

Comprehension skills

- 1 Who gave the dog a treat?
- 2 What treat was the dog given?
- 3 Where was the dog going with his treat?
- 4 What happened to the greedy dog's treat when he jumped into the stream?
- 5 Do you agree that the greedy dog is 'a silly creature'? Give a reason why or why not.

Critical literacy

Thinking about the story

- 1 Which of these words can be used to describe the butcher?
a) nice b) mean c) kind
d) bad e) friendly f) horrid
- 2 Arrange these words to show how the dog's feelings change throughout the story.
a) happy b) sad c) excited

Thinking beyond the story

- 3 There are many different types of dogs called breeds. Write down the names for some different breeds of dogs.
- 4 Pet dogs often have names that are different to human names. For example, a dog may be called Silky because of its soft coat. What other names for pet dogs can you think of?
- 5 Pets, such as dogs, can show you they are happy in many ways. The greedy dog wagged his tail. How else do dogs show their owners when they are happy?



Scottish Terrier

Beagle



English Bulldog

Borzoi



Language development

- 1
 - a) A dog is (a flower, a tree, an animal).
 - b) A dog has (two, four, six) legs.
 - c) A dog has a coat of (hair, wool, feathers).
 - d) A dog (whistles, barks, quacks).
 - e) A dog's foot is called a (paw, hoof, tusk).
 - f) A baby dog is called a (chicken, kitten, puppy).
 - g) A dog's house is called a (stable, kennel, sty).

- 2 These sentences summarise what happened in the story of the greedy dog, but they are all mixed up. Write the sentences in the correct order.

G Remember that each sentence should start with a capital letter and end with a full stop. Be sure to write each sentence correctly.

- the dog ran down the street
- he wanted to steal the bone from the other dog
- in the water he saw another dog
- the dog jumped into the water
- a butcher gave a bone to a dog
- the silly creature lost his own bone
- it sank to the bottom of the stream
- the dog had to cross a stream

Comprehension skills

- 1 Who was the man going to town with?
- 2 What animal was with them?
- 3 Where exactly in town were they going to?
- 4 Why were they going there?
- 5 Who was the first person they met on the way to town?
- 6 Who was the last person they met on the way to town?
- 7 What word did the young woman use to describe the boy?
- 8 What word did the old man use to describe the father?
- 9 Which sentence is true?
 - a) The donkey was easy to carry.
 - b) The donkey was too heavy to carry.
- 10 What do you think they did in the end?

Critical literacy

Thinking about the story

- 1 Donkeys are strong animals which are often used on farms. Where do you think the boy and his father live? What is it like? What type of job do you think the father has?
- 2 What important lesson do you think the boy and his father learned?

Thinking beyond the story

- 3 Donkeys like to eat straw and grass as well as carrots and apples. Draw a picture of the boy feeding the donkey at home.
- 4 Sometimes, people can ride on donkeys for fun or to go on a journey. Name some other animals on which you can ride.
- 5 It is important to stay safe when you are riding. What safety equipment should you use?

Comprehension skills

- 1 What type of animal is Jumbo?
- 2 How many hunters were there?
- 3 Where did the hunters take Jumbo when they caught him?
- 4 Who looked after Jumbo while he travelled in the truck?
- 5 Why did Jumbo feel strange when he was on the boat?
- 6 What country did Jumbo arrive in?
- 7 What was Jumbo afraid of when he first arrived?
- 8 How did seeing the grass and trees at the animal park make Jumbo feel?
- 9 Who came to visit Jumbo in the animal park?
- 10 What is another word we can use instead of 'animal park'?

Critical literacy

Thinking about the story

- 1 Why do you think the baby elephant was given the name 'Jumbo'?
- 2 People like to go to animal parks to see unusual wild animals. What other wild animals might you see in an animal park? Look at the pictures on this page to help you.

Thinking beyond the story

- 3 Tame animals are those that can be kept as pets. What animals can you name that can be kept as pets?
- 4 Zoo keepers are people who work in animal parks to look after the animals. Imagine you are a zoo keeper. Which animal would you most like to look after and why?
- 5 Which animal would you least like to look after and why?



Language development

- 1
 - a) A (horse, squirrel, elephant) has a trunk.
 - b) A (camel, fox, kangaroo) has a hump.
 - c) A (mouse, giraffe, hedgehog) has a long neck.
 - d) A (whale, monkey, pig) is a good climber.
 - e) A (hare, goat, seal) has flippers instead of legs.
 - f) A (rabbit, tiger, donkey) has a fluffy tail.
 - g) A (lion, zebra, sheep) has a coat of wool.
- 2 Write each sentence correctly.
 - a) the boy dreamed about having an elephant as a pet
 - b) he would call him jumbo
 - c) his friends would love the baby elephant
 - d) they would help him care for the elephant
 - e) elephants like pools of water
 - f) the boy and his friends would take him to the river
 - g) the elephant could wade into the shallow part of the river
 - h) the boy's mother, miss may, would help him get food for jumbo
 - i) his sister charla would also help him care for jumbo
 - j) jumbo would look after the boy too
- 3 Put these words in alphabetical order:
 - a) young
 - b) animal
 - c) happy
 - d) zoo
 - e) ship
 - f) children
 - g) elephant
 - h) boat

Comprehension skills

- 1 What did the crow see on the window ledge?
- 2 What did the crow sit on while she was waiting?
- 3 Why do you think the crow waited for some time?
- 4 Where did the crow go after she took the cheese?
- 5 Who spotted the crow?
- 6 Why did the fox want the cheese?
- 7 What question did the fox ask the crow?
- 8 Why did the crow just nod instead of answering the question?
- 9 The fox gave the crow two compliments. What were they?
- 10 Who got to eat the cheese in the end?

Critical literacy

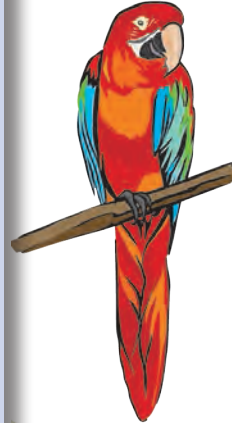
Thinking about the story

- 1 What lesson did the crow learn after the fox escaped with the cheese?
- 2 What lesson can you take from the story of The Fox and the Crow?

Thinking beyond the story

- 3 Birds have wings but foxes do not. What other birds can you name?
- 4 The crow could fly but some birds cannot fly. Name two birds that never fly.
- 5 Some birds such as parrots, peacocks and hummingbirds have beautiful bright coloured feathers. Draw a picture of a bright beautiful bird and give your bird a name.

