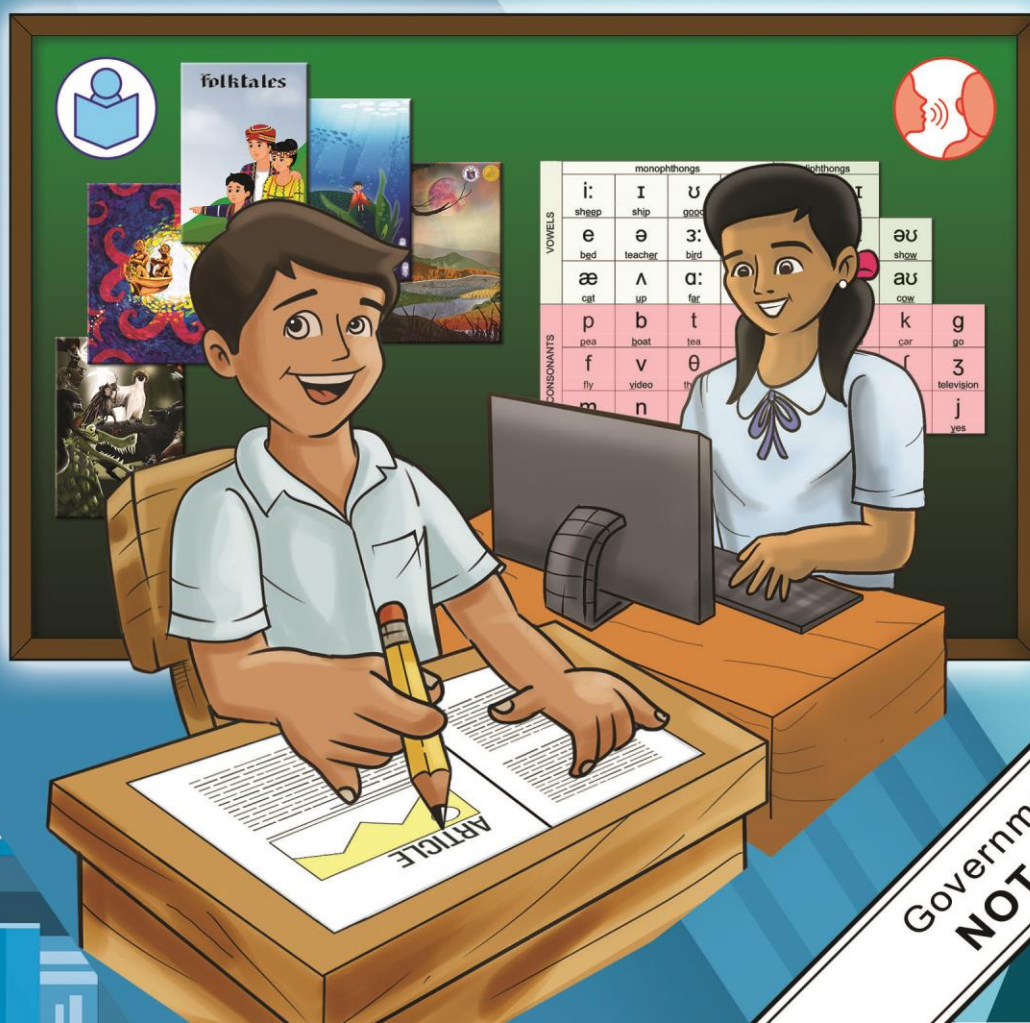


7&8

NATIONAL LEARNING CAMP

English Intervention Learning Camp

Resource Booklet



Government Property
NOT FOR SALE

Intervention Learning Camp

English

Resource Booklet

Grade 7-8

Weeks 1 to 3

Introduction

This Intervention English Lessons Resource Book contains:

- **Essential Word Flash Cards for the second and third lessons each day.**

- **Lessons 2, 3, 5, 6, 8 and 9, Days 1, 2 and 3**

Print **1 copy** of the **Week 1** flash cards (3 sets x 20 words) for each group of 2 to 3 students in your class. Cut out the flash cards, give them a shuffle, and they are ready for classroom use.

