

Sports Day

Tariq's legs were shaking. He was terrified. Everybody else was better than him. Yusuf could run really fast, Euan was brilliant at football, Satish was always charging around the playground and Sam was probably the fastest of them all.



“Ready boys?” asked Mrs Carson.

The boys nodded and grinned. Well, most of them grinned, apart from Tariq who was too frightened. They stepped up to the starting line and Mrs Carson held up the little flag. It was a Union Jack flag that she'd kept since Prince William had visited the town.

“Ready, ... steady, ... go!” called Mrs Carson as she dropped the flag quickly. But Tariq was already away, his feet pounding along the track.

“STOP!” shouted Mrs Carson.

Tariq kept running as fast as he could but looked round anxiously. Something was wrong. No-one else was running.

“STOP!” shouted Mrs Carson again. She looked angry. “Tariq, why didn't you stop when I asked you to?”

Tariq stopped running and headed back towards the starting line. The other boys were staring at him and laughing.

“Do you know why I stopped you?” asked Mrs Carson crossly.

Tariq shook his head.

“You set off before I said ‘go’. That's typical of you Tariq. Were you trying to cheat?” said Mrs Carson, her eyes wide with anger.

“I don't know why he's racing anyway,” said Sam, “he's going to lose because he's a loser.” The other boys sniggered. Tariq felt as angry as Mrs Carson.

“Right, let's try again shall we?” said Mrs Carson.

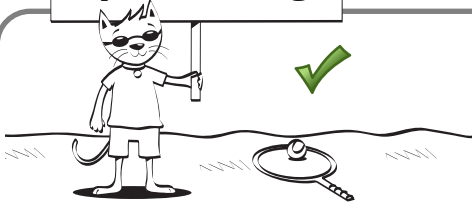
The boys lined up again and Mrs Carson raised the flag. “Ready ...” Tariq put one foot forward. “Steady ...” Tariq clenched his fists. “Go!”

Tariq paused for a moment then shot forward. He hammered each foot against the ground and ran with huge strides, his anger feeding his energy. He ignored the other runners. He ignored the rest of the school and the parents who were watching, and most of all he ignored Mrs Carson.

Within seconds he burst across the finishing line, ran on for a few metres, then turned and watched as the other four boys crossed the line.

“Who's a loser now?” he asked Sam.

Sports Day



Name: _____

Date: _____

Answer the questions, using full sentences. Check your punctuation carefully.


1. Why was Tariq frightened?

2. What did Mrs Carson hold up ready to start the race?

3. Why did Mrs Carson stop the race?

4. Which boy said something unkind about Tariq?

5. Who won the race?

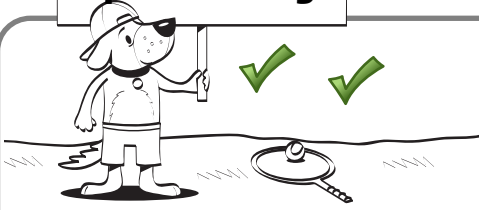


6. Write about a race you have been in and how you felt.

Notes for teachers

Help the children to read the passage slowly and carefully, ensuring that they understand the story and how the different characters might be feeling. Discuss the questions with them and encourage them to work out their answers orally before putting anything down on paper. As an extension activity you could discuss the behaviour of the characters in this story. Did the boys behave well? Did Mrs Carson behave well? Did Tariq behave well?

Sports Day



Name: _____

Date: _____

Answer the questions, using full sentences.

1. How many boys were taking part in the race?

2. Why didn't Tariq grin when Mrs Carson asked the boys if they were ready?

3. Why was Mrs Carson angry?

4. Why was Tariq angry?

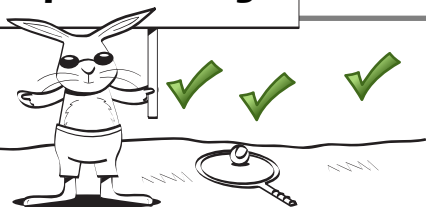
5. Describe how Tariq ran in the race.

6. On a separate sheet of paper, write about a race that you have taken part in or a race that you have watched.

Notes for teachers

Help the children to read this passage slowly and carefully, discussing the feelings of the characters involved at different points in the story. Help the children to write about an event which involved a race. Did they compete in a race? Did they watch a race? Did anything special happen? As an extension activity you could discuss the behaviour of the characters in this story.

Sports Day



Name: _____

Date: _____

Answer the questions, using full sentences.

1. Why did Tariq feel that everybody else was better than him?

2. In what two ways did Mrs Carson signal the start of the race?

3. What did Mrs Carson accuse Tariq of?

4. Do you think she was right? Explain your answer.

5. Describe how Tariq won the race.

6. On a separate sheet, write about a sporting event in which you have taken part or have watched.

Notes for teachers

Help the children to read this passage slowly and carefully, discussing the techniques the author uses to build up tension. As an extension activity you could discuss the behaviour of the characters in this story. Did the boys behave well? Did Mrs Carson behave well? Did Tariq behave well? What would they have done in his situation?

Tirok searches a mystery room

This text is from 'Tirok', a story set in the future, about a boy and his alien friends on a journey to earth. At this point in the story they are just about to uncover a mystery. They have discovered a tunnel on their spaceship that is not shown on any plans.

Inside the tunnel it seemed just like any other but intuitively the three young explorers felt they should walk quietly and not talk at all.

About fifty metres along the tunnel, on the right hand side, they saw a glimmer of light. It came from a barely open door. Ella, who had been leading, silently peered through the narrow chink into the room beyond. Pushing the door open very slowly, she indicated to the others that the room was empty.

In they crept, hearts pounding, knowing they shouldn't be there but too curious not to explore further. The room was full of complex scientific equipment. Tirok felt uneasy. There was something different about this place, something he couldn't quite put his finger on but definitely something odd. It was only much later, back on earth, when thinking about his adventure aboard the 'Endeavour' it occurred to him that the walls hadn't shimmered in the same way as all the others on the ship. At the time however, it was an instinctive uneasiness that helped alert him to the possible danger.

For a short while they gazed in silent amazement at all that surrounded them in the room. Surely it was equipment that should have been in the scientific research area of the vessel, not here amongst the shops, cafes, cinemas and museums?

The silence was broken by the sound of footsteps heading towards the room they were in. All three knew it was time to find a place to hide – and quickly!



Tirok searches a mystery room



Name: _____

Date: _____



Ring the correct answers to the questions.

1. What is the name of the spacecraft on which they are travelling?
Endeavour Enterprise Elite Estrange
2. When is the story said to have taken place?
long ago recently in the present in the future
3. How many young people are in the story?
one two three four

Answer each of the next questions with a full sentence. The first one has been started for you.

4. What did they find in the room?

The room was full of _____

5. How was the room different from the other rooms on the spaceship?

6. Name two of the characters in the story.

7. What did they hear that made them want to hide?

Notes for teachers

Before beginning to answer the questions on this page, ensure children understand the text and discuss any unfamiliar words. When tackling the first three questions encourage pupils to look at all the possible answers before deciding which one is correct.

Tirok searches a mystery room



Name: _____

Date: _____



Ring the correct answers to the questions.

- Which word is nearest in meaning to 'complex'?
expensive complicated unhappy large
- The space ship on which Tirok is travelling is called Endeavour. Which of the words below is nearest in meaning to Endeavour?
journey effort flight happiness

Answer the questions below using full sentences.

- Who led the way along the passage?

- Explain why the three friends' hearts were pounding when they first entered the room.

- What broke the silence in the room?

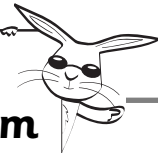
- What did the walls of the passage in the tunnel not do that all the other walls did?

Notes for teachers

Ask the children to read the story out loud – they could take it in turns to read. Discuss what is happening in the story and how the characters are feeling at various points. When answering the questions remind pupils of the importance of writing clear sentences with correct punctuation. Encourage pupils to use a dictionary to check the meaning of any unfamiliar words.



Tirok searches a mystery room



Name: _____

Date: _____



Ring the correct answers to the questions.

1. Which word is nearest in meaning to 'research'?
games lessons study laugh
2. Which word is nearest in meaning to 'intuitively'?
instinctively instructions reasonably foolishly

Use complete sentences to answer the following questions.

3. How do you know that Tirok survived this adventure?

4. Explain the meaning of the phrase, 'something he couldn't quite put his finger on'.

5. Find two phrases from the text that tell you that the children made no noise when they entered the room.

6. In the final paragraph of the text how does the author convey the possibility of immediate danger?

Notes for teachers

The words children have been asked to define on this page are quite complex ones so it would be helpful to discuss the more advanced vocabulary in context before this page is tackled.

Crossing the road

This extract is from the beginning of 'The Hodgeheg', a story by the author Dick King-Smith.

“Your Auntie Betty has copped it,” said Pa Hedgehog to Ma.

“Oh no!” cried Ma. “Where?”

“Just down the road. Opposite the newsagent’s. Bad place to cross, that.”