Birds which fly



Parrot



Tucan



Hummingbird



John Crow

Birds which never fly



Penguin

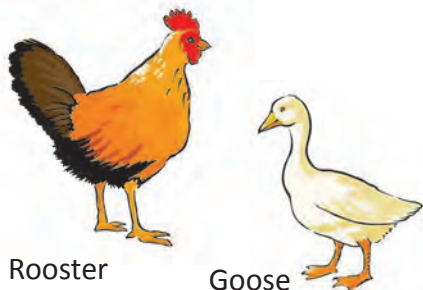


Kiwi



Emu

Birds which sometimes fly



Rooster

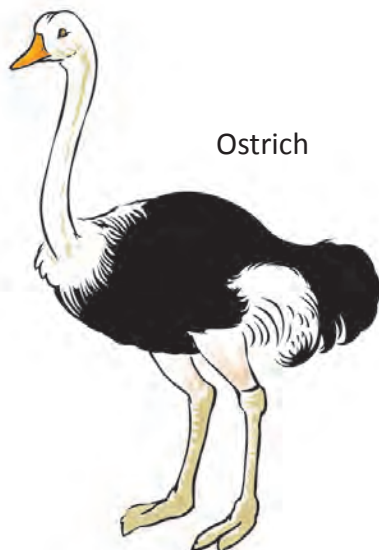
Goose



Duck



Turkey

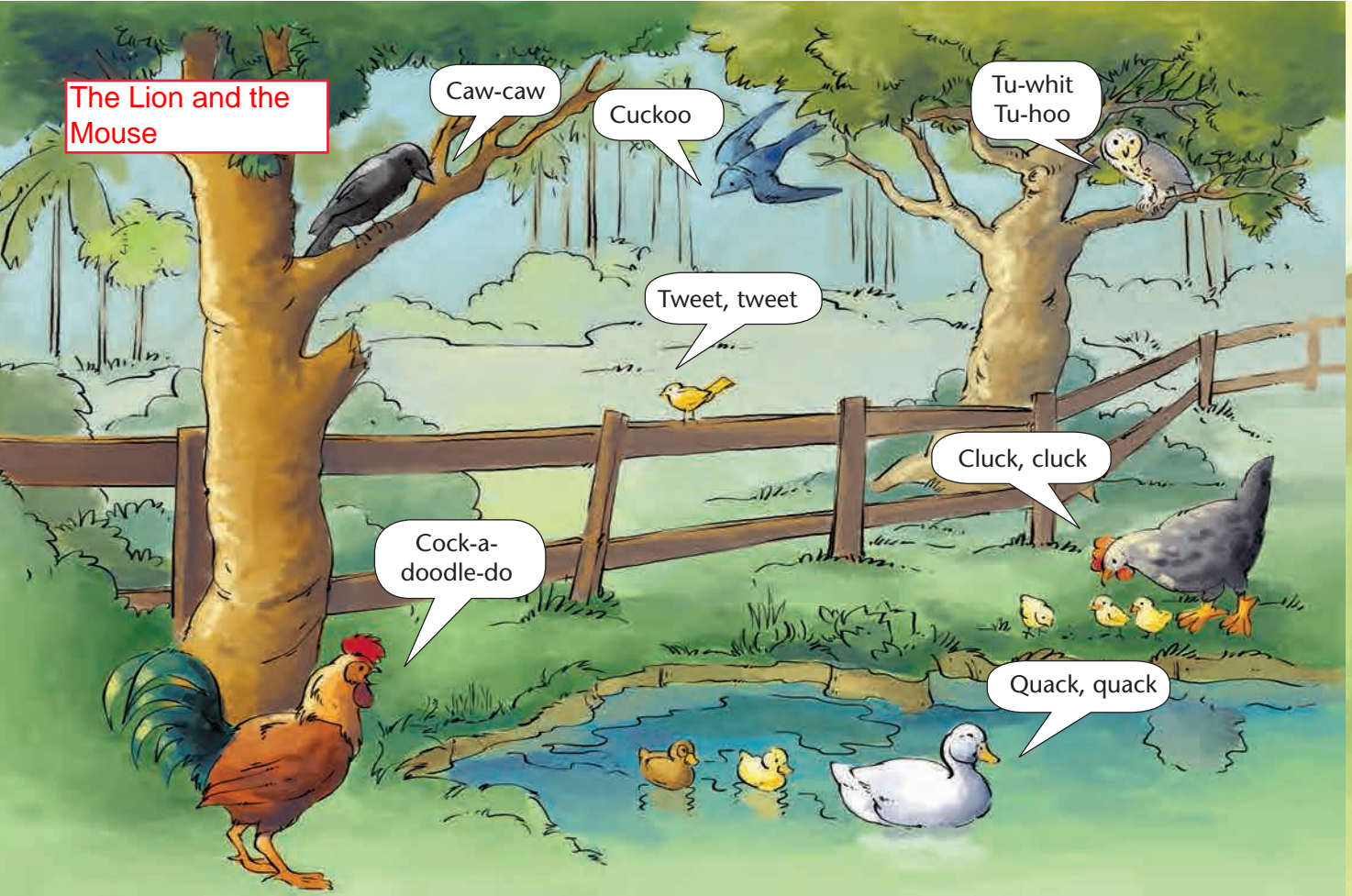


Ostrich

Language development

- 1
 - a) A bird has (six, four, two) legs.
 - b) A bird has a coat of (feathers, fur, scales).
 - c) A bird has a (horn, beak, tusk).
 - d) A bird (sings, bleats, neighs).
 - e) A bird has (two, three, four) wings.
 - f) A bird's house is called a (den, hive, nest).
 - g) A baby bird is called a (lamb, nestling, calf).
- 2 **a, e, i, o, u** are called vowels.
 - 6 Before a word beginning with **a, e, i, o,** or **u** you must always use **an** instead of **a**. Put **a** or **an** in each space.
 - a) The hummingbird is ___ beautiful bird.
 - b) It has ___ long, black tail.
 - c) The hummingbird will feed on nectar from ___ flower.
 - d) The John Crow is ___ important bird.
 - e) It is like ___ emperor in the sky.
 - f) This bird is called ___ scavenger because it helps to keep our environment clean.
 - g) To hunt a bird is ___ bad thing to do.
 - h) Birds need to be protected from ___ hunter's gun.
- 3 A singer is someone who sings. What name is given to someone who: dances, drives, climbs, swims, plays, jumps, speaks, teaches, drums, bakes?