- **Lessons 11, 12, 14, 15, 17 and 18, Days 4, 5 and 6**

Print **1 copy** of the **Week 2** flash cards (3 sets x 20 words) for each group of 2 to 3 students in your class. Cut out the flash cards, give them a shuffle, and they are ready for classroom use.

- **Lessons 20, 21, 23, 24, 26 and 27, Days 7, 8 and 9**

Print **1 copy** of the **Week 3** flash cards (3 sets x 20 words) for each group of 2 to 3 students in your class. Cut out the flash cards, give them a shuffle, and they are ready for classroom use.

- **Texts and word meanings for all lessons in weeks 1-3**

- For teachers' reference only

- **Flash Cards Graph**

- For teachers' reference only

Week 1 Flash Cards

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Texts and Word Meanings


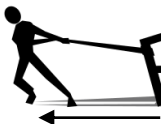







Day 1: What is a Force?

How can we make something move? We can push, pull, spin, bounce, throw, kick, and drop it. Can we make something move without doing these acts? No! These acts are all forces. A force needs to act on a thing that is not moving to make it move. A force is a push or a pull.

Everything is acted on by forces all the time, even if you can't see it moving. If you have a book in your hand, the force of the book pushes down on your hand. To hold the book up, your hand pushes up on the book. If you put the book down on the ground, the book pushes down while the ground pushes up. So, we can now say that a force is a push or pull on a thing when another thing acts on it.

Adapted from Neal, T. (2019). *Elementary earth and space science methods*. Iowa Pressbooks, pp. 73-74.
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Word Meanings

force = a push or a pull on a thing when another thing acts on it	move = change the place or position	something = a thing that is not named or not known	act = do something, something that you do
push = make something move away from you 	pull = make something move towards you 	spin = make something turn around in a circle 	bounce = make something move down to a hard surface and then come back up again 
throw = make something you were holding in your hand move through the air 	kick = hit something with your foot, or make something move with your foot 	drop = make or let something fall down 	without = not having or not doing something
hold = carry, keep something in your hand 	ground = the area that you stand on 		

Day 2: My Hair

About a hundred thousand hairs cover the top of my head. I can pull out a hair and a new one will grow to take its place. The hair grows and is cut and grows some more. Where does all that hair come from?


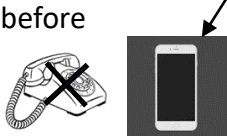




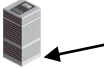

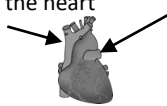
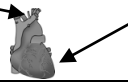










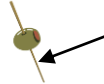






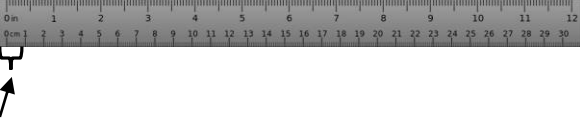
Each hair grows out of a tiny hole in my skin. At the bottom of each hole are tiny veins and arteries. They bring blood to the root of the hair. The hair takes food and oxygen from the blood. This makes the hair grow.

Around each hair is a little pocket of oil. The oil makes my hair shine. Each tiny hole has a muscle as well. If I'm scared, I may say that my hair stands on end. It doesn't - it just feels that way! What I'm feeling are the tiny muscles moving on the top of my head.

Some hair is straight. Some hair is curly. Straight hair is like a round toothpick. Curly hair is round, but it has little flat places in it. I can feel this by rolling a strand of straight hair and curly hair between my fingers. The straight hair rolls smoothly, but the curly hair feels rough between my fingers.

Some hair doesn't grow long. Eyelashes and eyebrows never grow very much. But the hair on my head can grow as much as fifteen centimeters a year.