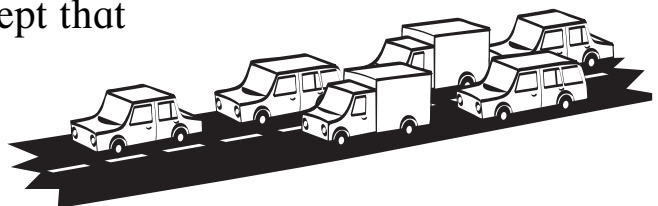
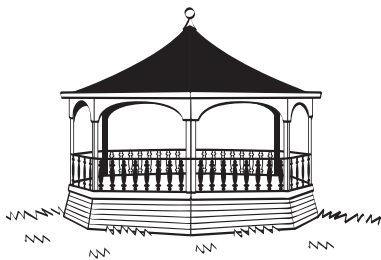
“Everywhere’s a bad place to cross nowadays,” said Ma. “The traffic’s dreadful. Do you realise, Pa, that’s the third this year, and all on my side of the family too? First there was Grandfather, then my second cousin once removed, and now poor old Auntie Betty....”

They were sitting in a flower-bed at their home, the garden of Number 5A of a row of semi-detached houses in a suburban street. On the other side of the road was a Park, very popular with local hedgehogs on account of the good hunting it offered. As well as worms and slugs and snails, which they could find in their own gardens, there were special attractions in the Park. Mice lived under the Bandstand, feasting on the crumbs dropped from the listeners’ sandwiches; frogs dwelt in the Lily-Pond, and in the Ornamental Gardens grass-snakes slithered through the shrubbery. All these creatures were regarded as great delicacies by the hedgehogs, and they could never resist the occasional night’s sport in the Park. But to reach it they had to cross the busy road.

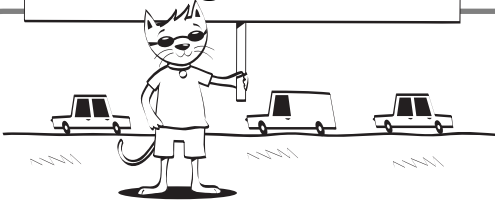
“Poor old Auntie Betty,” said Ma again. “It’s a hard life and that’s fact.”

“It’s a hard death,” said Pa sourly “and that’s flat too – talk about squashed, the poor old girl was”

“Sssshhhhh!” said Ma at the sound of approaching footsteps. “Not in front of the children,” as up trotted four small figures, exact miniatures of their parents except that their spines were still greyish rather than brown.



Crossing the road



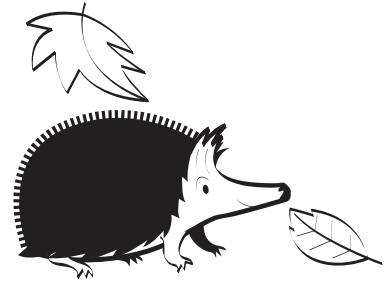
Name: _____

Date: _____

Ring the correct answers to the questions.

1. What is the book called?

- The Hedgehog The Hodgeheg
The Hedgerow The Shrubbery

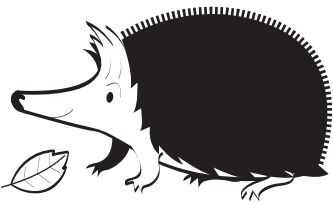


2. Who is the first character to speak?

- Ma Pa Auntie Betty The newsagent

3. Where did the mice live?

- In the garden Across the road Under the bandstand In the lily pond



Answer each of the next questions with a full sentence. The first one has been started for you.

4. Who wrote the story?

The story was _____

5. What was on the other side of the road?

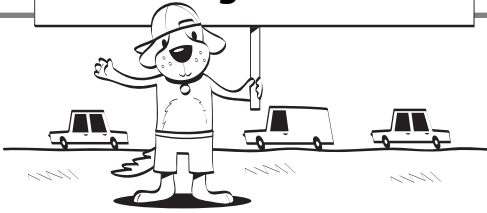
6. Where were Ma and Pa sitting?



Notes for teachers

Read the passage with the children helping them to tackle any unfamiliar words using their phonic skills. Can they understand the humour in the dialogue between Pa and Ma Hedgehog?

Crossing the road



Name: _____

Date: _____

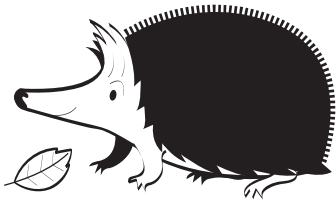
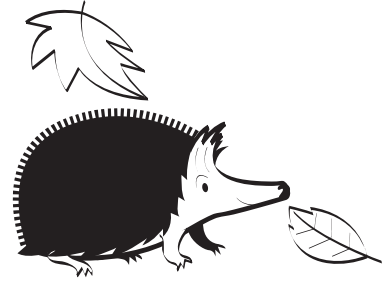
Ring the correct answer to the question.

1. Which words are nearest in meaning to 'miniatures'?

huge copies tiny copies green copies blue copies

Answer the next questions with complete sentences.

2. What had happened to Auntie Betty?



3. Which creatures lived in the shrubbery?

4. Why was the park very popular with the local hedgehogs?

5. What made going to the park dangerous?

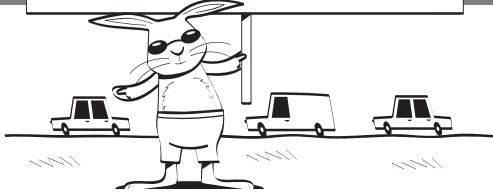
6. How many hedgehogs had died during that year?



Notes for teachers

Read the passage with the children discussing how the author attracts the reader's attention at the beginning through conversation before providing background details in the middle paragraph. Before answering the questions remind pupils of the importance of writing correctly punctuated sentences.

Crossing the road



Name: _____

Date: _____

1. Ring the word or words nearest in meaning to 'delicacies'.

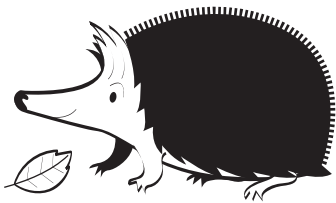
special to eat

easy to break

fun to chase

2. What does Pa mean by 'copped it'?





3. Where did Ma, Pa and the family live?

4. When referring to the mice and what they eat, why do you think the author uses the word 'feasting'?

5. What could the hedgehogs find in both the park and their own garden?

6. Why did Ma say 'not in front of the children'?



Notes for teachers

Ask the children to read the story out loud – they could take it in turns to read. Discuss how the author attracts the reader's attention at the beginning through conversation before providing background details in the middle paragraph. Before answering the questions remind pupils of the importance of writing correctly punctuated sentences.

The human skeleton

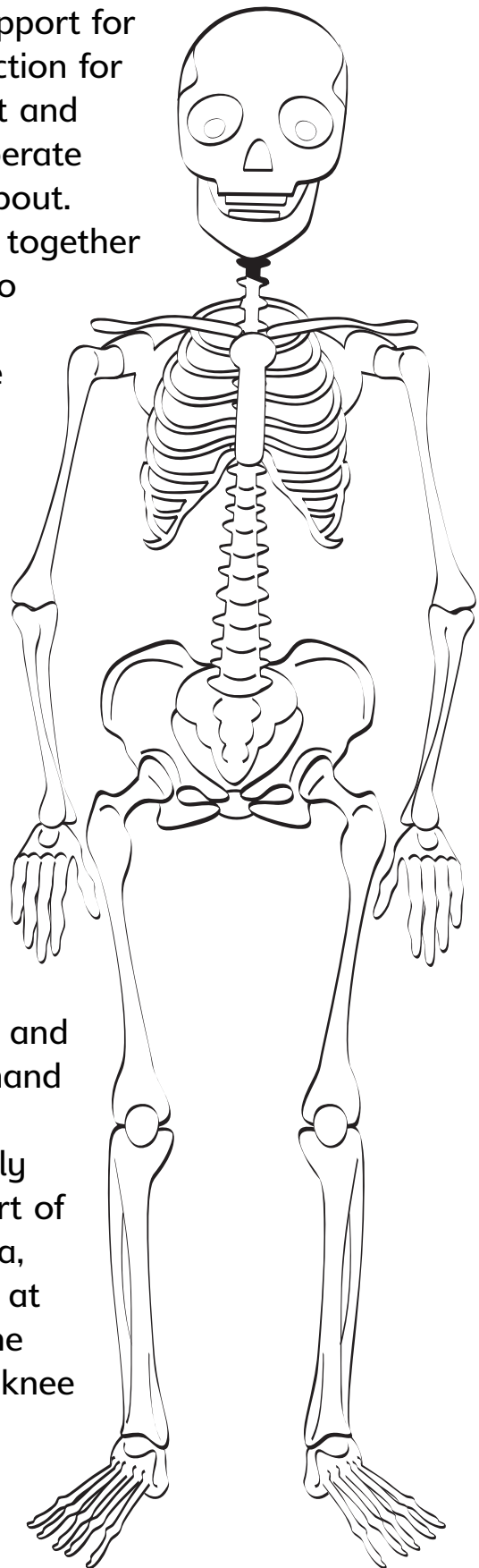
The framework of bones in the human body is called the skeleton. The bones provide support for the whole body and they also give protection for important organs such as the brain, heart and lungs. The bones in our arms and legs operate with our muscles so that we can move about.

The main bones in the head are joined together to form the skull. The skull is connected to the backbone, which itself is made up of smaller bones. Each of these bones in the back is called a vertebra. The plural of vertebra is vertebrae. If you move your hand up and down the centre of your back you can feel a column of lumps. These are the vertebrae.

The ribs are long curved bones that are joined on to the vertebrae in the upper part of the body. They form the framework of the chest, making a protective cage around the heart and lungs.

The bone that forms the upper part of the arm is called the humerus. The two bones of the lower arm, the radius and the ulna, meet the humerus at the elbow and are joined to the hand at the wrist. The hand and fingers have lots of bones.

