

Primary School ENGLISH

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LEADERS HIISES

High Intense Interactive Stimulativr Education System
UNLEASHING TOMORROW'S TOP LEADERS

LEADERS PRIMARY **English**

Learner's Book **1**

EDITORS
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This Learner's Book will take you through Stage 1 of the Cambridge Primary curriculum. It has nine units of lessons and activities to help you with:

 Speaking and listening skills

 Reading skills

 Writing skills

 Active skills

The nine units teach different things.

Three units are about fiction:

- Playing with friends (Unit 1)
- Joining-in stories (Unit 4)
- Make-believe stories (Unit 7)



Three units are about non-fiction:

- Finding out and making (Unit 2)
- Reading to find out (Unit 5)
- Things that have happened (Unit 8)



Three units are about rhymes and poetry:

- Rhyme time (Unit 3)
- Rhyme time 2 (Unit 6)
- Poems and rhymes on a theme (Unit 9)



In most units you will:

- Talk about new ideas
- Learn new words
- Talk with your teacher and friends in your class about the topics
- Act, sing, make things and play games
- Read.

I'm a good reader!



- Write (in your notebook or on paper, not in this book).

You will work in different ways:

- With your teacher and the whole class
- With your teacher in a group
- With a talk partner or in a group of friends
- On your own (when you are ready).

This friendly duck gives you tips and tells you what to do. The duck may ask you questions.

That's me!
I'm here to help!



The Tip box can give you quick easy tips on various skills.

Tip

These tips give you handy hints as you work.

On pages 152–158 you will find extra fun things to do.

We hope you enjoy learning English with us!

Gill Budgell and Kate Ruttle

1 Playing with friends

1

A



Look at these pictures of children racing.

We are in a swimming race.



swim

race



run

We are in a running race.

We are in a bike race.



ride a bike

Do you like to race?

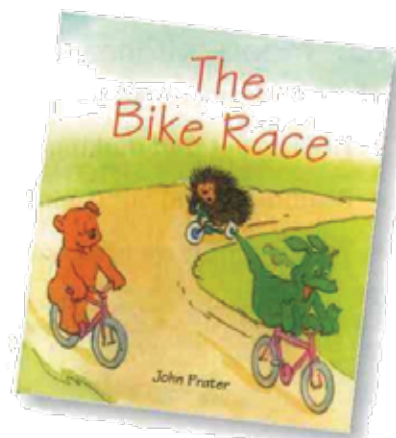
What do you get if you win a race?

B



Read this story. It is about three friends.

They have a race.



Hedgehog



Bear



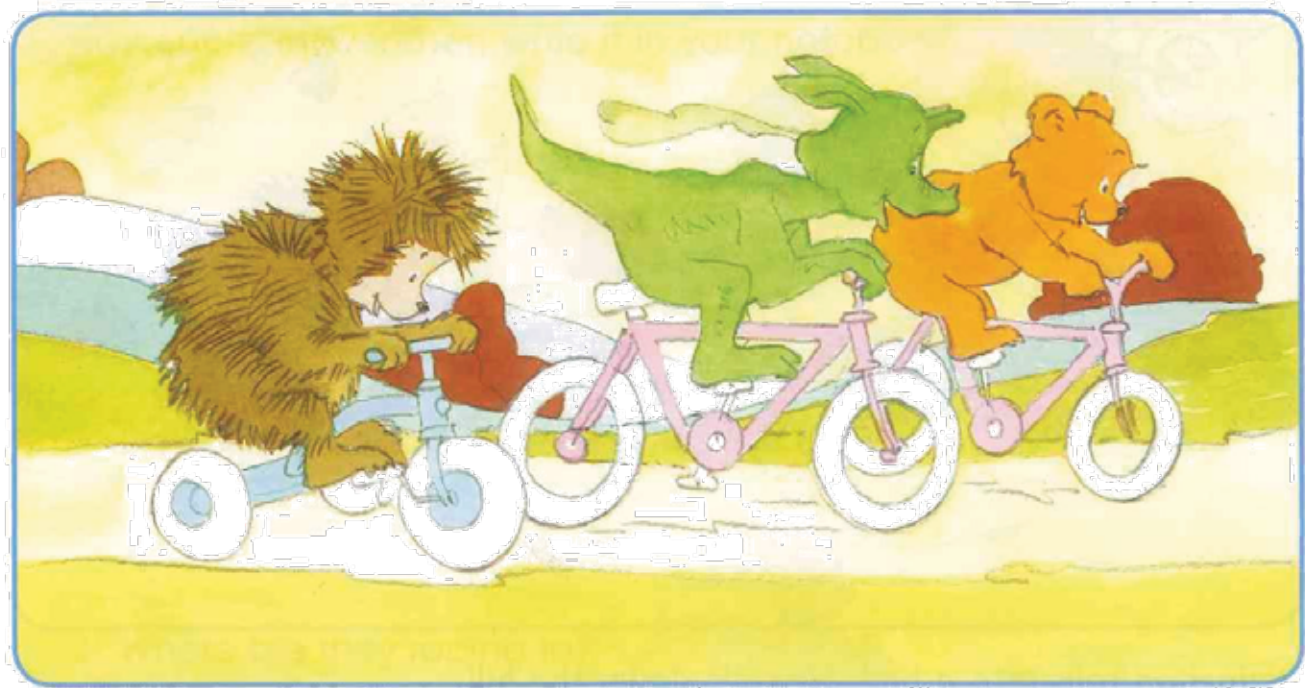
Dragon

The Bike Race



"Let's ride to the big tree," says Hedgehog.

"Yes. Let's have a race!" say Dragon and Bear.



"Get set ... GO!" says Hedgehog.

Dragon and Bear go very fast.



"Wait for me!" says Hedgehog.



Dragon and Bear go very fast down a hill.



Hedgehog rolls into a ball. He rolls down the hill.



"I am the winner!" cheers Hedgehog.

2

A



Read each question. Look at each picture.

Say each answer then write it in your notebook.

1 Who is this?



2 Do Bear and Dragon go very fast?



3 Where are they racing to?



B  Say what they are doing.



Dragon is riding
his bike.



Tip

Words to help you:

running sleeping sitting jumping

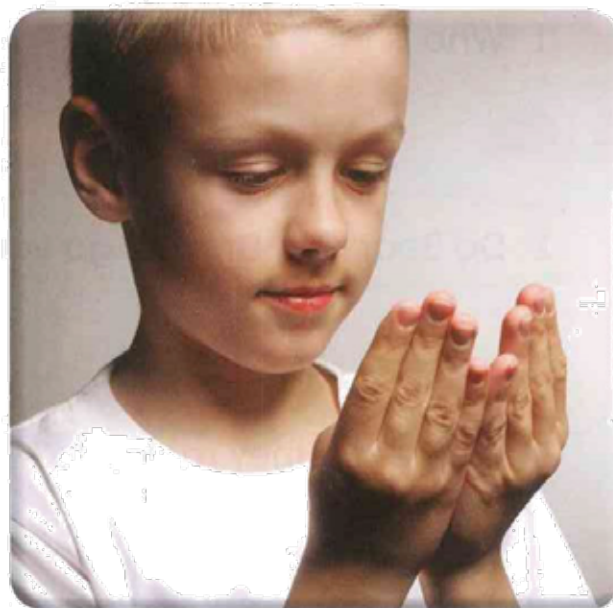
C  Choose an action word.

Act it out.

Can the class guess what
you are doing?



He is reading.



3

A



Look at the pictures of *The Bike Race*.

Use the pictures to retell the story to a friend.



Let's ride to the big tree.
Let's have a race.



B



Act out the story.

Who will be Bear?

Who will be Dragon?

Who will be Hedgehog?

4

A



What games do you like to play?

B

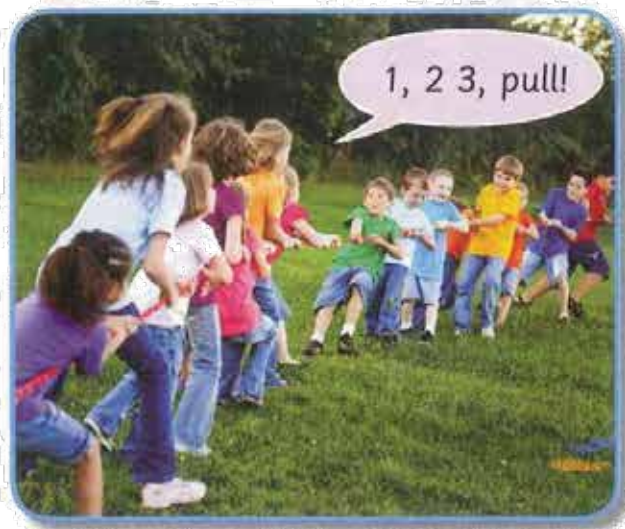


Look at the pictures.

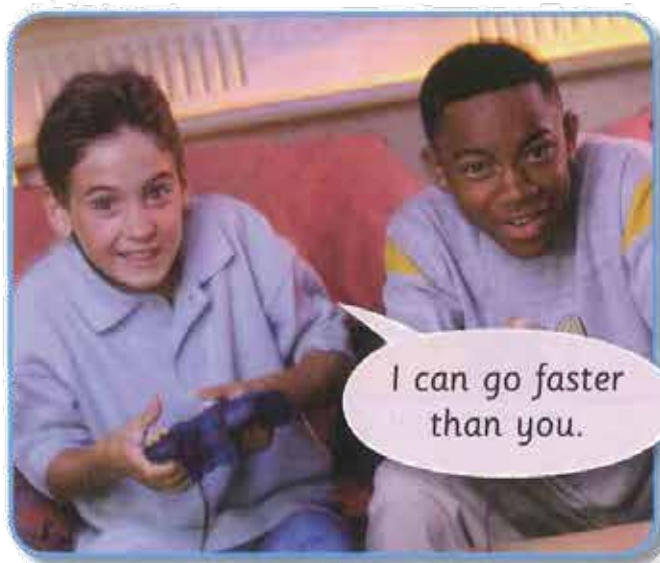
Do you play these games?



Hide and seek



Tug of war



Computer games



Pin it on

C



Draw or write about your favourite game.

5

A



Read the story *Hide and Seek*

It is a story about two friends.

They play a game.

Hide and Seek



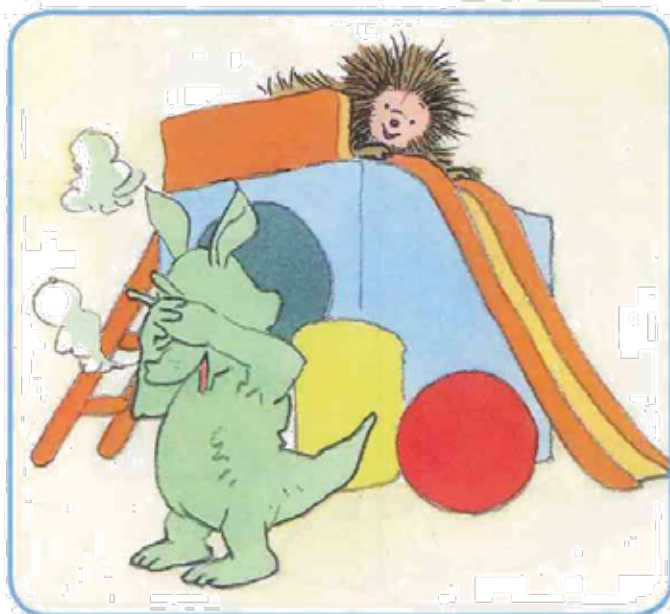
Hedgehog



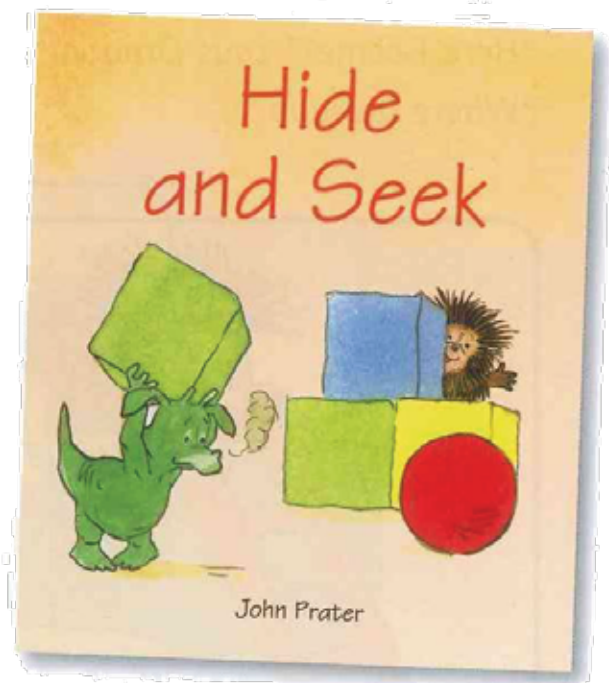
Dragon

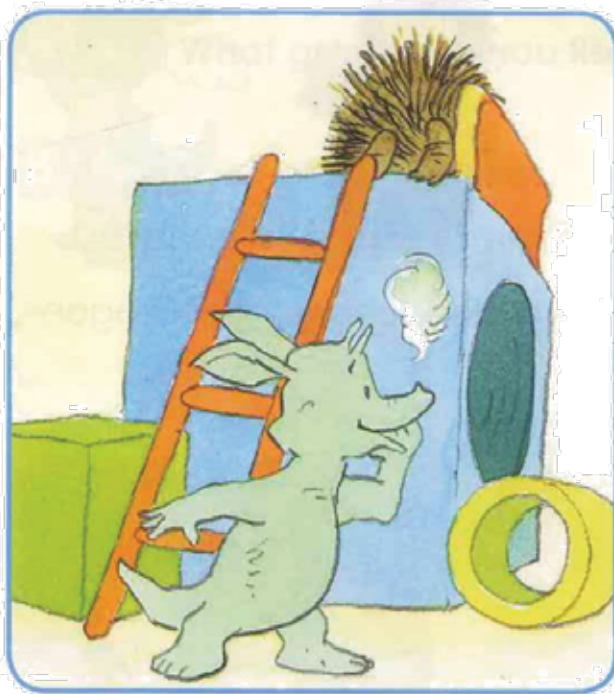


"Let's play hide and seek," says Hedgehog.

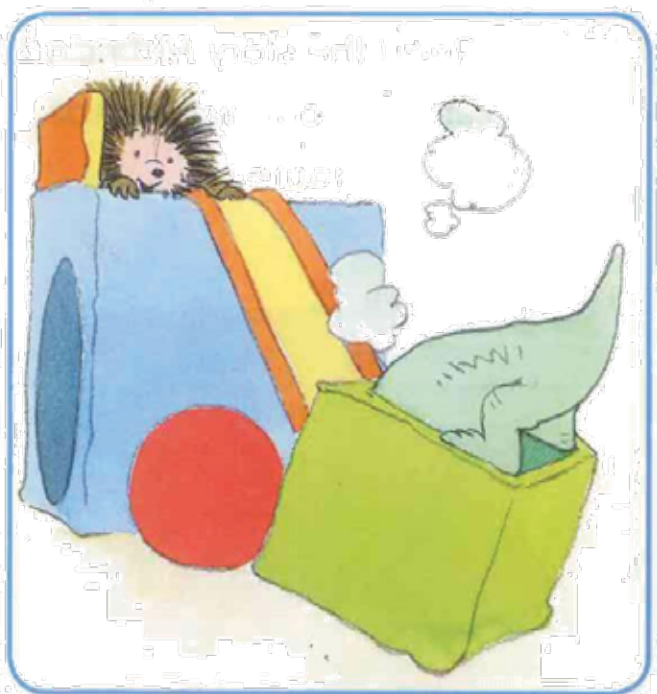


Dragon counts. Hedgehog hides.





"Here I come!" says Dragon.
"Where are you?"



Dragon looks in the boxes.



Dragon looks under the boxes.



Dragon sneezes.



"There you are!" says Dragon.

6



A Read each question. Look at each picture.

Say each answer then write it.



Who is this?



Does Dragon hide?

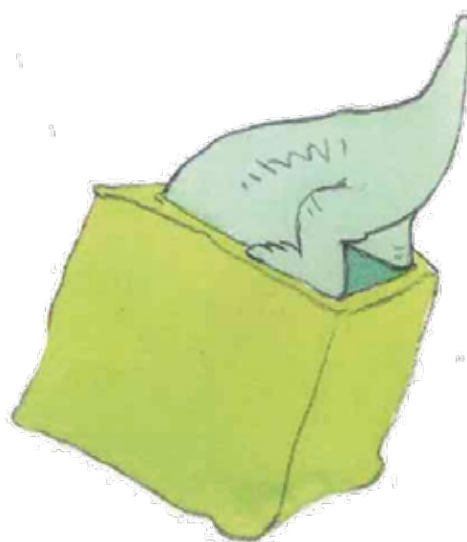


Where is Hedgehog?



B Where are they?

Say each answer.



Tip

Words to help you:

under in on

7

A



Look at the pictures of *Hide and Seek*.

Use the pictures to retell the story to a friend.



B



Act out the story.

Who will be Hedgehog?

Who will be Dragon?

Who will read the story?

Will you need any props?

Where in your classroom will Hedgehog hide?



8

A



What can you make?

Look at the pictures.

I can make a hat.



I can make a model.



I can make a game.



We can make a den.

Tip

This is a sentence.

I can make a hat.

Say it and write it. Then write your own sentence. Begin with:

I can ...

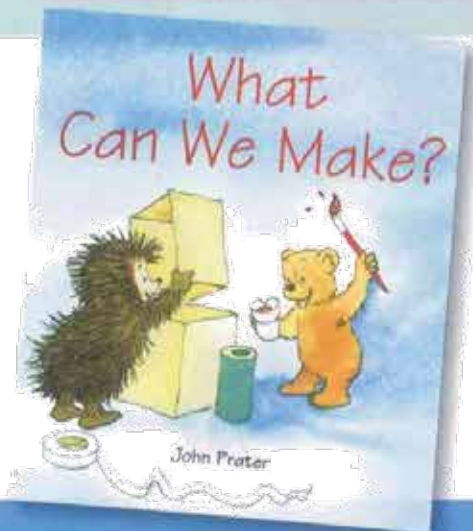
B



Look at this book cover.

Who is in this story?

What do you think they make?





Read this story.

What Can We Make? by John Prater



"What can we make?" says Bear.
"Let's make a robot," says Hedgehog.



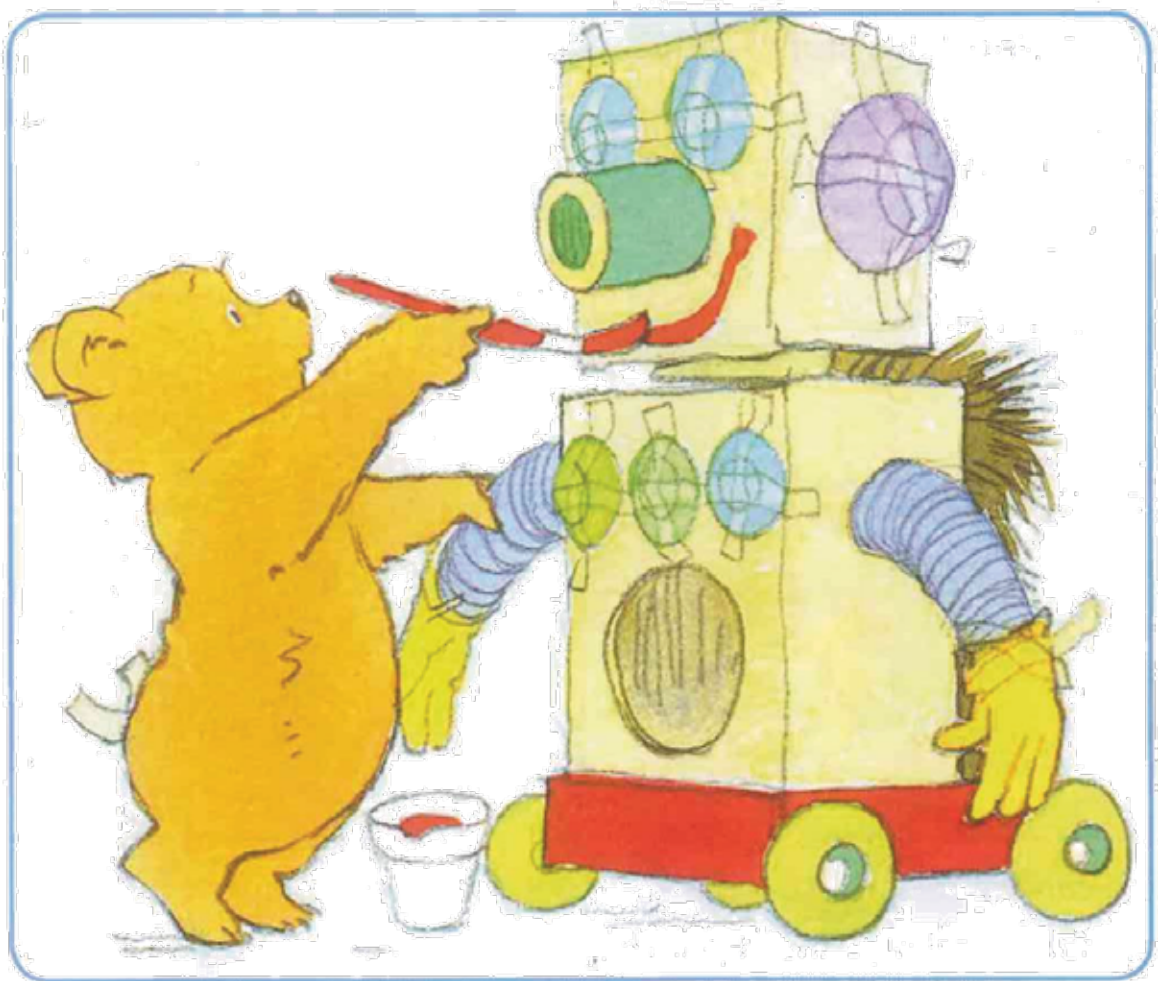
Hedgehog makes the robot's body.