Word Meanings

long = not short	a hundred = 100	a thousand = 1,000	a hundred thousand = 100,000
cover = put something over or on top of	head = the body part on top of the neck 	new = not old, not used before 	hair = the stuff growing on the top of your head 
grow = get bigger or longer over time 	take its place = another one/thing will be where it was before	each = every one	tiny = very small
hole = an empty place in a solid surface 	skin = the thing that covers the outside of your body	top = the highest part 	bottom = the lowest part 
blood = the red liquid in your body 	vein = tubes in your body that take blood and oxygen to the heart 	artery = tubes in your body that take blood and oxygen away from the heart to the body 	root = the part of a plant or hair, tooth or nail that attaches it to the ground/ to your body 
food = things that you eat to help you grow and stay healthy 	oxygen = a gas that we need for life 	pocket = a small area, a small space	oil = a thick liquid made from petrol or some plants 
shine = be bright, glow 	muscle = tissue in the body that helps you move 	scared = frightened, afraid, fearful 	feel = touch, be aware of
straight = not curly  She has straight hair.	curly = not straight  She has curly hair.	round = a circle shape 	toothpick = a small piece of wood to get food out of your teeth 
flat = not round, level 	roll = move a round object like a ball by turning it over and over 	strand = a single hair or other long thin thing	between = in the middle 
finger 	smooth = straight, even, with no lumps or bumps	rough = not even, bumpy	
eyelashes = short curved hairs growing on the edge of the eyelids 	eyebrow = the strip of hair growing above your eye 	centimeter = 1/100 of a meter 	









Day 3: The Man with the Coconuts

One day, a man went out and picked many coconuts. He loaded his horse heavily with the fruit. On the way home, he met a boy. He asked the boy how long it would take to reach the house.

The boy looked at the load on the horse. He said, "If you go slowly, you will arrive home very soon. But if you go fast, it will take you all day."

The man did not think that this strange speech from the boy could be true. He made his horse run very fast. But the coconuts fell off and he had to stop to pick them up. Then he hurried his horse even more to make up for lost time, but the coconuts fell off again. He did this many times, and so it was night when he reached home at last.

Word Meanings

<p>pick = take a flower, fruit or vegetable from where it is growing</p> 	<p>coconut = the large brown seed of a palm tree, with white flesh inside that you can eat.</p> 	<p>load = something heavy or big to carry (n) put many things on or in something to carry it</p>  somewhere (v)	<p>fruit = sweet thing that grows on a tree or plant that has seeds and can be eaten</p> 
<p>heavy (adj) = of great weight</p> 	<p>heavily (adv) = very, very much, with a lot of weight</p>	<p>meet, met = when two or more people see each other, or when they get to know each other for the first time</p> 	<p>ask = want to know</p> 
<p>horse</p> 	<p>reach = get to the place you are going to</p>	<p>arrive = get to the place you are going to</p>	<p>slowly = not fast, not quickly</p>
<p>soon = in a short time, not a long time</p>	<p>fast = quick, quickly, moving at a high speed</p>	<p>strange = unusual</p>	<p>speech = speaking, talk</p>
<p>true = correct, right</p> 	<p>hurry = be quick, move quickly</p> 	<p>night = after the day</p> 	<p>house</p>  <p>home = the house that you live in</p>

Day 4: The Tree and the Reed

"WELL, little one," said a tree to a reed that was growing at its foot, "why do you not plant your feet deeply in the ground, and raise your head boldly in the air as I do?"



"I am happy with my lot," said the reed. "I may not be so grand, but I think I am safer."

"Safe!" sneered the tree. "Who shall pluck me up by the roots or bow my head to the ground?" But it soon had to repent of its boasting, for a hurricane arose which tore it up from its roots and cast it down as a useless log on the ground, while the little reed, bending to the force of the wind, soon stood upright again when the storm had passed over.

"OBSCURITY OFTEN BRINGS SAFETY."

Word Meanings

tree 	reed = a small thin grassy plant 	little = small, not big	grow = get bigger over time 
foot – feet = the lower or lowest part of something 	plant (v) = put something in a particular place; put a seed into the ground so it can grow	ground = the area that you stand on 	raise = move something to a higher place
head = the top or upper part of something 	boldly = in a sure and confident way	air = sky, the free space above the Earth	contented = happy, not worried 
lot (n) = fate, luck, situation	grand = looking very big and wonderful	think = have an idea, opinion or belief 	safe (adj); safety (n) = away from danger
sneer = smile or speak in a way that looks down on someone or something 	pluck = pick something, pull something off or out	bow (v) = bend the body or the head down 	soon = in a short time
repent = be sorry for	boast = talk too much about how good you are at something	hurricane = very strong storm and wind, typhoon 	arose = happened, occurred, past tense of arise
tore = pull up, pull apart, past tense of tear	root = the part of a plant that is under the ground 	cast = throw something with a lot of force	useless = having no use
log 	bend = force something straight to be not straight 	force = a push or a pull on a thing when another thing acts on it	wind = when the air moves 

stood = past tense of stand 	upright = straight up and down	again = one more time	storm = weather with a strong wind and rain or snow 
pass over = move away, end	obscure (v) obscurity (n) not important, not known		