The upper part of each leg also has only one bone, called the femur. The lower part of the leg has two bones, the tibia and fibula, which meet the femur at the knee. (Look at the diagram – the tibia is the bigger of the two bones.) The bone at the front of the knee is called the patella but it is commonly referred to as the kneecap. The tibia and fibula are joined to the foot at the ankle. Like the hand, the foot has lots of bones.



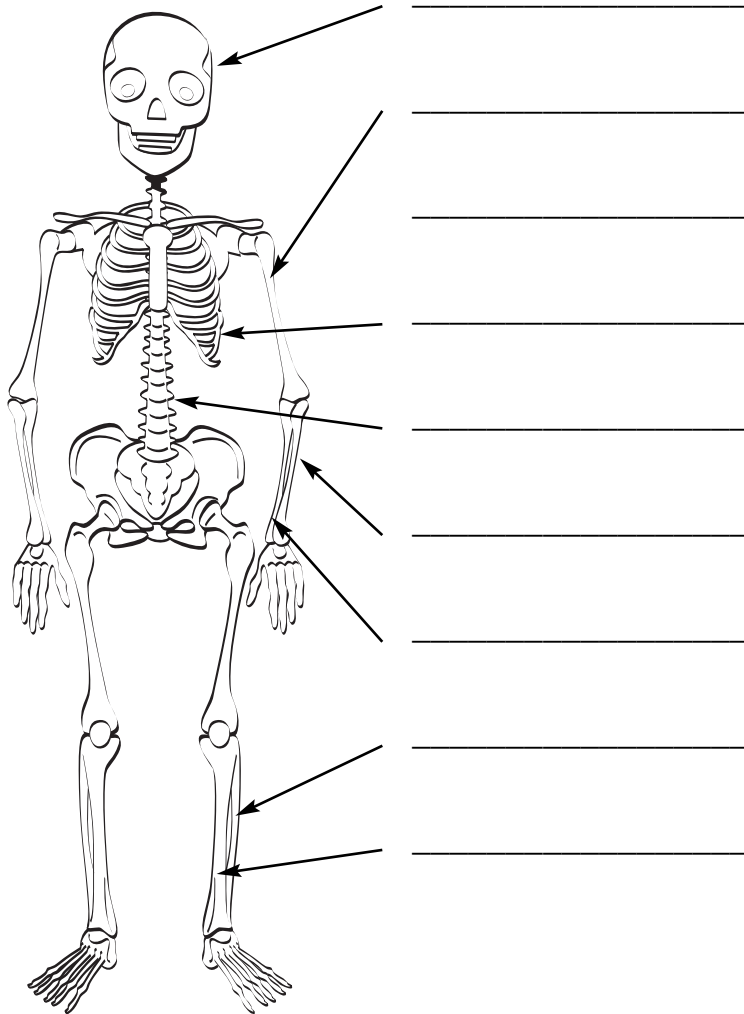
The human skeleton



Name: _____

Date: _____

Label the skeleton using the words provided in the word bank.



Word bank

skull	vertebrae
ribs	humerus
radius	ulna
femur	tibia
fibula	patella

Why do you think we have a skeleton?

Notes for teachers

Help the children to read the passage slowly and carefully, discussing each part of the skeleton in relation to their own bodies. Ensure that the children understand the task on this sheet then help them to search the text for the clues that they need to label the diagram.

The human skeleton



Name: _____

Date: _____

Answer the questions about the skeleton. Write a full sentence for each of your answers.

1. Describe one of the main functions of the skeleton.

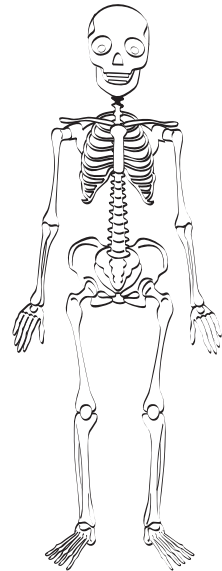
2. What is the name for each separate bone in the backbone?

3. What bone forms the upper part of the arm?

4. What is the medical name for the kneecap?

5. Which two bones are situated between the knee and the ankle?

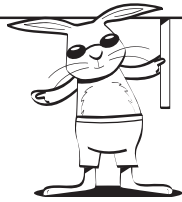
6. Can you think of a creature that does not have a skeleton? What creature is it?



Notes for teachers

Help the children to read the passage slowly and carefully, discussing each part of the skeleton in relation to their own bodies. Time permitting you may like the children to complete the 'cat' worksheet before they attempt this one. Ensure the children understand the questions on this sheet. They may need to discuss the word 'functions' for example. The final question may need research in the library or on the computer. The children may suggest animals such as slugs or jellyfish.

The human skeleton



Name: _____

Date: _____

Answer the questions about the skeleton using full sentences.

1. What is the singular for 'vertebrae'?

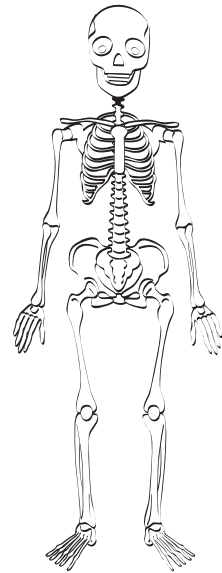
2. Which vital organ does the skull protect?

3. Give the names and positions of the three bones that make up the arm.

4. Which vital organs do the ribs protect?

5. Find some information about the hand to enable you to name some of the bones from which it is formed.

6. Can you think of a creature that does not have a skeleton? Why does it not need a skeleton?



Notes for teachers

Discuss the text with the children, looking at the diagram together and helping them to relate it to their own bodies. The final two questions may need research in the library or on the computer.

A Visit From St. Nicholas by Clement Clarke Moore (Part 1)

'Twas the night before Christmas, when all through the house
Not a creature was stirring, not even a mouse;
The stockings were hung by the chimney with care,
In hopes that St. Nicholas soon would be there.

The children were nestled all snug in their beds,
While visions of sugar-plums danced in their heads;
And mamma in her 'kerchief, and I in my cap,
Had just settled our brains for a long winter's nap.

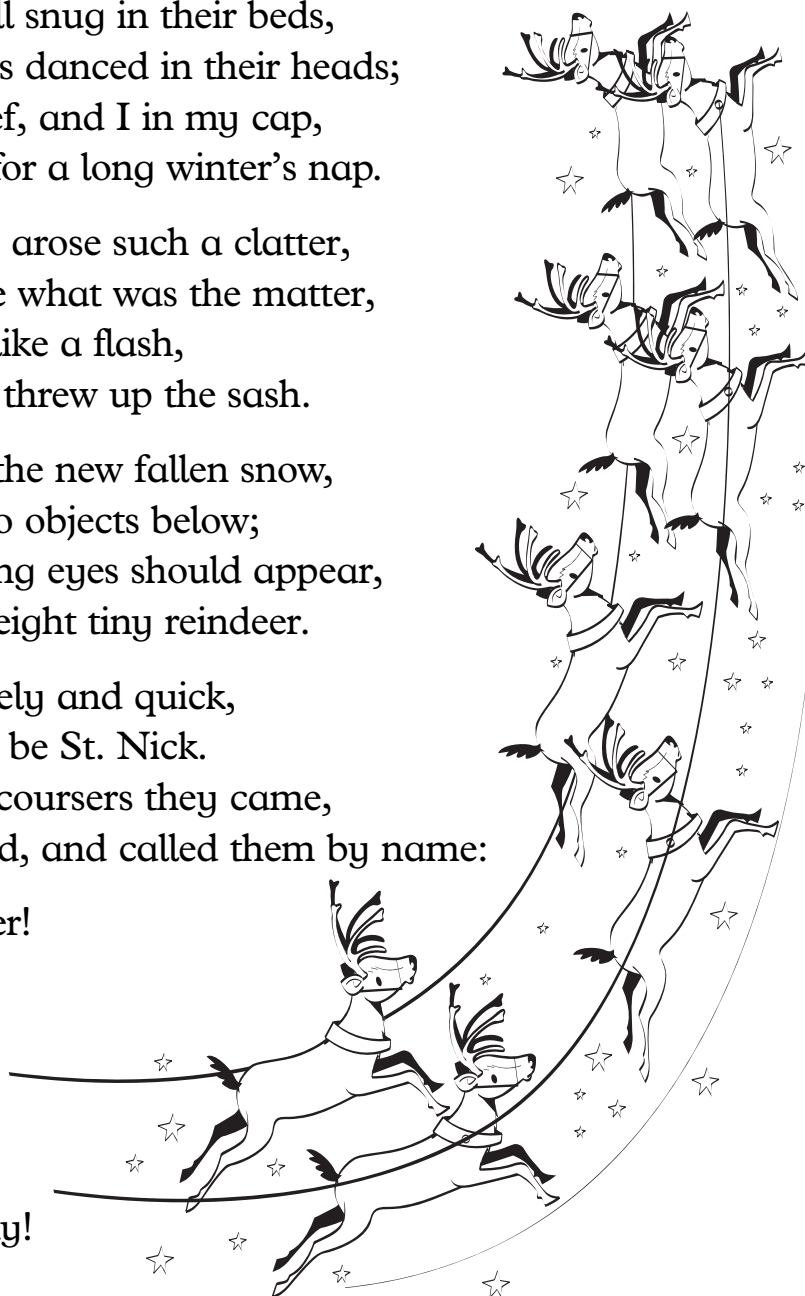
When out on the lawn there arose such a clatter,
I sprang from my bed to see what was the matter,
Away to the window I flew like a flash,
Tore open the shutters, and threw up the sash.