Bear makes the robot's head.



Hedgehog makes the robot's arms.



Bear gets some paint.
He paints the robot's mouth.



"Hello," says the robot.



"It's me!" says Hedgehog.

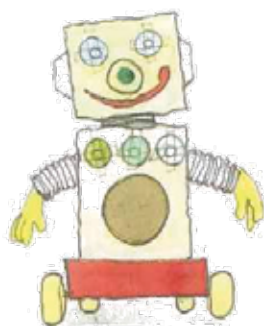
9



Read each question. Look at each picture.

Say each answer then write it.

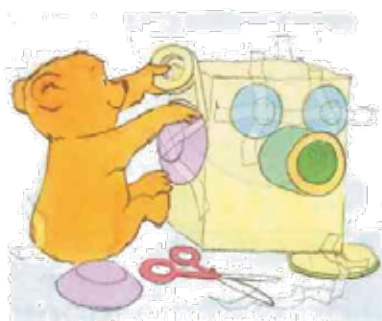
1 Who is this?



Can you think of a question about the story? See if a friend can answer your question.



2 What is Bear doing?



3 Where is Hedgehog?



Read the story again.

Talk about what happens when they make the robot:

- in the beginning
- in the middle
- at the end.

In the beginning they think of something to make.
First they make ...
Then they make ...
Next they make ...
At the end ...



10

A ★ Do you know this game?

If you hear this then do it.

Dragon says:
point to your ...

If you hear

Point to
your ...

then don't.



Play the game!

B Look at the parts of the robot.

Point to and say each word.

With your finger join each label to the right part of the robot.

eye

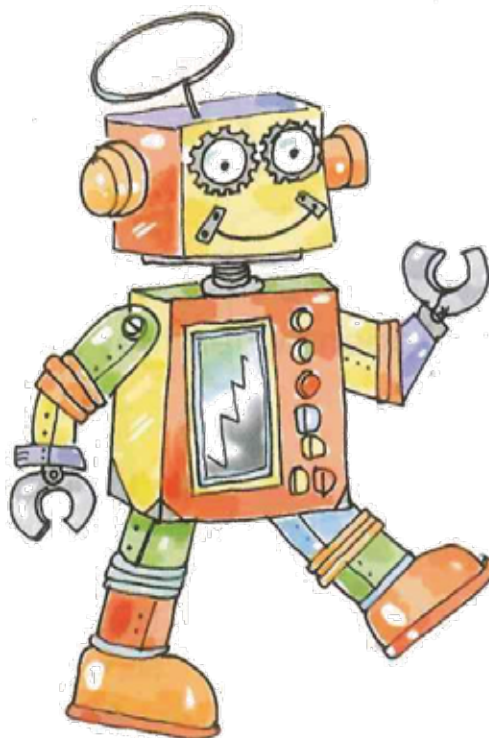
head

arm

mouth

leg

body



C



Now you draw a robot in your notebook. Label the parts.



Let's make a dragon.



I need boxes and ...

What do you need?



Say and write what you need.



What do you do?

Say what you do to make a dragon.

- Make a body.
- Make a head.
- Make some legs.
- Stick the bits on.
- Paint a face.

Write what you do.

I make a body
and then ...



12

A



Where do Bear, Hedgehog and Dragon like to play?



B



Where do you like to play?

Say where you like to play.

Write where you like to play.

I like to play in the garden.
Where do you like to play?



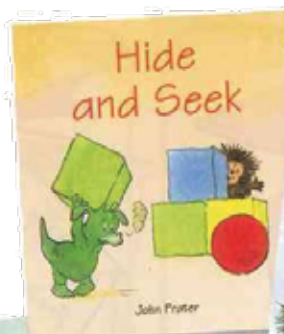
Unit review

I like Hedgehog best because he tricks Bear and Dragon.



A  Talk about Bear, Hedgehog and Dragon.

Who do you like best? Why?



Which story about Bear, Hedgehog and Dragon do you like best? Why?

I like **Hide and Seek** best because it is funny.



B  Read these common words.

the let's
say saying
what get
some where

are you
come I
play playing

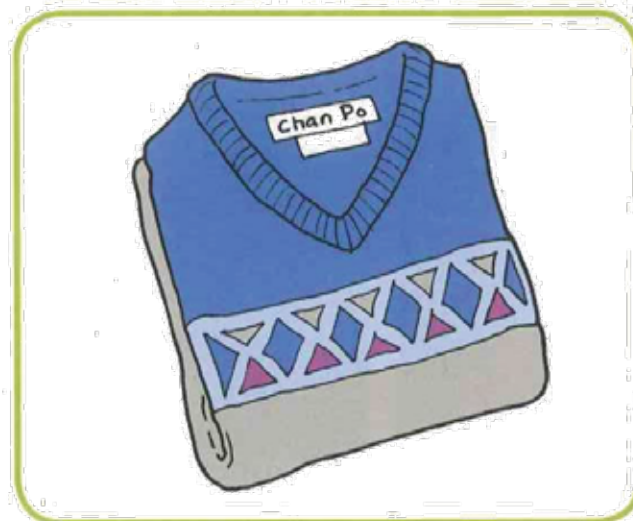
yes no
go into
down am
to here

C  Write these sentences with capital letters and full stops or question marks.

- 1 can I play with you
- 2 let's get into the box
- 3 i am playing with you
- 4 are you in here
- 5 what are you playing

2 Finding out and making

1 **A** Look at these things. They have labels.



Do your clothes have labels? Why?

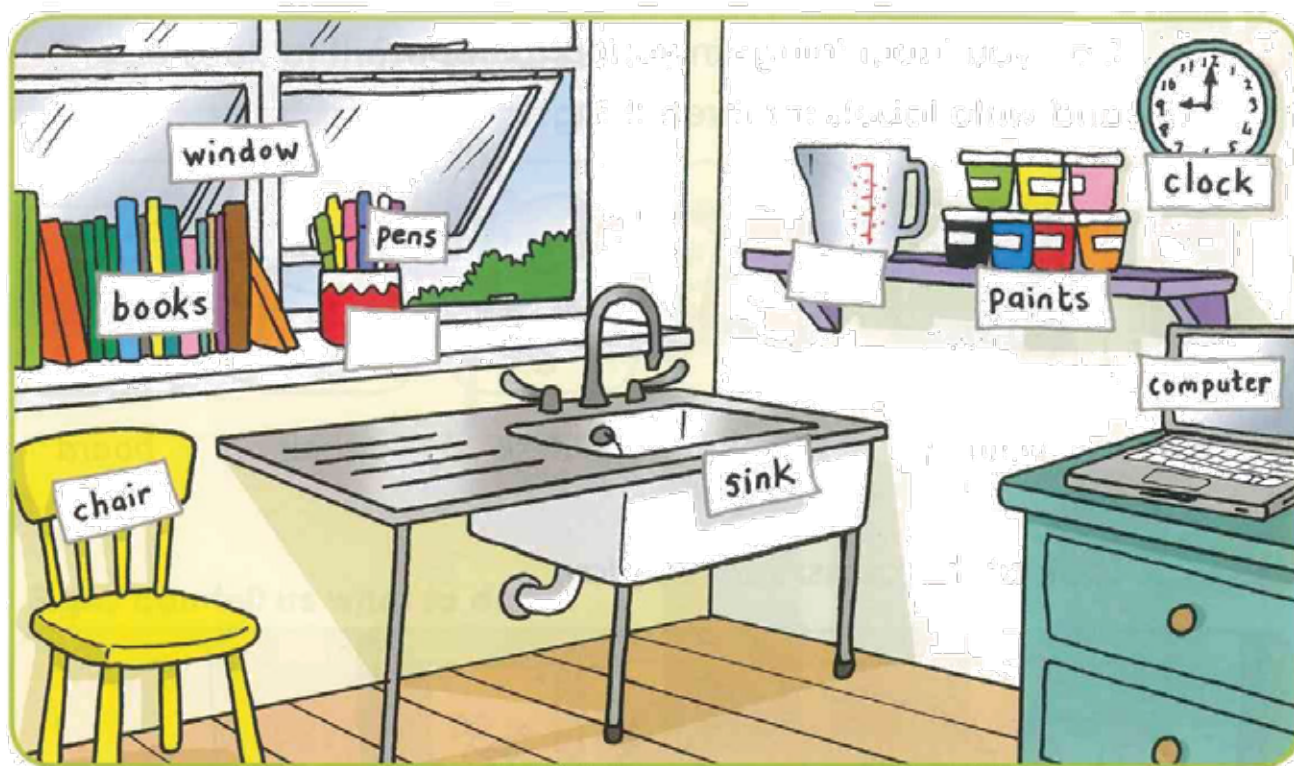
Tip

The names on these labels all have a capital letter. A name begins with a capital letter, like **P**etros, **M**alak, **C**han and **A**li.

Labels tell us what something is, or who it belongs to.



B Look at the picture at the top of the next page. It has labels. It tells us about the things in this classroom.



Find two things in this picture that need a label.

Draw them in your notebook and write labels.



Read each question about labels.

Look at each picture. Say each answer and then write it.

1 What is this?



2 Is this a label for books?



3 Does the jug have a label?



2

A



Can you label things in your classroom?

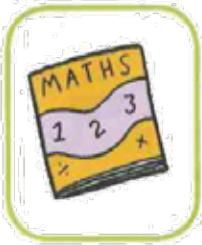
Draw and write labels for three things.



door



window



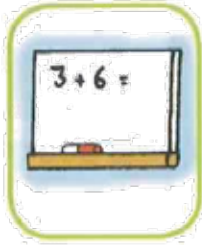
book



desk



chair

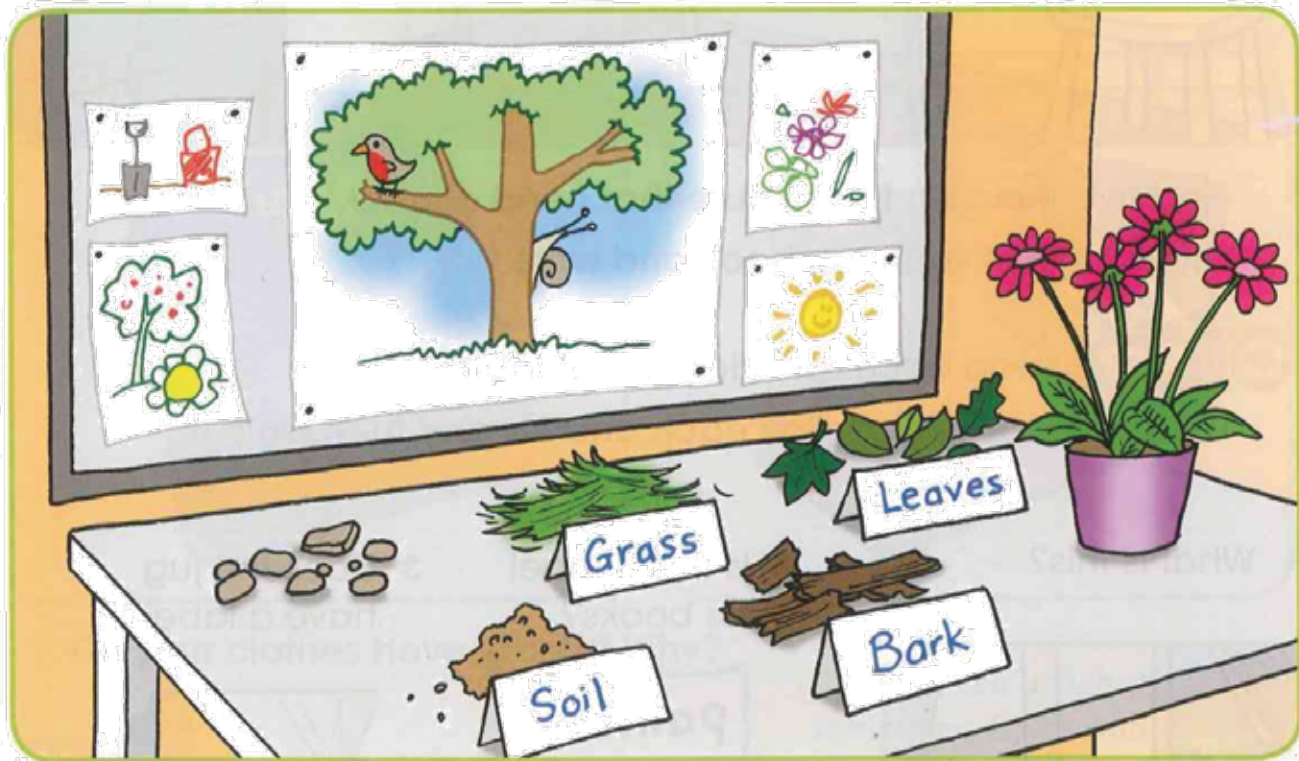


board

B



Look at this classroom display.



Talk with a friend about this picture.

What else could you label?

What words would you write?

Draw two things from the picture in your notebook and label them.

I think we should label ...



3

A



Look at these pictures. They are signs.

Signs can tell us
where to go.



Signs can tell us what to do.



Signs can tell us how
someone is feeling.



Look again at the signs. Talk about what each one means.

B



Can you think of more signs like the ones above?

Make a list or draw your signs in your notebook.

- Choose one of your signs to act out.
- Can the class guess your sign?





Check the signs.

1 Is this a sign to a zoo?



2 Is this telling you to wait?



3 Does this sign mean goodbye?



Say each answer and then write it.



This sign tells us ...

Tip

Signs may tell us where to go:

This way to the zoo.



Signs may tell us what to do:

STOP!



Signs may tell us how someone feels:

I feel surprised.



4

A



Look at these signs.



- What do you notice about the letters?
- Where do you think these signs are? What do they tell you?

These signs are written in **CAPITAL LETTERS**. Sometimes we write signs in **CAPITAL LETTERS** if we want people to really notice them.

B

Write a sign in **CAPITAL LETTERS**!

Think about your sign.

- What does your sign mean?
- Who should read your sign?
- Why is it in capital letters?
- Does it have a picture with it?
- Where will you put it?

Tip

Here are all the capital letters in the English alphabet.

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

5

A



Look at the colours. Say what they are.

Match the paint to the paint brush with your finger.



B



Play a game.

- Stand up if you are wearing ... RED!
- Hop if you are wearing ... BLUE!
- Jump if you are wearing ... PINK!





Read the instructions for making colours.

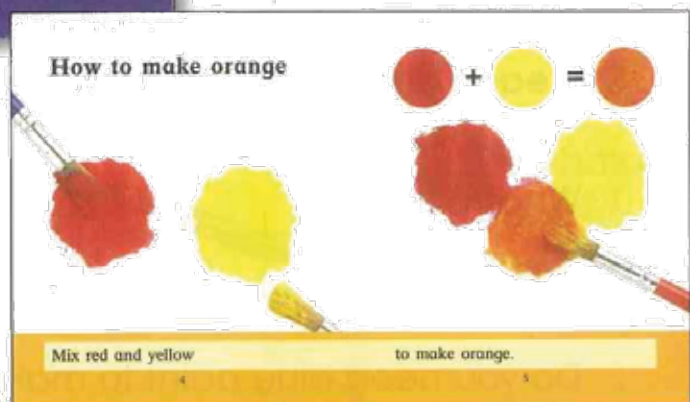
What you need.



How to make colours.

1 How to make orange.

Mix red and yellow to make orange.



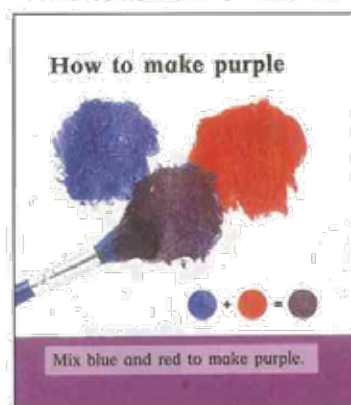
2 How to make green.

Mix yellow and blue to make green.



3 How to make purple.

Mix blue and red to make purple.



6

A



Mix up some cards
of different colours.
Which colours can
you make?



B



Read each question. Look at each picture.
Say each answer and then write it.

1 What is this?



2 Do you need blue paint to make orange?



3 How do you make green?



C



- Say what you need for painting.
- Say and write how you make each colour.



You mix red
and yellow to
make orange.

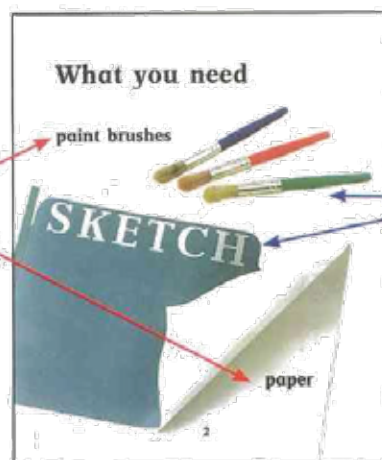


7



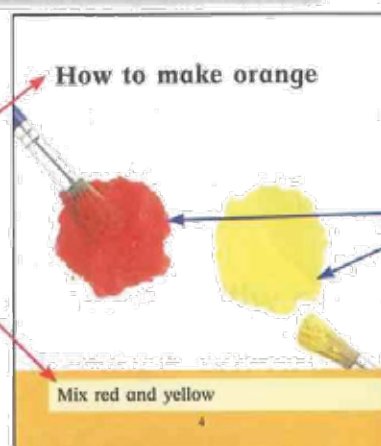
Look at the features of an instructional text.

The labels tell you what you need.



The photos show what you need.

The words are instructions and tell you what to do.



The photos show you what to do.



Look at these instruction posters.

Talk about how you would finish them.

Say and write what you need and what you should do.

How to get ready for painting

What you need:

What you do:

How to tidy up

What you need:

What you do:

Make posters for your classroom!

8

A



Where do we see instructions like this?
Is it important to read the instructions in the right order?
What are the numbers for?

B



Talk about the instruction poster.
What is each picture telling you to do?
Say a sentence for each picture.

C



What is wrong with the order of the pictures?
Put the instructions in the right order.

How to wash your hands before you eat

1



2



3



4



5



6



Tip

Numbers make the instructions easy to follow.



9

A



Look at the pictures.

All these things are needed to make something.

Can you guess what?

Do you like cooking?

What do you like to make?



jug



sugar



egg



apron



spoon



baking powder



flour



bowl



milk



choc-chips

B



Read these instructions.

How to make choc-chip muffins

What to do:

- 1 Put in the flour.
- 2 Put in the baking powder. Mix.
- 3 Put in the sugar.
- 4 Put in the choc-chips. Mix.
- 5 Put in the eggs. Mix.
- 6 Put in the milk. Mix.
- 7 Bake the muffins in the oven.



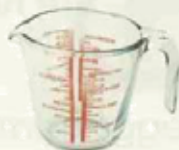


A Read the recipe for choc-chip muffins again.

Read each question. Say each answer and then write it.

Quiz

1 What is this?



2 Do you put in the eggs before the sugar?



3 What is the last thing to do?

Can you make up
another question to
ask a friend?



B Find these things. Point and ask a friend what they are.

- a heading
- a label
- an instruction with a number
- a picture of things you need

How to make choc-chip muffins

What to do:

- 1 Put in the flour.
- 2 Put in the baking powder. Mix.



flour

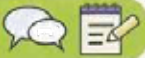


choc-chips

- A**  Most of the instructions for choc-chip muffins begin with the verb *Put*. Try to change the verb.

You could use *tip*,
pour, and *crack*.



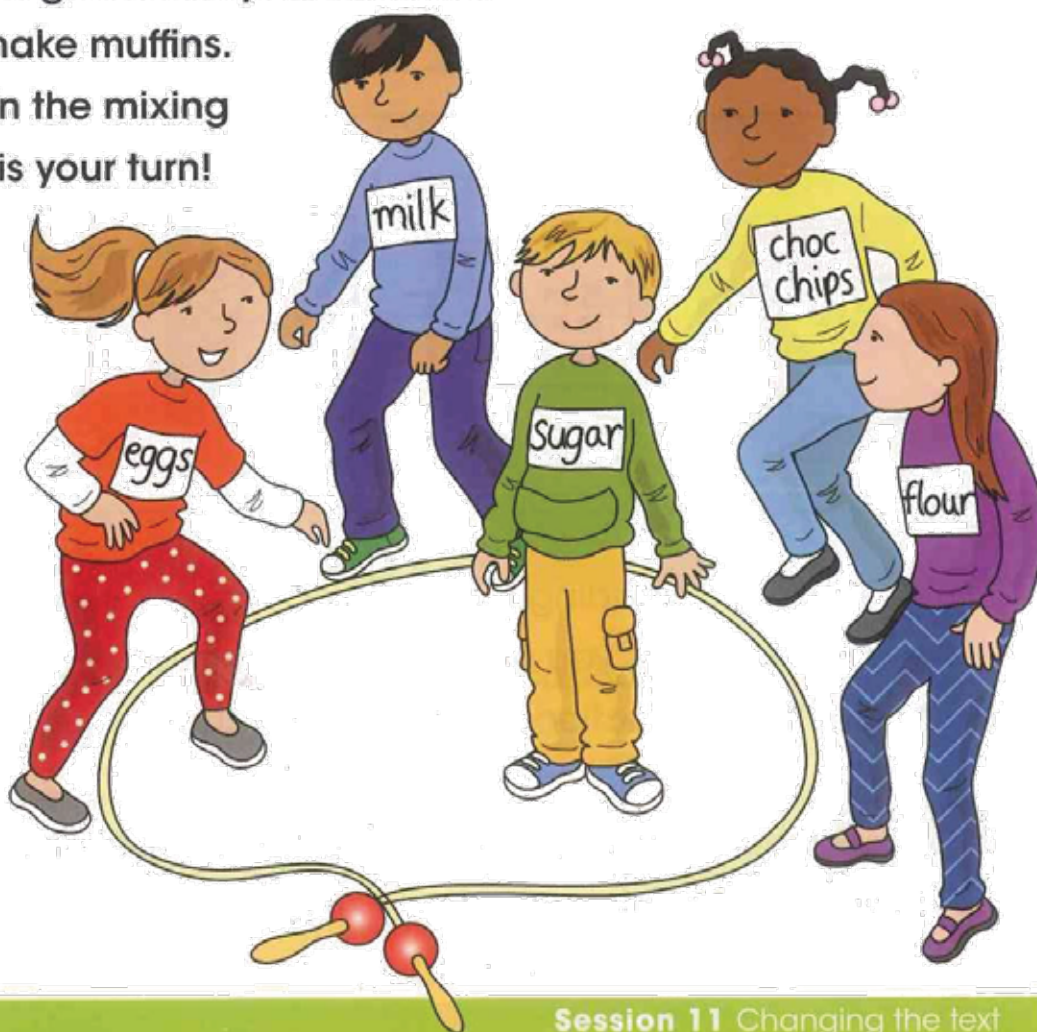
- B**  Change the choc-chips to make a different sort of muffin.