Day 5: Sand


Sand is made from any rocky matter. It is bigger in size than silt and smaller than stones. Sand is made when rocks are broken down in two ways: by water or by wind. The wind or water keeps passing over a rock and smashes the rock into very small bits, so sand is formed. When sand is formed by wind, it knocks the rocks onto other rocks, so the sand is not smooth. When sand is formed by water, it becomes smooth.

We know where sand comes from because of the stuff it is made from and its color. Sand can come in many colors such as black, white, green, red and pink. Black sand is made from lava that has cooled to form rock. Pink sand comes from red shells in the sea. White sand comes from old coral. What color are the beaches near you?

Adapted from Neal, T. (2019). *Elementary earth and space science methods*. Iowa Pressbooks, pp. 210-211.
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Word Meanings

sand = loose granular stuff found on the beach 	rock = solid mineral stuff 	rocky = with many rocks 	matter = Any physical and solid thing is made up of matter.
size = how big or small something is	silt = dirt or dust usually found at the bottom of a river or lake	stone = the stuff that rocks are made from; small rocks	broken = in pieces, not whole, smashed 
smash = break into small pieces 	bit = a small part or piece	form (v) = to make into a shape	knock = hit against something hard and make a sound
smooth = straight, even, with no rough or sharp lumps and bumps	stuff = things	color = like red, yellow, blue, green	lava = the hot, liquid rock that comes out of a volcano, which becomes hard when it cools down 

shell = the hard outside part 	coral = hard stony stuff made by some sea animals 	beach = the stretch of sand on the edge of the sea, river or lake. 	
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Day 6: The Battle of the Crabs

One day the land crabs had a meeting and one of them said: "What shall we do with the waves? They sing so loudly all the time that we can't sleep."

"Well," said one of the oldest crabs, "I think we should make war on them."

The others agreed to this. The next day, all the male crabs got ready to fight the waves. They went along the sand to the sea, when they met a shrimp.

"Where are you going, my friends?" asked the shrimp.

"We are going to fight the waves," said the crabs, "because they make so much noise at night that we can't sleep."

"I don't think that is a good idea," said the shrimp. "The waves are very strong and your legs are so weak."

This made the crabs very angry, and they pinched the shrimp until he said he would help them win the battle.

Then they all went to the shore. But the crabs saw that the eyes of the shrimp were not the same as their own eyes. They thought his eyes were funny. They said:














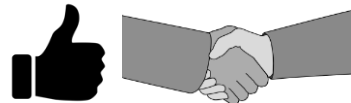
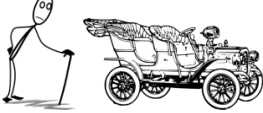







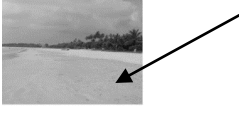
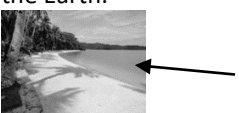
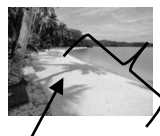
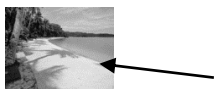














"Friend shrimp, your face is turned the wrong way. How can you fight with the waves?"

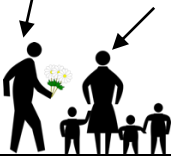
"I have a spear on my head," said the shrimp. Just then, he saw a big wave coming and he ran away. The crabs did not see it, for they were all looking toward the shore, and so they were covered with water and drowned.

Later the wives of the crabs became worried because their husbands did not return, and they went down to the shore to see if they could help in the battle. When they reached the water, the waves rushed over them and killed them too.

Sometime after this, thousands of little crabs came near the shore. The shrimp saw them and told them of the sad fate of their parents. Even today these little crabs can be seen on the sand, running back and forth. They seem to rush down to fight the waves, and then they run back to the sand where their fathers and mothers lived before. They don't live on dry land or in the sea where the other crabs are. Instead, they live on the beach where the waves wash over them and try to drown them.