The moon on the breast of the new fallen snow,
Gave the lustre of midday to objects below;
When, what to my wondering eyes should appear,
But a miniature sleigh and eight tiny reindeer.

With a little old driver so lively and quick,
I knew in a moment it must be St. Nick.
More rapid than eagles his coursers they came,
And he whistled and shouted, and called them by name:

"Now, Dasher! Now, Dancer!
Now, Prancer and Vixen!
On, Comet! On, Cupid!
On, Donner and Blitzen!
To the top of the porch!
To the top of the wall!
Now dash away! Dash away!
Dash away all!"

As dry leaves that before the wild hurricane fly
When they meet with an obstacle, mount to the sky:
So up to the housetop the coursers they flew
With the sleigh full of toys, and St. Nicholas too.





A Visit From St. Nicholas (Part 1)

Name: _____

Date: _____

Ring the correct answers to the questions.

- The poem is called A visit from...
Santa Claus Father Christmas St. Nicholas A reindeer
- What was the sleigh being pulled by?
horses cows mice reindeer
- Which word in the poem is used to rhyme with 'flash'?
sash dash clash rash

Answer each of the questions with a full sentence. The first one has been started for you.

4. Where were the stockings?

The stockings were _____

5. Where did the sleigh fly up to?

6. Who wrote this poem?

Notes for teachers

Read the poem through to the children ensuring that they understand that St. Nicholas, St. Nick, Santa Claus and Father Christmas are all names for the same character. Before answering the third question, encourage pupils to look at the way the poem is written in rhyming couplets.



A Visit From St. Nicholas (Part 1)

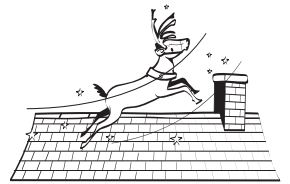
Name: _____

Date: _____

Ring the correct answers to the questions.

- Which word is nearest in meaning to 'snug'?
cold cosy careful climbing
- Which word is nearest in meaning to 'rapid'?
quickly slowly happily sadly
- Choose from the lines below to label the pictures. Be careful!
There will be one label left over.

So up to the housetops the coursers they flew
While visions of sugar-plums danced in their heads.
Tore open the shutters and threw up the sash
Mama in her kerchief and I in my cap



- Which line of the poem tells us that Father Christmas is not a young man?

- What two words would we usually use for the day or night before Christmas?

Notes for teachers

Read the poem with the children ensuring that they understand that St. Nicholas, St. Nick, Santa Claus and Father Christmas are all names for the same character. Discuss any unfamiliar words encouraging children to use their phonic skills to decode them.



A Visit From St. Nicholas (Part 1)

Name: _____

Date: _____

Ring the correct answers to the questions.

- Which word is nearest in meaning to 'hurricane'?
snow blizzard rain wind
- Which word used in the poem is nearest in meaning to 'stirring'?
mixing moving happy sad

Answer the questions below using full sentences.

- Explain what is meant by 'dash away'.

- How many reindeer were there?

- What is meant in the poem by the words 'wondering eyes'?

- The poem is about St Nicholas. What three other names are used for this character in the poem?

Notes for teachers

Read the poem through with the children ensuring that they understand that St. Nicholas, St. Nick, Santa Claus and Father Christmas are all names for the same character. Help them with the explanation of the phrases in questions 3 and 5, encouraging them to discuss their ideas before writing anything down.

A Visit From St. Nicholas by Clement Clarke Moore (Part 2)

And then, in a twinkling, I heard on the roof
The prancing and pawing of each little hoof –
As I drew in my head, and was turning around,
Down the chimney St. Nicholas came with a bound.

He was dressed all in fur, from his head to his foot,
And his clothes were all tarnished with ashes and soot;
A bundle of toys he had flung on his back,
And he looked like a pedlar just opening his pack.

His eyes – how they twinkled; his dimples, how merry!
His cheeks were like roses, his nose like a cherry!
His droll little mouth was drawn up like a bow,
And the beard of his chin was as white as the snow;
The stump of a pipe he held tight in his teeth,
And the smoke it encircled his head like a wreath;
He had a broad face and a little round belly
That shook when he laughed like a bowl full of jelly.

He was chubby and plump, a right jolly old elf,
And I laughed when I saw him, in spite of myself;
A wink of his eye and a twist of his head
Soon gave me to know I had nothing to dread.

He spoke not a word, but went straight to his work,
And he filled all the stockings; then turned with a jerk,
And laying his finger aside of his nose,
And giving a nod, up the chimney he rose.

He sprang to his sleigh, to his team gave a whistle,
And away they all flew like the down of a thistle.
But I heard him exclaim, ere he drove out of sight,
“Happy Christmas to all, and to all a good night!”





A Visit From St. Nicholas (Part 2)

Name: _____

Date: _____

Ring the correct answers to the questions.

1. In what was St. Nicholas dressed?
fur cotton wool nylon
2. What was on his back?
a reindeer a carrier bag a bundle of toys a rucksack
3. St. Nicholas got in and out of the house through the...
door window roof chimney

Answer each of the next questions using a full sentence. The first one has been started for you.

4. What colour is his beard?
His beard _____.
5. What happened when St Nicholas laughed?

6. What did his nose look like?

7. What did he say as he drove out of sight?

Notes for teachers

Remind the children that this is the second part of 'A Visit from St Nicholas' poem. Do they remember what happened in the first part? Help them to read the poem, using their phonic skills to decode any unfamiliar words



A Visit From St. Nicholas (Part 2)

Name: _____

Date: _____

Ring the correct answers to the questions.

- Which word is nearest in meaning to 'hoof'?
finger foot face fence
- Which word is nearest in meaning to 'tarnished'?
stained covered dressed washed
- Beside each of the following words write the word that it rhymes with in the poem.

soot _____ teeth _____

jelly _____ jerk _____

snow _____ thistle _____

Answer the following questions using complete sentences.

- What sort of character is St. Nicholas said to be in the poem?

- How did St Nicholas give a signal to tell the reindeer he was ready to leave?

- Who spoke the last words in the poem and what was said?

Notes for teachers

Remind the children that this is the second part of 'A Visit from St Nicholas' poem. Do they remember what happened in the first part? If pupils are unsure of the meaning of 'tarnished' encourage them to check the meaning in a dictionary before returning to the poem.



A Visit From St. Nicholas (Part 2)

Name: _____

Date: _____

1. Put a ring round the word nearest in meaning to the word 'dread'.

enjoy fear do unwrap

2. Use a dictionary to help you write a definition for each of the following words. The meaning you give must be the meaning used in the poem.

droll

stump

bound

3. What are the reindeers' hooves described as doing on the roof?

4. What was St. Nicholas wearing?

5. What did St. Nicholas say when doing his work?

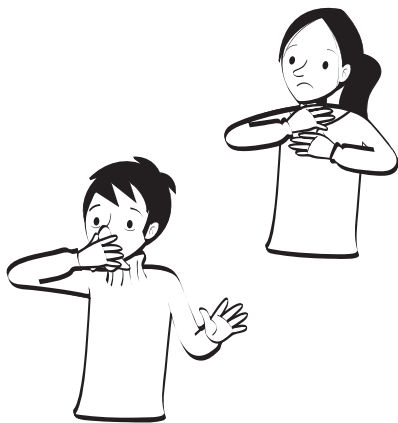
6. On a separate piece of paper write a description of St. Nicholas

Notes for teachers

Read the poem and the questions through with the children helping them to understand what they need to do. When writing word definitions it is important that pupils write each definition in a way that makes sense in the context of the poem e.g. the word 'bound' must not mean 'to tie up', but rather 'to jump' or 'leap'.

Winter coughs and colds

Other people cough and sneeze
Look so weary breathing, wheeze.
Sometimes, friends, at home must stay,
Missing school throughout the day.
Voices odd, sound rather hoarse.
Only them, not me of course.
Not me! I'm always very healthy
I NEVER catch a cold!



On cold and frosty winter's days,
Huddled in coats, pale and dismayed.
Throats feel sore, it's hard to swallow
Sneezes soon are sure to follow.
With aches and pains, they call it flu.
Take to their beds; have sips of stew.
Not me! I'm always very healthy
I NEVER catch a cold!

One day last week things seemed to change.
I woke up feeling somewhat strange.
My throat felt odd, and kind of itchy.
My joints hurt and my nose felt twitchy.
My head began to ache and pound.
Got out of bed; the world spun round.
Oh dear I don't feel very healthy.
TODAY I'VE CAUGHT A COLD!



PS.
I feel annoyed about this cold
I caught from someone; young or old.
They coughed, or sneezed without a care.
Spreading their illness everywhere.
Keep your germs so they don't spread
And force other folks to stay in bed.
Then, oh then, we'll ALL stay healthy
And NEVER EVER catch a cold!



Winter coughs and colds

Name: _____

Date: _____

Put a ring round the correct answer for each question.

1. When you have a cold your voice might sound...

horse hoarse hose house

2. In the poem, what felt twitchy?

throat ears joints nose

3. In which season is the poem set?

Spring Summer Autumn Winter

Answer each of the following questions with a full sentence. The first one has been started for you.