I would add
cherries.



- C**  Play the game *Jump in the bowl!*
Pretend to make muffins.
Don't jump in the mixing
bowl until it is your turn!



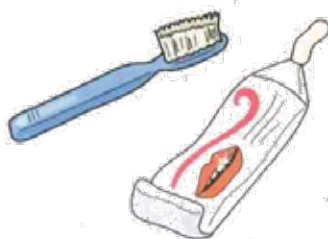


Put each set of picture instructions in the right order.

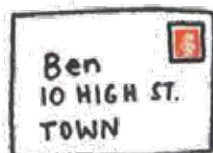
1



2



3



- Think of a heading for each sequence 1 to 3. How to ...
- List the things you need for each sequence. You need ...
- Say the instructions for each sequence. First, you ...



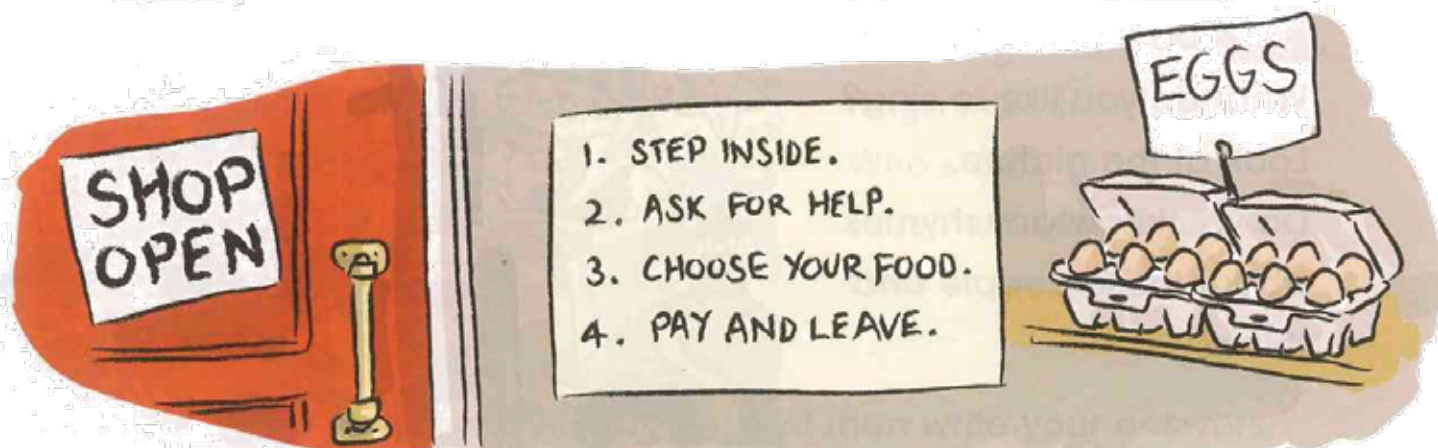
Choose a sequence. Write the instructions in order in your notebook.

Unit review

A



Sign, label or instruction?



B



Draw or write your own quiz for a friend.

Is it a sign, a label
or an instruction?

It's a sign.
It tells me ...

C



Use phonics to read these words.

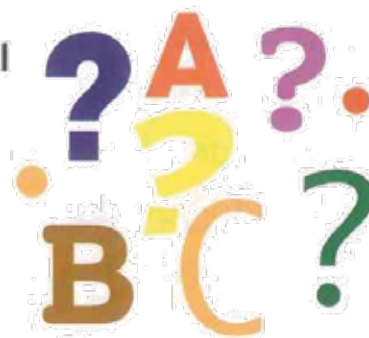
	where	what	how	why	
who	put	do	need	make	
	book	page	label	sign	
instructions	numbers	contents	heading		

D



Write the following sentences with capital letters and full stops or question marks.

- 1 we can make muffins
- 2 my friend sal is good at painting signs
- 3 how many labels can you see



3 Rhyme time

- 1** **A**  Do you like to sing?
What do you like to sing?
Look at the picture.
Do you know any rhymes
about these people and
things?



- B**  Read or sing this rhyme.
It is an action rhyme so use your fingers!

Fingers All

Theo Thumb, Theo Thumb,
Where are you?
Here I am. Here I am.
How do you do?
Pablo Pointer, Pablo Pointer,
Where are you?
Here I am. Here I am.
How do you do?



Tabby Tall, Tabby Tall,

Where are you?

Here I am. Here I am.

How do you do?

Rachel Ring, Rachel Ring,

Where are you?

Here I am. Here I am.

How do you do?

Baby Billy, Baby Billy,

Where are you?

Here I am. Here I am.

How do you do?

Fingers all, fingers all

Where are you?

Here I am. Here I am.

How do you do?



Talk about the rhyme, and then write your answers.

1 Which words repeat?

2 Which words rhyme?

2



Point to the numbers as you count one to ten.

Then read the number words one to ten.

1

one

2

two

3

three

4

four

5

five

6

six

7

seven

8

eight

9

nine

10

ten



Say a word that rhymes with each number word.

One rhymes with **bun**,
two rhymes with **shoe** ...





Read these rhymes.

They are number rhymes but you can do the actions too!

One, Two, Buckle My Shoe

One, two, buckle my shoe.
Three, four, knock at the door.
Five, six, pick up sticks.
Seven, eight, lay them straight.
Nine, ten, a big fat hen.

Which word
rhymes with **ten**?



Oliver Twist

Oliver – Oliver Twist
I bet you can't do this:
Number one – touch your tongue
Number two – touch your shoe
Number three – touch your knee
Number four – touch the floor
Number five – do a dive
Number six – build with bricks
Number seven – go to Devon
Number eight – bang the gate
Number nine – walk in a line
Number ten – start again.

What rhymes
with **six**?



Point to the number words in each rhyme.

Say each answer then write it.

- 1 Finish this line: *Five, six,* _____.
- 2 What does Oliver Twist have to do for number eight?

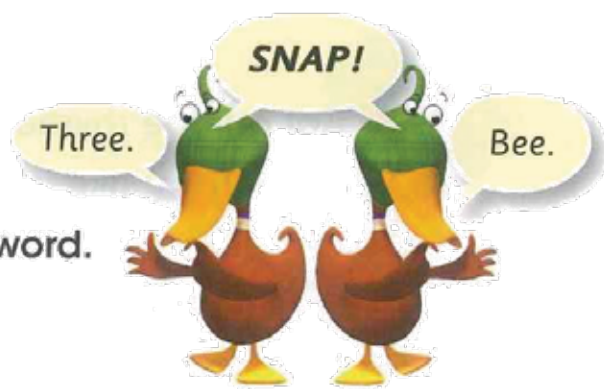
Think of some questions to ask a friend.

E ★ Work with a friend.

Say a short word.

Your friend must try to say a rhyming word.

If it rhymes, say *SNAP!*



3 **A** Read this rhyme.

It is another number rhyme.

Little Monkeys

One little monkey swinging in a tree.

Two little monkeys chasing fuzzy bees.



Three little monkeys playing in a swing.

Four little monkeys dancing in a ring.



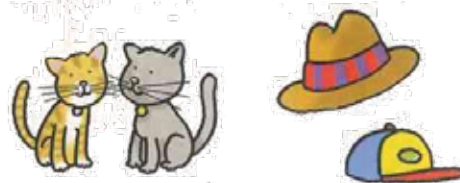
Five little monkeys drinking lemonade.

Six little monkeys digging with a spade.



Seven little monkeys chasing fluffy cats.

Eight little monkeys wearing funny hats.



Nine little monkeys cuddling with their teds.

Ten little monkeys sleeping in their beds.



- B** ★ Act out the rhyme.
You need ten 'monkeys'.



- C** Find the rhyming words.

- 1 Find the rhyming pairs in *Little Monkeys*.
- 2 Find the matching pictures.
Say the words.
- 3 Write the words and draw a picture of each word.
- 4 Try to add another rhyming word of your own.



Cats and hats
– and bats!



- 4** **A** Read this rhyme. It is a nonsense rhyme – it is silly!

Fire!



"Fire! Fire!" says Obadiah.



"Where? Where?" says Mrs Pear.

"Behind the rocks," says Doctor Fox.

"Put it out!" shouts Mr Powt.

"I've no bucket," says Miss MacTucket.



"Use my shoe," says Betsy Lou.





Work with a friend.

- 1 Say the names of the people in the rhyme.
- 2 Each name begins with a capital letter. Point to each capital letter in each name.
- 3 Find two **!** Write the word and the **!**.
- 4 Find two **?** Write the word and the **?**.

Read questions 5-7.

Think of some questions to ask a friend.

Who is this?



What does Mrs Pear say?



Does Miss MacTucket have a bucket?



Read the words.

Draw a line with your finger to match the words that rhyme.

Write the rhyming pairs in your notebook.

fire

Lou

where

fox

rocks

MacTucket

out

Obadiah

bucket

pear

shoe

shout

Rocks rhymes with **fox** – and **box**.



These words rhyme but have different spellings.

Try to find another word that rhymes with each pair.



How do you feel when you go swimming?

What do you like to do when you go swimming?

You are going to read the rhyming story,

You Can Swim, Jim. Answer the questions.

- 1 What do you think it is about?
- 2 Where do you think the story happens?

I feel happy when
I go swimming.
I feel ...

When I go swimming
I like to splash!



You Can Swim, Jim by Kay Umanksy

SPLASH! Whoopee! Hey, look at me!

I'm first one in, the water's fine!

Sam don't howl. You've lost your towel?

Jilly says she's feeling chilly.

Clive can dive. Look! There he goes.

Come on in, Jim. You can swim, Jim.

Take a jump and hold your nose.

Don't look grim, Jim. You can swim, Jim.

You can swim, you know you can.

Jim looks grumpy, gone all humpy.

Says he doesn't want a dip.

Going off to buy some biscuits.

Mind, it's slippy! Jim don't trip!

SPLASH! Jim's in trouble! Lots of bubbles!

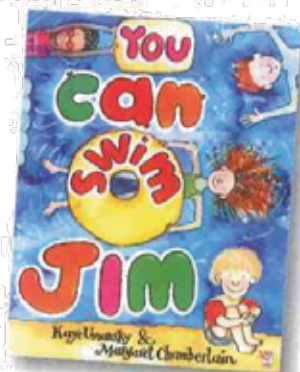
Where's he gone? Oh deary me!

Up he bobs and look, he's smiling!

Hey there, you lot, watch him go!

You can swim, Jim! You can swim, Jim!

You can swim! I told you so!



B  Read each question.

Say each answer then write it.

- 1 Who is this in the picture?
- 2 How is Jim feeling?
- 3 What happens to Jim in the end?

Can you think of a question about the story?

See if a friend can answer your question.



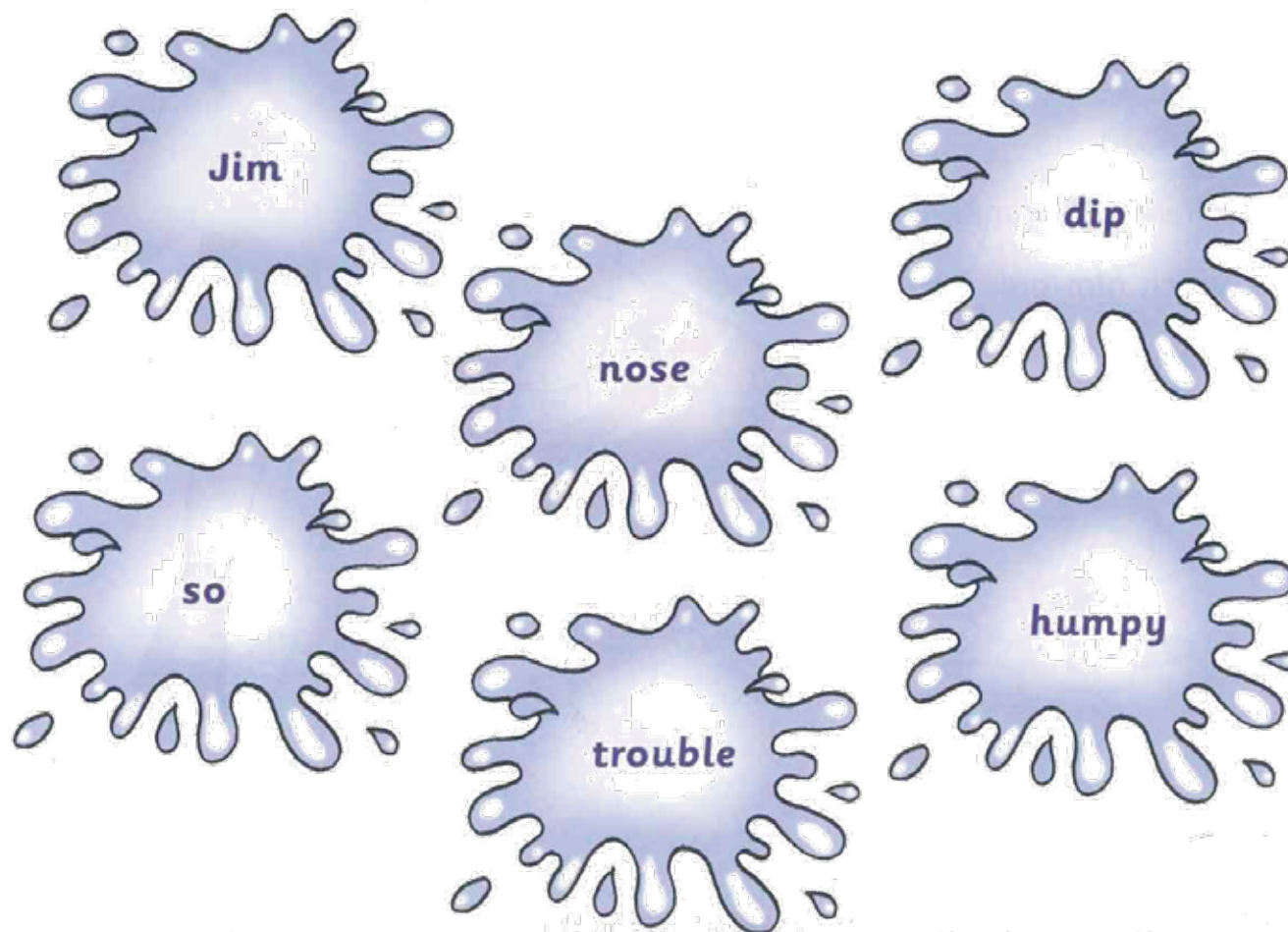
C  Talk about the characters:

- Sam
- Clive
- Jilly

Sam has lost his towel.



D  Read each word. Find a word that rhymes with it in *You Can Swim, Jim*. Then write the word.



Work in a group. Find these words in *You Can Swim, Jim*.

Read the words aloud and make up an action for each one.

Whoopee!

howl

chilly

dive

Come on in

swim

Take a jump and hold your nose.

grim

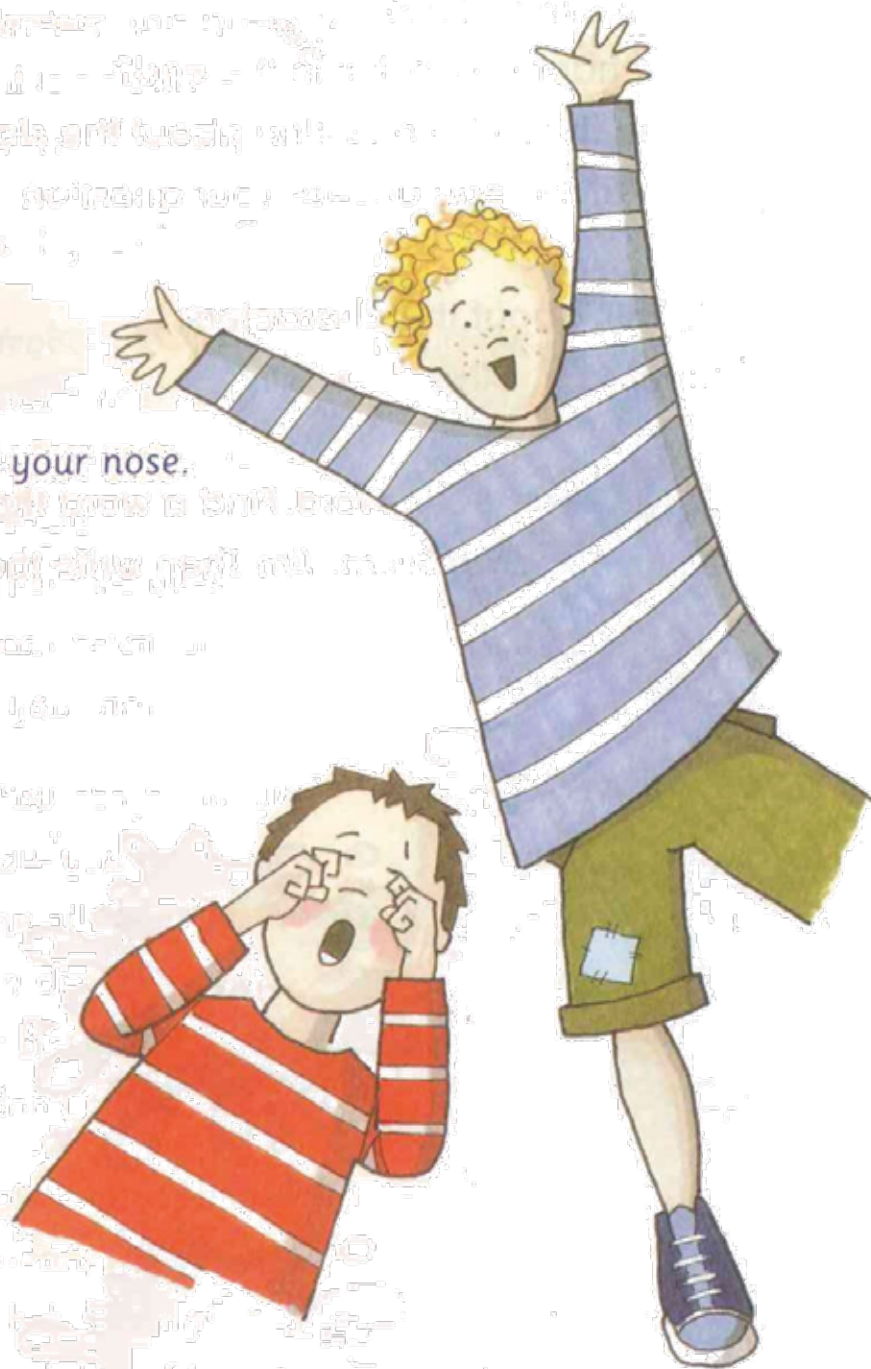
grumpy

slippy

SPLASH!

Where's he gone?

watch him go!



Perform the poem, and show your actions.



Read each sentence.

Write a word to rhyme with each name.

Example: You can **swim**, Jim!

Tip

Use these words to help you: *skate, ski, attack, dive, win, kick.*



1 You can _____, Clive!



2 You can _____, Bea!



3 You can _____, Finn!



4 You can _____, Jack!



5 You can _____, Kate!



6 You can _____, Nick!

Unit review



Look back at all the rhymes in this unit.

Read or say each one.



Which rhyme did you like best? Why?

Draw or write your answer.

I like *Fire!* best
because I like the
name Obadiah.



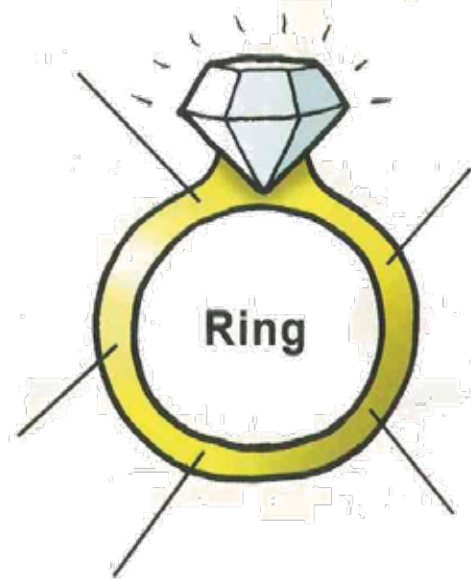
Make a word web of rhyming words.



Tip

Sack, back, black, crack, pack and track all end in the letters *ack*. They have a similar spelling.

Say words to rhyme with these pictures.
Write each one as a word web.



Read the sets of words. They have different spellings but the words all rhyme – except one.

Find the odd one out!

Then write one more word that rhymes with the set.

Example: rhyme, time, climb, **rain**

1 bee, cow, sea, tea, me

2 no, so, low, big, toe

3 by, my, tie, she, why

Rain does not rhyme
with the other words.



4

Joining-in stories

1

A



Look at these birds.

