WordKLIX Story Book

Extension Resources

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Story 1 - Oscar Can't Tell Which One

Oscar the otter sat on the floor, looking at two balls. He frowned.
"Mum, I don't know which one to pick!"

Mum smiled and placed the WordKLIX pieces beside him.
"Let's build something so I can understand. Start with your words."

Oscar picked up **[A] this** and looked at the balls.

Mum prompted gently, "Now add a describing word."

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Oscar chose **[B] red**, then added **[C] ball**.
"This red ball."

Mum nodded. "Good—you told me which one. That works."

Oscar looked again. "But what if there are two red balls?"

Mum leaned in. "Can you make it clearer using your pieces?"

Oscar added another describing word:
[A] this + [B] big + [B] red + [C] ball
"This big red ball."

Mum smiled. "Excellent! Now I know even more clearly."

Oscar pointed again and rebuilt:
"This small blue ball!"

Mum nodded. "Perfect—you're choosing exactly the right one."

Oscar grinned. "I didn't need lots of words!"

"That's right," Mum said. "With just a few KLIX, you can still be very clear."

Extension: Building New Sentences

➔ See how many new sentences you can make in 10 minutes

Mum placed a new starting pattern in front of Oscar:

[A] I + [D] played with the

"Now finish it," she said, "but remember—you can only use up to 5 KLIX."

Oscar started building:

- **[A] I + [D] played with the + [C] ball**
  I played with the ball
- **+ [B] red + [C] ball** (5 KLIX total)
  I played with the red ball
- **+ [B] big + [C] dog**
  I played with the big dog
- **+ [B] small + [C] cat**
  I played with the small cat

Mum smiled. "See how you can change just one or two pieces to make a new sentence?"

Oscar beamed. "And I can still tell *which one!*"

Mum nodded. "Exactly—and you stayed within your 5 KLIX limit too."

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Story 2 - Where Did the Apple Go?

Oscar the otter looked at the table. His apple was gone.

“Mum… my apple is missing!”

Mum smiled. “Let’s figure it out using your WordKLIX. But maybe you don’t have to do it alone…”

Just then, Possum padded in. “What’s wrong, Oscar?”

“My apple is gone!” Oscar said.

Possum grinned. “Let’s solve it together.”

Mum placed the WordKLIX pieces in front of them.
“Start with what you know.”

Oscar picked **[A] the** and **[C] apple**.
“The apple…”

Possum added **[B] red**.
“The red apple.”

Mum nodded. “Good teamwork. Now—what can the apple *do*? Use one of your action phrases.”

Oscar found **[D] sat on the**, and Possum added **[C] table**.
The red apple sat on the table

Mum smiled. “That’s where it was before.”

Oscar frowned. “But it’s not there now…”

Possum looked around. “Let’s try another idea.”

They rebuilt together:
The red apple sat on the ball

Oscar laughed. “That’s silly!”

Mum nodded. “Silly ideas still help us think.”

Possum pointed. “Look near the mouse!”

They quickly rebuilt:
[A] the + [B] red + [C] apple + [D] sat on the + [C] mouse
“The red apple sat on the mouse.”

Oscar crouched down… and there it was—next to the toy mouse!

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“I found it!” he said, picking it up.

Mum smiled. “You worked together and used your sentences to explore where it could be.”

Possum grinned. “We made lots of ideas—and one helped us find it!”

Oscar nodded proudly.
“WordKLIX is even better with a friend!”

Extension: Ask and Answer “Where?”

➔ See how many new sentences you can make in 10 minutes

➔ Work with a friend taking turns to ask questions and answer them.

Mum placed a new challenge in front of Oscar and Possum:

[A] where + [D] is + [A] the + [C] (noun)

“Now,” she said, “let’s turn this into a question. Use your KLIX to ask *where something is*.”

Oscar built:

- **Where is the apple?**
- **Where is the ball?**

Possum joined in:

- **Where is the dog?**
- **Where is the mouse?**

Mum nodded. “Great questions! Now answer them using your other KLIX.”

They used their known pattern:

[A] the + [B] (descriptor) + [C] (noun) + [D] sat on the + [C] (noun)

Oscar’s answers:

- The red apple sat on the table
- The blue ball sat on the table

Possum’s answers:

- The small mouse sat on the ball
- The big dog sat on the table

Mum smiled. “You asked a question… and then answered it.”

She added a challenge:
“Can you mix and match?”

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- **Where is the red apple?**
  → *The red apple sat on the table*
- **Where is the small mouse?**
  → *The small mouse sat on the ball*

Oscar grinned at Possum.
“We can ask and answer now!”