The Lion and the Mouse



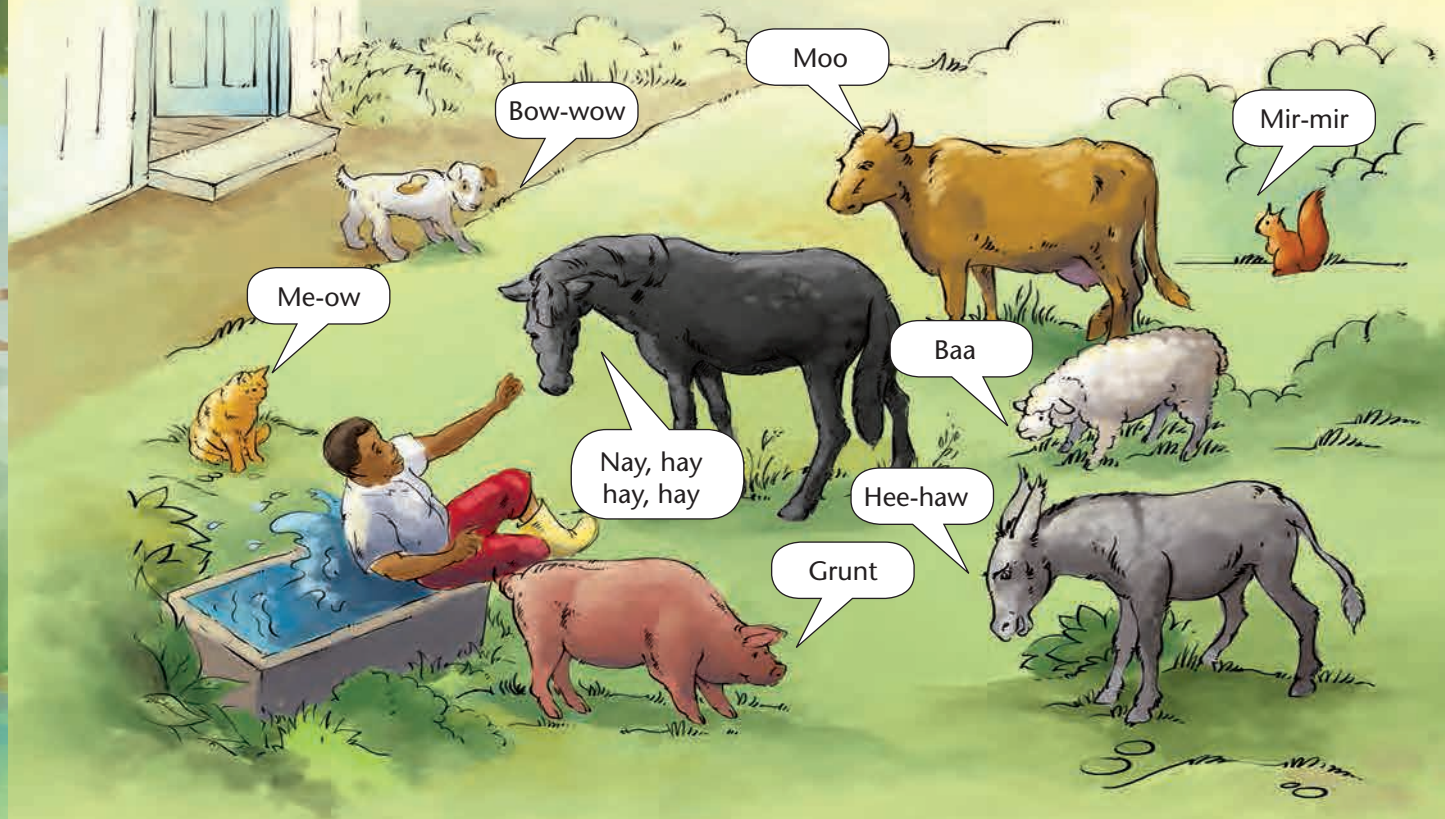
Comprehension skills

- 1 Which animal is bigger; the lion or the mouse?
- 2 Where was the lion when he was taking a rest?
- 3 Which part of the lion's body did the mouse try to cross over?
- 4 Which part of the lion's body did he catch the mouse with?
- 5 What does the mouse hear that tells her that the lion needs help?
- 6 What type of trap was the lion caught in?
- 7 How did the mouse free the lion from the trap?
- 8 What other special name is given to the lion in the story?

- 9 What did the lion say to the mouse after he was set free?
- 10 Where did the lion go after he was set free?

Animal noises

- 11 The dog says, "_____."
- 12 The cat says, "_____."
- 13 The sheep says, "_____."
- 14 The cow says, "_____."
- 15 The donkey says, "_____."
- 16 The horse says, "_____."
- 17 The pig says, "_____."
- 18 The duck says, "_____."
- 19 The cock says, "_____."
- 20 The robin says, "_____."
- 21 The crow says, "_____."
- 22 The owl says, "_____."
- 23 The hen says, "_____."



Language development

- 1 Which is biggest and which is smallest?
 - a) lion, mouse, dog, elephant, cat
 - b) apple, grape, raisin, lime, melon
 - c) sparrow, crow, ostrich, hen, eagle
 - d) pail, bath, jug, kettle, cup
- 2 Which should be put in each space – **a** or **an**?
 - a) _____ owl is _____ bird.
 - b) I have _____ uncle and _____ aunt.
 - c) _____ monkey is _____ animal.
 - d) _____ elephant has _____ trunk.
 - e) He ate _____ apple and _____ orange.
 - f) I ate _____ egg and _____ slice of toast.

- 3 Plural means more than one. To make nouns plural you usually add **-s** to the end. For example, dog becomes dogs. If a word already ends in **-s** or ends in **-x**, **-z**, **-sh** or **-ch**, then you need to add **-es** to the end for example bus becomes buses.

Makes these animal words plural.

- a) bird
- b) lion
- c) pig
- d) fox
- e) horse
- f) fish
- g) duck
- h) cow

Comprehension skills

- 1 Where was Kemani lying down?
- 2 Who was Kemani with?
- 3 What colours did Kemani see in the coral reef?
- 4 Why was Kemani tired?
- 5 How many pirates took Kemani away?
- 6 What was one pirate carrying on his shoulder?
- 7 What happened when Kemani tried to shout?
- 8 Where did the pirates take Kemani to?
- 9 What did the pirate leader order Kemani to do?
- 10 How did Kemani's friends wake him up?

Critical literacy

Thinking beyond the story

- 1 Kemani knew it was wrong to break the coral reef because it is a home to many special animals and plants and helps to protect the coast. Make a poster either by hand or on the computer to warn people not to damage coral reefs.
- 2 Islands are surrounded by beaches and coastlines. How many beaches can you name? Which of them have you visited?
- 3 When you go to the beach what do you do? List the activities that you like to do on the beach and name any special equipment or items that you need to take with you.
- 4 Think about your last visit to the beach. What could you see, hear, taste and smell?

Language development

1 Use **a** or **an**.

- a) Anancy is ____ spider.
- b) The pig has ____ curly tail.
- c) We saw ____ eagle in the sky.
- d) There is ____ ostrich at the zoo.

2 Make these words plural.

- a) spider
- b) shoe
- c) ship
- d) shade

3 Adjectives are for describing.

G Here are some adjectives from the stories you have read.

hairy black green blue huge long red small
yellow rough purple plain

- a) Which words are not colours?
- b) Write a sentence to describe a pirate using at least one of the adjectives in the list.
- c) Write a sentence to describe a coral reef using at least one of the adjectives in the list.

4 Sentences start with a capital letter and end with a full

G stop. The names of people are called proper nouns and they always have a capital letter.

Write each sentence correctly.

- a) sometimes, anancy wears a waistcoat
- b) ruffy wore blue and tufty wore red
- c) kemani had a dream about pirates
- d) the pirates took kemani to their ship



Comprehension skills

- 1 When does the dog meet the wolf?
 - a) early in the day
 - b) late in the day
- 2 What question does the dog ask the wolf?
- 3 How does the dog describe his master?
- 4 What job does the dog do for his master?
- 5 Which animal is thinnest?
 - a) the dog
 - b) the wolf?
- 6 What did the wolf see around the dog's neck?
- 7 What caused the mark?
- 8 When is the dog chained up?
- 9 What is he chained to?
- 10 What does the wolf wish the dog as he leaves?

Critical literacy

Thinking about the story

- 1 In the story, which animal do you think was the luckier, why?

Thinking beyond the story

- 2 Sometimes, animals like dogs are kept on a leash or chain. What reasons might there be for this?
- 3 Wolves are wild animals and dogs are tame animals. What are the differences between wild animals and tame animals?
- 4 Dogs can be trained to make them useful in some situations to help humans. Dogs that are trained to help humans are called working dogs. Name three types of working dogs and write a sentence for each to describe what they do.

Language development

1 Complete each sentence with one of these words:
fruit, bird, flower, animal, insect, vegetable, fish, tree.

- a) Wolf is the name of an _____.
- b) Robin is the name of a _____.
- c) Daisy is the name of a _____.
- d) Plum is the name of a _____.
- e) Carrot is the name of a _____.
- f) Oak is the name of a _____.
- g) Fly is the name of an _____.
- h) Shark is the name of a _____.