I am a chicken.



chicken

I am a duck.



duck

I am a turkey.



turkey

I am a cockerel.



cockerel

- We can find these birds on farms.
What can we get from each bird?
Eggs? Meat to eat?
Feathers? A funny noise?
- Which birds do you see where you live?
- What noise do they make?

Can you make the noise for each bird?



B



You are going to read a story about a chicken and his friends.

These are some of the characters.



Chicken
Licken



Hen Len



Cock Lock



Duck Luck



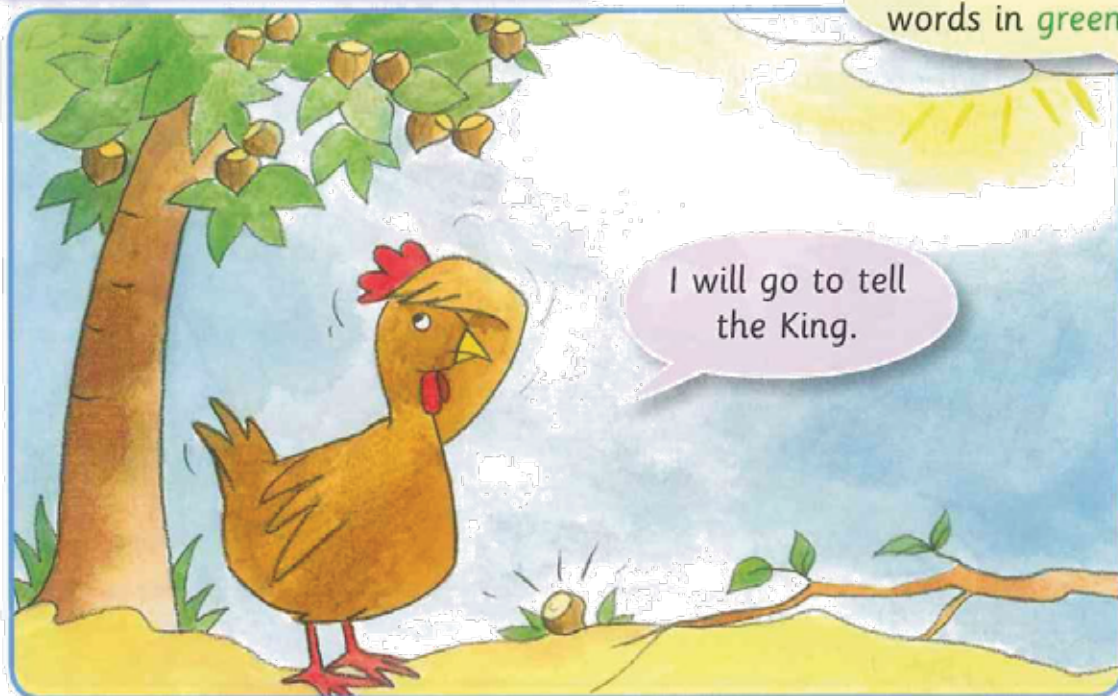
Turkey
Lurkey

Chicken Licken has something important to tell the King.

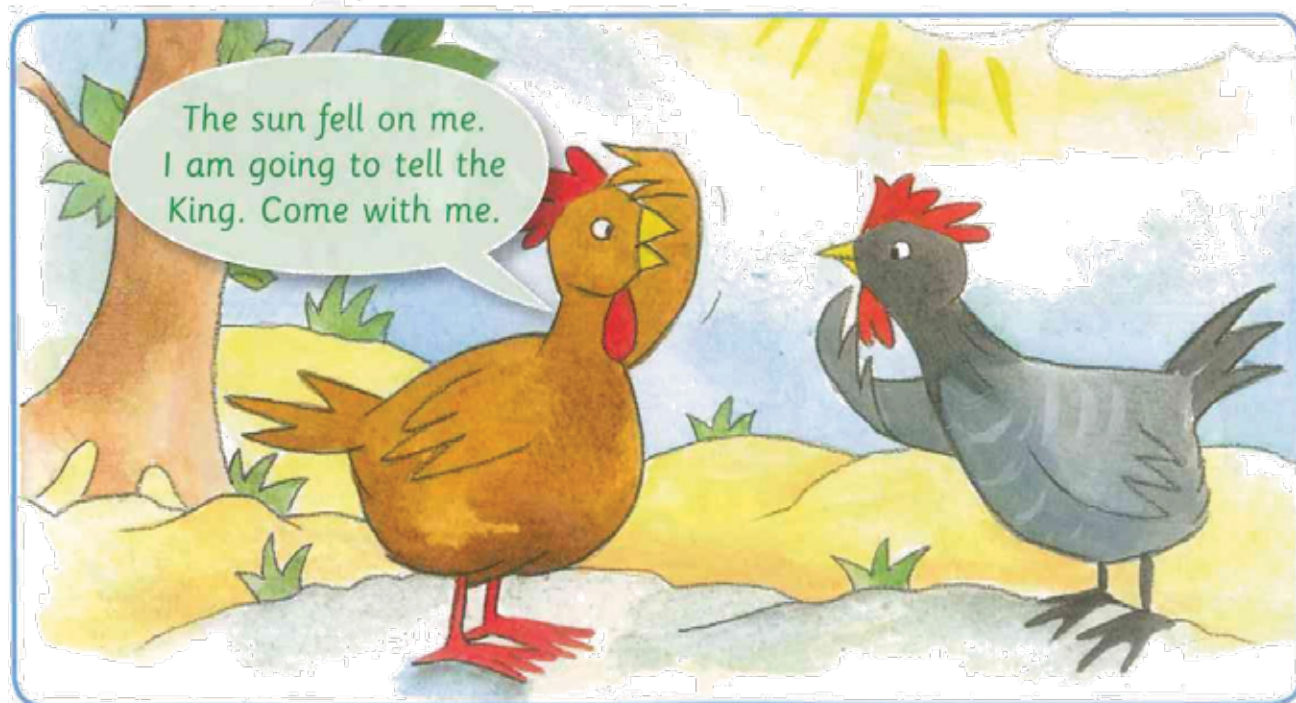
He sets off and his friends join him one by one ...

The Story of Chicken Licken

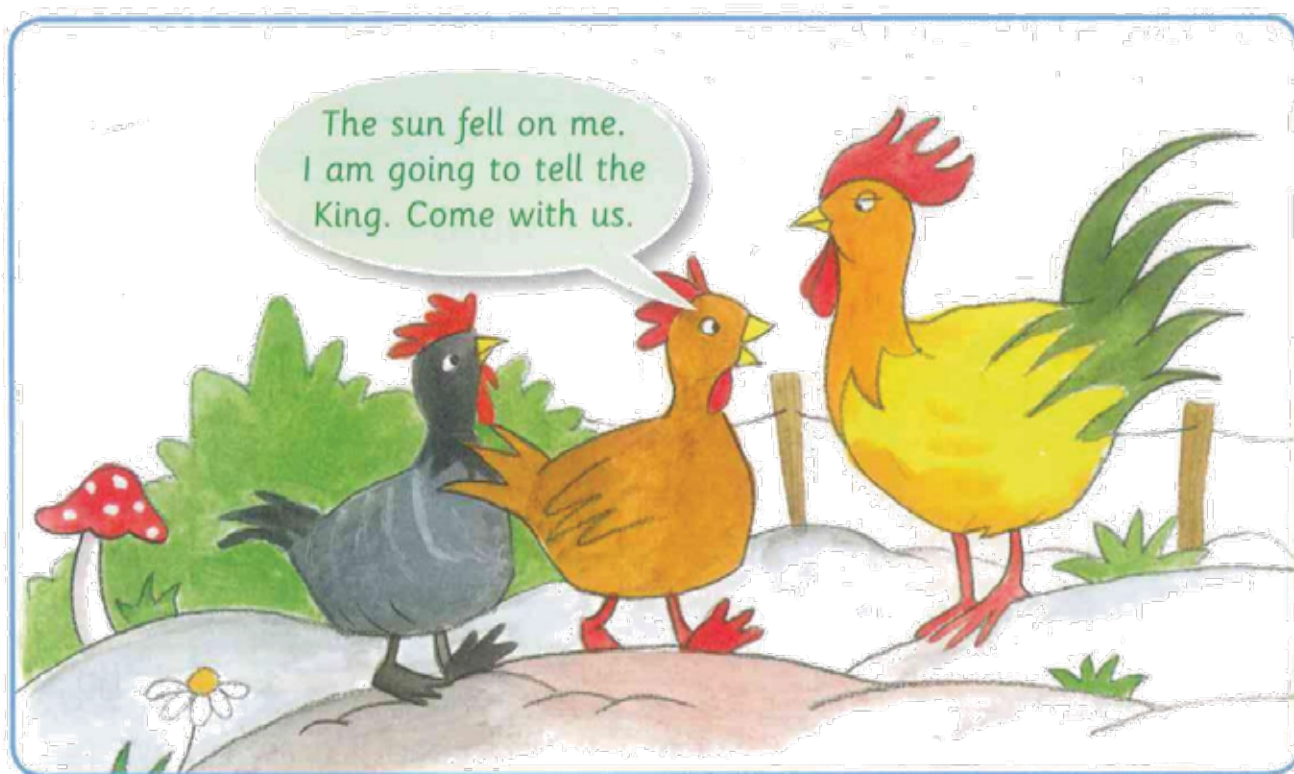
Join in with the words in green.



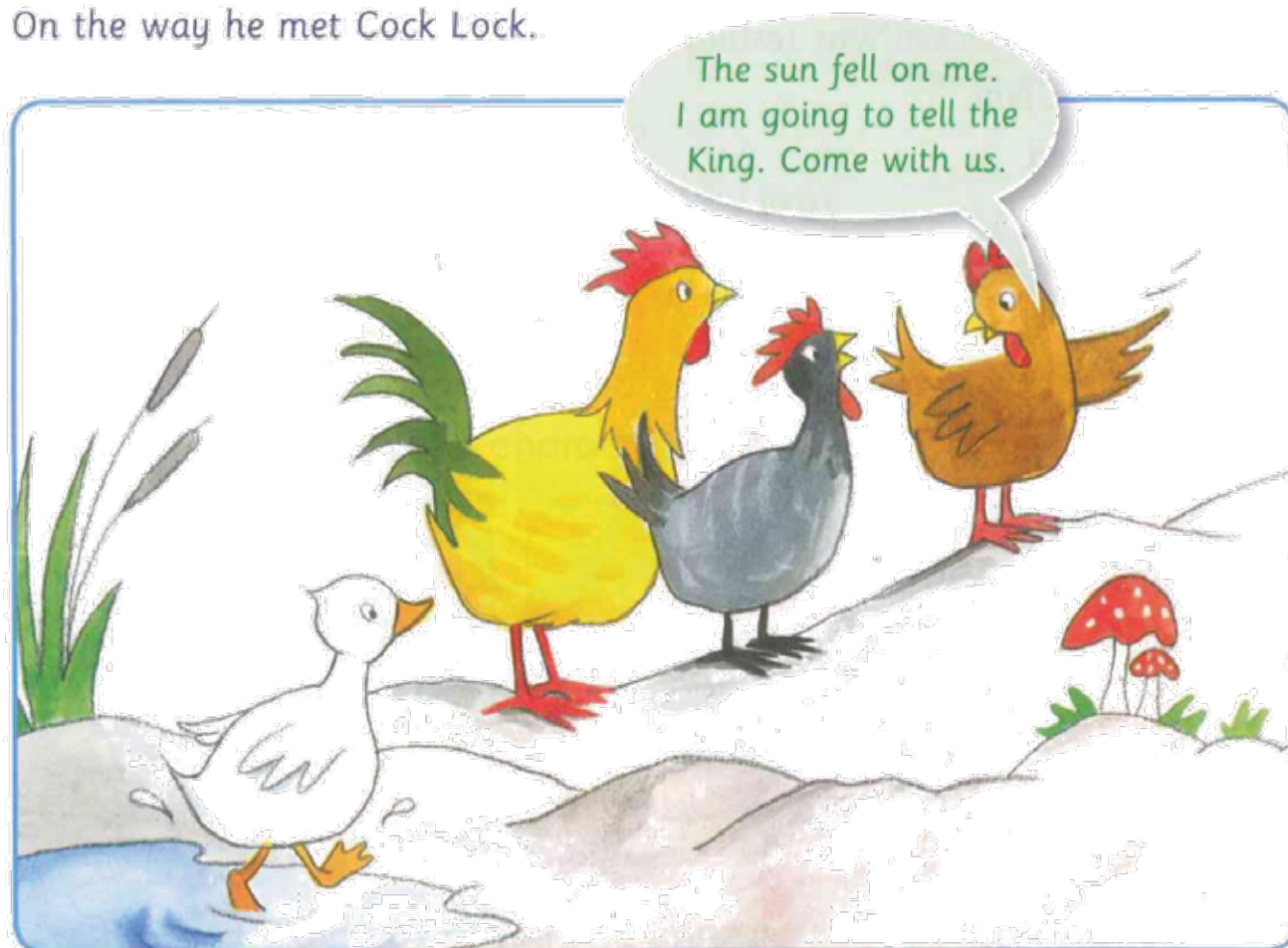
One day Chicken Licken was resting under a tree when ... PLOP!
The sun fell on him.
He was shocked.



On the way he met Hen Len.



On the way he met Cock Lock.



On the way he met Duck Luck.



On the way he met Turkey Lurkey.



On the way he met Fox Lox. And he gobbled them up!

2

A

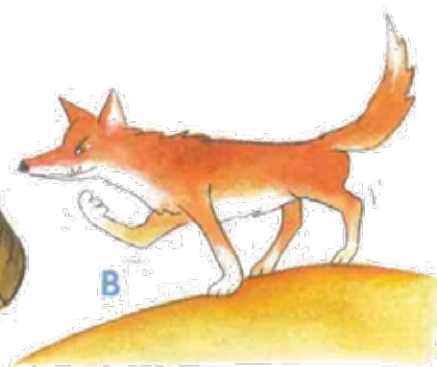


Look back at the story.

Read each question.

Say each answer then write it.

- 1 Did the sun fall on Chicken Licken?
- 2 What fell on his head? (Picture A)
- 3 Who is this? (Picture B)
- 4 How did Fox Lox trick Chicken Licken and his friends?



B



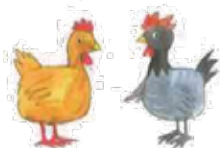
Pick words from each box to write three sentences in your notebook.

Who	Verb	Who or where
Hen Len	tricked	with Chicken Licken.
Chicken Licken	went	under a tree.
Fox Lox	was resting	Chicken Licken.

C



Use the pictures to say who went with Chicken Licken. Use the word **and** to add more characters.



Chicken Licken **and** Hen Len are going to tell the King.



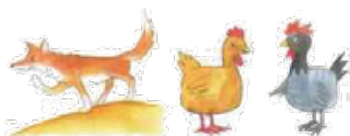
Chicken Licken **and** Hen Len **and** Cock Lock are going to tell the King.



Chicken Licken **and** Hen Len **and** Cock Lock **and** Duck Luck are going to tell the King.



Chicken Licken **and** Hen Len **and**
Cock Lock **and** Duck Luck **and** Turkey
Lurkey are going to tell the King.



Fox Lox gobbled up Chicken Licken **and**
Hen Len **and** Cock Lock **and** Duck Luck
and Turkey Lurkey!



Tip

Sentences to help you:

I am going to tell the King.

Come with me.

Come with us.

On the way I met ...

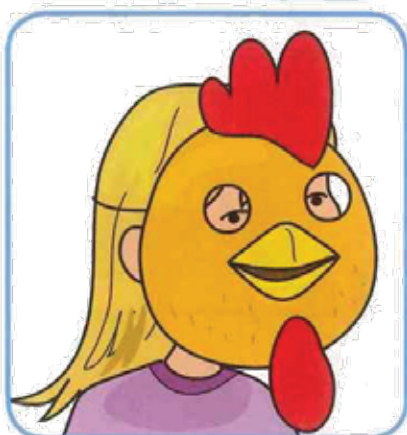
3

A



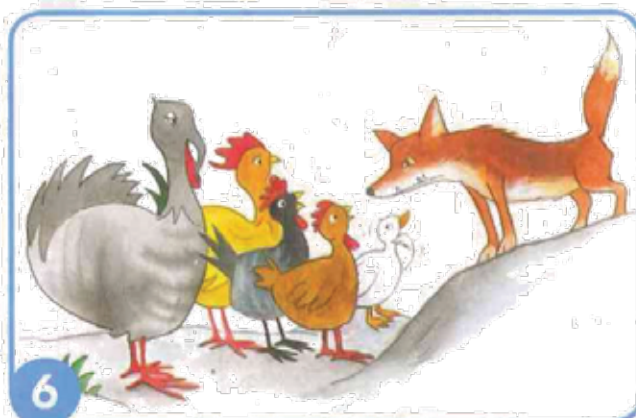
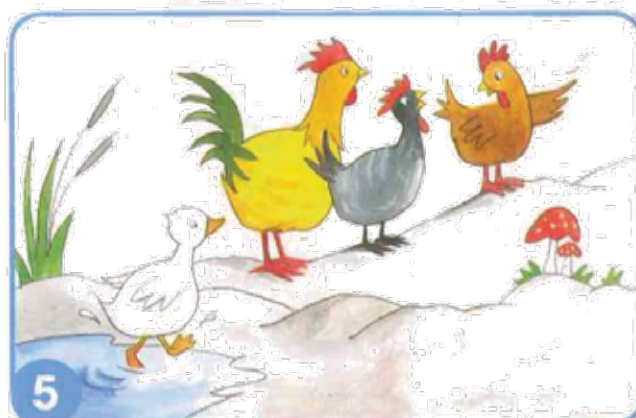
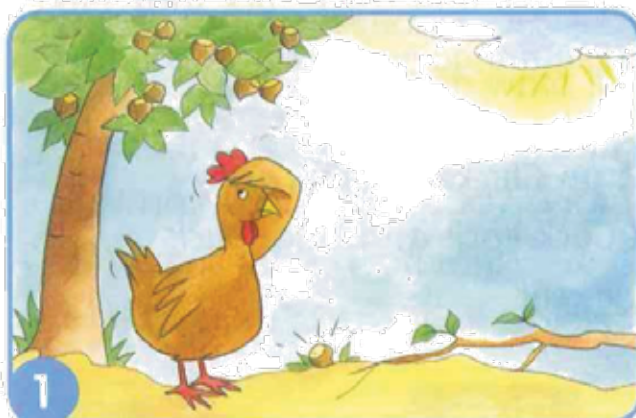
Make puppets for the
characters, or masks like the
ones in the pictures.

Act out the story.





B Retell the story of *Chicken Licken*.



Write one or two sentences for each picture.

Use the sentences on page 59 if you need help.

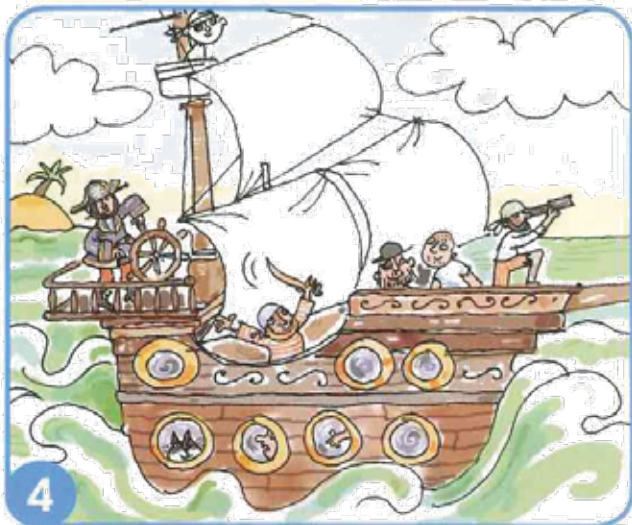
Ow! The sun fell
on my head.
I am going to tell
the King.



4



Look at these pictures. Who lives here?



What do you live in?
Draw, write about or make
the home you like best.

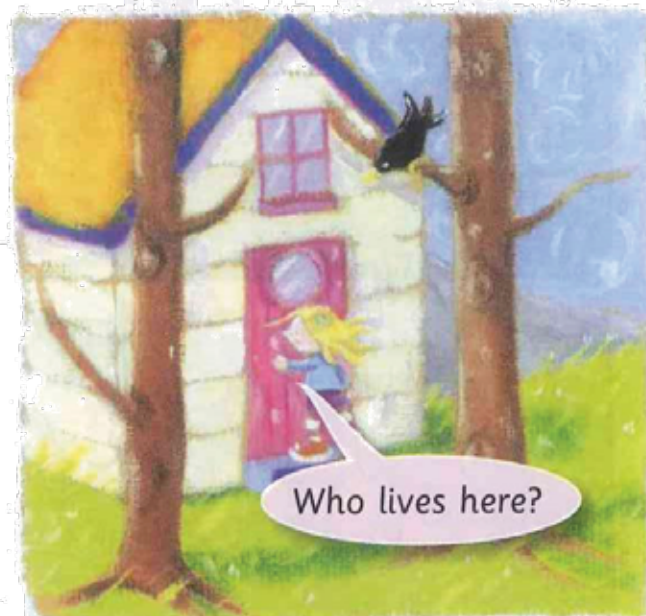
B  Read this story.

It is a story about this little girl.

She finds a little house in the woods.

Lizzi Locks

Once upon a time,
Lizzi Locks was playing in the wood.
She saw a little house.
It was not locked so she went in.



She saw three bowls and three spoons.

Yum! I will eat a little bit.
No! Too hot.



No! Too cold.



Yes.
This is just right.



She saw three chairs.

I will sit down and rest.
No! Too high.



No! Too low.



Yes.
This is just right!



She went up the steps to the bedrooms.

I will lie down and sleep.
No! Too hard.



No! Too soft.



Stop... this is not the end of
the story. What do you think
happens next?



Yes. This is just right.
Zzzzzz



5



A Read each question. Look at each picture.

Say each answer then write it.