Word Meanings

battle = a fight between two groups 	war = when two sides or countries fight many battles over a long time; opposite of peace 	think = have an idea, opinion or belief 	idea = a thought 
crab 	shrimp 	loud = making a lot of noise 	noise = loud sound 
meet = come into the presence of someone 	meeting = a gathering of people for a particular purpose 	night = after the day, when the sun goes down and the moon comes up 	
waves = water that curls into an arch and breaks on the shore 	sing = make musical sounds with the voice 	agree = have the same idea 	
old = not young, not new 	ready = good time to do something 	thousand = 1,000 	back and forth = move one way and then back again, to and for 
male = boy, man 	sleep 	fight 	angry 
sand = loose granular stuff found on the beach 	sea = the large body of salt water that covers a lot of the Earth. 	beach = seaside, shore, coast 	shore = edge of the land and the sea 
friends = people that we like to be with 	strong = powerful 	weak = not strong 	
pinch = hold something between your finger and thumb 	win = be first 	eyes = the part of your face that you see with 	until = up to the time 
funny = something that makes you laugh 	wrong = not right, not correct 	wrong way = not the right way 	
spear = a long stick with pointed tip 	drown = die under the water 	kill, killed = make someone or something die 	worry, worried = feel troubled about 

wife, wives = a married woman/women	husband = a married man	parents = father and mother 	rush = hurry
reach = get to a place	return = come back, go back	fate = the outcome of an event, a death that cannot be avoided	live = be, have a life, have a home
dry = not wet	wash = cover with water	cover = put something over or on top of	













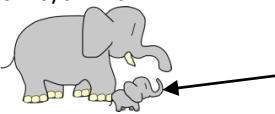





Day 7: Big Cats


All the big cats are mammals. Some different types are lions, tigers and jaguars. Tigers and jaguars live alone. Lions do not live alone but live together in family groups. Often, there is one big male as the leader of the group. Many of the females in the group will have his babies.

It is the mother cat's job to look after the baby animals and to go out and hunt for food. Often the father does not go near the babies. His job is to keep enemies away from his little ones. For example, if an elephant comes too near, a father lion may roar and run at it. The elephant can see that she is not welcome in that area.

If a lion came running and roaring up to me, I would run away as fast as I could. What would you do?

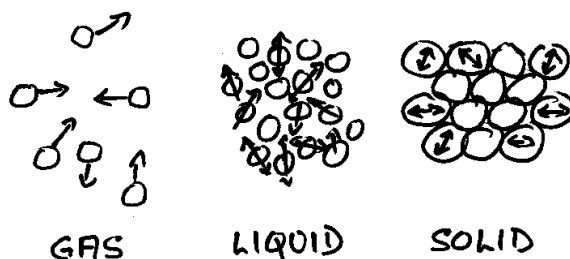
Word Meanings

cat 	lion 	tiger 	jaguar 
mammal = an animal that feeds milk to its babies	type = kind, example	different = not the same	many = a lot of; a large number of
alone = with no one else, on one's own 	together = with others 	group = many things together 	family group = parents and children together 
male = boy, man 	female = girl, woman 	leader = the head/top person  	many = a lot of; a large number of
baby = very young child/animal 	mother = a female with a child/children 	father = a male with a child/children 	roar = the loud sound made by a big animal like a lion 
look after = take care of, keep safe	animal = a living thing that can feel and eats to stay alive 	hunt = follow and kill something 	enemy = someone that is not a friend or wants to hurt you

away = not near	little = small, not big	for example , = to give you an idea about something	elephant 
job = work	area = place	could = may be able to	would = maybe will...

Day 8: Atoms

Everything is made up of atoms. Atoms are very small, soft and shaped like a ball. They are joined together into molecules. In a gas, the molecules are far apart, and they move around. So, we can move through gas easily. In a liquid, the molecules are packed together. They are all nearly touching, but they still move around. It is harder to move through water than through air. But it is not too hard, so we can do it. In a solid, the molecules are all packed tightly together, and they do not change places. The solid keeps its shape and we can't walk through it.