Possum nodded.
“We’re solving mysteries with WordKLIX!”

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Story 3 - Baxter's Very Silly Sentence

Baxter the dog sat proudly beside Oscar.
"I made a sentence!" he said.

Oscar leaned in. "Let's hear it."

Baxter snapped his WordKLIX together and read it out loud:

[A] the + [C] table + [D] jumped over the + [C] cow
"The table jumped over the cow!"

Oscar blinked… then smiled.
"That sounds funny."

Baxter wagged his tail. "It does!"

Oscar tilted his head. "Can a table really *jump*?"

Baxter paused. "Hmm… no."

Oscar nodded. "Let's fix it using your KLIX. Keep the pattern, but change the parts."

Baxter started rebuilding.

He swapped the subject:

[A] the + [C] cow + [D] jumped over the + [C] fence
"The cow jumped over the fence."

Oscar smiled. "That sounds like something that could really happen."

Baxter tried another:

[A] the + [C] dog + [D] ran to the + [C] table
"The dog ran to the table."

Oscar nodded. "Yes—that makes sense too."

Baxter grinned. "So the sentence has to *make sense*, not just fit the pattern?"

"Exactly," Oscar said. "WordKLIX helps you build sentences—but you decide if they are real or silly."

Baxter laughed. "I like silly… but I can fix it too!"

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🎯 Extension: Silly or Sensible?

➔ See how many sensible sentences you can make in 10 minutes

Oscar placed a challenge in front of Baxter:

Build a sentence using:
[A] the + [C] (noun) + [D] (action phrase) + [C] (noun)

"Now," Oscar said, "let's test your sentences. Are they *silly* or *sensible*?"

Try building and checking:

- The table jumped over the cow → ❌ Silly
- The cow jumped over the fence → ✅ Sensible
- The dog ran to the table → ✅ Sensible
- The mouse jumped over the dog → ❓ Maybe!

Oscar added:
"If it sounds funny, ask—*can that really happen?* Then try again."

Baxter rebuilt one more time and nodded proudly.
"I can fix my sentences!"

Oscar smiled.
"That's how you become a great storyteller."

Story 4 - The Long Way Home

Oscar and Possum were walking home as the sun began to set.

They reached a fork in the path.

One way led past the **fence**, another past the **table**, and another down toward the **riverbank**.

Oscar pointed ahead. “Let’s go that way!”

Possum looked confused.
“I don’t know which way you mean.”

Mum’s voice echoed in Oscar’s mind: *Use your WordKLIX to be clear.*

Oscar nodded. “Let’s build it.”

He picked up:
[A] the + [C] dog + [D] ran to the + [C] fence
“The dog ran to the fence.”

Possum smiled. “Oh! That way!”

They walked a little further… then stopped again.

Oscar pointed a different direction. “Now let’s go that way!”

Possum tilted his head. “Which way?”

Oscar rebuilt:

[A] the + [C] cat + [D] crawled under the + [C] table
“The cat crawled under the table.”

Possum nodded. “Now I know where to go.”

They kept walking, getting closer to home.

Oscar grinned. “WordKLIX helps me show the way!”

Possum laughed. “Yes—now I don’t get lost!”

Extension: Show the Way

Goal: Use WordKLIX to give clear directions using action + place.

Activity 1: Build the Direction

Use this pattern:

[A] the + [C] (animal) + [D] (action phrase) + [C] (place/object)

☞ Build **3 different sentences** that show where to go.
Examples to guide (don't copy exactly):

- The dog ran to the fence
- The cat crawled under the table

Activity 2: Change One Piece

Take one sentence and change just **one KLIX** each time:

- Change the **animal (C)**
- Change the **action (D)**
- Change the **place (C)**

☞ Say each new sentence out loud.
☞ Does it still make sense?

Activity 3: Follow the Direction

With a partner:

1. One student builds a sentence
2. The other student **acts it out or points the way**

Example:

- "The dog ran to the fence" → partner points to fence

Activity 4: Which Way Is Clearer?

Build two sentences:

- One **clear direction**
- One **confusing or silly direction**

Ask:

- Which one helps someone find the way?
- Why?

Challenge: The Fastest Way Home

Build **one perfect sentence** that clearly shows the way home.

✓ Must use:

- 1 starter (A)
- 1 animal/object (C)
- 1 action phrase (D)
- 1 place/object (C)

Oscar says:
“If your sentence helps someone get home—you’ve done it right!”

Possum grins:
“Clear words help you find the way!”

Story 5 - Oscar Makes It Better

Oscar sat with his WordKLIX, thinking carefully.
“I’m going to build a sentence,” he said.