4. What is the poem called?

The poem is called _____

5. How many verses does the poem have?

6. What happened to the poet in the third verse?

7. What are you told to do, in the final verse?

Notes for teachers

Before beginning to answer the questions on this page, ensure children understand the poem. Pay particular attention to any unfamiliar vocabulary. An extension activity suitable for all children would be to design a poster to show how to prevent the spread of coughs and colds.



Winter coughs and colds

Name: _____

Date: _____

Put a ring round the correct answer for each question.

- Which of the words below is nearest in meaning to 'sip'?
gulp swallow big bite small mouthful
- Which of the words below is nearest in meaning to 'healthy'?
ill well happy cold
- By each of the words below write the rhyming word from the poem.
swallow _____ course _____
tissue _____ spread _____
sneeze _____

Answer the following questions using complete sentences.

- What do you think the poem is asking you to think about?

- Which illness in the poem causes aches and pains?

- Explain how you know the text is a poem.

- What are we told might follow a sore throat?

Notes for teachers

Read the poem together and discuss how children know it's a poem i.e. the layout, the verses and the rhyming element of the text. An extension activity suitable for all children would be to design a poster to show how to prevent the spread of coughs and colds.



Winter coughs and colds

Name: _____

Date: _____

Answer the questions with using full sentences.

1. Explain what is meant by a voice sounding 'hoarse'.

2. Explain what is meant by 'huddled'.

3. Why have some words in the poem been written in capital letters?

4. How did the writer think she had caught a cold?

5. Give two reasons why people might look pale in the winter.

6. Explain what is meant in the poem by 'Got out of bed; the world spun round.'

7. What does P.S. stand for?

Notes for teachers

Remind children of the importance of using full sentences when writing their answers. An extension activity suitable for all children would be to design a poster to show how to prevent the spread of coughs and colds. Pupils may need to be encouraged to use a dictionary to check the definitions of 'hoarse' and 'huddled'.

Air-raid

Mary sat up in bed rubbing her eyes.

“Come on love,” said Mum. “Hurry up, the siren went off five minutes ago.”

Mary forced herself out of bed, put her feet into her slippers and pulled on her dressing gown. She sighed as she tied the cord around her waist. This happened every night and every night there seemed to be no reason. True, she had heard aeroplanes passing high overhead but there had been no bombs, no explosions, no sounds of emergency bells ... at least, not in her street.

Reluctantly she plodded down the stairs and turned towards the kitchen.

“Hurry up, Mary!” said Mum crossly as she opened the door to the under-stairs cupboard.

“Do we have to go in here again?” asked Mary, just as crossly.

“Nothing ever happens.”

“Yes but it might,” said Mum.

“I wish Dad was here,” said Mary.

“So do I love,” said Mum, “but, he’ll be home in a few weeks.”

Mary felt a bit happier and settled down on the pile of cushions that they’d put in the cupboard to make it more comfortable. Mum lit the candle and Mary picked up a pencil to write on the wood on the underside of the stairs.

“What rhymes with dog?” she asked.

“Frog ... log ... slog ... fog,” suggested Mum.

Mary began to write a poem, pressing hard with the pencil on one wooden stair.

Once there was a dog,
Who got lost in the fog.
When he got home to bed,
He slept like a ...
BANG.

The explosion must have been very close ... maybe even in their street, ... maybe even in their house.

Mary clutched on to her mum and was surprised to find her mum shaking.

“It’ll be all right, Mum,” she said.



Air-raid



Name: _____

Date: _____

Answer the questions using full sentences. Check your punctuation carefully.

1. What is the name of the girl in the story?

2. Why did she have to get up during the night?

3. Where did she have to go?

4. How had they made their cupboard more comfortable?

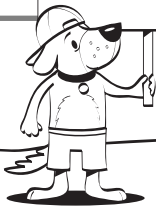
5. How did Mary spend the time?

6. Write out Mary's poem, filling in the missing word.

Notes for teachers

Help the children to read the passage slowly and carefully, ensuring that they understand that the story is set a very long time ago during World War Two and that the story ends with a bomb dropping near Mary's house. Discuss the fact that for some children, sleeping in an air-raid shelter was a nightly ritual during part of World War Two. The pupils might also be aware that some children were evacuated to the country from the cities to spare them the dangers of the air-raids. Ask the children to say their answers out loud before they write anything down as this can help with sentence structure and punctuation.

Air-raid



Name: _____

Date: _____

Answer the questions, using full sentences.

1. How did Mary's mum know that they had to go to the shelter?

2. Why was Mum cross?

3. Why was Mary cross?

4. Why did Mary ask what rhymes with 'dog'?

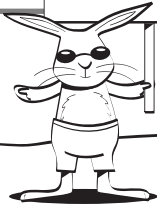
5. What caused the bang?

6. Have you had a strange experience at night? Write about it.

Notes for teachers

Help the children to read the passage slowly and carefully, ensuring that they understand that the story is set a very long time ago during World War Two. Discuss the fact that for some children sleeping in an air-raid shelter was a nightly ritual during part of World War Two. The pupils might also be aware that some children were evacuated to the country from the cities to spare them the dangers of the air-raids. Discuss the final question with the children before they write anything down.

Air-raid



Name: _____

Date: _____

Answer the questions, using full sentences. Check your punctuation carefully.

1. How did Mary feel about getting up in the middle of the night?

2. Why did she feel that it was a waste of time sheltering under the stairs?

3. Why did Mum insist that they went into their shelter?

4. Why do you think Mary's dad is not at home?

5. At the end of the story, why was Mary's mum shaking?

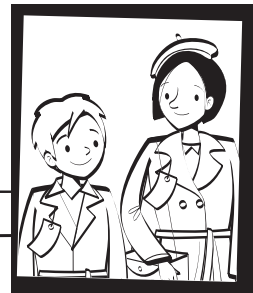
6. Mary had to spend time in a cupboard. On a separate piece of paper write about a time when you were in a strange or unusual place.

Notes for teachers

Help the children to read the passage slowly and carefully, ensuring that they understand that the story is set during World War Two. Discuss the fact that for some children sleeping in an air-raid shelter was a nightly ritual during part of World War Two. The pupils might also be aware that some children were evacuated to the country from the cities to spare them from the dangers of the air-raids. Pupils might need some help coming up with and deciding on an experience for the final question. Encourage them to include indications of how they felt in the strange place.

Daily Gazette

DAILY NEWSPAPER



Rescue of the Innocents

We are pleased to report that one and a half million children and mothers with babies have been successfully evacuated to places of safety. Tearful parents have delivered their offspring to railway stations from where the brave youngsters have travelled to their new homes in the country.

The evacuees set off into the unknown, bearing labels fastened to their coats and carrying spare clothes in bags or small suitcases. Their parents remain in the cities facing the dangers of air-raids from the Luftwaffe, Hitler's mighty air-force.

For many children

the arrival in the countryside has been a novelty. Their billets may be isolated farmhouses or cottages, quite unlike their homes in the cities. Peaceful villages and muddy farms are new experiences and meeting a flock of sheep or a herd of cows in a country lane can be a real eye-opener for those used to the busy streets of London or Manchester.

The experience of welcoming the evacuees on the country railway stations has proved to be a shock for country folk not familiar with city accents. In some homes country children find themselves sharing

their bedrooms with children from the city, hopefully making new friendships in these difficult times.

For the billetters, the arrival of the young guests provides a useful addition to their weekly income. They are paid ten shillings and sixpence for one child. If they provide a home for more than one child they are paid an extra eight shillings and sixpence for each additional evacuee.

Let us all hope that the evacuation will be short-lived and that the young people will be able to return to their homes and families in the not too distant future.



Rescue of the Innocents

Name: _____

Date: _____

Read the newspaper article carefully. You may need to read it several times. Answer the questions using full sentences.

1. What is the name of the newspaper in which the article appears?

2. Why did the children travel to the country?

3. How did they get there?

4. What might the evacuees meet on a country lane?

5. What special name is used for the host families?

6. Write about how you might feel if you were sent away from your home and family.

Notes for teachers

Read the passage through with the children helping them to understand the content of the newspaper report. They need to be aware that the style is typical of a newspaper report written during the Second World War. A billet is the term for a place where troops are lodged with civilians, but in the Second World War it was also used to describe to where children were evacuated. Discuss the report with them to ensure that they understand that children have been sent to the country, away from the dangers of the air-raids. Point out that some children still stayed in towns and cities where air-raids took place.



Rescue of the Innocents

Name: _____

Date: _____

Answer the questions, using full sentences.

1. Who were evacuated to the country?

2. Why were they evacuated?

3. What did the evacuees take with them?

4. What special name is used to describe the homes where the evacuees are staying?

5. What advantage do the billetters gain from having the evacuees to stay?

6. Imagine that you are a country child during the Second World War. On a separate piece of paper describe how you feel having an evacuee to stay with you.

Notes for teachers

Read the passage through to the children helping them to understand the story. They need to be aware that the style is typical of a newspaper report written during the Second World War. Discuss the story with them to ensure that they understand that children have been sent to the country, away from the dangers of the air-raids. Point out that some children still stayed in towns and cities where air-raids took place. Read the questions with the children ensuring that they understand them, particularly the word 'billetters' in question 5. See Notes for teachers on p38.



Rescue of the Innocents

Name: _____

Date: _____

Answer the questions, using full sentences. Check your punctuation carefully.

1. Several words have been used in place of the word 'children'. Find three examples and explain why each one has been used.

