and e-vents.

Su-per-man The Lon-don O-lym-pics

Cap-i-tal let-ters - To start a sen-tence and full-stops to end a sen-tence.

The cat sat on the mat.

Com-mas - For paus-es in sen-tences.

It is win-dy, but it is not cold.

Com-mas - For lists.

Shar-pen-er, pen-cil, rul-er, and pens.

Com-mas - To add an ex-tra thought in-to a sen-tence.

That ba-by is cry-ing, I de-ci-ded, be-cause he is hun-gry.

Com-mas - To com-pare or con-trast.

The more he ran, the slow-er he went.

Ques-tion Marks - For ques-tions.

What is the time?

Ex-clam-a-tion Marks - To show a cry of sur-prise, an-ger, ex-cite-ment or pain.

Ouch!

A-pos-troph-es -To re-place mis-sing let-ters in words.

comin'

A-pos-troph-es - To make words shor-ter (con-trac-tions).

do + not - o = don't

A-pos-troph-es - To show own-er-ship.

Bob's car

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ALICE IN WONDERLAND

CHAPTER 7:

A MAD TEA PARTY

Adapted for The Ten Minute Tutor by: Debra Treloar

A ta-ble was set out, in the shade of the trees in front of the house, and the March Hare and the Hat-ter were hav-ing tea.

A Dor-mouse sat in the mid-dle, but it seemed to be a-sleep.

The ta-ble was a long one, but the three were all crowd-ed at one cor-ner of it.



"No room! No room!" they called as soon as they saw Al-ice.

"There's lots of room," she said, and sat down in a large arm-chair at one end of the table.

"Have some wine," the March Hare said in a kind tone.

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Al-ice looked all a-round the ta-ble, but there was not a thing on it but tea.

"I don't see the wine," she said.

"There isn't an-y," said the March Hare.

"Then it wasn't po-lite to ask me to have wine," said Al-ice.

"It wasn't po-lite of you to sit down when no one asked you to take a seat," said the March Hare.

"I didn't know it was your ta-ble," said Al-ice; "it is set for more than three."

"Your hair needs a cut," said the Hat-ter. He had looked hard at Al-ice for some time and this was his first speech.

"You should learn not to speak to a guest like that," said Al-ice; "it is ve-ry rude."

The Hat-ter stretched his eyes quite wide at this; but all he said was, "Why is a crow like a desk?"

"Oh good, we shall have some fun now," thought Al-ice. "I think I can guess that," she added out loud.

"Do you mean that you think you can work out the an-swer?" asked the March Hare.

"I do," said Al-ice.

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.

"Then you should say what you mean," the March Hare went on.

"I do," Al-ice said; "at least... at least I mean what I say… that's the same thing, you know."

"Not the same thing one bit!" said the Hat-ter. "Why, you might just as well say, 'I see what I eat' is the same thing as 'I eat what I see'!"

"You might just as well say," added the March Hare, that 'I like what I get' is the same thing as 'I get what I like'!"

"You might just as well say," added the Dor-mouse, who seemed to be talk-ing in his sleep, "that 'I breathe when I sleep' is the same thing as 'I sleep when I breathe'!"

"It is the same with you," said the Hat-ter.

No one spoke for some time, while Al-ice tried to think what she knew of crows and desks - which wasn't much.

The Hat-ter was the first to speak. "What day of the month is it?" he said, turn-ing to Al-ice.

He had his watch in his hand and looked at it and shook it now and then, while he held it to his ear.

Al-ice thought for a while then said, "The fourth."

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"Two days wrong!" sighed the Hat-ter. "I told you but-ter wouldn't suit this watch," he add-ed with a look at the March Hare.

"It was the best but-ter," the March Hare said.

"Yes, but some crumbs must have got in," the Hat-ter growled. "You should not have put it in with the bread-knife."

The March Hare took the watch and looked at it; then dipped it in-to his cup of tea and looked at it a-gain; but all he could think to say was, "it was the best but-ter, you know."

"Oh, what a fun-ny watch!" said Al-ice. "It tells you the day of the month and doesn't tell you what time it is!"

"Why should it?" growled the Hat-ter.

"Does your watch tell you what year it is?"