What happens when we heat a solid? The molecules begin to shake. Then they break free. The solid then melts into a liquid. If we go on heating, the molecules shake harder. They turn into a gas when the liquid boils.


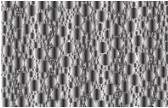





Adapted from Fletcher, N. (2011). *A background to primary school science*. ANU eView.

<https://press.anu.edu.au/downloads/press/n1621/pdf/book.pdf> , p. 15.

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This text has been edited to increase reading ease.

Word Meanings

atom = the smallest part of something that cannot be broken down chemically. 	packed = a lot of things together in a small space 	shape = form, outline 
ball = a round object 	touching = in contact 	molecule = a group of atoms joined together 
easy = not difficult, with no problem	hard = difficult, not easy	tightly = very close together with no space
liquid = for example, water	gas = for example, air, steam	solid = for example, ice
joined = connected 		

Day 9: The Water Cycle

The water cycle is how water moves around our planet. It starts with the Sun heating up water in rivers, lakes, and oceans. When the water gets warm, it turns into a gas called water vapor and goes up into the sky. This change from liquid water to water vapor is called evaporation.

In the sky, the water vapor cools down and turns back into tiny drops of water. This change is called condensation. These droplets come together and make clouds. When the clouds get full of water, it starts to rain or snow.



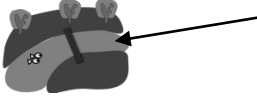


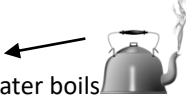





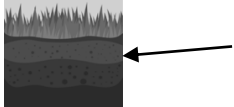




When it rains or snows, the water falls back to the ground. This is called precipitation. Some of it soaks into the soil and is used by plants and animals. Some of it goes into rivers, lakes and oceans. And some of it evaporates and goes back up into the sky again.

This process keeps happening over and over. The water goes up into the sky as vapor, forms clouds, and then comes back down as rain or snow. It's like a big circle that never ends. This is how we always have water to drink, swim in, and use for plants and animals.

The water cycle is very important. It gives us the water we need to live, and it helps keep our planet healthy.



Word Meanings

cycle (n) = a series of events that are always repeated in the same order 	planet = a rocky or gassy body in space moving around a star 	heat (v) = make something hot	cool (v) = make something cold
river 	lake 	ocean 	warm = between cool and hot; a comfortable high temperature
turn into = become, change from one thing to another	gas = for example, air, steam	vapor = the gas that forms when water boils 	sky 
change = make different	liquid = for example, water	evaporate = become vapor; change from a liquid into a gas	condense = become liquid; change from a gas into a liquid
drop (n) = a small amount of water that falls or sticks to a surface 	droplet = a small drop of liquid	cloud = condensed water vapor that you can see in the sky 	rain = water from the sky 
snow 	precipitation = for example, rain or snow that falls to the ground	soak = make something get very wet	soil = the upper layer of earth that plants grow in 
plant (n) = any tree, flower, grass growing in soil 	animal 	healthy = well, free from illness, in good condition	end = stop
happen = occur	process = a series of actions taken to achieve a particular result. 		
over and over = again and again	circle 	never = at no time, not ever	