2. What might the billetters find difficult about providing a home for the evacuees?

3. One shilling is equivalent to five new pence. 'Sixpence' is equivalent to two and a half new pence. What were the billetters paid for hosting one evacuee? Give your answer in shillings and pence and in modern money.

4. Imagine that you are the mother of a child who is sent to the country. Describe how you feel.

Notes for teachers

Discuss the report with the pupils ensuring that they understand that the evacuee children have been sent to the country, away from the dangers of the air-raids. Point out that some children still stayed in towns and cities where air-raids took place. Discuss the children's ideas and thoughts for question 4 before they write anything down. See Notes for teachers on p38 for a definition of 'billet'.

The Competition

This extract is from Horrid Henry's Stinkbomb by Francesca Simon.

Blah blah blah blah blah.

Miss Battle-Axe droned on and on and on. Horrid Henry drew pictures of crocodiles tucking into a juicy Battle-Axe snack in his maths book.

Snap! Off went her head.

Yank! Bye bye leg.

Crunch! Ta-ta teeth.

Yum yum. Henry's crocodile had a big fat smile on its face.

Blah blah blah books blah blah blah read blah blah blah prize blah
blah

... PRIZE?

Horrid Henry stopped doodling.

"What prize?" he shrieked.

"Don't shout out, Henry," said Miss Battle-Axe.

Horrid Henry waved his hand and shouted:

"What prize?"

"Well, Henry, if you'd been paying attention instead of scribbling, you'd know, wouldn't you?" said Miss Battle-Axe.

Horrid Henry scowled. Typical teacher. You're interested enough in what they're saying to ask a question, and suddenly they don't want to answer.

"So class, as I was saying before I was so rudely interrupted- " she glared at Horrid Henry- "you'll have two weeks to read as many books as you can for our school reading competition. Whoever reads the most books will win an exciting prize. A very exciting prize. But remember, a book report on every book on your list, please."

Oh. A reading competition. Horrid Henry slumped in his chair. Phooey. Reading was hard, heavy work. Just turning the pages made Henry feel exhausted. Why couldn't they ever do fun competitions, like whose tummy could rumble the loudest, or who shouted out most in class, or who knew the rudest words? Horrid Henry could win those competitions every time.

The Competition



Name: _____

Date: _____

Answer the questions, using full sentences.

1. From which book does the passage come?

2. Who wrote the book?

3. What does 'Blah blah blah blah blah' mean?

4. Why did Horrid Henry shout out?

5. How could the children win a prize?

6. Why did Horrid Henry slump in his chair?

7. Give an example of the type of competition that Horrid Henry thinks he could win.

Notes for teachers

Read the passage through with the children helping them to understand the story and to decode any unfamiliar words. Help them to compose sentences to answer the questions, encouraging them to say the sentences out loud before writing anything down.

The Competition



Name: _____

Date: _____

Answer the questions, using full sentences.

1. Who is the author of the book from which this passage comes?

2. Who do you think Miss Battle-Axe is?

3. What were the crocodiles doing in Horrid Henry's pictures?

4. Why did Horrid Henry stop doodling?

5. How long have the children got to read the books?

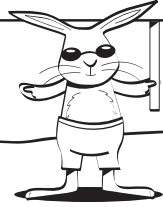
6. What does Horrid Henry think of reading?

7. What type of competitions does Horrid Henry want?

Notes for teachers

Ask the children to read the story out loud helping them to appreciate the humour in the story. They could take it in turns to read. Help them to compose sentences to answer the questions, encouraging them to say the sentences out loud before writing anything down.

The Competition



Name: _____

Date: _____

Answer the questions, using full sentences. Check your punctuation carefully.

1. What is Miss Battle-Axe doing at the start of the story?

2. What do you think Horrid Henry thinks of Miss Battle-Axe?

3. What do you think Miss Battle-Axe thinks of Horrid Henry?

4. What did Horrid Henry call out in class?

5. Do you think Miss Battle-Axe was fair to Horrid Henry?

6. Do you think Horrid Henry was fair to Miss Battle-Axe?

7. What do you think was the most difficult part of the competition?

Notes for teachers

Ask the children to read the story out loud. They could take on the parts of Horrid Henry, Miss Battle-Axe and the narrator. Read the questions with the children ensuring that they understand them. With questions 2 and 3 discuss with the children how they know what each character thinks of the other.

Mute Swan

General information

The mute swan is much more common in Britain than the other two species that can be found here, the Whooper swan and the Bewick's swan.

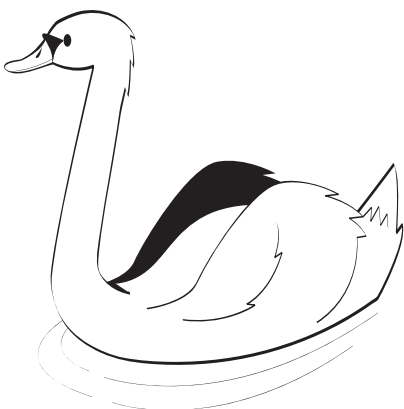


Habitat

The mute swan can be found on lakes, ponds, rivers and canals and sometimes on the sea near the coast.

Food

They mainly eat vegetation in the water but they will also eat grass in fields near water.



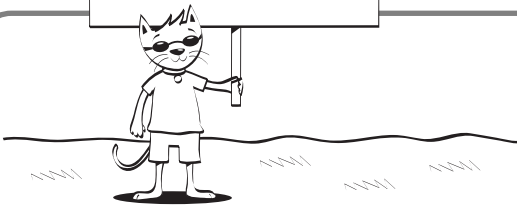
Identification

The mute swan is a very large white bird with a long neck and an orange bill. The bill has a large black lump called a knob near the bird's eye. The young birds, called cygnets, are grey in colour. Mute swans produce few sounds apart from hissing; their large wings produce a beating or humming sound as they fly.

Nesting

The male bird collects sticks, reeds and other vegetation and brings them to the female. She then builds a very large nest on the ground or in reed-beds. There are usually between five and seven eggs, which are grey-green in colour and are laid in March, April or May. The parents take turns to incubate the eggs for about five weeks. Both parents look after the cygnets who are able to swim one or two days after hatching. They learn to fly about sixteen weeks later.

Mute Swan



Name: _____

Date: _____

Look at the information about mute swans, then answer the questions below.

1. In how many sections is the information arranged?

2. Which swan builds the nest?

3. Which section would tell us where the birds might live?

4. What do mute swans eat?

5. Which section tells us what the birds look like?

6. Write about a bird or an animal, describing what it looks like.

Notes for teachers

Unlike most of the comprehension exercises in this book it is not essential that the children read the whole of the text before attempting the questions. A reference sheet such as this is designed so that information can be found quickly. For the last task the children could describe any bird or animal including a pet at home. Encourage them to include as much detail as possible in their description.

Mute Swan



Name: _____

Date: _____

Look at the information about mute swans, then answer the questions below using full sentences.

1. What colour are the young swans?

2. What other species of swan can be found in this country?

3. What special word means 'sit on' the eggs to keep them warm?

4. What sounds do mute swans make?

5. Where do mute swans build their nests?

6. On a separate sheet of paper, write about an animal or bird using the headings 'Identification' and 'Habitat', and 'Food'. You may need to look in a book or on the Internet to find information.

Notes for teachers

Discuss the text with the pupils and that fact that because it's non-fiction it is designed so that information can be found quickly. For the last task the children could describe a pet at home. Encourage them to think carefully what the pet's habitat is!

Mute Swan



Name: _____

Date: _____

Look at the information about mute swans, then answer the questions using full sentences. Check your punctuation carefully.

1. How many cygnets do the swans have when they breed?

2. How do the adult birds cooperate to build a nest?

3. What does the word 'mute' mean? Use a dictionary to find out.

4. Why is this species called the 'mute' swan?

5. If a pair of mute swans lay their eggs in early April, in what month would the cygnets learn to fly? (Assume that a month is about four weeks long.)

6. Using books or a computer find out about Whooper swans or Bewick's swans. On a separate piece of paper describe how they are different from mute swans.

Notes for teachers

Discuss the text with the pupils and that fact that because it's non-fiction it is designed so that information can be found quickly. Help the children to compose answers orally before they attempt to write anything down.

The Village

Ben was asked to write about the village where he lives as part of his work in geography. His teacher told him that he could find information about the village by looking carefully at a map. Mr Brown also told Ben that he should try to be as accurate as possible when giving distances or descriptions and that he should only write about relevant facts. This is what Ben wrote:

My village is called Sampford Fitzpaine. I live in a cottage in a row of houses called Days Meadow. Days Meadow is about two hundred and fifty metres north-east of my school, Sampford Fitzpaine Primary School.



The church is about one hundred metres north-west of the school. There was a post office about one hundred metres south-east of the school but that closed down last year. I used to buy my sweets there.

The main road through the village goes right past the school but it's not very busy. When we did a survey in maths we found that seventeen vehicles went past in one hour. There were four tractors, two vans, a lorry and ten cars. Mrs Thornton went past on her bike too.

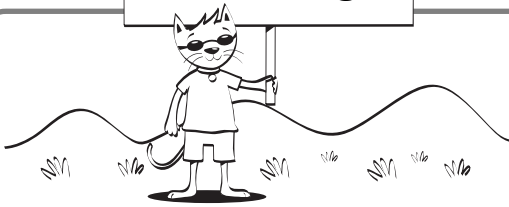
There are two farms in the village. One is called Home Farm and has mainly pigs. The other is Fitzpaine Farm and it has cattle and sheep.

