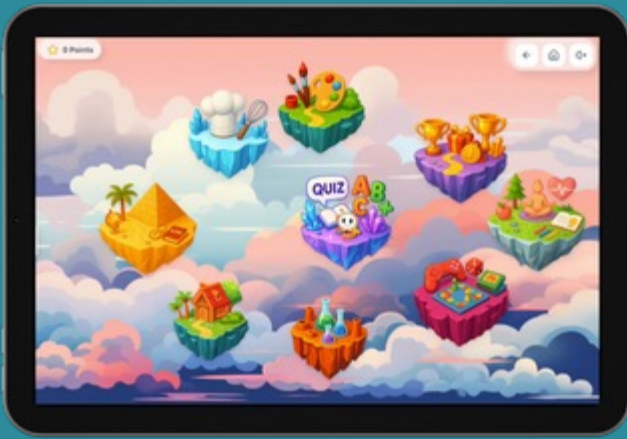


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The Shopping Basket Book Study – F-2

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STORY TOOLKIT

Five parts help a narrative make sense.



Ask: Which part gives the story its spark?

SEQUENCE QUEST

1. Shuffle the event cards.
2. Place one card on each basket space.
3. Explain why the order makes sense.
4. Try a different sequence.

BEGINNING

ATTEMPT 1

PROBLEM

ATTEMPT 2

SOLUTION

What
changed?

What happened
because of that?

Sukindi
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SEQUENCE QUEST – EVENT CARDS



Mila packed fruit for the class picnic.



The picnic basket was missing.



She checked beside the door.



She followed a trail of napkins.



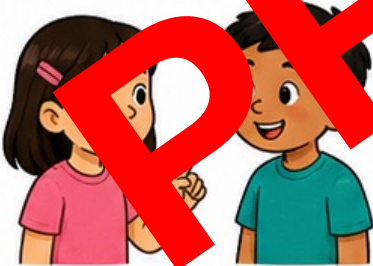
A gust of wind lifted the basket lid.



The basket rolled behind a garden shed.



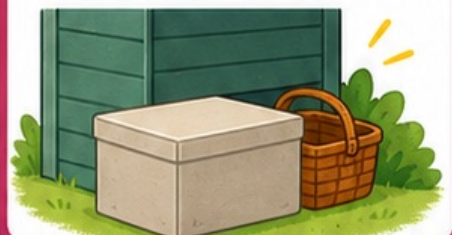
Mila asked Arun to help.



They moved a light box together.



They found the basket safely tucked behind it.



The friends carried it back to class.



Everyone checked that nothing was lost.



The picnic began with a cheer.



Cut apart. Choose five or more cards for each round.

CHARACTER CLUE SORT

Read a card. Place it under the clue type it shows. Then infer a character trait.



ACTIONS



WORDS



THOUGHTS



FEELINGS



caring



determined



curious



brave

CHARACTER CLUE CARDS

Zoe carried the heavy bag for her neighbour.



"I can try one more way," said Leo.



Priya wondered where the squeaking sound began.



Noah's hands trembled, but he opened the door.



Mia returned the coin purse she found.



"Let's make sure everyone gets a turn," said Kai.



Amir pictured a clever bridge across the puddle.



Anna felt proud when a group solved the problem.



Ella sorted the clues before making a guess.



"I will stay with you," said Ben.



Ruby worried about the lost puppy.



Lucas kept practising until the knot came loose.



Sort by clue type. Choose a trait and explain your evidence.

THEME BASKET

Read a scenario card. Place it in the basket that best describes it. Explain which event supports your thinking.

TEAMWORK

COURAGE

KINDNESS

PERSEVERANCE

I think the big idea is _____

because _____

THEME BASKET – SCENARIO CARDS

Two friends carry a large box together.



A child speaks up when something feels unfair.



A student invites a new classmate to join the game.



After three failed tries, a team changes its plan.



Neighbours share jobs to prepare for a street picnic.



A nervous child asks a trusted adult for help.



Someone returns a toy that is not theirs.



A learner practises a tricky skill each day.



More than one big idea may fit. Always explain your evidence.



STORY MAP DETECTIVE



Name: _____

On market morning, Lani carried a basket of bread to her aunt. A wheel came loose, so the basket tipped. Lani gathered the rolls, asked a shopkeeper for string and tied the wheel firmly. She delivered the bread before the shop opened.

CHARACTER

SETTING

PROBLEM

TWO KEY EVENTS

SOLUTION

Foundation support word bank:

Lani • market morning • loose wheel • gathered and tied • delivered the bread

Challenge:

How did the events lead to the solution?