2 Singular means a single one. Plural means more than one.

G Complete these sentences.

- a) We say one **toy** but say ten _____.
- b) We say one **desk** but say six _____.
- c) We say one **brush** but say four _____.
- d) We say one **class** but say five _____.
- e) We say one **friend** but say many _____.
- f) We say one **monkey** but say three _____.
- g) We say one **ant** but say hundreds of _____.
- h) We say one **fox** but say two _____.

3 Name one animal that fits each description.

- a) An animal with wings.
- b) An animal with four legs.
- c) An animal with eight legs.
- d) An animal with no legs.
- e) An animal that has a tail.



Comprehension skills

- 1 Who had died?
- 2 Why didn't the king want to choose a thief as a watchman?
- 3 Who did the king send for?
- 4 Where was the great feast to be held?
- 5 What did each man have to walk through to get to the feast?
- 6 What was inside the large sacks?
- 7 What did the king want the men to do after the feast?
- 8 How many men got up to dance?
- 9 Why didn't the other men get up to dance?
- 10 How did the king feel at the end of the story?

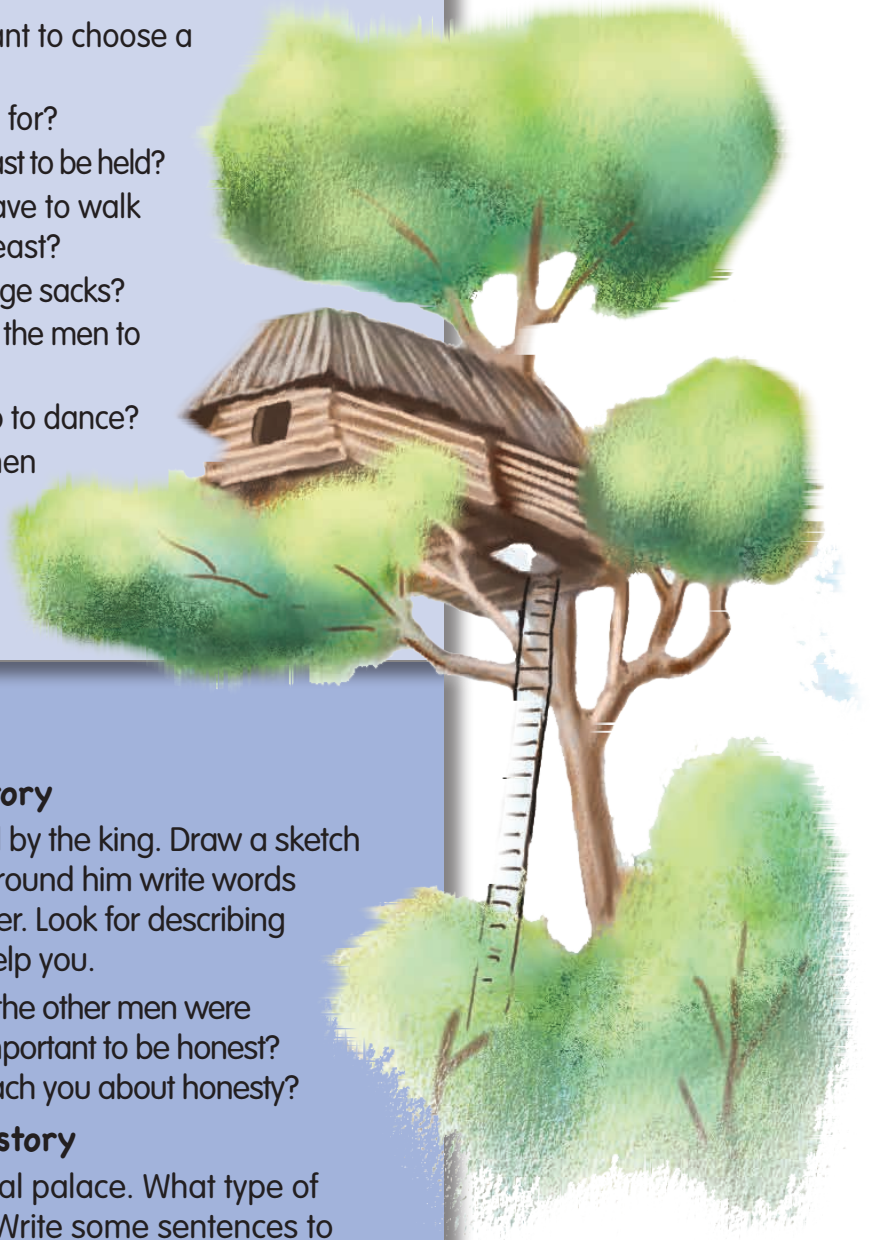
Critical literacy

Thinking about the story

- 1 The chief lord is trusted by the king. Draw a sketch of the chief lord, and around him write words to describe his character. Look for describing words in the story to help you.
- 2 One man was honest; the other men were not. Do you think it is important to be honest? What does the story teach you about honesty?

Thinking beyond the story

- 3 The king lived in a royal palace. What type of home do you live in? Write some sentences to describe your home.
- 4 People live in many different kinds of homes. Name some other types of homes that you know.
- 5 If you could live in any kind of home what would it be? Give some reasons why you would like to live there.



Language development

1 Use these words to complete the sentences:

nest, stable, sty, kennel, hive, coop, fold, byre, burrow, den.

- a) A bee lives in a _____.
- b) A bird lives in a _____.
- c) A dog lives in a _____.
- d) A pig lives in a _____.
- e) A horse lives in a _____.
- f) A cow lives in a _____.
- g) A rabbit lives in a _____.
- h) A hen lives in a _____.
- i) A lion lives in a _____.
- j) A sheep lives in a _____.

2 Singular . . . Plural

We say one **fork** but say two **forks**.

- a) We say one **baby** but say four _____.
- b) We say one **fairy** but say many _____.
- c) We say one **dish** but say many _____.
- d) We say one **monkey** but say four _____.
- e) We say one **man** but say five _____.
- f) We say one **mouse** but say many _____.
- g) We say one **sheep** but say six _____.
- h) We say one **deer** but say many _____.

3 Put **a** or **an** in the spaces.

- a) He had ___ stamp and ___ envelope.
- b) They played ___ organ and ___ piano.
- c) We saw ___ ox and ___ ass.

Comprehension skills

- 1 What is the relationship between Peter and Mary?
- 2 Where were Peter and Mary taking a walk?
- 3 What was the animal doing when they found it?
- 4 What was the animal's coat like?
- 5 Who did they want to show the animal to?
- 6 Why did Mary warn Peter to be careful?
- 7 Where did Peter lay the animal down?
- 8 Where did the animal disappear to?
- 9 Why was their father laughing?
- 10 What type of animal was it?

Critical literacy

Thinking about the story

- 1 Look closely at the pictures alongside the story. How do you think it made Mary feel when she thought that the animal was dead?

Thinking beyond the story

- 2 Do you have a brother or sister? What are they like? Write some sentences to describe a brother or sister. If you don't have any siblings, then you can write about another person in your family such as a cousin or a grandparent.
- 3 The opossum has a fur coat; birds have feathers. Other animals have different coverings. Give some examples of animals and say what type of covering they have.