Our school field is not joined to the school. It's the other side of Days Meadow and there is a footpath to get there. The village green is opposite the school and every year the village fete happens there. The cricket field is about a kilometre away, in a south-easterly direction.

The nearest town is called Tavington and it is five kilometres east of Sampford Fitzpaine.

I like my village because everybody is very friendly. I like living in the country because there are lots of animals and there are fields and woods to play in.

The Village



Name: _____

Date: _____

1. What is the name of Ben's teacher?

2. What is Ben's village called?

3. How far from the school does Ben live?

4. What happens on the village green every year?

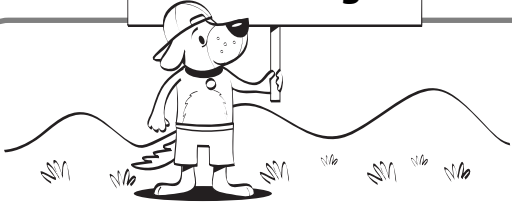
5. What is the nearest town to Ben's village?

6. Write about where you live.

Notes for teachers

Help the children to read the passage slowly and carefully, taking the opportunity to practise maths and geography skills by drawing a very simple sketch map to match Ben's description of the relative layout of his village – they can decide for themselves where to place the two farms. They might need to discuss their ideas for question 6 before writing anything down.

The Village



Name: _____

Date: _____

1. What did the teacher suggest that Ben should use to find information?

2. How else could Ben find out information about the village?

3. Where is the church in relation to the school?

4. What does Ben miss about the post office?

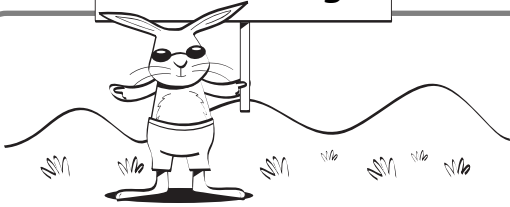
5. What farm animals could you find in the village?

6. Write about your school and the buildings near it.

Notes for teachers

Help the children to read the passage slowly and carefully, taking the opportunity to practise maths and geography skills by drawing a very simple sketch map to match Ben's description of the relative layout of his village – they can decide for themselves where to place the two farms.

The Village



Name: _____

Date: _____

1. Explain how one word shows that Mr Brown is Ben's teacher.

2. What sort of house does Ben live in?

3. What is inconvenient about the school field?

4. List all the places where Ben could play.

5. Give an example from the passage where Ben does not write in the style that Mr Brown asked for.

6. Write about an area that you know well.

Notes for teachers

Help the children to read the passage slowly and carefully, taking the opportunity to practise maths and geography skills by drawing a very simple sketch map to match Ben's description of the relative layout of his village – they can decide for themselves where to place the two farms. Encourage the children to write complete sentences when answering the questions, ensuring that they use appropriate punctuation.

Into the pit

The extract below is from Stig of the Dump by Clive King. It concerns a boy called Barney who goes to see an old chalk pit that is now used as a rubbish tip.

He crawled through the rough grass and peered over. The sides of the pit were white chalk, with lines of flint poking out like bones in places. At the top was crumbly brown earth and the roots of trees that grew on the edge. The roots looped over the edge, twined in the air and grew back into the earth. Some of the trees hung over the edge, holding on desperately by a few roots. The earth and chalk had fallen away beneath them, and one day they too would fall to the bottom of the pit. Strings of ivy and the creeper called Old Man's Beard hung in the air.

Far below was the bottom of the pit. The dump. Barney could see strange bits of wreckage among the moss and elder bushes and nettles. Was that the steering wheel of a ship? The tail of an aeroplane? At least there was a real bicycle. Barney felt sure he could make it go if only he could get at it. They didn't let him have a bicycle.

Barney wished he was at the bottom of the pit.

And the ground gave way.

Barney felt his head going down and his feet going up. There was a rattle of falling earth beneath him. Then he was falling, still clutching the clump of grass that was falling with him.



'This is what it's like when the ground gives way,' thought Barney. Then he seemed to turn a complete somersault in the air, bumped into a ledge of chalk half-way down, crashed through some creepers and ivy and branches, and landed on a bank of moss.

His thoughts did those funny things they do when you bump your head and you suddenly find yourself thinking about what you had for dinner last Tuesday, all mixed up with seven times six. Barney lay with his eyes shut, waiting for his thoughts to stop being mixed up. Then he opened them.

He was lying in a kind of shelter. Looking up he could see a roof, or part of a roof, made of elder branches, a very rotten old carpet, and rusty old sheets of iron. There was a big hole, through which he must have fallen. He could see the white walls of the cliff, the trees and creepers at the top, and the sky with clouds passing over it.

Into the pit



Name: _____

Date: _____

1. From which book does the passage come?

2. Who wrote the book?

3. Apart from the trees which two other plants are growing on the edge of the pit?

4. How did Barney get to the bottom of the pit?

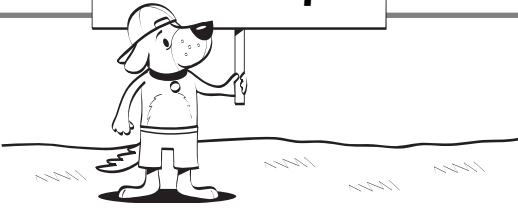
5. Why did Barney have a soft landing?

6. How would you have felt if you had fallen in a hole like this?

Notes for teachers

Read the passage through with the children helping them to understand the story and to decode any unfamiliar words. Help them to think up ideas for the final task, encouraging them to consider details about the place they are describing. Look through the passage again, pointing out the details in relation to the sides of the pit, the rubbish that was in the pit, the way Barney fell, etc.

Into the pit



Name: _____

Date: _____

1. Who is the author of the book from which this passage comes?

2. What was the pit used for?

3. What did Barney think he could see in the pit?

4. Why did Barney wish he was at the bottom of the pit?

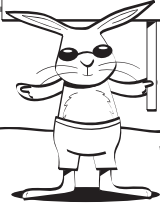
5. Do you think Barney was badly injured?

6. Barney wanted to be at the bottom of the pit. Where would you wish to be and why would you like to be there?

Notes for teachers

Ask the children to read the story out loud – they could take it in turns. Help them to think up ideas for the final task, encouraging them to consider details about the place they are describing. Look through the passage again, pointing out the details in relation to the sides of the pit, the rubbish that was in the pit, the way Barney fell, etc.

Into the pit



Name: _____

Date: _____

1. Why would some of the trees fall into the pit one day?

2. Who do you think wouldn't let Barney have a bicycle?

3. Why do you think the ground gave way?

4. What did Barney bump into?

5. Where was Barney's landing place?

6. Write about the most unusual place you have ever been. Describe it using as many details as possible – details make descriptions interesting.

Notes for teachers

Ask the children to take it in turns to read the story out loud. Read the questions with the children ensuring that they understand them. Help them to compose the answers out loud before writing anything down.

Soap

When you wash each day have you ever wondered where and when soap was first used?

On this page find some fascinating facts about soap.

The very first people did not have soap, but they would wash in the water of rivers and streams.

The ancient Egyptians bathed regularly to keep clean. They may have used oils on their skin and then scraped it off, bringing off dirt as well as the perfumed oils.

The use of some type of soap, though probably not soap as we know it today, is mentioned in the Old Testament of the Bible. Do you know where? It would be interesting to look.

The name 'soap' possibly came from a Roman Legend telling of Mount Sapo, where animals were sacrificed. When it rained, a mixture of wood ashes and animal fat ran into the river Tiber. People washing their clothes in this water found their washing easier to do and much cleaner.

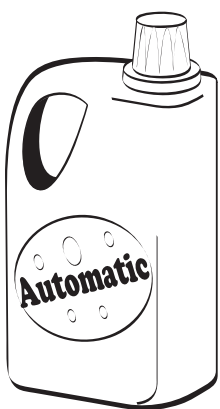
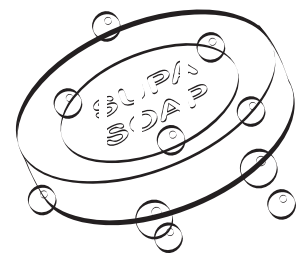
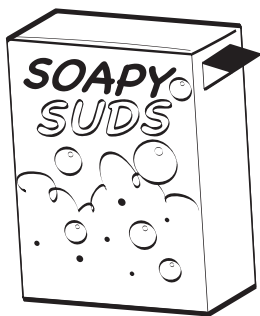
Early forms of soap were made from oils mixed with ashes from plants and some perfume to make it smell pleasant.

Bathing went out of fashion in Europe for many hundreds of years and crowded towns and cities must have been very smelly.

Soap making in England began in the 14th century. Soap was considered a luxury item and used only by the wealthy.

It was not until Victorian times that soap became widely used as people became more aware of the importance of keeping clean.

Nowadays we all use soap on a regular basis, either in the form of a bar or as a liquid that we squirt out of a bottle. What would we do without it?



Soap



Name: _____

Date: _____

Ring the correct answers to the questions.

1. Where did people first wash?

streams bushes jacuzzi swimming
and rivers and trees baths pools

2. What did the ancient Egyptians put on their skin?

boils oils bananas ashes

3. When did soap making begin in England?

14th century 18th century 10th century 15th century

Answer each of the next questions with a full sentence. The first one has been started for you.