STORY MAP DETECTIVE



ANSWERS

On market morning, Lani carried a basket of bread to her aunt. A wheel came loose, so the basket tipped. Lani gathered the rolls, asked a shopkeeper for string and tied the wheel firmly. She delivered the bread before the shop opened.

CHARACTER

Lani

SETTING

market morning / near the shop

PROBLEM

The wheel came loose and the basket tipped.

TWO KEY EVENTS

She gathered the rolls and asked for string.
She tied the wheel firmly.

SOLUTION

She fixed the basket and delivered the bread.

Foundation support word bank:

Lani • market morning • loose wheel • gathered and tied • delivered the bread

Challenge:

How did the events lead to the solution?

Each action helped Lani repair the basket and finish her delivery.

STORY STRUCTURE BUILDER

Name: _____



- 1 A. The children shared the fruit at lunch.
- 2 B. A pear rolled beneath the reading shelf.
- 3 C. The class unpacked a basket of fruit.
- 4 D. Tahlia used a ruler to gently roll the pear out.

1. Write the letters in story order: _____, _____, _____, _____.

2. Label the problem and solution.

Problem	Solution

3. Draw the missing moment between the problem and solution.

★ Challenge: Write a sequence word for each event.

①	→	②	→	③	→	④
_____		_____		_____		_____

STORY STRUCTURE BUILDER

ANSWERS



- 1 A. The children shared the fruit at lunch.
- 2 B. A pear rolled beneath the reading shelf.
- 3 C. The class unpacked a basket of fruit.
- 4 D. Tahlia used a ruler to gently roll the pear out.

1. Write the letters in story order: C, B, D, A.

2. Label the problem and solution.

Problem

The pear rolled beneath the shelf.

Solution

Tahlia used a ruler to roll it out.

3. Draw the missing moment between the problem and solution.

Suggested drawing: Tahlia finding a ruler.

★ Challenge: Write a sequence word for each event.

1

First



2

Next



3

Then



4

Finally

CHARACTER CLUES

Name: _____



Eli noticed that the new student stood alone. He smiled, moved his bag and said, 'You can sit with us.' At lunch, he explained the playground rules and invited the student into a game.



1. Underline one action that gives a character clue.

2. Circle words Eli said.

3. Tick two traits: caring, selfish, welcoming, careless.

☐

caring

☐

selfish

☐

welcoming

☐

careless

4. Complete: Eli is _____ because _____.

5. How might the new student feel at the end? Explain.

CHARACTER CLUES



ANSWERS _____

Eli noticed that the new student stood alone. He smiled, moved his bag and said, 'You can sit with us.' At lunch, he explained the playground rules and invited the student into a game.

1. Underline one action that gives a character clue.

2. Circle words Eli said.

3. Tick two traits: caring, selfish, welcoming, careless.

☐

caring

☐

selfish

☒

welcoming

☐

careless

4. Complete: Eli is welcoming because he invited the new student to sit and play.

5. How might the new student feel at the end? Explain.

Accepted or happy, because Eli included them.

THEME AND EVIDENCE

Name: _____



A storm scattered the community garden signs. One person could not replace them all, so families worked in teams. They sorted the signs, repaired the posts and finished before sunset.

1. Tick the strongest big idea:

- ☐ teamwork helps us solve difficult problems
- ☐ gardens need signs
- ☐ storms happen quickly
- ☐ sunset is beautiful



2. Copy one event that supports your choice.

3. Explain how the ending strengthens the big idea.

Foundation option:

Draw people working together and label one helpful action.

THEME AND EVIDENCE

ANSWERS



A storm scattered the community garden signs. One person could not replace them all, so families worked in teams. They sorted the signs, repaired the posts and finished before sunset.

1. Tick the strongest big idea:

- ☒ teamwork helps us solve difficult problems
- ☐ gardens need signs
- ☐ storms happen quickly
- ☐ sunset is beautiful



2. Copy one event that supports your choice.

Families worked together to sort the signs and repair the posts.

3. Explain how the ending strengthens the big idea.

Working together helped them finish before sunset.

Foundation option:

Draw people working together and label one helpful action.

Suggested drawing: people carrying signs and fixing posts together.

RETELL IN ORDER

Name: _____

FIRST



First, we...

NEXT ?



Next, we...

THEN



Then we...

FINALLY



Finally, we...

- ☐ I included the important events.
- ☐ I used sequence words.
- ☐ My retell makes sense.

RETELL IN ORDER

ANSWERS

FIRST



First, we...

First, we packed the picnic basket.

NEXT ?



Next, we...

Next, we noticed the map was missing.

THEN



Then we...

Then, we retraced our steps and found it under a hat.