Coverings



Feathers



Thick skin

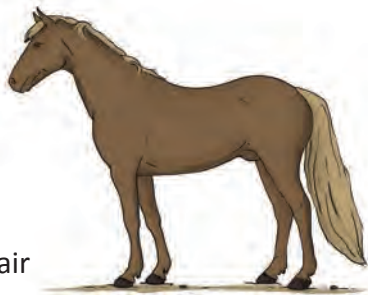


Fur

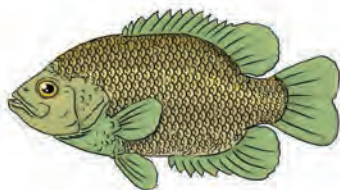


Sphines

Coverings



Hair



Scales



Wool



Shell

Language development

1 Complete each sentence with a word from this list:

hair, wool, fur, thick skin, spines, scales, feathers, shell.

- A lamb has a coat of _____.
- A parrot has a coat of _____.
- A fox has a coat of _____.
- A tortoise has a coat of _____.
- A herring has a coat of _____.
- A porcupine has a coat of _____.
- A camel has a coat of _____.
- An elephant has a coat of _____.

2 Write these sentences correctly.

- we met david and nancy on tuesday
- last saturday was the first day of october

3 Use **a** or **an**.

- The hunter had ___ bow and ___ arrow.
- She wore ___ cap and ___ apron.
- The man hurt ___ arm and ___ leg.

4 Give the word for more than one:

- chair, b) box, c) loaf, d) story,
- donkey, f) foot.

5 We often see the two together.

- cup and s____r
- knife and f__k
- bread and b____r
- ham and e_g
- pepper and s__t
- sugar and m__k

The whip hit him hard. He ran, and the whip ran after him. He hid behind the trunk of the tree and the whip found him; he jumped and the whip jumped; he climbed over the hedge that divided the field from the road and the whip climbed after him. He pulled the long, green leaf of the banana-tree round him, but the whip found him. He ran as fast as he could towards the forest, calling out for help, the whip chasing him.

There was only one thing to do. Anansi climbed a tree and took the shape of a spider. The whip climbed the tree but could not find him. It did not see the spider hiding under a green leaf.



Comprehension skills

- 1 Who was laughing at Anansi?
- 2 What was Anansi's mother doing at the stream?
- 3 Who was Anansi going to stay with and how long did he plan to be there?
- 4 What type of tree did Anansi fall asleep on?
- 5 When did Anansi first see the pot?
- 6 What was the pot made from?
- 7 What did the pot say that its name was?
- 8 What does Anansi say that his wife loves to do?
- 9 Who peeped through the keyhole when Anansi was cooking?
- 10 Who washed the pot?
- 11 What type of leaf does Anansi pull around him for protection from the whip?
- 12 How does Anansi escape from the whip in the end?

Critical literacy

Thinking beyond the story

- 1 Cooking is an essential part of life. Food has smells and tastes that make us happy. Draw a big pot on a piece of paper. Inside the pot write words to do with the smells and tastes of food that make you happy. Look for words used to describe food in the story to help you.
- 2 Anansi cooked a meal for his mother, his wife and his children. They ate it together as a family. Who do you eat most of your meals with? Do you have meals as a family each day or for celebrations? Write about a family meal you have enjoyed. You can add a picture if you wish.
- 3 Do some research about spiders and then answer these questions. You can look at books or you can use the internet to find out facts. Have an adult help you if you use the internet. Write out your answers in complete sentences.
 - a) Where do spiders live?
 - b) What is the name given to their homes?
 - c) How many legs does a spider have?
 - d) What is the name of a very dangerous spider?
 - e) What does a spider use its web for?

Comprehension skills

- 1 Where did the mice go in search of crumbs?
- 2 What else did the mice search for as well as crumbs?
- 3 What colour was the tabby cat?
- 4 How many times a day did the cat clean herself?
- 5 What did the cat do to clean herself?
- 6 What were the mice worried would happen if they could not search for food?
- 7 Which mouse came up with a plan?
- 8 Why would it be helpful if the cat had bell?
- 9 What excuse did the young mouse give for not putting the bell on the cat?
- 10 What advice did the wise old mouse give to the other mice?

Critical literacy

Thinking about the story

- 1 Do you agree that the young mouse's plan was a 'splendid idea'? Explain why or why not.

Thinking beyond the story

- 2 All animals and humans need to stay clean to stay healthy. Cats stay clean by licking themselves. Humans stay clean in other ways. How do you keep yourself clean and healthy? Write about the things you do every day to stay clean.
- 3 Other animals have unusual ways to stay clean too. How does an elephant keep clean? Which part of its body do you think it uses and what does it do?



Language development

1 Read these words:

bell, brush, pan, match, pencil, needle, book, soap, chair, ladder.

Which of them are used in:

sweeping, writing, sitting, ringing, washing, climbing, lighting, reading, cooking, sewing?

- 2 a) Ice is cold, but fire is _____.
b) Soot is black, but snow is _____.
c) A hare is fast, but a snail is _____.
d) A giant is tall, but a dwarf is _____.
e) The sun shines by day, but the moon shines by _____.
f) A door will open or _____.
g) A tap can be turned off or _____.
h) A sum is correct or _____.
i) A knife may be blunt or _____.
j) A puzzle may be easy or _____.

3 Put **I** or **me** in the spaces.

- a) _____ want to read the book.
b) He asked _____ about the pencil.
c) _____ fell on the floor.
d) Do you wish _____ to go?
e) My mother gave it to _____.
f) _____ am waiting for my sister.

4 The proper names of persons and places should always **G** start with a capital letter.

Write these words correctly.

- a) tom brown, connie jones, richard miller, lily taylor
b) mr smart, mrs cook, miss clark, master young
c) queen elizabeth, prince charles, princess anne
d) tobago, bridgetown, kingston, st. lucia
e) africa, india, china, canada, england, america

5 Give words opposite in meaning to: up, big, bad, top, sad, wide, thick, cruel, lost, buy.

Comprehension skills

- 1 What type of house did the old man live in?
- 2 What did the old man do every night?
- 3 How did the robber know that the old man had gold?
- 4 What made the robber angry?
- 5 Where did the robber decide to sleep?
- 6 Who came dancing down the path?
- 7 When exactly did she come dancing down the path?
- 8 What did the fairy touch the gold coins with?
- 9 What did the gold coins turn into?
- 10 What did the robber turn into?

Critical literacy

Thinking about the story

- 1 In this story there are two characters who are not very nice: the old man and the robber. Imagine that you are the fairy. Write about how you feel towards either the old man or the robber. Give reasons for your feelings.

Thinking beyond the story

- 2 The fairy turned the coins into bright yellow daffodils. There are many types of flowers in all colours of the rainbow. What types of flowers do you know and what colours are they? Draw and label some flowers in a garden.
- 3 Flowers are beautiful, but you should not pick wild flowers. Animals need them for food and bees need them for pollen. Without flowers many animals are at risk. Design a poster to tell people not to pick wild flowers.