"Of course not," said Al-ice, "but there's no need for it, since it stays the same year for such a long time."

"Which is just the case with mine," said the Hat-ter; which seemed to Al-ice to have no sense in it at all.

"I don't quite know what you mean," she said.

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"The Dor-mouse has gone to sleep, once more," said the Hat-ter, so he poured some tea on the tip of its nose.

The Dor-mouse shook its head, and said with its eyes still closed, "Of course, of course… just what I want-ed to say my-self."



"Have you guessed the rid-dle yet?" the Hat-ter asked Al-ice.

"No, I give up," she said. "What is the an-swer?"

"I do not know at all," said the Hat-ter.

"Me eith-er," said the March Hare.

Al-ice sighed. "I think you might do bet-ter with your time, than waste it, by ask-ing rid-dles that have no an-swers."

"If you knew Time as well as I do, you wouldn't say 'waste it…' It's …'him'…"

"I don't know what you mean," Al-ice said.

"Of course you don't!" said the Hat-ter with a toss of his head. "I dare say you have nev-er spok-en to Time."

"May-be not," she said, "but I know I have to beat in time when I learn to sing."

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"Oh! That's it!" said the Hat-ter. "He won't stand a beat-ing. Now if you kept on good terms with him, he would do an-y thing you liked with the clock.

Say it was nine o'clock and time to go to school, you would just have to give a hint to Time, and round goes the clock! Half-past one, time for lunch."

"I wish it was," the March Hare said to it-self.

"That would be great, I'm sure," said Al-ice: "but then... I would not be hun-gry."

"Not at first, per-haps, but you could keep it to half-past one as long as you liked," said the Hat-ter.

"Is that what you do?" asked Al-ice.

The Hat-ter shook his head and sighed. "Not me," he said. "Time and I fell out last March.

It was at the great con-cert giv-en by the Queen of Hearts and I had to sing:

'Twin-kle, twin-kle, lit-tle bat!
How I wonder what you're at!'

Do you know the song, per-haps?"

"I've heard some-thing like it," said Alice with a smile.

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"It goes on, you know," the Hat-ter said, "like this:

'Up a-bove the world you fly,
Like a tea-tray in the sky,
Twin-kle, twin-kle…'"

Here the Dor-mouse shook it-self and sang in its sleep, "twin-kle, twin-kle, twin-kle, twin-kle…" and went on for so long, they had to pinch it to make it stop.

"Well, while I sang the first verse," the Hat-ter went on, "the Queen yelled out 'See how he mur-ders the time! Off with his head!' And ev-er since then, he won't do a thing I ask! It's al-ways six o'clock now."

A bright thought came in-to Al-ice's head. "Is that why there are so man-y tea things set out here?" she asked.

"Yes, that's it," said the Hat-ter with a sigh. "It's al-ways tea time and we've no time to wash the things."

"Then you keep mov-ing round the table, I guess," said Al-ice.

"Quite right," said the Hat-ter; "as the things get used up."

"But when you come back to where you started, what do you do then?" Al-ice dared to ask.

"I'm tired of this," yelled the March Hare. "I vote you tell us a story."

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"…I'm a-fraid… I don't know one," said Al-ice.

"I want a clean cup," spoke up the Hat-ter.

He moved on as he spoke and the Dor-mouse moved in-to his place. The March Hare moved in-to the Dor-mouse's place and Al-ice was not too pleased, took the place of the March Hare.

The Hat-ter was the on-ly one to get a bet-ter place from the change. Al-ice was much worse off, and the March Hare had knocked the milk jug in to his plate.

"Now, for your sto-ry," the March Hare said to Al-ice.

"I'm sure I don't know,"… Alice be-gan, "I… I don't think…"

"Then you shouldn't talk," said the Hat-ter.

This was more than Al-ice could stand; so she got up and walked off, and though she looked back once or twice and hoped they would call af-ter her, they didn't seem to know that she was gone.



The last time she saw them, they were trying to put the poor Dor-mouse in-to a tea-pot.

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"Well, I won't go there a-gain," said Al-ice as she found her way through the wood.

"It's the dull-est tea-par-ty I have been to in all my life."