FINALLY



Finally, we...

Finally, we arrived at the park.



I included the important events.



I used sequence words.



My retell makes sense.

SUMMARY BUILDER



Name: _____



During library time, the class found a basket of returned books blocking the doorway. Ana suggested making a passing line. Each student handed one book to the next person until every book reached the returns trolley. The doorway was clear in minutes.

1. Cross out two details that are not essential: during library time; minutes.
2. Complete the organiser.

WHO?	WHAT WAS NEEDED?
IMPORTANT EVENTS	OUTCOME

3. Write a two-sentence summary.

Keep the most important ideas. Use your own words.

SUMMARY BUILDER



ANSWERS



~~During library time~~, the class found a basket of returned books blocking the doorway. Ana suggested making a passing line. Each student handed one book to the next person until every book reached the returns trolley. The doorway was clear ~~in minutes~~.

1. Cross out two details that are not essential: ~~during library time~~ and ~~in minutes~~.
2. Complete the organiser.

WHO?	WHAT WAS NEEDED?
the class / Ana	to clear books from the doorway
IMPORTANT EVENTS	OUTCOME
Ana suggested a passing line. Students passed the books.	The books reached the trolley and the doorway was clear.

3. Write a two-sentence summary.

A class needed to clear returned books from a doorway.

Ana organised a passing line, so the students moved the books to the trolley and cleared the way.

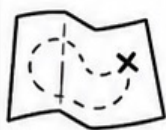
Keep the most important ideas. Use your own words.

PLAN A NEW BASKET ADVENTURE

Name: _____



MAIN CHARACTER



NEW SETTING



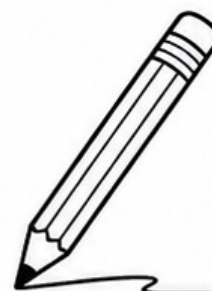
WHAT IS IN THE BASKET?



PRISING PROBLEM



TWO ATTEMPTS AND A SOLUTION



night market • beach kiosk •
garden fair • train station

What will your character learn or show?

MY NEW BASKET ADVENTURE



Name: _____

Draw the beginning.



First, _____.

Next, _____.

Finally, _____.

☐

character

☐

problem

☐

solution

MY NEW BASKET ADVENTURE

Name: _____

Write a beginning, middle and ending.



BEGINNING — introduce the character and setting

MIDDLE — show the problem and attempts

ENDING — solve the problem and finish the adventure

☐

capitals and
punctuation

☐

sequence
words

☐

strong
verbs

☐

clear
solution

ASSESSMENT – THE MISSING PICNIC BASKET

Read the original story. Then complete the response page.

On Friday morning, Room 7 prepared for a picnic beneath the old gum trees. Harper packed sandwiches, apples and a blue picnic rug into a large basket. When the class reached the oval, the basket was gone.

Harper felt worried but looked carefully at the clues. A trail of apple stickers led back toward the classroom. Near the garden gate, Harper heard a soft scratching sound. The basket had slipped from the trolley and become caught behind a low branch.

Harper asked two classmates to hold the branch while she pulled the basket free. Nothing was damaged. The class spread out the rug, shared the food and thanked Harper for staying calm.



ASSESSMENT – SHOW YOUR UNDERSTANDING

Name: _____



1. Complete the story map: character; setting; problem; two important events; solution.

Character	Setting	Problem	Two important events	Solution
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____	1. _____ _____ 2. _____ _____ _____	 _____ _____ _____

2. Tick two traits that describe Harper: calm, careless, observant, unkind.
Explain one choice with evidence.

☐ calm

☐ careless

☐ observant

☐ unkind



3. Write a 2-sentence retell or summary using sequence words.

4. What big idea could a reader learn? Support it with one event.

5. Add one new event that would fit before the solution.

ASSESSMENT – SHOW YOUR UNDERSTANDING

ANSWERS



1. Complete the story map: character; setting; problem; two important events; solution.

Character	Setting	Problem	Two important events	Solution
 Harper _____ _____ _____	 Friday morning; classroom / oval _____ _____ _____	 The picnic basket was missing _____ _____ _____	 1. Followed apple stickers _____ 2. Heard scratching near the gate _____ _____	 Classmates held the branch while Harper pulled the basket free. _____ _____ _____

2. Tick two traits that describe Harper: calm, careless, observant, unkind.
Explain one choice with evidence.

☒ calm

☐ careless

☒ observant

☐ unkind



Harper looked carefully at the clues.

3. Write a 2-sentence retell or summary using sequence words.

First, the picnic basket disappeared. Next, Harper followed clues and
found it behind a branch. Finally, classmates helped free it.