Flash Card Graph

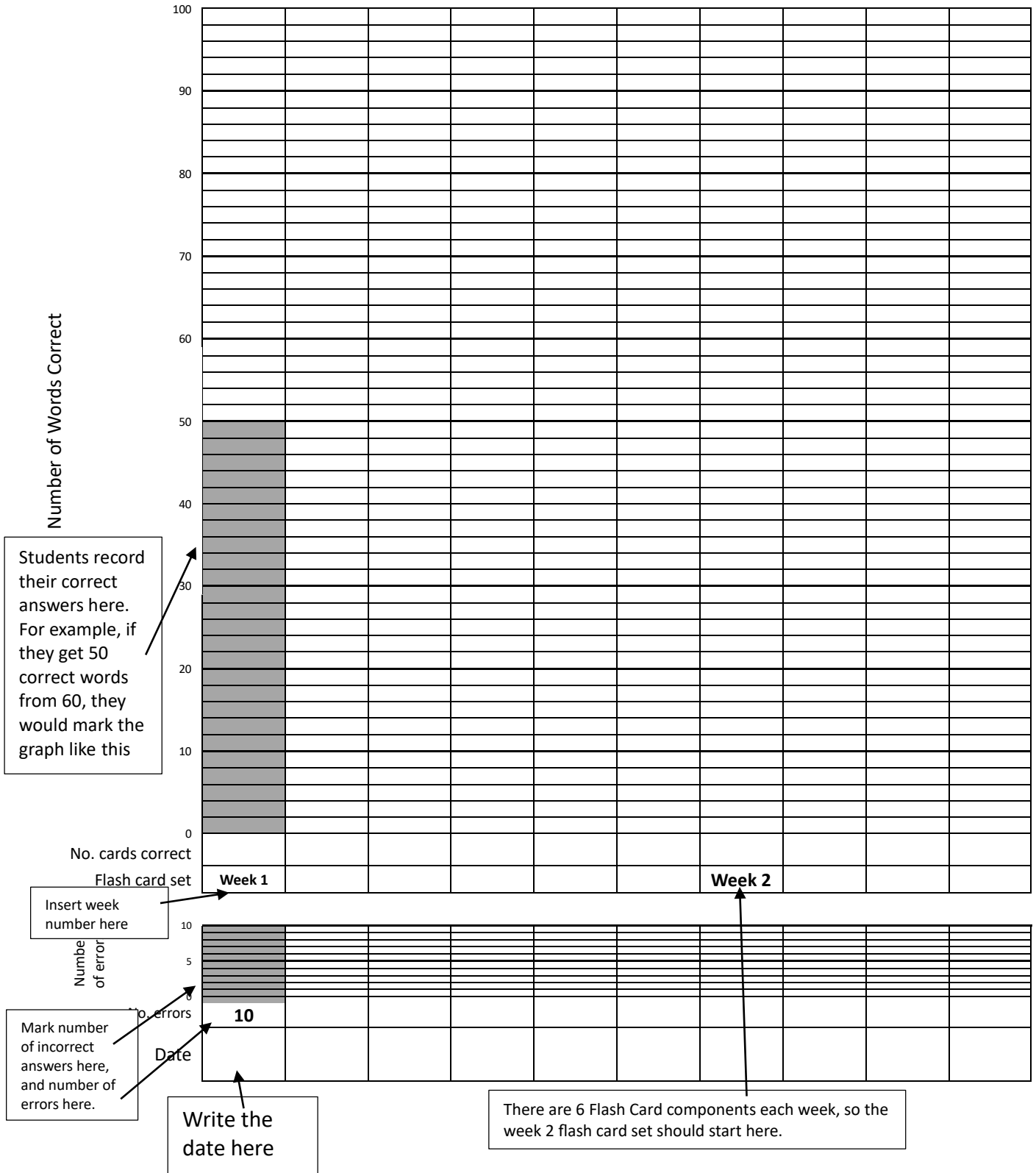
There are enough copies of this Flash Card Graph in the student workbook for students to record their progress twice a day for 9 days. Students should record their progress on the graph in the Flash Card components in the **second and third lessons of each day**. The procedure is as follows:

1. Students work in pairs or small groups of 3. Each pair/group has a set of flash cards that corresponds with each week (1-5). There are 60 flash cards in each weekly set. The goal is to read as many as they can correctly in one minute.
2. Students take turns to turn over the flash cards, read the flash cards and record their results on the Flash Card Graph.
 - Student 1 turns over as many flash cards as possible, one at a time for 1 minute.
 - Student 2 reads each card as fast as they can
 - Student 1 or student 3 puts the correct cards into one pile and the incorrect cards into a separate pile.
 - After 1 minute, the teacher will tell them to stop and the students count how many answers were correct, and how many were wrong.
 - Student 2 then records the number of correct and incorrect cards on their flash card graph.
3. Students then swap the roles so that each student has the chance to read and record their results on the graph.
4. Teacher and students then discuss the results and review the errors.
5. Students will return every day to the graph in their workbooks and see their progress over the five weeks.
6. The flash card graph on the following page is marked up to provide examples of how students should record their results on the graph.

Flash Cards

How many ESSENTIAL WORDS can I read in ONE MINUTE?

Student name: _____



For inquiries or feedback, please write or call:

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