1 Who is this?



2 Where is she playing?



3 What does she do in the house?



Tip

Remember to check the structure of your sentence.

Who? Verb Where?

Lizzi Locks is playing in the woods.



B Read what Lizzi Locks says.

Make up actions for each thing she says.

Do the actions as you

say the words.

No! Too high.
No! Too low.
Yes. This is just right!

No! Too hot.
No! Too cold.
Yes. This is just right!

No! Too hard.
No! Too soft.
Yes. This is just right!



C What do you think happens next in the story?

6

A



Finish reading the story.

Later ...



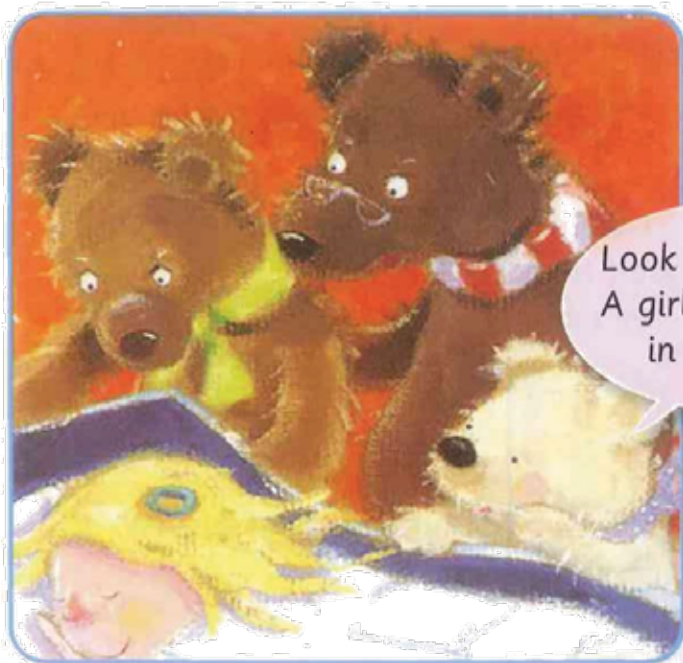
That was a
good trip. Now
we can eat.



Look at my bowl!

Look at my chair!





Lizzi Locks sat up and she saw three bears looking at her. She jumped up and ran away. And from that day to this, Mum, Dad and Ed Bear lock up the little house in the wood when they go out.



B ★ Work with three friends.

- Who will be Lizzi Locks?
- Who will be Mum Bear?
- Who will be Dad Bear?
- Who will be Ed Bear?

Was this the same as your ending?



C  What is a good title for the story about Lizzi Locks? Draw and write it.



Lizzi Locks



The Little House
in the Woods

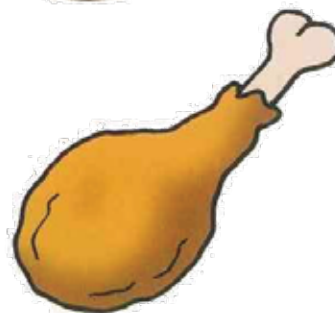
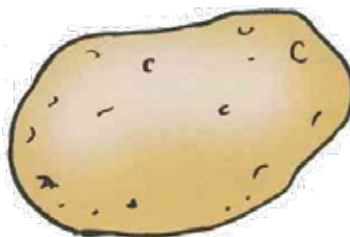
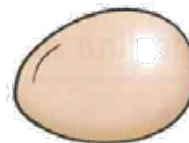
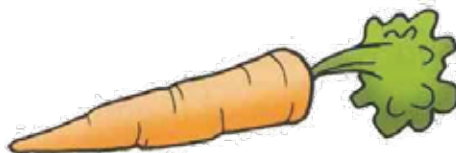


The Three Bears

I think a good story title is ...



7 **A**  Next we are going to read a story about cooking.
Can we cook the things in the pictures?
Say yes or no.



B  Ask and answer questions about things we can cook.
Can we cook ...?
Yes. We can cook ...
No. We can't cook ...

Can we cook a cup?
No. We can't cook a cup!

Can we cook a plum?
Yes. We can cook a plum.





Read this story.

The Runaway Chapati



Mum! The bread
is cooking well.



One fine day, Little Anya was making a chapati in a pan.
A chapati is a type of bread.



Suddenly, a chapati man jumped up out of the pan.
He ran away and up the hill.



Anya ran after him shouting. But the chapati man ran on.



A dog saw the chapati man. It ran after him.
But the chapati man ran on.

What do you think happens next?





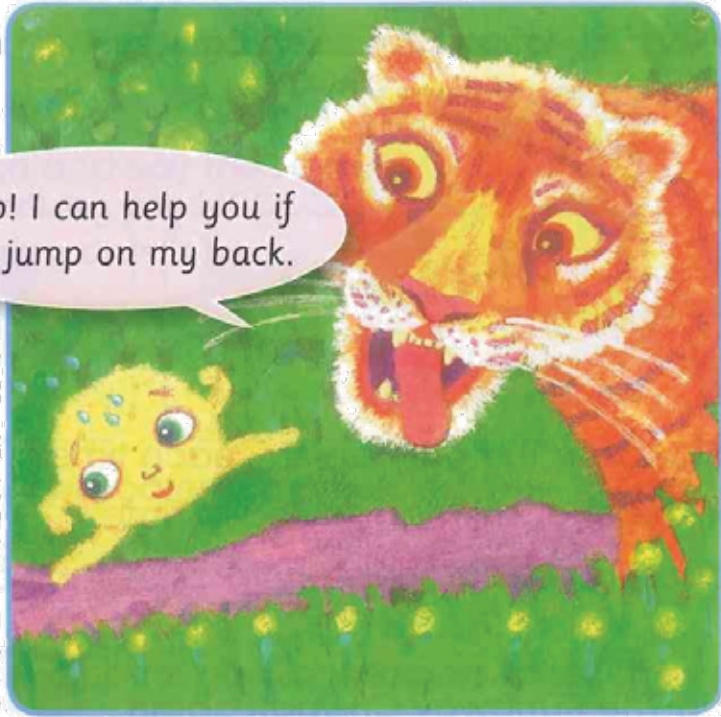
A monkey saw the chapati man. It ran after him.

But the chapati man ran on.



A crocodile saw the chapati man. It ran after him.

But the chapati man ran on.



Stop! I can help you if
you jump on my back.

Then a tiger saw the chapati man.



The chapati man jumped up.

The tiger smiled.

He turned his head and opened his mouth ...

And that was the end of the chapati man.

B  Read each question. Say each answer then write it.

1 Who is this?



Did you get the end
of the story right?



2 What do Anya and the animals say each time?

3 What does the chapati man say each time?

Make up a question about the story to ask your friend.

9 **A**  Read *The Runaway Chapati* again.

Talk about what happens.

The Tip box will help you.

Tip

In the beginning,
Anya is making a
chapati.

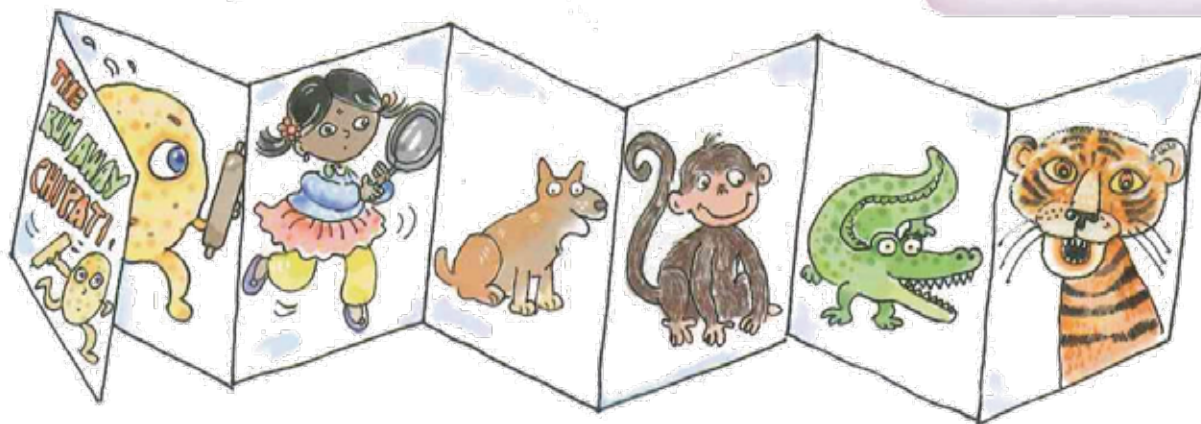
Then ...

Next ...

Then ...

At the end ...

B  Make a zigzag book like this.



10

A



Do you remember the characters in the story

Chicken Licken?

Point to each and say the name.



Draw a story character that you like. Write the name of your character.

B



Choose a set of new characters to tell the

Chicken Licken story.

One day **Henry Horse** was resting under a tree when ... plop!
A **cloud** fell on his head.
I will go to tell the **farmer**.
On the way he met **Cyrek Cow** ...



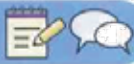
One **night** **May** was resting under a tree when ... plop!
A **star** fell on her **head**.
I will go to tell my mum.
On the way she met **Pedro** ...



Work with five friends. Act out your story.

What is the title of your new story?

11

A  Do you remember the little house in *Lizzi Locks*?

Point and say.

kitchen living room

bedroom bowls

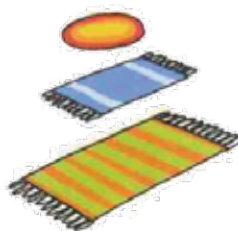
chairs beds

Draw a room from the little house and label things in it.



B  Choose a new setting to tell the *Lizzi Locks* story.

- 1 Where is Lizzi Locks playing?
- 2 What does she see?
- 3 What does she find inside?

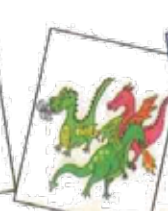


Once upon a time Lizzi Locks was playing in the ...
She saw a ...
It was not locked so she went in.
She saw ...



C  Make your own storytelling card game.

Think of a story. Draw your story pictures on pieces of card. Place them in order.



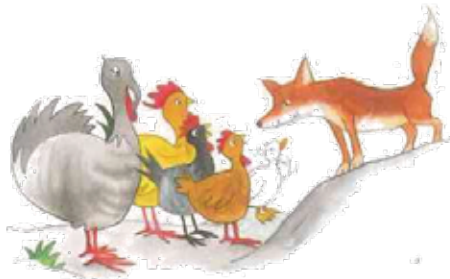
12

A



Do you remember the endings in these stories?

Point and say each story ending.



B



Change the endings.

Choose a new ending for each story.

Here are some to help you:



Draw or write your new endings.

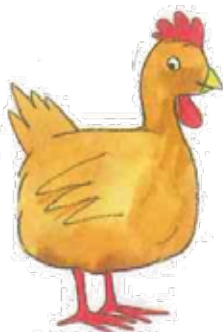
C



For each story, say which ending you

like best: the book ending or your ending?

I like my ending best.



Draw a picture of your favourite ending.

Unit review

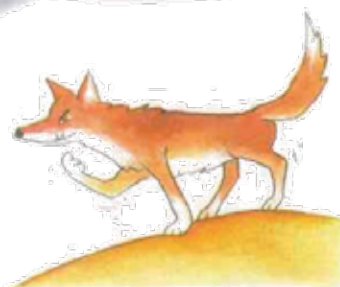
A



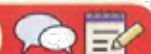
- 1 Which story do you like best?
- 2 Which character do you like best?
- 3 Why?

I like the tiger best because he is clever.

I like the *Lizzi Locks* story best because I like the bears.



B



Which character says these words?

1

Run, run as fast as you can.

3

Yes.
This is just right!

2

No! Too hot. No!
Too cold.

4

The sun fell on me.
I am going to tell the King.
Come with me.



Draw or write the characters and their words in your notebook.



Write the sentences in your notebook.

Fill the gaps with these words.

- | | | |
|--------|-------|------|
| • the | • him | • my |
| • look | • was | • it |
| • then | • saw | • of |

Write these sentences in your notebook and fill the gaps.

- 1 On _____ way Chicken Licken met Hen Len.
- 2 _____ they met Fox Lox.
- 3 Lizzi Locks _____ three chairs.
- 4 _____ at my bed. A girl is sleeping in _____ bed.
- 5 A dog saw the chapati man. _____ ran after _____.
- 6 And that _____ the end _____ the chapati man.



Sing Roll Over!

You may know this song. It is the opposite of
The Runaway Chapati.

It begins with ten characters and ends up with just one.

Roll Over!

There were ten in the bed and the little one said 'Roll over, roll over!'

So they all rolled over and one fell out.

There were nine/eight/seven/six/five/four/three/two in the bed...

So they all rolled over and one fell out.

There was one in the bed and the little one said 'Roll over, roll over!'

So he rolled over and fell right out.

5

Reading to find out

1

A

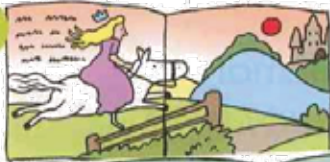


Story, poem or information books?

With your finger, match each page to the right book.



a



b



c



d



e



Which book would you like to read?

Draw it in your notebook and write your answer.

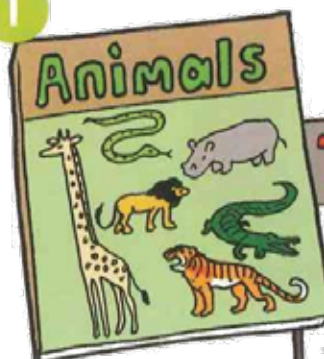
B



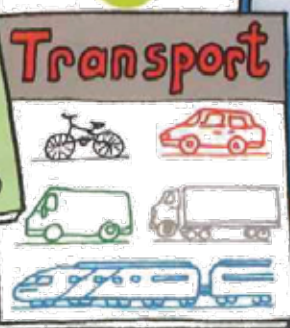
These are information books. Look at the covers.

What is each book about?

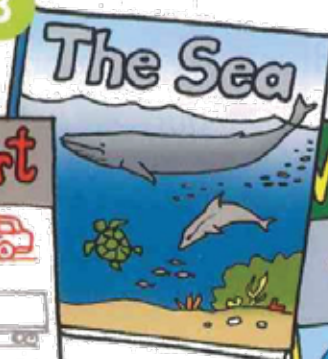
1



2



3



4



5



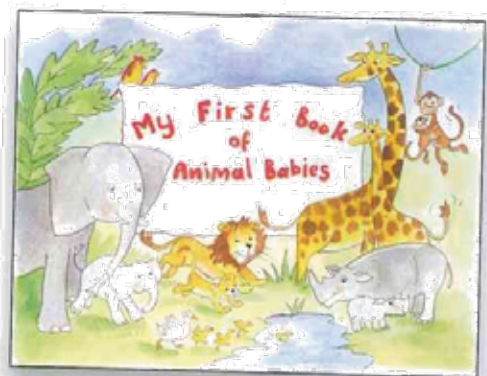
In which book do you think you can find information about:



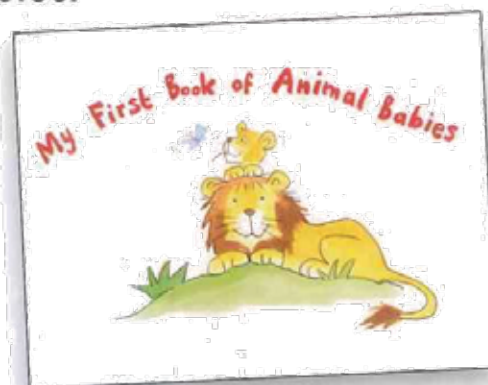
What would you like to read more about?
Draw it and write your answer.



Look at the labels showing the parts of the book
My First Book of Animal Babies.



front cover



title page

Choose another book.
Draw its front cover and
back cover.
Then label the parts.



back cover

2

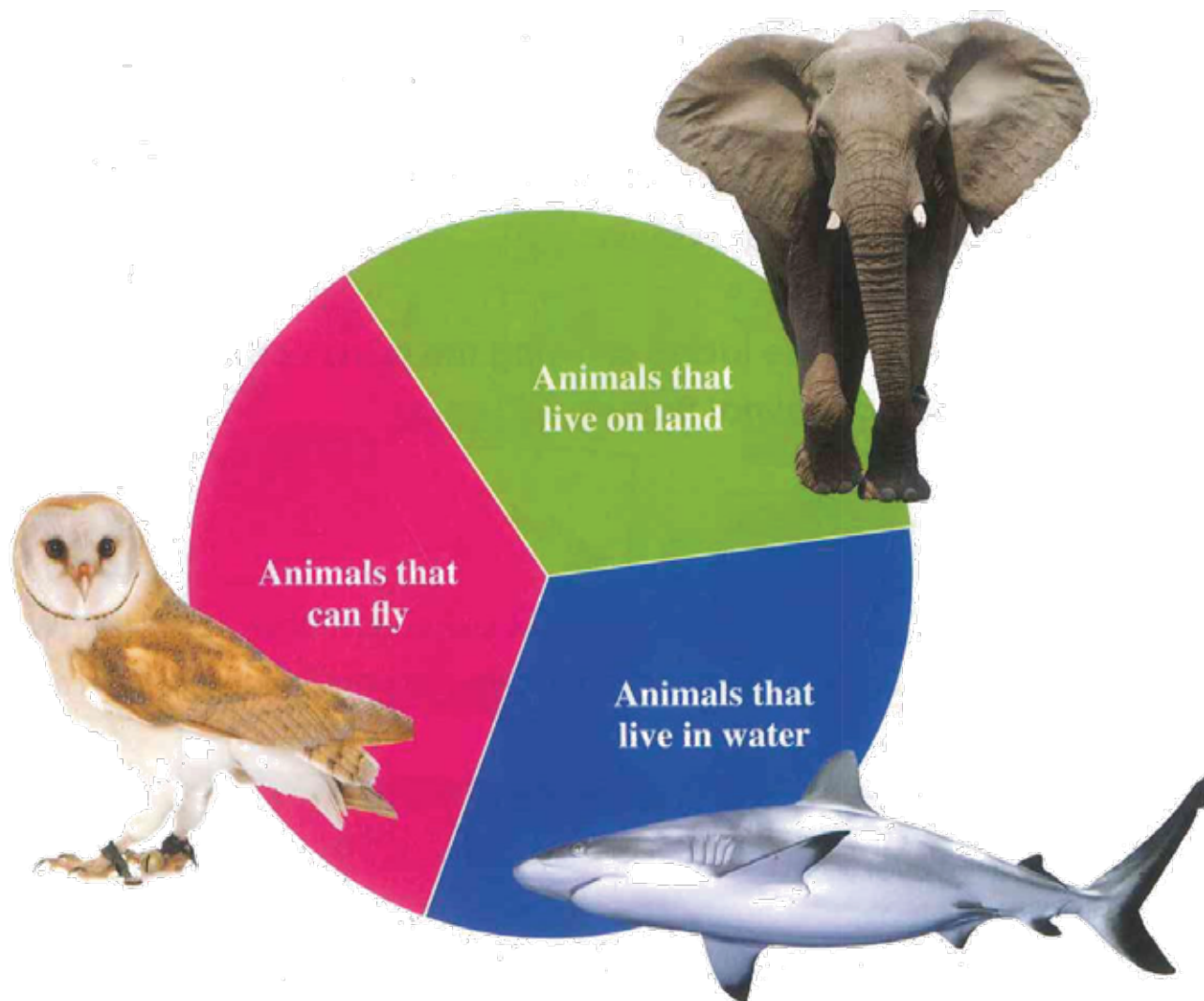
A



Think about animals we can divide animals into groups.

Look at the chart below.

- 1 What is your favourite animal?
- 2 How is it different from you?
How is it the same as you?
- 3 Draw and write the name of your favourite animal.



B



Find an information book with a contents page.

What is the contents page for?



Look at the contents page of this book about different types of animals. Answer the questions.

- 1 On which page can you find out about lions?
- 2 What can you find out about on page 20?
- 3 How many headings in capital letters are there on this contents page?
- 4 Why are they in capital letters?

Contents

► Live on land



Lion	4
Elephant	6

► Live on land and water



Crocodile	8
Green turtle	10
Frog	12

► Can fly



Dragonfly	14
Barn owl	16
Ostrich	18

► Can swim



Shark	20
Seahorse	22

iii

Choose an animal for your friends to guess.
Describe it or give a page number.

It can fly and it's on page 18
It lives on land and it is grey.



3

A



Look at these pictures.

What topic would you like to write about?