As Al-ice said this, she saw one of the trees had a door in it.

"That's strange!" she said. "But then, I have-n't seen any-thing to-day that isn't strange. I think I may as well go in."

She went in and once more she found her-self in a long hall, and near to the lit-tle glass ta-ble. She took up the lit-tle key and un-locked the door that led to the gar-den. Then she ate some of the mush-room which she still had with her.

When she was a-bout a foot tall, she went through the door and walked down the lit-tle hall.



Then… she found herself, at last, in the love-ly garden, where she had seen the bright blooms and the cool foun-tains.

Waltzing Matilda

By Banjo Paterson

1. Once a jolly swagman camped by a billabong.
2. Under the shade of a coolibah tree.
3. And he sang, as he watched and waited till his billy boiled.
4. You'll come a Waltzing Matilda with me.
5. Down came a jumbuck to drink at the billabong.
6. Up got the swaggie and grabbed him with glee.
7. And he sang as he stowed that jumbuck in his tucker-bag.
8. You'll come a Waltzing Matilda with me.

Chorus

9. Waltzing Matilda, Waltzing Matilda.
10. You'll come a Waltzing Matilda with me.
11. And he sang as he stowed that jumbuck in his tucker-bag.
12. You'll come a Waltzing Matilda with me.
13. Down came the squatter mounted on his thoroughbred.
14. Up came the troopers One, Two, Three.

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15. Who's the jolly jumbuck you've got in your tucker-bag?
16. You'll come a Waltzing Matilda with me.

Chorus

17. Waltzing Matilda, Waltzing Matilda.
18. You'll come a Waltzing Matilda with me.
19. Who's the jolly jumbuck you've got in your tucker-bag?
20. You'll come a Waltzing Matilda with me.
21. Up got the swaggie and jumped into the billabong.
22. "You'll never catch me alive", said he.
23. And his ghost may be heard as you pass by that billabong.
24. You'll come a Waltzing Matilda with me.

Chorus

25. Waltzing Matilda, Waltzing Matilda.
26. You'll come a Waltzing Matilda with me.
27. And his ghost may be heard as you pass by that billabong.
28. You'll come a Waltzing Matilda with me

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"If you want to soar like an ea-gle
don't hang a-round with the tur-keys"

Create Your Own Learning Profile

1. Consider your **strengths** and your **weakness**
2. **Identify how** you like to learn



1. Listening 2. Watching
3. Touching 4. Moving 5. A Mixture

3. Identify how you like to **Remember**

- Relate new information to something you already know
- Keep information in your brain so you can recall it when you need it

4. **Tell** those responsible for teaching you. Good teachers will find ways to help you to learn.
5. **Ask** a parent or a friend to **help** you to write your learning profile down, 1-2 pages only.

1. Include Personal Information - age, level etc.?
2. Include your Personality Traits
3. Include your Learning Strengths
4. Your Learning Weaknesses
5. How you like to learn
6. Fears, Worries and Concerns
7. Contact details - phone, email etc.?

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Frankie



Student Weekly Review

At the end of tutorials F-22 to F-28 students should be able to…

F-22 – Choose 4 numbers from the phonics revision sheet and discuss the learning.

F-23 – Read all the different suffixes. Understand that they have meanings. 'er' – more, or an action, or a process. 'or' – a person, or a job. 'ar' – related to, or a state of being, or used to describe a person.

F-24 – Identify each punctuation mark and discuss what they are used for using the examples in blue.

F-25 – Discuss what happens in the seventh chapter of Alice in Wonderland? Why is it always teatime?

F-26 – Discuss what a swagman, a billabong, a jumbuck and a tucker bag is? Why did the swagman jump into the billabong and drown?

F-27 – Discuss their learning profile. Create a point form document with 3 Learning Strengths, 3 Learning Weaknesses and 3 ways they like to learn.

F-28 – How old is Frankie? How many jobs does she have? What year of school is she doing? What is the key to her success?

This is not a test, not an exam, not even a checklist…. These questions are just a way of reviewing how the student is going. All concepts taught will be reinforced in future Ten Minute Tutorials. Student's answers can be spoken, written or read.

Smile – "Well Done – You Are A Great Learner"

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