Possum leaned in. “Let’s hear it!”

Oscar snapped his pieces together and read:

[A] the + [C] dog + [D] is
“The dog is.”

He paused.

Possum tilted his head. “That sounds… unfinished.”

Oscar nodded slowly.
“It doesn’t tell the whole idea.”

Possum smiled. “Can you make it better?”

Oscar looked through his pieces and added a describing word:

[A] the + [C] dog + [D] is + [B] fast
“The dog is fast.”

He smiled. “That sounds better.”

Possum nodded. “Now I know something about the dog!”

Oscar tried again, adding more detail:

[A] the + [B] big + [C] dog + [D] is + [B] slow
“The big dog is slow.”

Possum laughed. “That’s a full idea!”

Oscar grinned.
“I just needed to finish the sentence.”

Extension Activity: Make It Better

Goal: Turn unfinished sentences into complete ideas using WordKLIX.

Activity 1: Fix the Sentence

Start with:

[A] the + [C] (noun) + [D] is

☞ Now add **one describing word (B)** to finish it.

Examples to guide:

- The dog is fast
- The cat is small

Activity 2: Make It Even Better

Now improve your sentence by adding **more detail**:

☞ Add a describing word **before the noun**

Pattern:
[A] the + [B] (descriptor) + [C] (noun) + [D] is + [B] (descriptor)

Examples:

- The big dog is fast
- The small cat is slow

Activity 3: Say and Check

Read your sentence out loud.

Ask:

- Does it sound finished?
- Does it make sense?

☞ If not—change one KLIX and try again.

Activity 4: Partner Improve

With a partner:

1. One student builds an **unfinished sentence**
2. The other student **fixes it**

Example:

- "The dog is…" → partner adds *fast*

Challenge: Best Sentence

Build your **best complete sentence** using:

- 1 starter (A)
- 1–2 describing words (B)
- 1 noun (C)
- 1 “is” phrase (D)

Oscar listens and says:
“That sounds finished now.”

Possum grins:
“You made it better!”

Story 6 — Oscar's Big Story Builder

Oscar, Possum, and Baxter sat together with a big pile of WordKLIX.

"Let's make a story," Oscar said.

Baxter wagged his tail. "A funny one?"

Possum grinned. "Or a mystery!"

Oscar nodded. "We can build it one sentence at a time."

Oscar started with a question:

[A] where + [D] is + [A] the + [B] red + [C] ball
"Where is the red ball?"

Possum added the next part:

[A] the + [B] red + [C] ball + [D] sat on the + [C] table
"The red ball sat on the table."

Baxter leaned forward. "But then something happened!"

He built:

[A] the + [C] dog + [D] ran to the + [C] table
"The dog ran to the table."

Oscar added more detail:

[A] the + [B] small + [C] mouse + [D] ran to the + [C] ball
"The small mouse ran to the ball."

Possum laughed. "Now it's getting interesting!"

Oscar looked at the group.
"Each sentence adds to the story."

Baxter nodded. "And the question at the start helps us think!"

Possum smiled. "We can keep going… and build a whole story!"

Challenge: The Best Story

Oscar says:
“Your story should start with a question, build ideas, and make sense at the end.”

Possum adds:
“Use your KLIX to connect each part!”

Baxter grins:
“And make it fun too!”

Oscar smiles.
“You’re not just building sentences… you’re building a story.”

Extension Activity: Build Your Own Story

Goal: Create a short, connected story using WordKLIX sentences and at least one question.

Step 1: Start with a Question

Build a question using:

[A] where + [D] is + [A] the + [C] (noun)

Example:

- Where is the ball?

Step 2: Add What Happened

Build 2–5 sentences using:

- **[A] the + [B] + [C] + [D] + [C]**
- **[A] the + [C] + [D] is + [B]**

Each sentence should add to your story.

Step 3: Make It Connect

Ask:

- Do the sentences follow each other?
- Does the story make sense from start to finish? Try to link ideas (same object, same place, or same characters).

Step 4: Improve Your Story

Change one KLIX in a sentence to make it:

- clearer
- more interesting
- more sensible

Educator Guidance: Sentence Expectations by Level

Level	Suggested Structure	Number of Sentences	Focus
Foundation	1 question + 1–2 statements	2–3 total	Simple identification, single idea
Year 1	1 question + 2–3 statements	3–4 total	Clear sequence, repeated structure
Year 2	1–2 questions + 3–4 statements	4–6 total	Beginning–middle–end, detail building
Year 3	1–2 questions + 4–6 statements	5–8 total	Cohesion, variation, plausibility