4. What big idea could a reader learn? Support it with one event.

Staying calm and working together can solve a problem;
the classmates held the branch.

5. Add one new event that would fit before the solution.

Harper checked the trolley wheel marks beside the gate.

THE SHOPPING BASKET BOOK STUDY RUBRIC

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
STORY STRUCTURE	Names few parts	Identifies key parts	Organises clear parts	Connects parts logically	Crafts an engaging arc
CHARACTER EVIDENCE	Gives a simple idea	Finds the clue	Uses a relevant clue	Explains several clues	Analyses clues insightfully
RETELLING AND SUMMARY	Retells with support	Sequences some events	Retells key events clearly	Summarises important ideas	Condenses ideas precisely
THEME AND EVIDENCE	Names a possible idea	Links idea to an event	Explains the idea	Explains strong evidence	Justifies a nuanced theme
IMAGINATIVE WRITING	Records a basic idea	Includes problem or ending	Builds problem and solution	Uses detail and sequence	Creates a compelling adventure



Use this rubric with the assessment and creative-writing task.

The Shopping Basics Book Study



Our Book-Study Journey

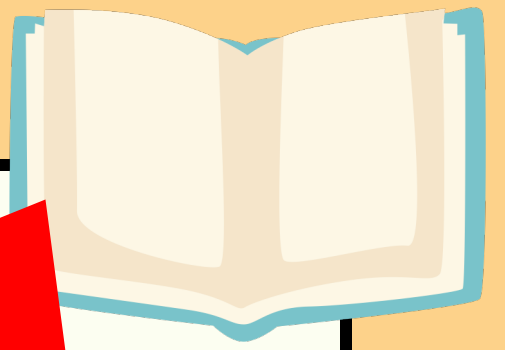


We will explore:

- how stories are built
- what character clues reveal
- how readers infer a theme
- how to retell a summary
- how to write a new conclusion



Lesson 1: Story Ingredients

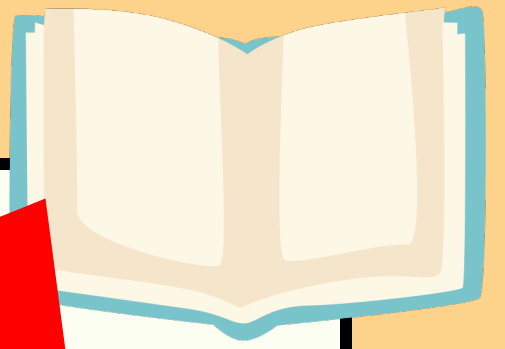


A narrative usually includes:

- characters — who the story is about
- setting — where and when it happens
- problem — what needs to change
- events — the steps toward an outcome
- solution — how the problem is worked out



Build a Story Map

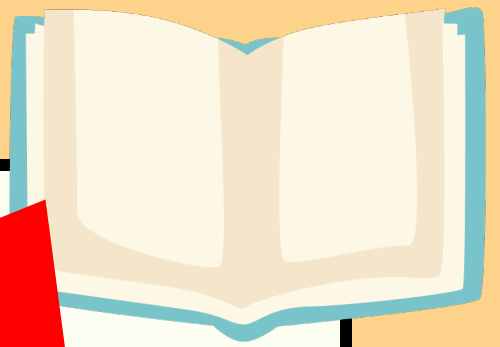


1. Meet the character.
2. Notice the setting.
3. Identify the problem.
4. Sequence the key events.
5. Explain the solution.

A story map helps you see how one event leads to the next.



Setting, Problem and Solution



Setting: Saturday morning at a neighbourhood market

Problem: A delivery basket loses a wheel.

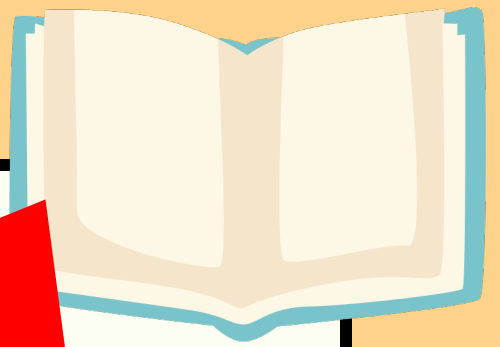
Events: The carrier gathers the rolls for str and pairs to whe

Solution: The bread reaches the shop safely

Not each event es the s u f ard.