4. When did soap become widely used in England?

Soap became widely _____

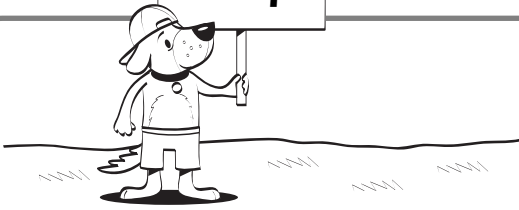
5. Which mountain is talked about in the Roman legend?

6. Why were the towns and cities in Europe very smelly for many hundreds of years?

Notes for teachers

Before beginning to answer the questions on this page, ensure children understand the text. Pay particular attention to any unfamiliar vocabulary. Have they learnt anything about the history of soap? What can they tell you about it?

Soap



Name: _____

Date: _____

1. Which word is nearest in meaning to 'fascinating'?

interesting difficult strange silly

2. Join the correct halves of each sentence to complete the facts

Soap was an expensive luxury

rivers and streams.

In Victorian times people realised how

that was only used by the rich.

The ancient Egyptians bathed

important it was to keep clean.

The very earliest people bathed in

regularly to keep clean

Answer each of the next questions with a full sentence.

3. Why was perfume used in the making of soap?

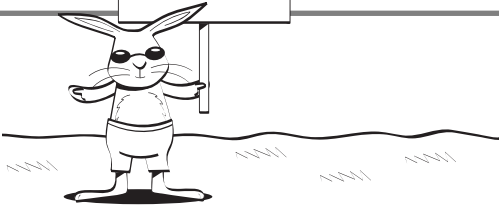
4. What did ancient Egyptians do to clean their skin?

5. Describe the different types of soap that are used in your home.

Notes for teachers

Before pupils tackle the final task on this page they should discuss different sorts of soap they know about, for example, tablets to wash clothes, washing up liquid to wash dishes, shampoo to wash hair.

Soap



Name: _____

Date: _____

1. What do you notice about the name of the mountain in the Roman legend?

2. In the legend what are we told happened on the mountain?

3. Into which river did the ashes and animal fat go?

4. Which of the following ingredients is not mentioned as used to make soap?

oil perfume flour ashes

5. Write a definition for each of the following words.

wealthy _____

luxury _____

fashion _____

6. On a separate sheet of paper, write about why it is important to use soap.

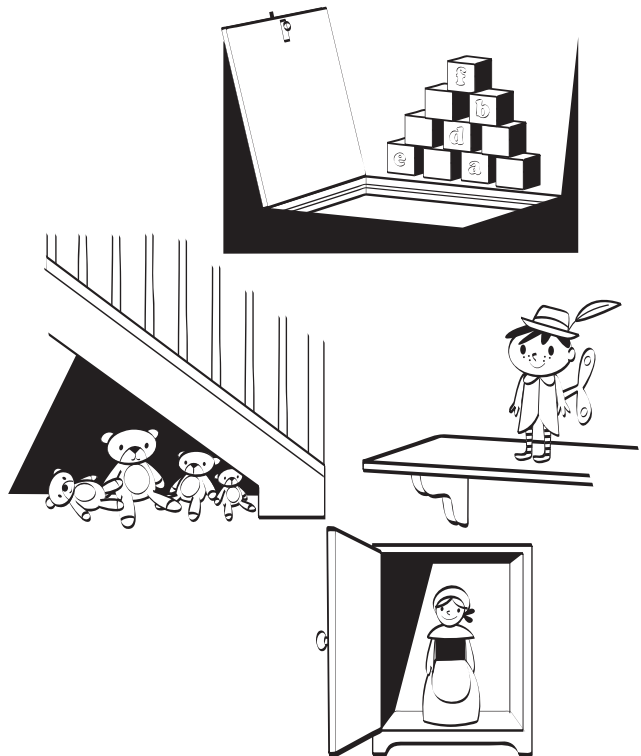
Notes for teachers

Encourage pupils to use a dictionary when writing their definitions for question 5. An extension activity could be to design a poster explaining the importance of good hygiene.

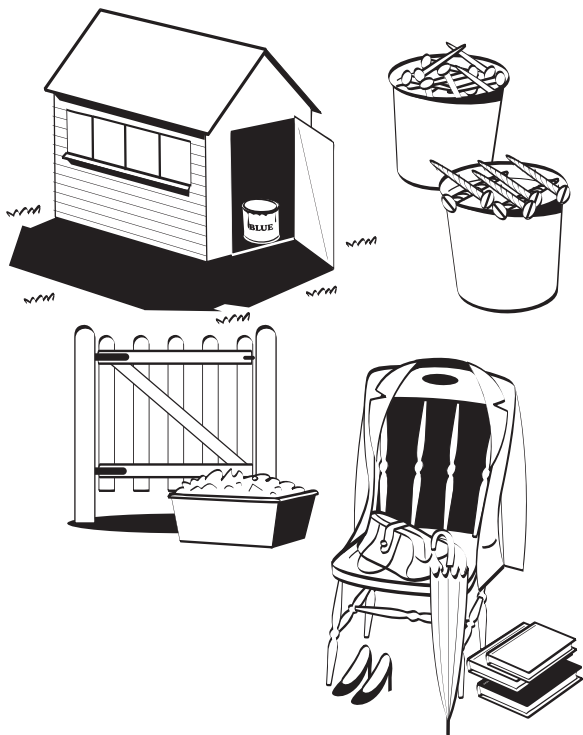
Clearing the clutter

The house has been tidied. Now where has everything been carefully put away?

Let me find my things first.
When Mum does a clean, the toys
won't be seen.
Up in the loft, there are
building blocks
Under the stairs, go the
Teddy bears.
In bedrooms stay, all the
games to play.
Put on the shelf, is the
clockwork elf.
My doll, in the cupboard,
is called
Mother Hubbard.



Now where have all Dad's bits and pieces been put?



His keys, a bunch, in the box
with his lunch.

In some old pails, go the
screws and nails.

Paints of blue and red, go
in the shed.

Into the garage, go the
tools that are large.

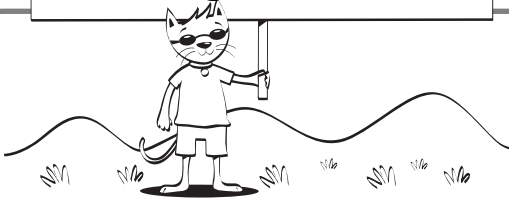
In the hall, by the wall, go the
tools that are small.

Out by the gate, goes rubbish
in a crate.

Where has Mum put away her own
things?

What a surprise, they all seem to be just
where they started.

Clearing the clutter



Name: _____

Date: _____

Ring the correct answers.

- The title of the poem is ...
Cleaning the garage Tidying the house Clearing the clutter
- Up in the loft are..
toys teddy bears building blocks a doll
- Where do the paints go?
In the garage In the shed In the loft By the gate

Answer each of the next questions with a full sentence. The first one has been started for you.

4. Where have the screws and nails been put?

The screws and nails _____

5. Where did the teddy bears go?

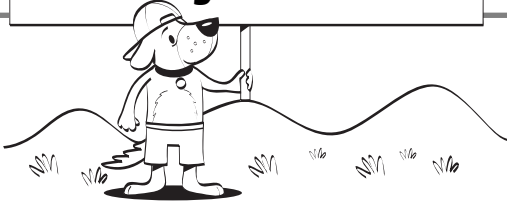
6. Who has been tidying the house?

7. Whose things are still left where they started?

Notes for teachers

Before they begin to answer the questions on this page, ensure that the children understand the text. Pay particular attention to any unfamiliar vocabulary.

Clearing the clutter



Name: _____

Date: _____

Ring the correct answers.

- Which word is nearest in meaning to 'pails'?
pots pans buckets bowls
- What will stay in the bedrooms?
the elf the games the keys the screws and nails
- By each of the following items write down the name of the place they have been put.
small tools _____
large tools _____
clockwork elf _____
bunch of keys _____
teddy bears _____

Answer the following questions with complete sentences.

- What is the name of the item that has been put in the cupboard?

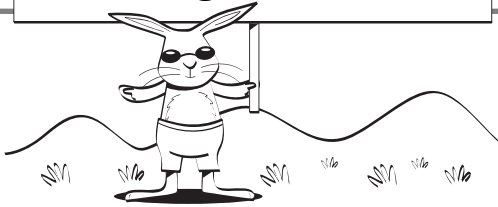
- What can be found by the gate?

- Where has Mum put her things?

Notes for teachers

Before they begin to answer the questions on this page, ensure that the children understand the text. Pay particular attention to any unfamiliar vocabulary. Remind pupils of the importance of writing clear sentences with correct punctuation.

Clearing the clutter



Name: _____

Date: _____

1. Who has been clearing away the clutter in the house?

2. Explain how the two main verses of the poem have been structured?

3. What is the purpose of the questions in the poem?

4. How have the tools in the poem been sorted out?

5. The poet uses the words 'what a surprise'. Do you think it is really a surprise that Mum's things are still where they started? Explain your answer.

Notes for teachers

Before pupils tackle this page, discuss the way the poem has been structured – this should include the number of lines in each verse, the rhyming features and the way the first rhyme in each pair does not come at the end of the line though when read aloud the rhyme can clearly be heard. Pay particular attention to the words 'what a surprise' ask pupils to read it with expression to lead to an understanding that the way something is said can convey its real meaning. As an extension activity ask pupils to invent a new verse for the poem. They might work on this task in pairs or small groups.