Fangipani



Hibiscus



Celosia



Wild sage



Zinnia



Coralita



Wedelia (wild daisy)



Bouganvillea



Passion fruit vine



Ipomea



Ixoras



Plumbago

Language development

- 1 Use these words to complete the sentences:
 rose, daisy, heather, grass, buttercup.
 - a) As green as the ____.
 - b) As white as a ____.
 - c) As yellow as a ____.
 - d) As red as a ____.
 - e) As purple as the ____.
- 2 Write each sentence correctly.
 - a) i met mr smith on thursday
 - b) new york is a great city in america
 - c) we will visit london at easter
- 3 Give the plural of:
 - a) cup
 - b) table
 - c) boy
 - d) poppy
 - e) wolf
 - f) tooth.
- 4 Give the opposites of the **bold** words.
 - a) Tom was **rude** but Fred was ____.
 - b) Summer is **hot** but winter is ____.
 - c) A stone **sinks** but a cork ____.
- 5 Put **I** or **me** in the spaces.
 - a) ____ bought some sweets.
 - b) She pushed ____.
 - c) Give ____ that paper.
 - d) In the garden ____ saw a bird.

Comprehension skills

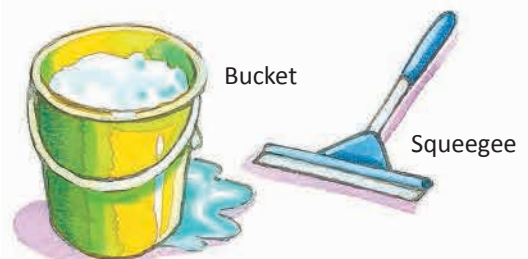
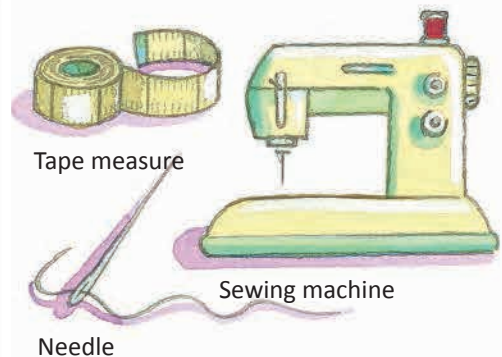
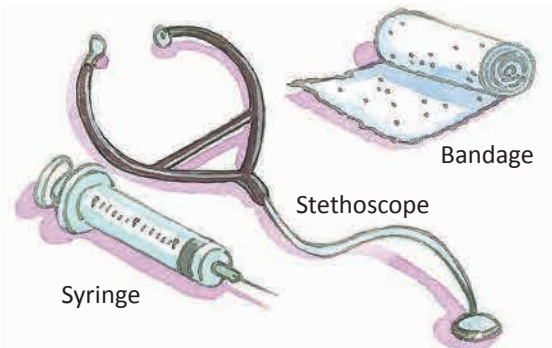
- 1 Who did the woodcutter live with?
- 2 What tool did the woodcutter use to chop branches?
- 3 What type of bushes was the old man caught in?
- 4 Why did the old man want to help the woodcutter?
- 5 What was the first thing that the woodcutter said they could wish for?
- 6 What type of house did the woodcutter's wife want to wish for?
- 7 What titles did the woodcutter say he and his wife could wish for?
- 8 What type of food appeared on the table?
- 9 Why was the woodcutter's wife angry?
- 10 How do you think the woodcutter and his wife feel at the end of the story?

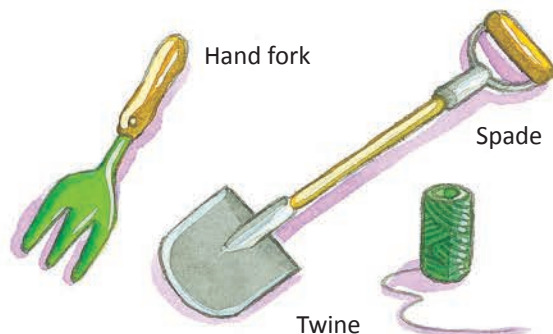
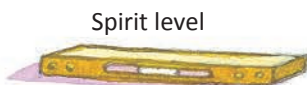
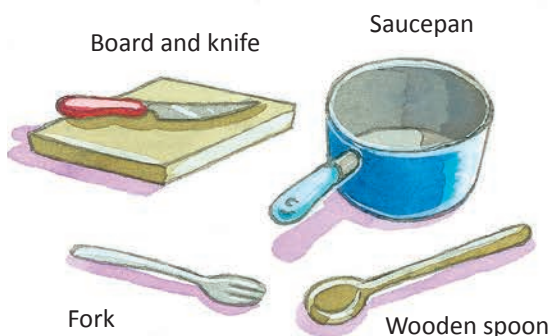
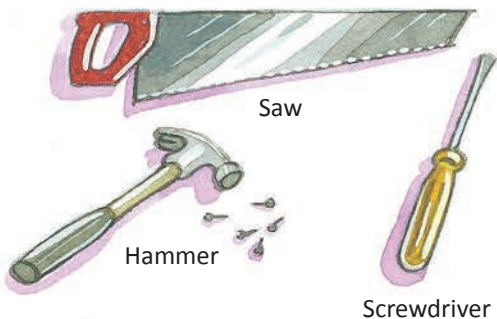
Critical literacy

Thinking beyond the story

- 1 If you could have three wishes, what would you wish for first and why?
- 2 A woodcutter's tool is an axe. Look at the tools on the left. Who uses those tools? Write some sentences about jobs and tools. Here is an example: A gardener uses a spade to dig.

Working tools





Language development

1 Use these words to complete the sentences: spade, axe, knife, hammer, saw, sponge, key, brush.

- He cut the bread with a _____.
- He locked the door with a _____.
- He dug the garden with a _____.
- He hit a nail with a _____.
- He washed the car with a _____.
- He chopped down the tree with an _____.

- He painted the walls with a _____.
- He cut through the plank with a _____.

2 A noun is the name of any item. Pick out the nouns in these sentences.

G

- Cows eat grass.
- The girl wrote a letter.
- The child dropped the doll on the floor.
- After supper, the children went to bed.
- The parcel came from Paris in France.
- Hens lay eggs.
- A boy kicked the ball.
- The man lit his pipe with a match.
- Near the cave, the hunters saw a fire.
- Next Sunday will be the last day of April.



Comprehension skills

- 1 What was the temperature like on the day of the story?
 - a) warm and sunny
 - b) cold and snowy
- 2 What size was the bear?
 - a) small b) medium c) large
- 3 What was the fox carrying?
- 4 How had the fox come to have the items he was carrying?
- 5 Which part of his body does the fox say he uses to catch fish?
- 6 What does the fox tell the bear to do to the ice?
- 7 When did the bear go fishing?
- 8 When did the bear stop fishing?
- 9 What happened when the bear pulled on his own tail?
- 10 What happened when the bear gave his tail a very hard pull?
- 11 How many fish did the bear catch?
- 12 What remained stuck in the ice?



Critical literacy

Thinking about the story

- 1 The story tells us about a sly fox who tricks a bear, and the bear gets hurt. How do you feel about what the fox did? Do you think the fox behaved in a good way towards the bear? Write about how the fox makes you feel.

Thinking beyond the story

- 2 There are many different ways and reasons to go fishing. Look at the pictures on this page and write some sentences to describe different ways to fish.