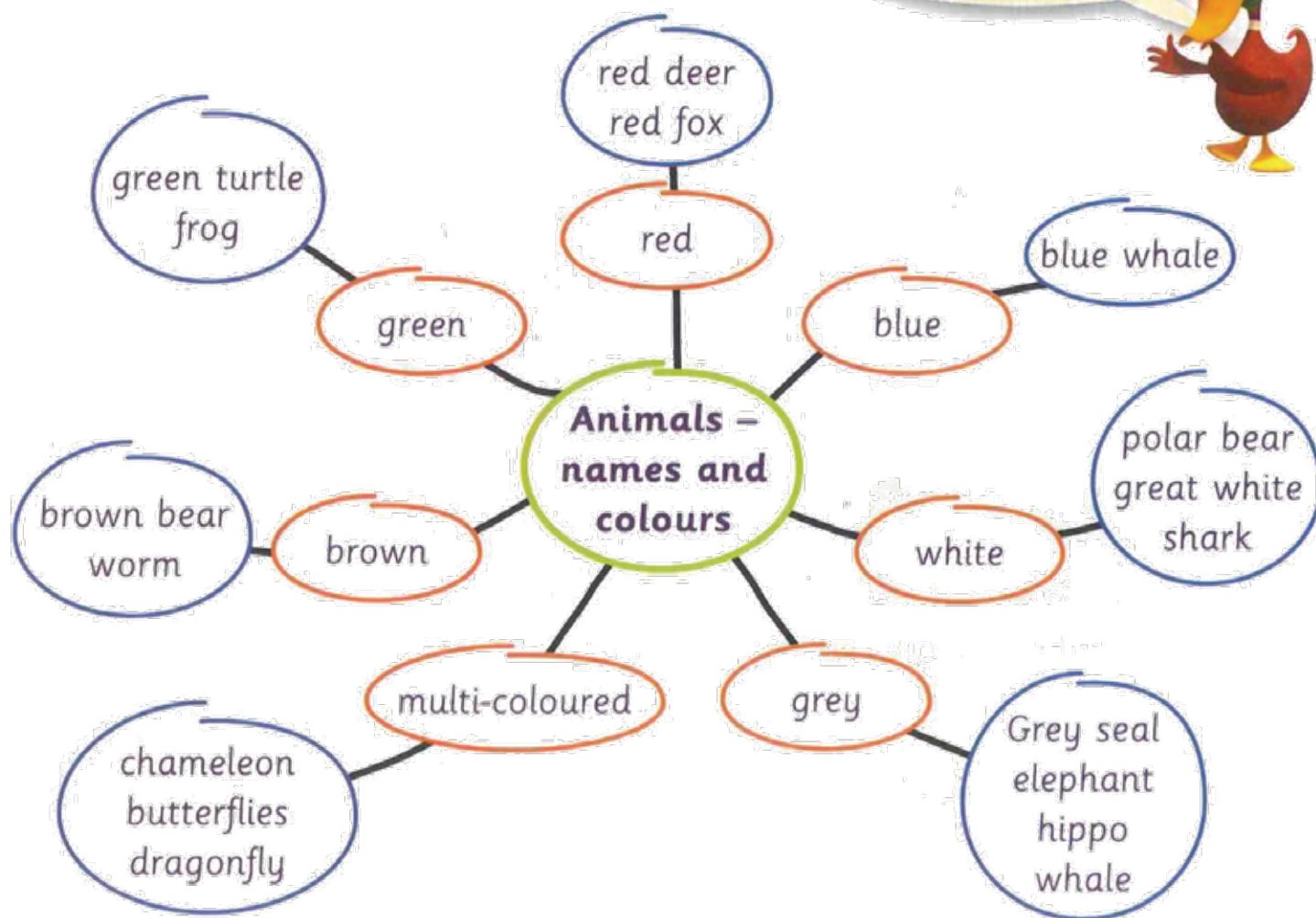
B



Choose a topic.

Make a mind map. Write all your ideas about the topic like this:

Here is my mind map.
My topic is animals
and colours.



C Write a contents page like this one.

- Write the name of your topic.
- Choose three headings from your mind map.
- Write your three headings.
- Number each heading.
- Write one question under each heading.

Contents

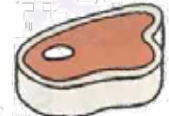
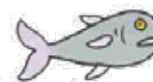
ANIMALS AND COLOURS

- | | |
|------------------------|--------|
| 1 Red deer | page 4 |
| • Are they red? | |
| 2 Blue whales | page 5 |
| • Are they blue? | |
| 3 Green turtles | page 6 |
| • Are they green? | |

4 **A** The word *habitat* means home. The word *diet* means food. Which picture shows the monkey's diet? Which shows the monkey's habitat?



B What do animal babies eat?



Some animal babies only eat meat or fish.



Other animal babies only eat plants.



Many animal babies like to eat meat and plants.

Draw a baby tiger, elephant and bear in your notebook.
Draw what they eat.



Match each word with the correct picture.

Mountains

Rainforests

Seas

Ice lands

Deserts

1



2



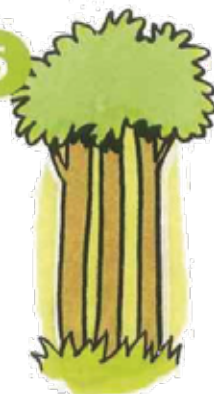
3



4



5



1 Draw and write the homes in your notebook.

2 Draw an animal that lives in each place.

5



Look at the pictures. All these animals live in ice lands.



1 Say and write their names.

2 Draw them.

3 Why are they all white?



Read the text about Harp seals on page 85. Then read the questions below. Say each answer then write it.

1 What is the name for a seal baby?

2 How long do the pups keep their white fur?

3 What do harp seals like to eat?

Harp seal

Habitat



Diet



The name for a seal baby is pup. They are born on ice. The mother seal feeds her pups on milk for about 12 days. She then swims away.

The pups have white fur for about two weeks. The white fur helps the pups to keep safe.

After that, dark hair grows under their white fur and they turn grey. The pups can then swim off to find fish to eat.

Did you know?

Seals can stay under the water for up to 30 minutes.



Seal pup



Mother seal

6

A



The text about the Harp seal is a report.

It gives you information. Look at the text again.

Find these things and point to them:

- headings
- pictures
- labels
- a fact box
- photographs

B



Plan your own report.

Make a class book of animal reports.

7

A  Here is the alphabet.

 Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm 
 Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz 

Say the letter names. Sing the alphabet!

Say the letter sounds.

B  Look at this page. It is an index.
 It lists the animals that are in a book.

An index helps
 you find things in
 a book.



Index

B		G		P	
Barn owl	15	Great white shark	17	Penguin	14
C		Green turtle	18	Polar bear	21
Crocodile	6	H		S	
D		Harp seal	12	Seahorse	4
Dragonfly	9	K		Scorpion	8
E		Kangaroo	13	Seal	17
Eagle	10	L		T	
Elephant	5	Lion	16	Toad	23
F		O		Turtle	22
Frog	20	Ostrich	11		
		Owl	7		

C  Read each question. Say each answer then write it.

- 1 Which page tells you about eagles?
- 2 Can you read about dolphins in this book?
- 3 Can you see all of the alphabet from A to Z? Why/why not?

8

A



Look at these pictures.

Say the names. Which animal group are they?

What other animal groups do you know?



B



Read this report about the Barn owl.

Which words are difficult to understand?

Barn owl

Habitat



Diet



The mother Barn owl lays her eggs in trees or unlivd in buildings (a 'barn' is a building, usually found on farmland).

The **owlets** eat a lot of food. The mother and father Barn owl bring food like mice, frogs and insects for them to eat.

When the owlets **hatch** they have white **down**. After 60 days the owlets have feathers.

Where do Barn owls live?

All over the world except in the desert and in ice lands.



Mother barn owl



Owlet



The glossary in a book explains difficult words. Find these words in the report about the Barn owl.

Tip

- A glossary helps you to understand tricky words.
- It explains them in easy words.
- It is in alphabetical order.

Glossary

down – The soft, first feathers of many baby birds.

hatch – The verb to describe how a baby bird cracks out of its egg.

owlets – The name for baby owls.

9



Read each word. Find its matching picture.

Write each word and draw its matching picture in your notebook.

	elephant	
	giraffe	
	monkey	
	chicken	
	frog	
	crocodile	
	goat	
	hippo	

Play What am I?

I am very tall. I have a long neck.
I eat plants. What am I?

When we play games with our friends we speak in an informal way.



B  Say what each word means.



coconut



phone



bee

Write the meaning of each word as if for a glossary.

Example:

Coconut – a coconut is a large fruit that is hard and brown on the outside and soft and white inside. It grows on trees.

C  Read the caption for this photo.

Write captions for these two photos.



Two baby monkeys are playing together.

We call a sentence that is about a picture a **caption**.

Tip

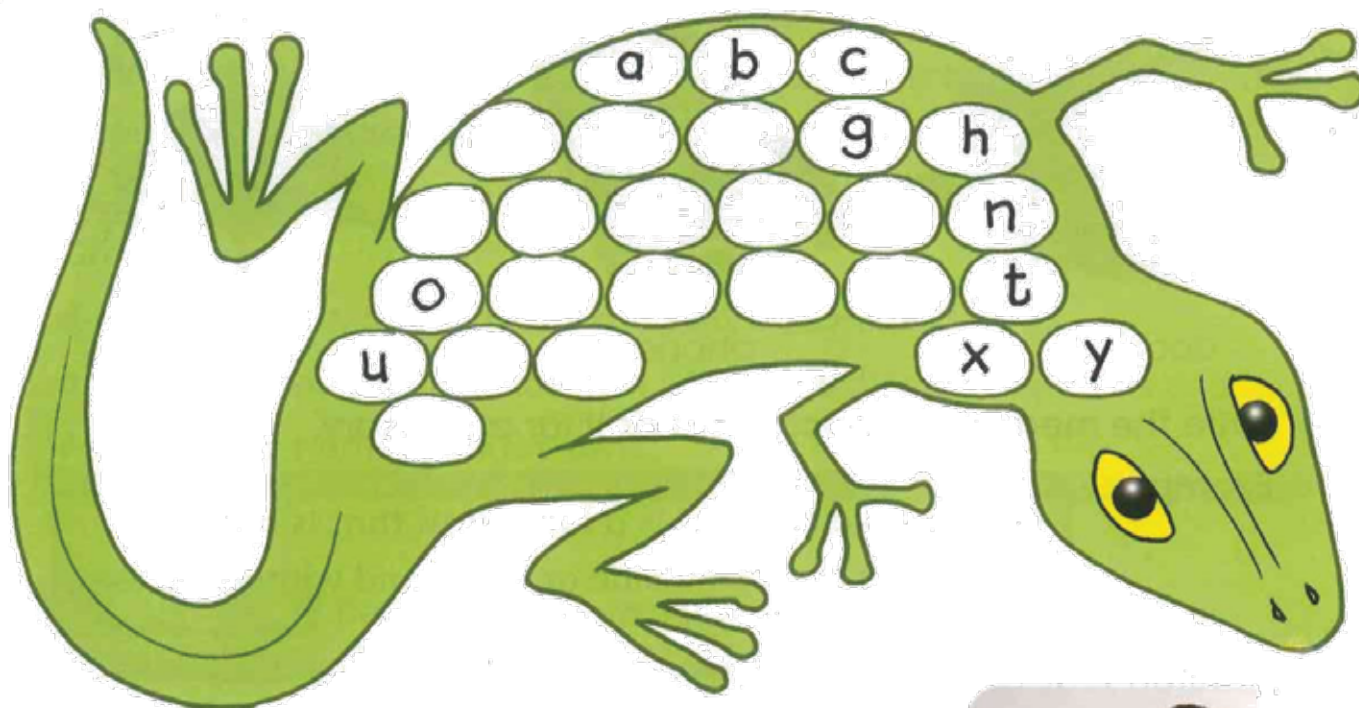
Use the word in the glossary when you write about picture 2.

Grooming – the word used when animals are cleaning their fur or hair.





Say the alphabet. Which letters go in the gaps?



Play *I went to market and I bought ...*

A



B



C



D



E



F





Look at this page from a dictionary.



Tip

- A dictionary is a book that explains word meanings.
- It may have words, pictures and photographs.



Write your own dictionary page.

Write the Zz words in your notebook. Make it look like a dictionary page. Draw the pictures too.

11



This is an alphabet of animals and musical instruments!

Alphabetical animals

Aa Ant, beat those African drums!

Bb Bee, strum that banjo!

Cc Cat, blow that clarinet!

Dd Dog, beat those drums!



Ee Elephant, play that electric guitar!

Ff Frog, blow that flute!

Gg Goat, blow those glasses!

Hh Hippo, pluck that harp!

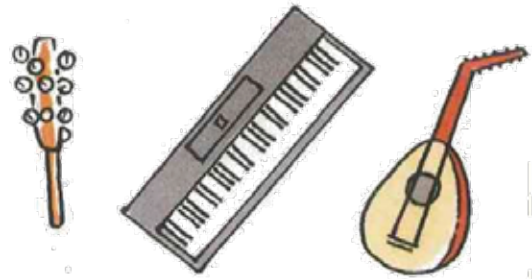


Ii Iguana, tap those Indian bells!

Jj Jellyfish, shake those Jingle bells!

Kk Kangaroo, play that keyboard!

Ll Lion strum that lute!

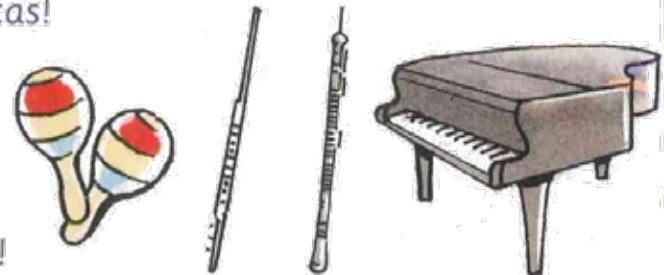


Mm Mouse, shake those maracas!

Nn Newt, blow that ney flute!

Oo Ostrich, blow that oboe!

Pp Polar bear, play that piano!



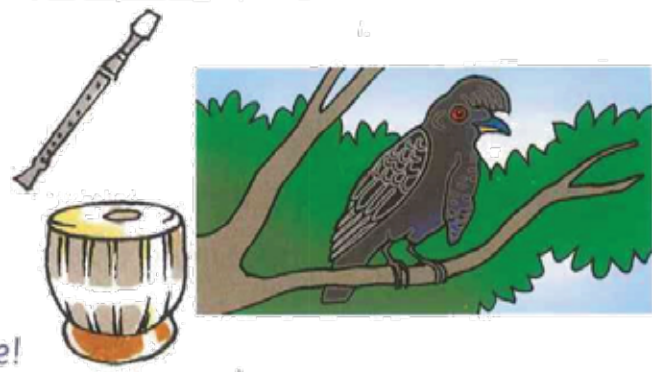
Qq Quiet everyone! Shhhh!

Rr Rabbit, blow that recorder!

Ss Seal, bang those sticks!

Tt Tiger, beat that tabla!

Uu Umbrella bird, hum up there!



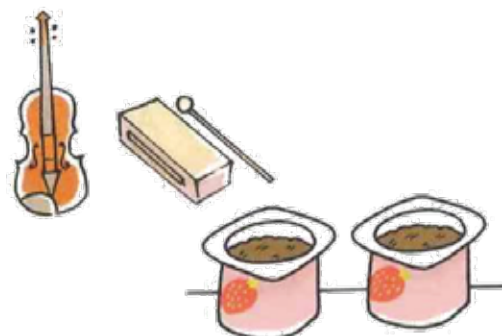
Vv Vulture, pluck that violin!

Ww Wolf, tap that wood block!

Xx FoX, bang those boX drums!

Yy Yak, shake those yoghurt pots!

Zz Zebra, blow that kaZoo!



B  Read each question. Say each answer and then write it.

- 1 Find Bb. What does the bee play?
- 2 Find Ff. What does the frog play?
- 3 Find Tt. How does the tiger play the tabla?

Ask questions about the *A to Z of Animals*.

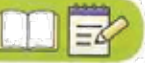
Tip

When you write your questions, remember to begin with a question word with a capital letter and end with a question mark.

Which animal is playing the harp?



C  Make a class alphabet poster of musical instruments. Or choose another topic (for example, food, places, people).

12 **A**  Read *Alphabetical Animals* again.

Find all the verbs. Try to change each one!

Aa Ant, **hit** those African drums!

Bb Bee, **play** that banjo!

Cc Cat, **puff** that clarinet!

Dd Dog, **bang** those drums!

B  Change what each animal is playing and doing.

Aa Ant, **eat that apple**.

Bb Bee, **bash that baseball**.

Cc Cat, **cut that cake**.

Dd Dog, **draw that dog**.

Write a new alphabetical text if you can.

Unit review



A We read reports on animal babies.

Which report did you enjoy reading best?

Write three things you remember about reports.

I remember
that a report
can have
photographs.



We read about using
A to Z in books.

Write what you
remember about
A to Z in a book.



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



B Say then write each answer.

- What are these?
 - contents page
 - index
 - glossary
 - dictionary
- Why do we use them?

Look at the chart. Say yes or no.

	Contents	Index	Glossary	Dictionary
Helps you to know what is in a book.	yes	yes		
Helps you to find the right page in a book.				
Helps you to understand a difficult word from the book.				
Is in alphabetical order.				
Helps you to spell a word.				



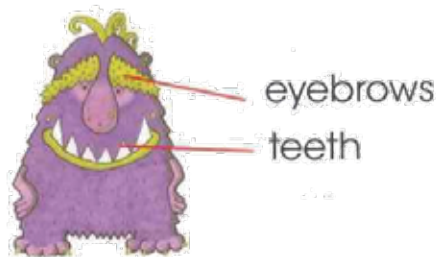
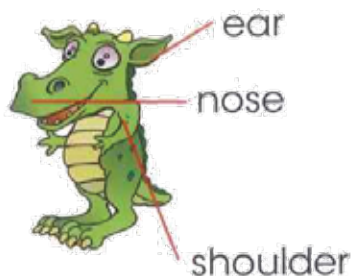
Fill in the gaps.

		Words to use
	Eagle chicks _____ fluffy white feathers. They _____ looked after for seven weeks. Then _____ fly off.	are have they
	Shark babies are _____ pups. _____ pups are born _____ 300 teeth.	with called Some
	A zebra baby _____ called a foal. They are brown _____ white _____ they are born.	when and is

Write the sentences in your notebook. Draw the animals.

6 Rhyme time 2

1 **A** Look at these pictures. Point and say the body parts.



Do you know any songs or rhymes about your body?

B Read this rhyme.

It is an action rhyme so use your body!



My Eyes Can See

My eyes can see.

My mouth can talk.

My ears can hear.

My feet can walk.

My nose can smell.

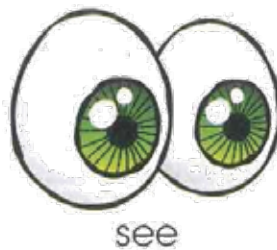
My teeth can bite.

My eyebrows can wiggle.

My hand can write.



Draw the body parts
from the rhyme.
Write what each
can do.



see



talk

My eyes can
see, blink, wink,
open, close ...



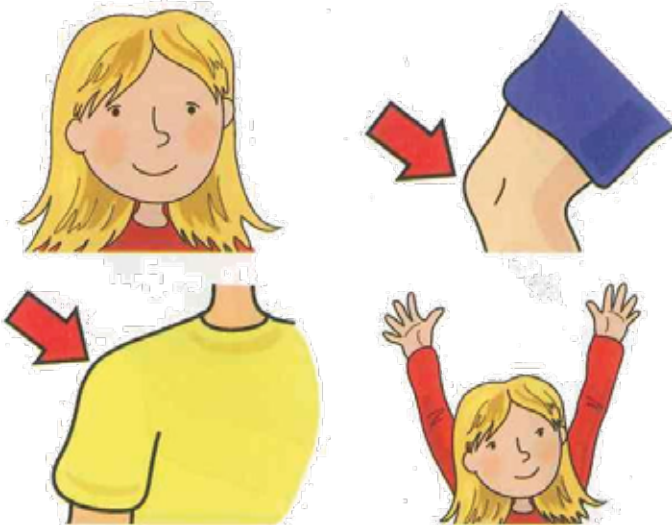
B ★ Play *I spy with my little eye*.

I spy with my little eye
something that is red.
I spy with my little eye
something that rhymes with ...
I hear with my little ear
something beginning with ...
I hear with my little ear
something that rhymes with ...

2 **A** Read this rhyme.

It is another action rhyme so use
your hands to touch your body.

- Why are some words red?
- Why are some words blue?



Hands Up

Hands up to the ceiling,
Hands touch the floor,
Reach up again,
Let's do some more,
Now touch your head,
Then touch your knee,
Then touch your shoulder,
Just like me.
Hands up to the ceiling,
Hands touch the floor,
That's it for now, goodbye!
There isn't any more.



B Say each answer and then write it.

- 1 How many times can you see the word *hands* in *Hands Up*?
- 2 Finish this line: *That's it for now, _____*
- 3 What do hands do in *Hands Up*?

What rhymes with *floor*?

Think of some questions to ask a friend.



C Read *My Eyes Can See* and *Hands Up* again.

Find and write a word that rhymes with ...

- more
- walk
- write
- me



More rhymes with
floor but it has
different letters.

Walk rhymes with *talk* and
it has the same letters.



3



A Not well!

Look at these pictures.



How do you feel when you are not well?



Read these poems about not feeling well.

Find the words that rhyme.

Miss Polly Had a Dolly

Miss Polly had a dolly who was sick, sick, sick,
So she called for a doctor to come quick, quick, quick.
The doctor came with his bag and his hat,
And he knocked on the door with a rat-a-tat-tat.
He looked at the dolly,
and he shook his head,
And he said to Miss Polly,
“Put her straight to bed.”
He wrote on the paper
for a pill, pill, pill.
“It will make her better,
yes it will, will, will.”



Sick by Shirley Hughes

Hot, cross, aching head,
Prickly, tickly, itchy bed.
Piles of books and toys and puzzles,
Heavy on my feet,
Pillows thrown all anyhow,
Wrinkles in the sheet.
Sick of medicine, lemonade,
Soup spooned from a cup.
When will I be better?
When can I get up?



Work in groups to say one rhyme out loud.

Tip

Tips for saying a rhyme

Stand up tall. Take a deep breath. Smile before you begin.

Say each word slowly and clearly. Speak with a strong, loud voice.



4



Look at this picture.

Say each answer then write it.

- How old are you?
- When is your birthday?
- Will you have a party?

Think of some questions to ask a friend.

Try to write your questions.

Don't forget to write
the question mark
like this ?



Sing a Happy Birthday rhyme.

Happy Birthday to you!

We're off to the zoo.

We will see lions,

And they'll sing to you too!

Happy Birthday to you!

What will you do?

Let's plan a big party,

You'll feel shiny and new!



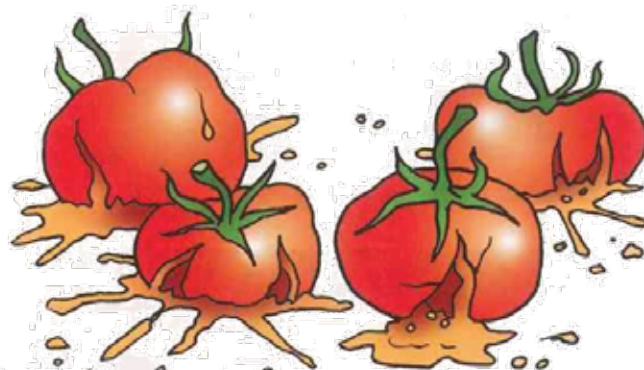
Which words rhyme?