Turn and Talk



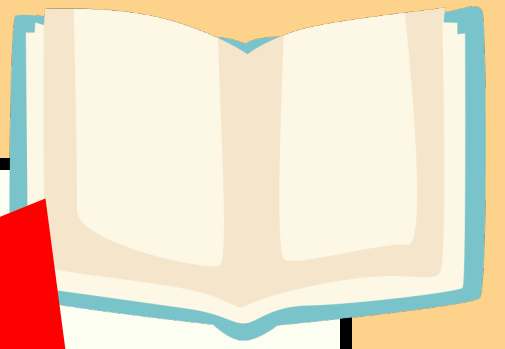
Choose a familiar story.

Tell a partner:

- Who is the main character?
- Where and when does it happen?
- What is the problem?
- How does the main character solve the problem?
- How is the problem solved?



Lesson 2: Character Clues



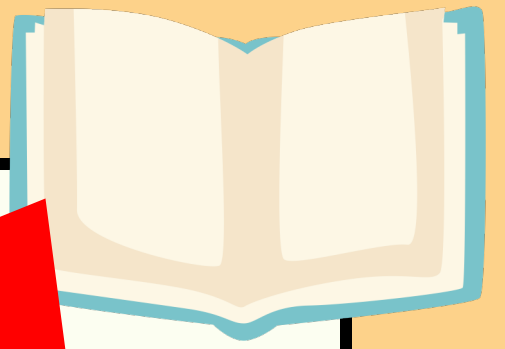
Authors show character through:

- actions
- words
- thoughts
- feelings

Readers combine these clues to infer a trait.



What Actions Reveal



Mia finds a lost basket and returns it to its owner.

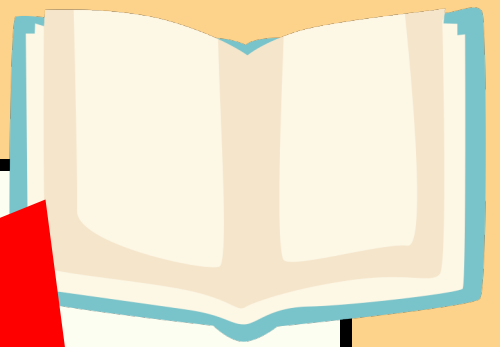
What does this action suggest?

Possible traits: honest, reliable, caring

Supporting evidence: Mia's action and explanation supports the trait.



Compare Characters



Character A asks for help and listens to advice.

Character B keeps trying alone.

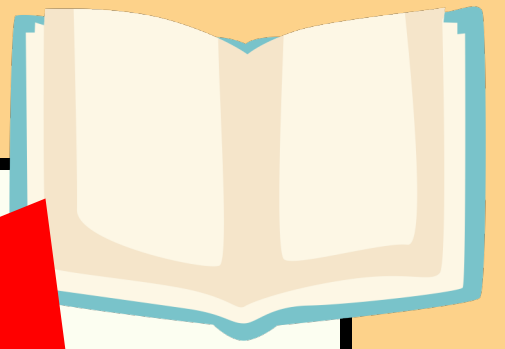
Alike: Both want to solve the problem.

Different: They choose different strategies.

Evidence from the text shows that _____.



Lesson 3: Big Ideas



A theme is a message or big idea that a reader infers.

Common themes include:

- teamwork
- courage
- kindness
- perseverance

There is more than one way to see what the author suggests about it.



Find a Theme

Look for three clues:

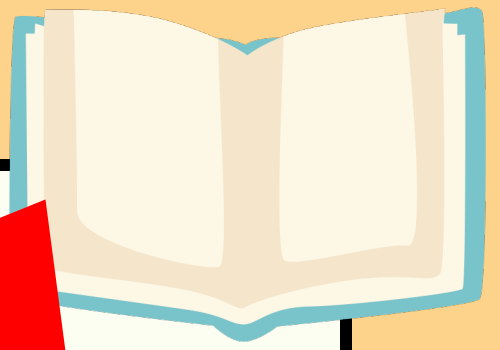
1. Important events
2. Character choices
3. The final outcome

Events + choices + outcome = a possible message.

Example: Working together can find a different job possible.



Lesson 4: Retell in Order



A retell follows the story sequence.

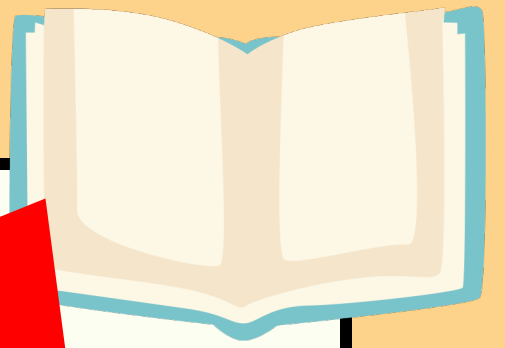
Include:

- the beginning
- the important middle events
- the ending

Give out details that will help listeners understand what happened.