Language development

- 1
 - a) A fish lives (in the air, on land, in the water).
 - b) A fish (walks, swims, flies).
 - c) A fish has (fins, arms, legs).
 - d) A fish is covered in (wool, scales, feathers).
 - e) A fish has (big eyes, small eyes, no eyes).
- 2 Pick out the nouns.
 - a) Mice like cheese.
 - b) The lady bought a hat.
 - c) The dog chased a cat down the road.
 - d) In the morning the ducks swam across the river.
 - e) On Friday the Queen returned to London.
- 3 We use **is** when we are speaking of one. We use **are** when we are speaking of more than one.
G Put **is** or **are** in the spaces.
 - a) My plate ___ empty.
 - b) The kittens ___ young.
 - c) Your shoes ___ wet.
 - d) His knife ___ sharp.
 - e) He ___ angry.
 - f) We ___ sorry.
- 4 Give the words opposite in meaning to:
 - a) empty
 - b) young
 - c) wet
 - d) sharp
 - e) high.

Comprehension skills

- 1 What type of ground was the ox walking through?
- 2 What did some of the young frogs sink into?
- 3 Who did the lucky frog quickly go to?
- 4 What was the mother frog proud of?
- 5 Where were the lucky frog and his mother sitting?

Critical literacy

Thinking beyond the story

- 1 What is a baby frog called? What are other baby animals called? Use books or the internet to do some research and list the names of baby animals. Have an adult help you if you use the internet.
- 2 Often when we are excited, scared, happy or sad we want to run to tell our Mom or Dad. Think of a time when you have wanted to tell your Mom or Dad something important to you. What did you want to tell them and how did they react? Write a paragraph about that time. You may also draw a picture if you wish.



Comprehension skills

- 1 What were the sun and the wind arguing about?
- 2 What was the man wearing?
- 3 Where was the man walking?
- 4 What were the sun and the wind trying to make the man do?
- 5 What did the man do with his coat when the wind blew strong?
- 6 What was the first thing that the sun did?
- 7 What did the man do with his coat when the sun shone bright?
- 8 What did the man use his hat for?
- 9 Where did the man take shelter?
- 10 How did the sun feel when it set that night?

Critical literacy

Thinking about the story

- 1 The sun tried to make the man stop in a gentle and pleasant way but the wind tried by making noise and bullying the man. Which way do you think was better? What can you learn from this story?

Thinking beyond the story

- 2 The sun and wind are two types of weather conditions but there are many more. Use a dictionary to find out what these weather conditions are:
 - a) hurricane
 - b) typhoon
 - c) tornado
 - d) hail
 - e) thunder
 - f) lightning.

Comprehension skills

- 1 What baby animal did the master bring home from the woods?
- 2 What is special about the relationship between Betty and Harry?
- 3 Where did they put the baby animal?
- 4 What was the first thing the cat did to the baby animal?
- 5 What could the baby animal not yet do by himself?
- 6 What did the cat do for the baby animal at night?
- 7 What would the cat do if a dog came near?
- 8 As the animal grew, what was his tail like?
- 9 Why did the cat shout 'Come down at once!'?
- 10 What did the animal throw at the cat?

Language development

- 1 What names are given to young:
a) cats b) dogs c) sheep
d) pigs e) rabbits f) goats
g) cows h) horses?
- 2 What names are given to young:
a) foxes b) wolves c) lions
d) bears e) hens f) birds
g) ducks h) geese?
- 3 Some animals sleep through winter. This is called hibernating. Name two animals which hibernate.



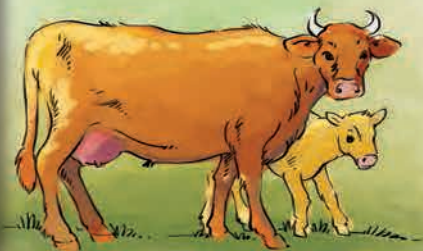
A cat and a kitten



A sheep and a lamb



A rabbit and a rack



A cow and a calf

Language development

1 Use these words to complete the sentences:

sheep, hen, cat, pig, goat, duck, horse, dog.

- a) A kitten is a baby ____.
- b) A puppy is a baby ____.
- c) A lamb is a baby ____.
- d) A piglet is a baby ____.
- e) A chick is a baby ____.
- f) A duckling is a baby ____.
- g) A foal is a baby ____.
- h) A kid is a baby ____.

2 A verb is a doing word. Pick out the doing words.

- G** a) The man walked quickly.
- b) My sister wrote a letter.
- c) On the table stood a lamp.
- d) The girl lay where she fell.
- e) She stopped and looked round.
- f) The sun shone brightly.
- g) The teacher spoke to the class.
- h) Up the high pole climbed the monkey.
- i) The boy came when I shouted.
- j) He ran well and won a prize.

3 Choose the correct word in brackets.

- a) He (would, wood) not chop the (would, wood).
- b) (Sum, Some) boys did the wrong (sum, some).
- c) I (knew, new) that she had bought a (knew, new) hat.
- d) No (one, won) could tell who had (one, won) the race.
- e) Last (week, weak) the child was ill and (week, weak).



Comprehension skills

- 1 Who was screaming through town about a sea monster?
- 2 Where was the crowd gathered?
- 3 How tall was Ren?
- 4 How had the sea monster been caught?
- 5 How did Ren manage to get through the crowd?
- 6 How are the sea cow's eyes described?
- 7 How long was the sea cow?
- 8 What other animal is as long as a sea cow?
- 9 What other feature does the sea cow have on its face?
- 10 Who did Ren decide to call?

Critical literacy

Thinking about the story

- 1 What do you think happened next? Will the sea cow be saved? Write your own ending to the story.

Language development

- 1 Pick out the verbs.
 - a) Manatees live in the Caribbean, Florida and the Gulf of Mexico.
 - b) They eat only plants.
 - c) Human beings are a threat to manatees.
 - d) Sometimes people kill manatees because they are afraid of them.
 - e) Ren liked the manatee.
 - f) He saved it.
 - g) We need more people like Ren.
 - h) If we do not save the manatees, they will become extinct.

2 Make a fact sheet on an animal or bird from your island.

Begin like this:

Facts about ____

1 It lives in ____.

2 It is ____ in colour.

3 Fill in the blanks using the following words: world, endangered, animals, extinct, protected, care, needs.

a) We need to ____ for animals.

b) ____ have to be protected.

c) Some animals are in danger of becoming ____.

d) The world ____ animals.

e) The blue iguanas in Grand Cayman are ____.

f) There are not many lynxes left in the ____.

Facts about the sea cow

1 Sea cows are also called manatees.

2 They are mammals that live in the sea and are related to elephants.

3 They are blackish-grey in colour.

4 Weighing between 300 to 500 kilograms, they are on average 3 metres long.

5 They are large and have a flat paddle-shaped tail.

6 Manatees can be found in slow-moving rivers and coastal areas.

7 They are gentle creatures.

8 Most of their time is spent eating, resting and travelling.

9 Manatees are an endangered species.

10 It is illegal to kill a manatee.

Comprehension skills

- 1 Who lived on the farm?
- 2 How did Nan and Dick travel to the farm?
- 3 What time did Nan get up every morning?
- 4 What did Nan do after breakfast?
- 5 What did the chickens eat?
- 6 What did the piglets eat?
- 7 Who was Daisy?
- 8 What was growing in the fields?
- 9 Who was Betty?
- 10 Why are sheep sheared in summer time?
- 11 What tool did Dick use to throw the hay bales onto the cart?
- 12 What did Fred do each night beside the fire?

Critical literacy

Thinking beyond the story

- 1 Farming is an important job because it provides food for us to eat. The farm in the story grows potatoes and turnips. What crops are grown on your island? Is your island well known for particular fruits or vegetables?
- 2 Do you think that being a farmer is a tough job or an easy job? Use the stories to help you to decide and then write about what you think are the good parts and the bad parts about being a farmer.