Can you say or write a silly birthday rhyme like this?

Work with a friend.

Happy Birthday to you.
Squashed tomatoes and stew,
Egg and muffins for breakfast,
Happy Birthday to you!



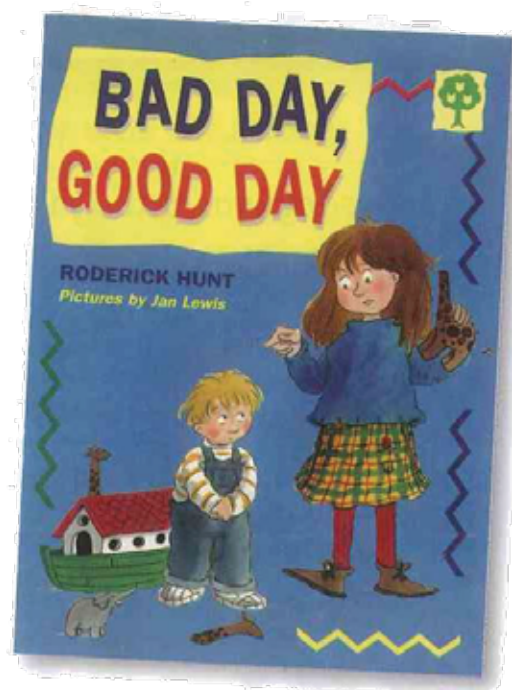
Use these words to help you:
boo, do, who, moo, new, zoo.

5



Look at the cover of this rhyming story.

- What do you think it is about?
- What makes a bad day for you?



It's a bad day when my
friends don't play with me.

- What makes a good day for you?

It's a good day when
we play outside.



B



Read the poem.

Bad Day, Good Day

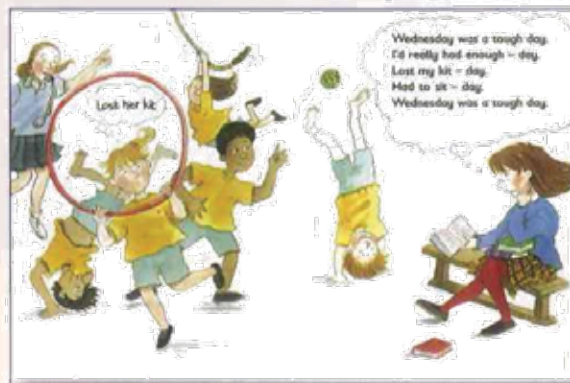
Monday was a bad day.
Clumsy boy-day.
Broke my toy-day.

Monday was a bad day.



Wednesday was a tough day.
Lost my kit-day.
Had to sit-day.

Wednesday was a tough day.



Tuesday was a sad day.
That's the end-day.
Lost my friend-day.

Tuesday was a sad day.



Thursday was a late day.
Had to run-day.
Dropped my bun-day.

Thursday was a late day.



Friday was a horrid day.
Lip got split-day.
Full of grit-day.

Saturday was an awful
day. Mum got mad-day.
Made me sad-day.

Sunday was a fun day.
A closing eyes-day.
Big surprise-day ...

A Happy Birthday!

by Roderick Hunt



Friday was a horrid day.



Saturday was an awful day.



Sunday was a fun day.



Read each question. Look at each picture.

Say each answer and then write it.

- 1 What kind of day was Tuesday?
- 2 What did she do on Thursday?
- 3 How did she feel on Sunday? Why?

Can you think of a question about the story? See if a friend can answer your question.



6

A



Say the days of the week.

Try to write them.

Join up each day with the right picture with your finger.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday



B



Make up an action for each day.

Say the poem and do your actions.

C



Change the underlined word to make it a good day.

Write your new sentence and draw a picture.

Monday was a bad day.

Example: Monday was a happy day. Went sailing-day.

Tuesday was a sad day.Wednesday was a tough day.Thursday was a late day.Friday was a horrid day.Saturday was an awful day.Sunday was a fun day.

Tip

You can use these words to help you:
good, happy, lovely,
nice, great, brilliant.

Unit review

A Remember these rhymes?

Read or say each rhyme.

Which rhyme did you like best? Why?



I liked *Happy Birthday* best because we made it funny!

B Read each word in the pink box.

Find a word that rhymes with it in the blue box.

Write the rhyming words.

boy end feet kit quick run split mad

friend sheet bun sick sad toy sit grit

C Say the missing word.

Write each sentence in your notebook.

1 _____ eyes can see.

2 My nose can _____.

3 Just like _____.

4 Piles of books _____ toys _____ puzzles.

5 He looked at _____ doll and he shook his head.

6 Happy birthday _____ !

Tip

Use these words to help you: *smell, me, my, the, to, and, you, and.*

7

Make-believe stories

1

A



Is it real or make-believe?

Does it happen
in real life?

Who is your favourite make-believe character?

B



Read this make-believe rhyming story.

It is about a space boy and a space animal.

The Jigaree by Joy Cowley

1 I can see a jigaree.

It is jumping after me.

Jumping here,

jumping there,

jigarees jump everywhere.

2 I can see a jigaree.

It is dancing after me.

Dancing here,

dancing there,

jigarees dancing everywhere.

3 Jigaree, jigaree,

I will take you home with me.

Now use these verbs instead of *jumping* and *dancing*:

swimming riding skating climbing flying

C



Do you like the jigaree?

Yes, I like the jigaree because ...

No, I don't like the jigaree because ...

Say your answers and write them in your notebook.

2

A



What does a jigaree have?

1 Say yes or no.

head horns ears nose wings legs hair

2 Draw a jigaree in your notebook and label it.

B



What is the jigaree doing in each picture?

Make a zigzag book to write about what the jigaree is doing. Act out the jigaree doing something.

Can your friends guess what you are doing?



3

A



Make up a new name for the jigaree.

Make it rhyme with the underlined word.

I can see a jigar_____.

I can see a jigar_____.

It is jumping after you.

It is jumping every day.

Now write a new line to rhyme with:

It is jumping very high.

B



Make up another

name. This time, keep the

'aree' ending but change the beginning.

1 Draw your space animal. Write its name.

2 What special thing can your animal do?

Gaparee ...
Fizzaree ...



Tip

The rhyme doesn't have to use the same letters.
y-ou rhymes with oo or ue.
d-ay rhymes with ay or ai.
h-igh rhymes with ie.

4

A



Read this rhyme about space.

Zoom to the Moon!

Zoom, zoom, zoom

We're going to the moon.

Zoom, zoom, zoom

We're going very soon.

If you want to take a trip

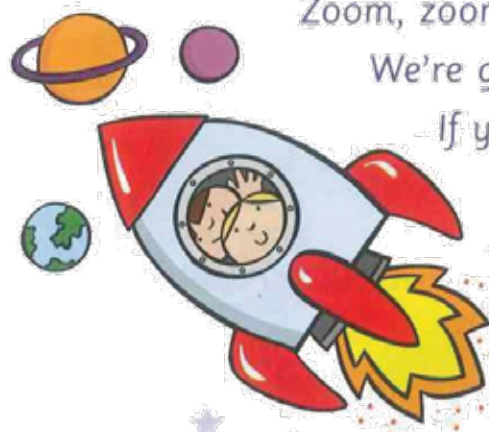
Why not board the rocket ship?

Zoom, zoom, zoom

We're going to the moon.

10, 9, 8, 7, 6, 5, 4, 3, 2, 1

BLAST OFF!



Do you know other rhymes about space?



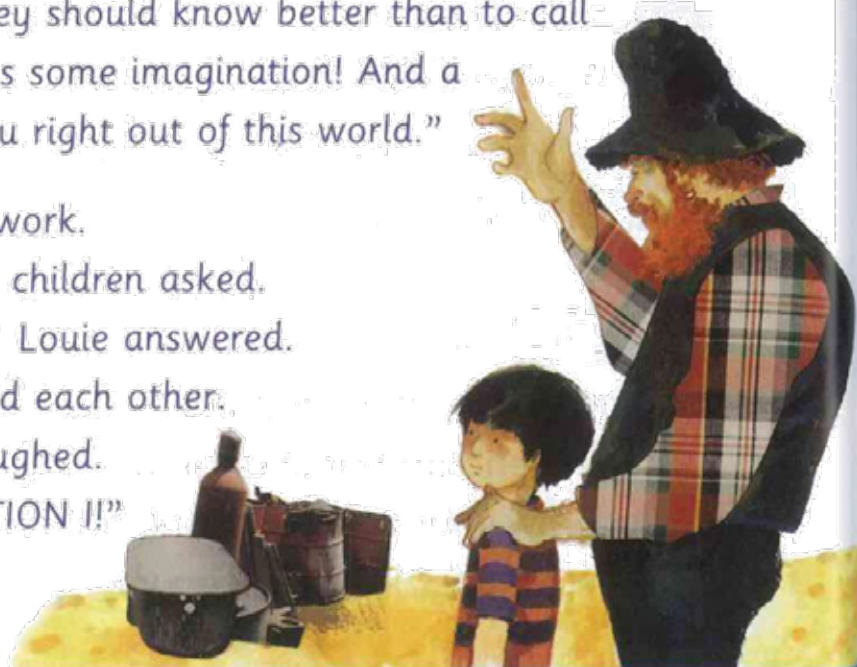
B



Read this make-believe story. It is about a boy who zooms to space ... in a spaceship made from junk!

Adventure in space

- 1 "What's up, Louie? Why so sad?" Barney asked.
 "Well," Louie said, "the other children call you the junkman."
 "Junk?" Barney growled. "They should know better than to call this junk. All a person needs is some imagination! And a little of that stuff can take you right out of this world."
- 2 Louie and his parents got to work.
 "What's going on?" the other children asked.
 "I'm going out of this world," Louie answered.
 The kids snickered and nudged each other.
 "Is that Voyager III?" they laughed.
 "No," he said. "It's IMAGINATION I!"
 "Well don't run out of gas!"



3 “Are you going out there all alone?” Susie asked.
“Well, that depends – got lots of imagination?” he asked.
“Oh yes,” she said. “And I’ll bring cookies too!”

4 The next morning they climbed aboard.
“Ready when you are,” Susie shouted.
“Okay then,” yelled Louie. “Blast off!”
They held their breath.
BAARROOOMMM!

5 Way out in space they opened their eyes.
“We did it!” Susie gasped. They stared down at planet Earth.
They floated past strange and wondrous things ...
and on through worlds no-one had ever seen before.

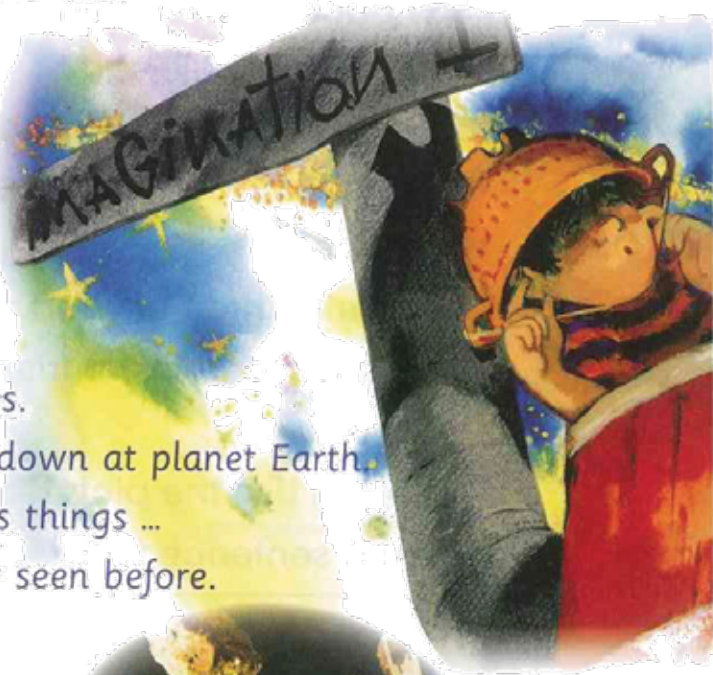
6 “There’s a rock storm heading this way.
We’ll be smashed to bits!” cried Louie.

7 They ducked this way – and that –
and over –
and under –
and upside down.

Finally the storm passed and they headed for home.

8 The next day, they told
everybody about their
adventures. Soon all the
kids were ready to take off.

by Ezra Jack Keats



Can you find these words in the story?

Blast off! over under upside down

5

A

Read *Adventure in space* again.

Read each question.

Say each answer then write it.

- 1 Why was Louie sad?
- 2 Where did Louie say he was going?
- 3 What did Louie and Susie see in space?

Now write three of your own questions. Test a friend.

Tip

Use some of these words for your questions:

What When Why

How Where Who

And this: ?

B



Use the pictures to retell the story.

Write a sentence for each picture.



C



Imagine you are going to travel in a box.

Where will you go?

What will you see?



Who will you take?

What will you do?

6

A  What did Louie need for his trip?

Write a list for your trip.

What will you take?

imagination cookies

B  What do you think the other children asked when Louie and Susie got back from space? Think of some questions.

Where ... ?



Can we ... ?

What ... ?

C  What do you think it's like in space or on the moon?



I think it is grey and rocky on the moon.

I think it is light because of all the stars.

I think it is dark and cold on the moon.

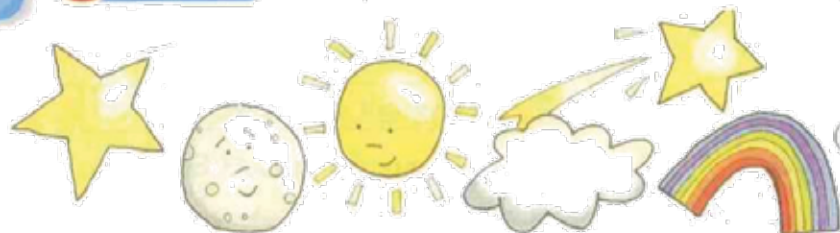


7

A



In the sky.



I can see a plane in the sky.

I can see a castle in the sky.



Look at the pictures.

What can you see in the sky?

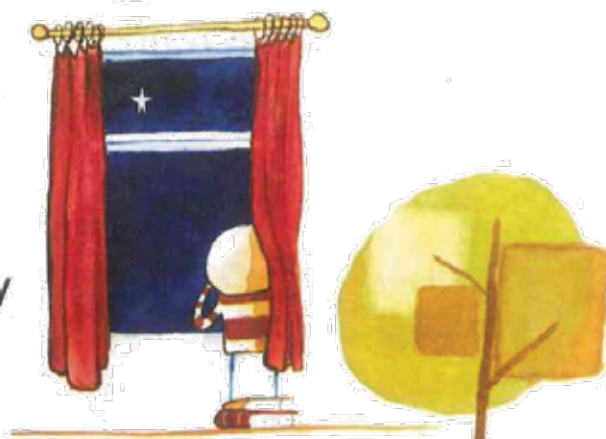
Say and write your answer.

B



This story is about a boy who tries to catch a star.

How does he try to catch it?



How to Catch a Star

Once there was a boy and the boy loved stars very much.

Every night the boy watched the stars from his window and wished he had one of his very own.

The boy decided he would try to catch a star.

He thought that getting up early in the morning would be best,

because then the star would be tired from being up in the sky all night.

So, the next day he set out at sunrise.

But he could not see a star anywhere.

He sat down and waited for one to appear.

He waited ... and he waited ... and ate lunch ...

... and waited. And after dinner he waited some more.

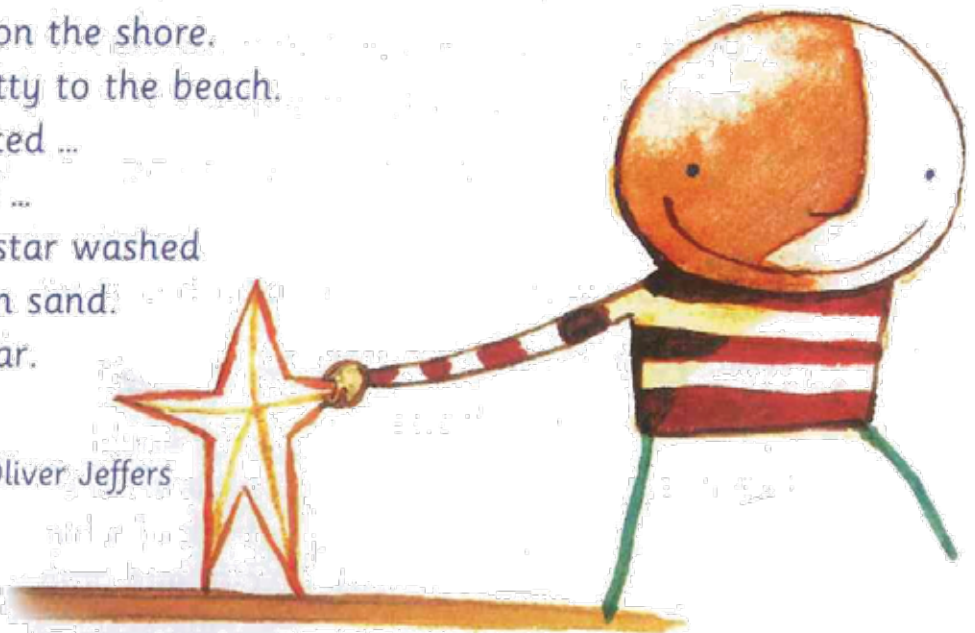
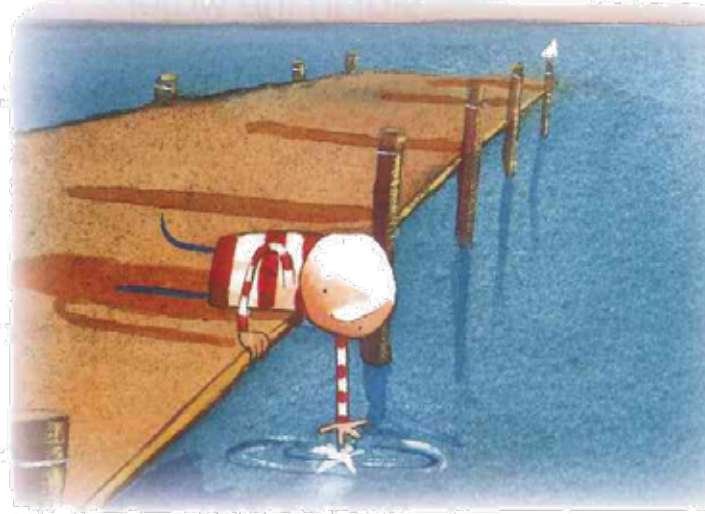


Finally, just before the sun was about
to go away, he saw a star.
The boy tried to jump up and grab it.
But he could not jump high enough.
So, very carefully, he climbed to the top
of the tallest tree he could find.
But the star was still way out of reach.
He thought he could fly up in his
spaceship and just grab the star.
But his spaceship had run out of petrol last
Tuesday when he flew to the moon.
The boy thought he would never catch
a star.
Just then he noticed something
floating in the water.

It was the prettiest star he had ever seen.
Just a baby star.
It must have fallen from the sky.
He tried to fish the star out with his hands.
But he couldn't reach it.

Then he had an idea.
The star might wash up on the shore.
He ran back along the jetty to the beach.
Then he waited and walked ...
and watched and waited ...
... and, sure enough, the star washed
upon the bright, golden sand.
The boy had caught a star.
A star of his very own.

Oliver Jeffers



8



A Read *How to Catch a Star* again.

Match the questions to the answers.

- 1 What did the boy want?
- 2 Why did he think it was easy to catch a star in the morning?
- 3 How did he try to reach the star in the sky?
- 4 How did he try to reach the star in the water?
- 5 How do you think the boy felt when he saw the star on the beach?

a

He climbed to the top of a tree.

b

He wanted a star of his very own.

c

He tried to fish it out with his hands.

d

He was very happy.

e

He thought the star would be tired.

Write one question and one answer of your own.

B



B Answer *yes* or *no*.

- Did the boy do the things in each picture?
- Did he catch a star in the morning?
- Did he want to catch the moon?

Think of another question beginning with 'Did ...?'

C

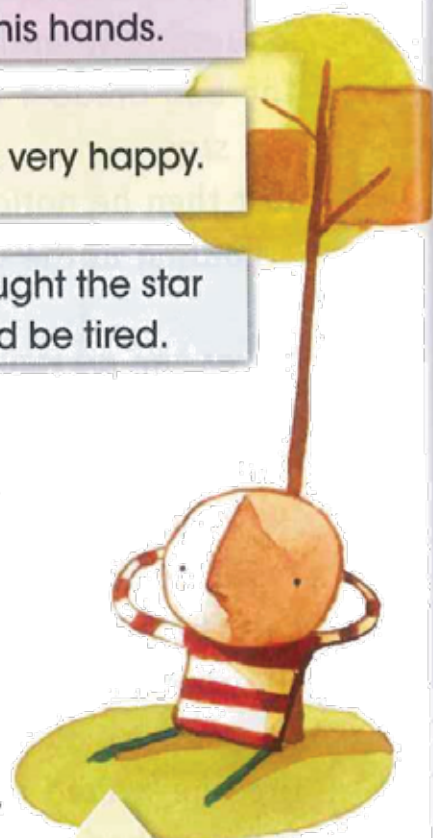


C How would you try to catch a star?

Write your ideas for catching a star on a star shape like this.

I would ride on the back of a big bird and grab my star.

I would fly up in a balloon and catch a star in a net.



9

A Write the sentences in the correct order, using the words from the box. Draw a picture for each sentence.