Sequence Words



Use words that guide the listener:

First ...

Next ...

Then ...

After that ...

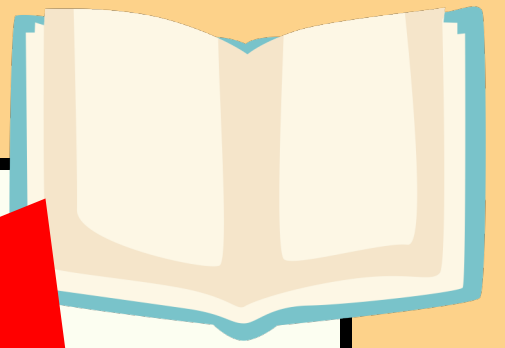
Finally ...

Make sure that each sentence links logically to the next.



PREVIEW

Retell or Summary?



RETELL

- follows the event sequence
- may include several important details

SUMMARY

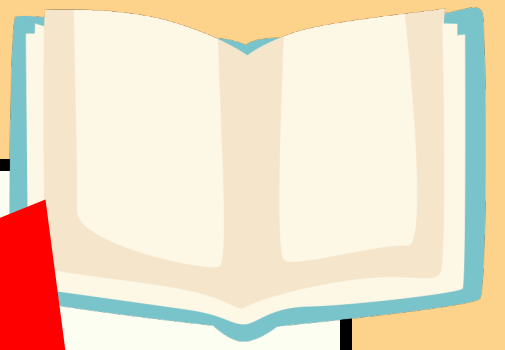
- gives only the most important details
- is shorter and uses your own words

must be accurate and clear.



PREVIEW

Lesson 5: A New Adventure

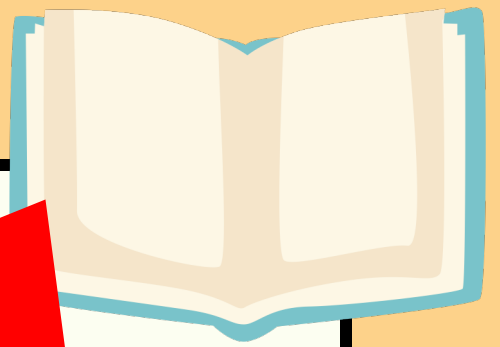


Create something original by changing one or more elements:

- a new setting
- a new object in the basket
- a surprising problem
- different attempts
- a new solution



Plan the Setting and Problem



Imagine a basket at a train station.

Who carries it?

What is inside?

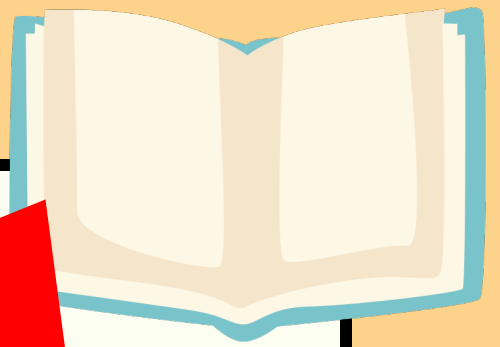
Where must it go?

What unexpected problem happens?

Use details that could lead to interesting events.



Help a Character Solve It



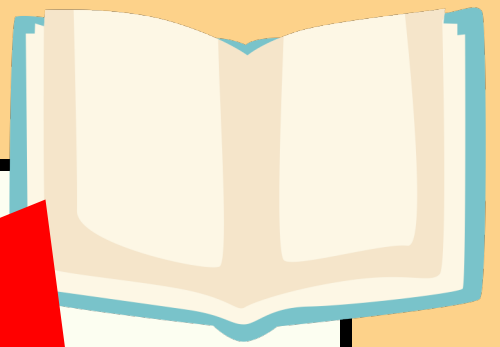
A strong middle often includes:

- Attempt 1 — it does not quite work
- Attempt 2 — the character learns something
- Solution — the character uses a better plan

The story should move from the problem to the solution.



Draft, Check, Improve



Draft your beginning, middle and ending.

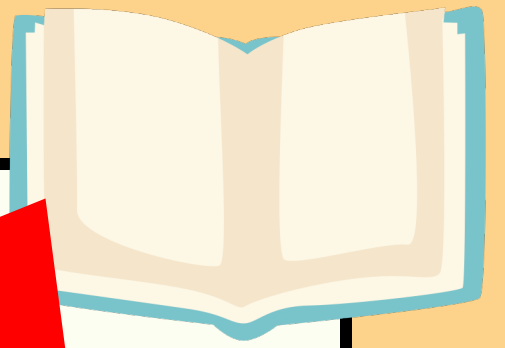
Then check:

- capitals and punctuation
- sequence words
- strong verbs
- clear character descriptions
- problem and fitting solution



PREVIEW

Share and Reflect



Read your adventure to a partner.