Language development

1 Use these words to complete the sentences:

leather, wool, paper, wood, glass, silk, rubber, steel, china, silver.

- a) A table is made of _____.
- b) A window is made of _____.
- c) A book is made of _____.
- d) A shoe is made of _____.
- e) A jersey is made of _____.
- f) A ring is made of _____.
- g) A ball is made of _____.
- h) A knife is made of _____.
- i) A ribbon is made of _____.
- j) A cup is made of _____.

2 Give words opposite in meaning to the following.

- a) shallow
- b) pretty
- c) early
- d) inside
- e) start
- f) front

3 Pick out the nouns.

- a) The price of the book was five dollars.
- b) The mouse pulled the cheese into the hole.
- c) Father and Jane went to Liverpool by train.

4 Pick out the verbs.

- a) The ball broke the window.
- b) I told him how I knew.
- c) Run away and play.

5 Choose the correct word in brackets.

- a) She told a (tale, tail) about a cat's (tale, tail).
- b) He will (right, write) to say that you are (right, write).
- c) (Our, Hour) train leaves in an (our, hour).
- d) (To, Two) men went (to, two) the market.
- e) (Their, There) books are lying over (their, there).

Comprehension skills

- 1 What is the name of the cat?
- 2 Why do you think he has this name?
- 3 What are the names of the siblings in the story?
- 4 How many goldfish are there in the bowl?
- 5 Which part of its body does the cat use to try and catch the fish?
- 6 Where did Jim keep his little toy fish?
- 7 What did the children hide behind while they watched the cat?
- 8 How did the cat get up onto the table?
- 9 What happened when the cat tried to eat the first toy fish?
- 10 What did the toy fish taste like?

Critical literacy

Thinking about the story

- 1 Look closely at the pictures alongside the story. How do you think the children felt after they had tricked the cat? Write about how the children felt and explain how you know.
- 2 Imagine that you were either the cat or the fish in this story. Which animal would you rather be? Can you say why?



Language development

- 1 a) A cat is (a bird, an animal, a fish).
b) A cat has (two, four, six) legs.
c) A cat has a coat of (wool, feathers, fur).
d) A cat (mews, barks, crows).
e) A cat's foot is called a (hoof, horn, paw).
f) A baby cat is called a (puppy, kitten, calf).
g) A cat is fond of (cold, heat, ice).

2 We use **was** when we speak of one.

G We use **were** when we speak of more than one.

Put **was** or **were** in the spaces.

- a) The book _____ lost.
- b) The boys _____ hungry.
- c) The dishes _____ broken.
- d) The place _____ dark.
- e) She _____ happy.
- f) They _____ glad.

3 Give the plural of:

- a) wall, b) calf,
- c) match, d) goose,
- e) puppy.

4 Choose the correct word in brackets.

- a) We could not (sea, see) the (sea, see).
- b) The boy (threw, through) a stone (threw, through) the window.
- c) I (herd, heard) the lowing of the (herd, heard) of cattle.
- d) The brown (bear, bare) chased the Native American who had (bear, bare) feet.
- e) The man (blue, blew) till he was almost (blue, blew) in the face.



Comprehension skills

- 1 Who was the king of the forest?
- 2 Who did Dog claim was the weakest of the animals?
- 3 Which animals were hiding under the leaves when Anansi met Tiger?
- 4 What did Anansi do when he met Tiger?
- 5 Name two items that are named after Tiger.
- 6 What was Tiger doing with his tail while he talked to Anansi?
- 7 Where does Snake live?
- 8 Who was watching Tiger and Anansi from up high in a tree?
- 9 What day was it when Anansi spoke to Tiger?
- 10 What fruit does Anansi use to try to trap Snake on Wednesday?
- 11 What food does Anansi use to try to trap Snake on Thursday?
- 12 Why didn't Anansi try to trap Snake on Friday?
- 13 What type of tree does Anansi compare Snake's length to?
- 14 Why did Snake have to shut his eyes?
- 15 Why did the animals fall silent?

Critical literacy

Thinking about the story

- 1 Choose one of the following characters from the story:

Anansi, Tiger, Dog, Snake

Write about what you think of your chosen character and their actions in the story. Say whether you like the character or not and give a reason why.

Comprehension skills

- 1 Who did the shoemaker live with?
- 2 Where did the shoemaker leave the pieces of leather when he went to bed?
- 3 Where did the shoemaker hide when he stayed up to watch who was helping him?
- 4 What time did the elves appear?
- 5 Did it take the elves a very long time to make the shoes?
- 6 Why did the shoemaker want to thank the elves?
- 7 Why did the shoemaker's wife want to make clothes for the elves?
- 8 Where did they leave the clothes for the elves?
- 9 What did the elves do when they found their new clothes?
- 10 How do you think receiving the gifts made the elves feel?

Critical literacy

Thinking beyond the story

- 1 It is important to say thank you when somebody has done something kind or helpful for you, just like the shoemaker and his wife said thank you to the elves. Think of a time when you have said thank you to somebody. What did they do for you? How did you thank them? How did their help or kindness make you feel? Write about this time. You may include a picture if you wish.
- 2 The shoemaker first stays up to watch the elves at Christmas time. Christmas is a special time. Make a bright collage of words you know that are related to Christmas.

Comprehension skills

- 1 Who did John live with?
- 2 What did John do for work?
- 3 What type of home did John live in?
- 4 What was the weather like when John was sat on his doorstep?
- 5 What did John do with the apples that people gave to him?
- 6 Where did John put all the apple cores?
- 7 How did the people of the village feel about John?
- 8 How did the boys and girls of the village feel about John?
- 9 What item did John carry in his hand as he walked away from his home?
- 10 What did John use this item for as he walked far into the country?
- 11 What did a farmer offer to John?
- 12 Eventually, what was the result of John's actions?

Critical literacy

Thinking beyond the story

- 1 The story tells us that John was a kind old man. We should look after elderly people because sometimes they need our help. Do you have elderly grandparents or neighbours? How do you think you could help them? Write about some ways you help or could help elderly people.
- 2 Apples are a type of fruit and they are healthy to eat. Do you like apples? How would you describe their taste? Describe the taste of an apple and then choose two more fruits and describe what they taste like.

Comprehension skills

- 1 Who is Cameron?
- 2 Who is Travis?
- 3 Who is Marlon?
- 4 What type of operation is Cameron going to have?
- 5 Where was Cameron when he met the school bully?
- 6 What name does the bully first call Cameron?
- 7 Where did Marlon appear from?
- 8 What did the bully do that made Cameron flinch?
- 9 What does the bully say he could do in one puff?
- 10 What does the bully deliberately do at the end of the story?

Language development

- G** Past tense verbs usually end in **-ed** but **caught** is the past tense of **catch** and **were** is the past tense of **are**.

Write down the past tense verbs in these sentences.

- 1 Fishermen caught a dolphin with two extra fins.
- 2 The two extra fins were the size of a hand.
- 3 Perhaps dolphins lived on land a long time ago.
- 4 In Delhi, in India, they captured many monkeys which had come into the town.
- 5 African snails destroyed many crops in Barbados.
- 6 Write two words to replace each of these words found in the story.
 - a) isn't
 - b) didn't
 - c) haven't
 - d) You're
 - e) It'd