Partner feedback:

- One part that was clear ...
- One character clue ...
- One question ... I have ...

... the details that ... together ...



PREVIEW

Well Done!



The Shopping Basket Book Study Quiz



Question 1 – True or False

A setting tells where and when a story happens.

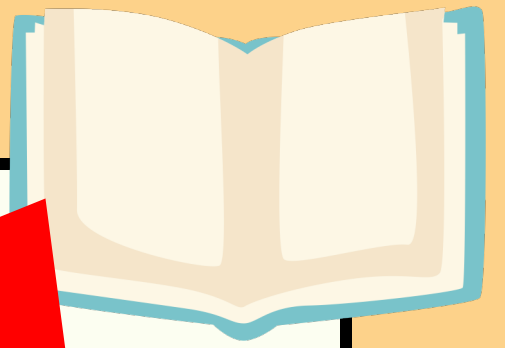
TRUE or FALSE?



Answer 1

TRUE

The setting gives the reader place and time clues



PREVIEW

Question 2 – Multiple Choice

Which event is a solution?

- A. The basket disappears.
- B. The child asks for help.
- C. The missing basket is found and returned.
- D. The character worries.



Answer 2

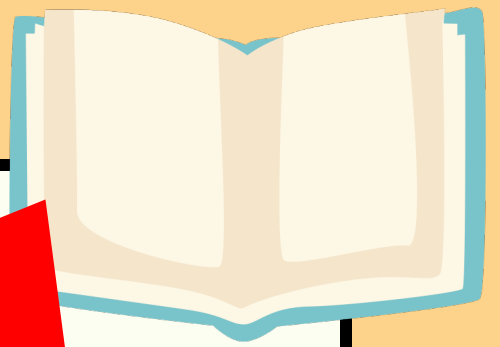
C. The missing basket is found and returned.

A solution shows how the problem worked out



Question 3 – Short Answer

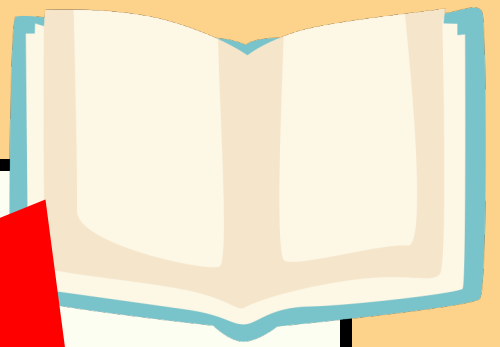
Name three parts of a story map.



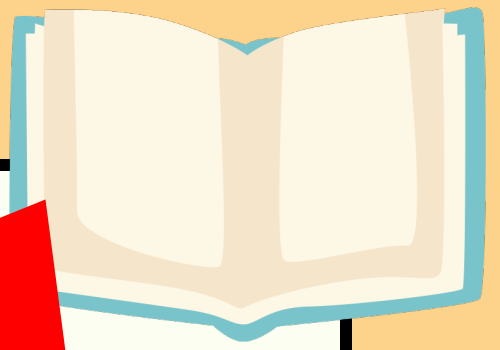
Answer 3

Any three of:

- character
- setting
- problem
- events
- ...



Question 4 – Multiple Choice



Which clue best shows a character is caring?

- A. They hide a classmate's book
- B. They stop to help someone who has dropped groceries
- C. They rush past a person who needs help.
- D. They go to the store



Answer 4

B. They stop to help someone gather dropped groceries

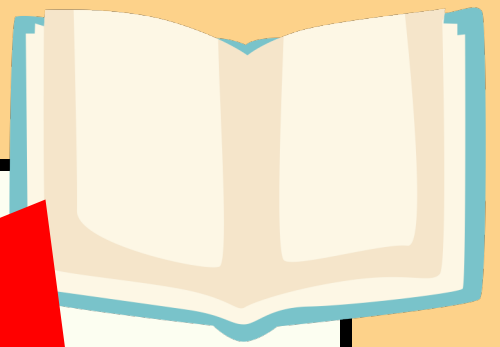
The action provides evidence of caring for another person



Question 5 – True or False

A summary includes every tiny detail.

TRUE or FALSE?

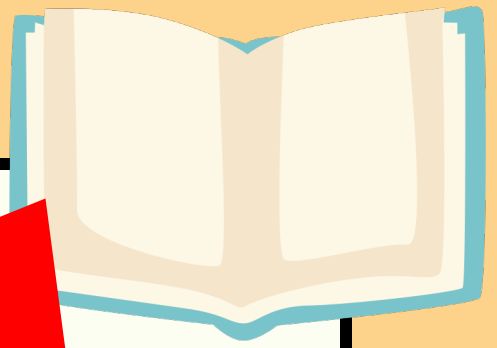


PREVIEW

Answer 5

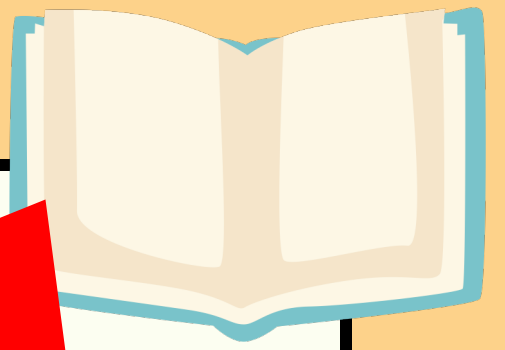
FALSE

A summary gives only the most important ideas



PREVIEW

Question 6 – Multiple Choice



Which sequence word best introduces the next event?

- A. Finally
- B. Next
- C. Before
- D. First



PREVIEW

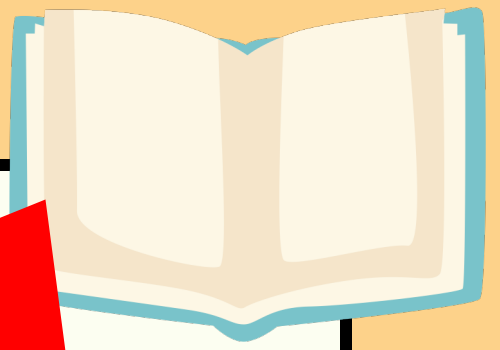
Answer 6

B. Next

'Next' signals that another event follows.



Question 7 – Short Answer



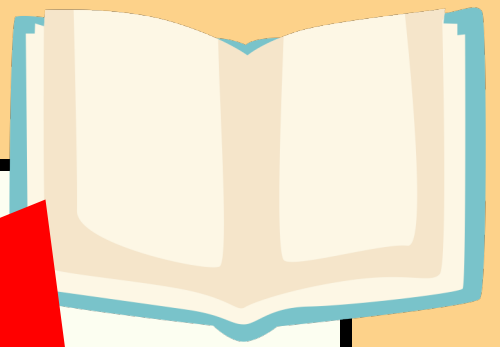
What is a solution in a story?



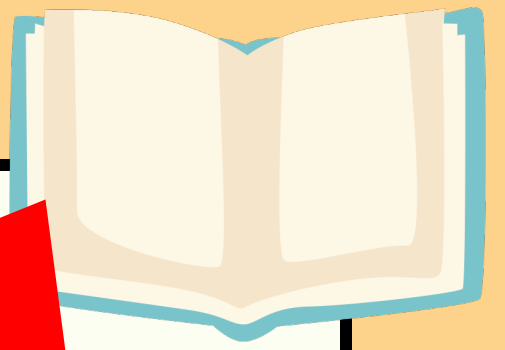
PREVIEW

Answer 7

A solution is how the problem is fixed or worked out.



Question 8 – Multiple Choice



Which event is the strongest evidence that a character is brave?

- A. They avoid every challenge.
- B. They complain about a simple task.
- C. They enter a dark store to help a friend.
- D. They wait for a hero to arrive to help.



Answer 8

C. They enter a dark storeroom to help a friend.

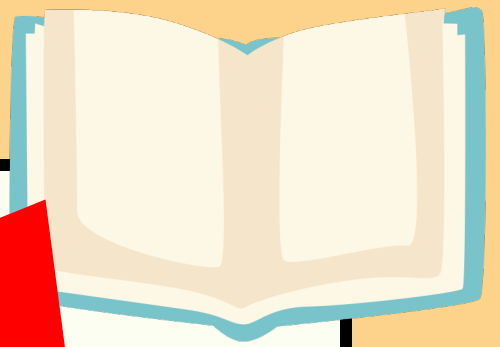
The action shows courage even when the situation feels difficult.



Question 9 – True or False

A new adventure still needs a problem and a solution.

TRUE or FALSE?



Answer 9

TRUE

The problem and solution help the narrative feel complete.



Question 10 – Short Answer

Give one way an author can make a character interesting.



Answer 10

Suggested answer:

Show distinctive actions, words, feelings, choices or traits



PREVIEW

Well Done!