Tip

Words to help you:

Once At first

Then So

Finally Later

a He saw a star in the sea.

d The boy wanted a star of his own.

b He tried to catch a star.

e He found a star on the beach.

c He saw a star in the sky.

f The boy had a star of his very own.

B What would you do with a star of your very own?



Say and write what you would do with your star.

C Read these star words. Can you think of any more? Write each new star word in your notebook.

I would take my star to school and show my friends.



fish

flower

light

star

burst

ship

A Look at these toys and models.

Have you ever made a puppet or model like this?

B Read the start of this story.

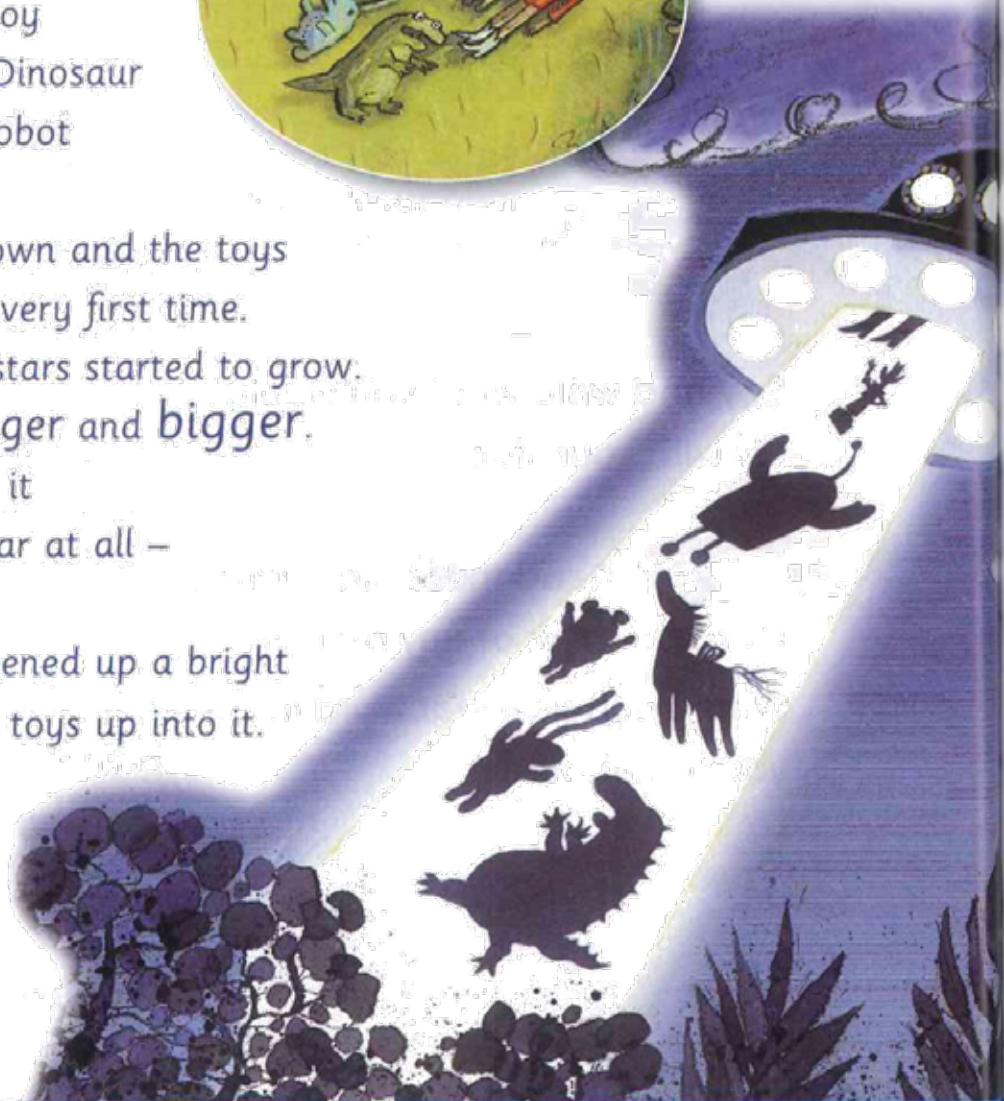
Toys in Space

Once upon a time (the WonderDoll said)
There were seven toys left out in the garden:

a resourceful Pink Horse
a brave Small Sheep
a clever Blue Rabbit
a strong little Cowboy
a thoughtful green Dinosaur
a helpful wind-up Robot
and a WonderDoll.

Well, the sun went down and the toys
saw the stars for the very first time.
And then one of the stars started to grow.
It got bigger and bigger and bigger.
And the toys realised it
was actually not a star at all –
it was a spaceship!
And the spaceship opened up a bright
hole and beamed the toys up into it.

by Mini Grey



C Talk about what happened before and what will happen next.

- Why did these toys get left out in the garden?
- What do you think happens next to the toys?

I think the boy ran off to eat his tea.



A Read *Toys in Space* again.

There are seven toys. What do we know about each?

Use the words in the box below to fill in the gaps.

- 1 a _____ Pink Horse
- 2 a _____ Small Sheep
- 3 a _____ Blue Rabbit
- 4 a _____ Little Cowboy
- 5 a _____ Green Dinosaur
- 6 a _____ Wind-up Robot
- 7 a WonderDoll.

helpful clever
resourceful strong
brave thoughtful



Resourceful means good at solving problems. Are you resourceful?

B ★ Act it out!



Make a stick puppet for each toy.

In a group, act out what happened to the toys.

You might start like this:

WonderDoll: Hello we are the toys left in the garden.

Pink Horse: Hello I am ... resourceful Pink Horse.

Small Sheep: I am brave Small Sheep ...

Green Dinosaur: We like the stars.

Little Cowboy: It's not a star.

Blue Rabbit: It's a spaceship!

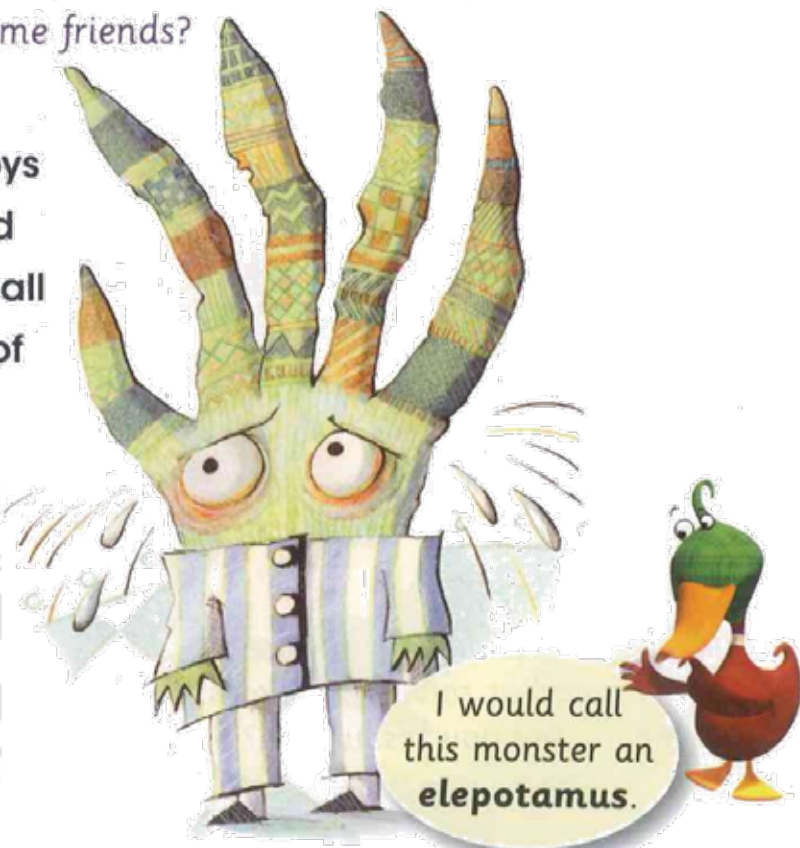
WonderDoll: Oh no! We are going up and up ...

Space monster: Hello. I am a space monster. This is my spaceship.
Can you help me to find some friends?

C In *Toys in Space* the toys meet a space monster called Hoctopize. What would you call this monster? Use these bits of words to help you:

Ele
Gir
Hippo
Dino
Rhino

potamus
phant
cerus
affe
saur



I would call
this monster an
elepotamus.



Write the *Toys in Space* story and make up your own ending. Write it in six parts like this. The questions will help you.

1

One day seven toys were left out in the garden.

2

They saw the stars.
One star got bigger and bigger and **bigger**.

3

It wasn't a star. It was a spaceship.
It beamed the toys up.

4

- Who was on the spaceship?
- What was its name? Did it have a problem?

5

- What did they do?
- Where did they go?

6

- What happened in the end?

Draw pictures for your story.

Here are some ideas to help you with your story.



Read your story out loud.

Unit review

A



Which make-believe story did you like best? Why?



Tip

Not all make-believe stories are set in space.

Remember, make-believe stories are stories that could not happen in real life.

I like *Toys in Space* because I like WonderDoll and we made up our own story.





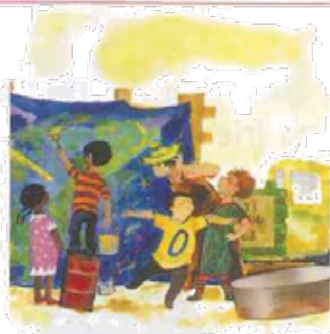
Fill in the gaps.

Words to use



I can see a jigaree.
It is jumping after _____.
Jumping _____.
Jumping _____.
Jigarees jump _____.

there
here
me
everywhere



The next day _____ told
everybody _____ their
adventures. Soon all _____
kids were ready to take
_____.

about
they
off
the



He thought _____ could
fly up in his spaceship and
_____ grab the star.
But his spaceship had run
_____ of petrol last Tuesday
_____ he flew to the moon.

just
out
he
when



Well, the sun went _____ and
the toys _____ the stars for
the _____ first time.
And then _____ of the stars
started to grow.

down
very
one
saw

8

Things that have happened

1 A  Point to each day of the week and say it out loud.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

What day is it today?

What did you do yesterday?

Say and write your answer.

Yesterday was Thursday.
I played with my friends.



B  Read this diary. It tells us what happened each day.



A Week in the Holidays

In the school holidays I did lots of exciting things.

On Monday, I went to the library on a bus.

It was a reading day.

On Tuesday, I went to town on my roller skates.

It was a shopping day.

On Wednesday, I went to dad's restaurant in my car.

It was a working day.

On Thursday, I went to the park on my bike.

It was a playing in the sun day.

On Friday, I went to my friend's house on my scooter.

It was a cooking day.

On Saturday, I walked to the swimming pool.

It was a swimming day.

On Sunday, I stayed in my garden.

It was a 'stay at home in the sun' Sunday!



Did you do any of the things in the diary last week?
Which day sounds the most fun? Why?
Say and write your answers.

I think Wednesday sounds the most fun because she went to work with her dad.



2



Retell A Week in the Holidays.



Tip

Use this sentence frame to help you.

On _____ day we went to _____ on _____.

It was a _____ day.

On Monday we went to the library on a bus. It was a reading day.



Make a chart.

1 Make a chart like this and fill it in for each day of the diary.

When?	Where?	How?	What?
Monday	library	on the bus	read
Tuesday			

2 Write your answers as sentences if you can.

Tip

Look out for words in the past tense that end in **ed**:
jump**ed**, play**ed**, stay**ed**, walk**ed**.

Look out for those that do not:
was, went, saw, read

C Use the diary and the chart to help you.

- 1 When did the girl go to the swimming pool?
 - 2 Where did she go on Wednesday?
 - 3 How did she go to the park?
 - 4 What did she do on her roller skates?
- Say each answer and then write it.



Tip

When, where, how and what often begin a question. They each need **?** at the end of the sentence.



- 3** **A** Look at the pictures in the diary opposite.
Say what you did each day.

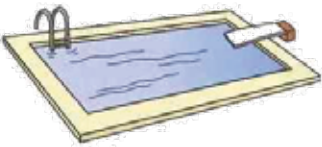
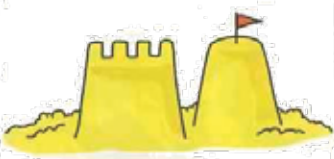
Tip

Use *and* to join some of your sentences together.

On Tuesday I went to a café **and** I ate a sandwich. I went by car.

On Monday I went to the park and I played football. I ran there.



When?	Where did you go?	What did you do?	How did you get there?
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			



Let's play a game! Choose something from each column to make a different sentence, like this:
On Thursday I went to the café to read and write.
I went by plane.

B  Fill in your own chart like the one on page 125.

Draw pictures or write words to show what you did.

My Diary			
When?	Where did you go?	What did you do?	How did you get there?
Monday			
Tuesday			
Wednesday			

Say what you did. Write about what you did on two days.

On Monday I went to _____ and I _____.

I went there by / on _____.

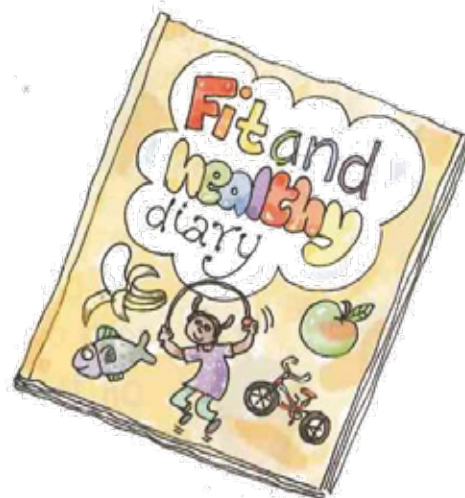
Remember you can join your sentences with *and*.



4

A  Say which things keep you fit and healthy.

What do you do to keep fit and healthy?



B  *Our Healthy Week.*

These children wrote about what they did in one week to keep fit and healthy.

Our Healthy Week

In this book we will tell you how my sister and I kept fit and healthy last week.

We did lots of things to keep fit and healthy.



When we woke up in the morning, we washed.

We brushed our teeth too.

Then we ate breakfast so that we had energy for the day.



In the day I drank water and I nibbled fruit.

In the day I drank water too and I snacked on vegetables.



I played outside with my friends in the park. That made me tired but it was fun.

I played football with my friends and we ran very fast.



At the end of each day we went to bed.

We got lots of sleep.

We had a healthy week. Did you?



5

A



Read each question.

Say each answer then write it.

- 1 What did they do every morning?
- 2 Why did they eat breakfast?
- 3 Why did they sleep a lot?



Now write three of your own questions.

Test a friend.



B



Read the beginning of *Our Healthy Week* again:

In this book we will tell you how we kept fit and healthy last week.

The beginning tells you what the book is about – keeping fit and healthy! It is an **introduction**.

Read the ending of *Our Healthy Week* again.

We had a healthy week. Did you?

This ending is a strong sentence, to tell us what we have read about.

It sums up what happened.

This asks us a question. It makes us think about an answer.



Look in some other books to find beginnings and endings like this.



Use these words to make up an introduction.

In my book I will tell you about when ...

I went to ...	I played ...
I kept ...	I ate ...
I sailed ...	I laughed about ...
I visited ...	

I had ...

a great time.	a boring time.
a funny time.	a sad time.
an exciting time.	a horrid time.

In my book I will tell you about when I lost my mum swimming one day. I had a sad time, I didn't like being lost.



Tell a friend about your book. Then say, "What is your book about?"



Find all the verbs in *Our Healthy Week*.

Write them in your notebook.

kept did woke ...

Try to write a sentence using each verb like this:

I kept happy all week.

I did lots of fun things with my friends.

All the verbs are in the past tense. They tell us about things that happened 'last week'.



6

A



Our Healthy Week is a **recount** text.

It tells us about real things that happened in the past.

Look at the text again and say **yes** or **no** to the questions below.

- 1 Does it tell us about real things that happened?
- 2 Are the things that happened in time order?
- 3 Is it about things that happened in the past?
- 4 Does it use verbs in the past tense?
- 5 Does it use *I*, *we* or *he*, *she*, *it*, *they*?
- 6 Does it have a helpful beginning – an introduction?
- 7 Does it have a strong ending?

B



Imagine you are in each picture. Will you say **I** or **we**?

1



2



3



4



C



Look at the two picture stories. Say then write a sentence for each picture.

Story 1



Story 2



Tip

These sentences will help you. Put them in the right order for each story.

Story 1

- a I got into bed and slept.
- b I brushed my teeth.
- c I played outside.
- d I had a story.
- e I had my bath.

It was a tiring day.

Story 2

- a I got dressed.
- b I put on my coat.
- c I fed the ducks.
- d I had my breakfast.
- e I woke up.

It was a fun day.

7



Which day

out looks best?

Where do you like

to go for a day out?

Say and write your

answer.



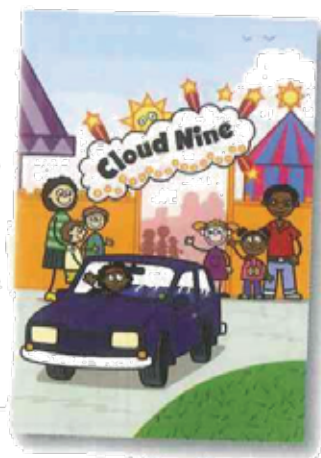
B  Read about Polly's day out.
She went with her friend Sal.

Cloud Nine

It was Polly's birthday. Sal and Polly went to a theme park, Cloud Nine.

They looked at the map to plan their day.

First, they went to see the dolphins and watched the show.



Next they saw the big roundabout.

Then they found the Slide and Glide.

A girl came down very fast and splashed.



At the end of the day they were tired so they sat in a café and rested.



They both had a drink with a straw and Polly got a Cloud Nine birthday bag.

It was a fantastic day out and they felt very happy.



What else might have happened at the theme park?

Use these pictures to help you.



I think it rained later in the day so they went inside to eat candyfloss.



I think Sal and Polly got lost.



8



A Read *Cloud Nine* again. Match the questions with the answers.

- 1 Where did Sal and Polly go?
- 2 Why did they have a day out?
- 3 What did they do first?
- 4 When did they sit in the café?
- 5 How did they feel?

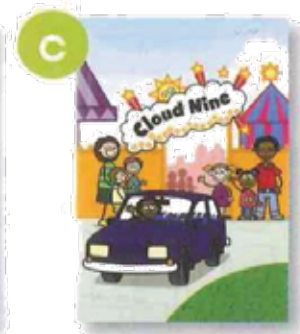
- a They felt very happy.
- b At the end of the day.
- c First, they went to see the dolphins.
- d They went to the *Cloud Nine* theme park.
- e Because it was Polly's birthday.

Say each question and answer. Then write them in your notebook.
Now you write a question.



B The pictures have got mixed up.

Sort them into the right time order to retell *Cloud Nine*.



C Look at each picture.

Will you say *he*, *she*, *it* or *they*?



Read *Cloud Nine* again. Fill the gaps with these words.

Then First Next At the end of the day

It was Polly's birthday. Sal and Polly went to a theme park, Cloud Nine. They looked at the map to plan their day.

_____, they went to see the dolphins and watched the show.

_____ they saw the big roundabout.

They went round and round and then in and out too.

_____ they found the Slide and Glide.

A girl came down very fast and splashed.

_____, they were tired so they sat in a café and rested.

They both had a drink with a straw and Polly got a Cloud Nine birthday bag.

It was a fantastic day out and they felt very happy.

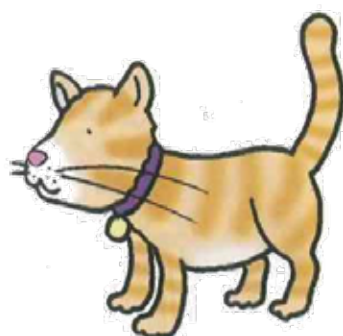


B ★ **Make up a recount.**

Choose one of the pictures and texts to start it. Use these words:

First Next Then Finally

First I sat down.
Next I drank my milk
Then I ate my apple
Finally I felt full!



Here is my cat.
One day I lost him.



We had a family picnic. It was a very sunny day.



I was at the shopping centre. I was looking for a birthday present.

Now write your own recount.

10

A 

What different ways are there to tell people your news?



B

Aman is on holiday. He writes a postcard to his friend Bibiji to tell her about what happened on the beach.

Dear Bibiji,

I wanted to tell you about a big adventure I had yesterday!

We were sitting on the beach when a man ran down to the sea, shouting.

A boy was in too deep and was in trouble. The man dived into the water and saved the boy.

It was a happy ending!

We didn't go swimming then, but got ice creams and went home.

Love from,
Aman



Bibiji,
3 Sun Lane,
Hill Town,
HT2 7LR

C

Ask Aman three questions about his adventure on the beach. Write one of your questions.

Tip

Remember to use a capital letter and a full stop for each question.

Aman, what did you do to help?



Which question words will you use?

When, where, how, who, why, or what?



A Read Aman's

postcard again. Read each question. Say each answer and then write it.

- 1 Where was Aman sitting?
- 2 What did the man do?
- 3 Why was the boy in trouble?



B Aman's postcard is a recount text. It tells us about real things that happened in the past. Look at the letter again and say *yes* or *no* to answer the questions in the box.



C Change the red verbs in Aman's postcard.

Recounts

- ☐ Does it tell us about real things that happened?
- ☐ Are the things that happened in time order?
- ☐ Is it about things that happened in the past?
- ☐ Does it use verbs in the past tense?
- ☐ Does it use *I, we* or *he, she, it, they*?
- ☐ Does it have a helpful beginning – an introduction?
- ☐ Does it have a strong ending?

Dear Bibiji,

I wanted to tell you about a big adventure I had yesterday!

We were **sitting** on the beach when a man **ran** down to the sea, **shouting**.

A boy was in too deep and was in trouble.

The man **dived** into the water and **saved** the boy.

It was a happy ending!

We didn't go swimming then, but **got** ice creams and **went** home.

Love from,

Aman





A Choose a word for each gap.

I wanted to tell you
about a _____ adventure.

A boy was in too deep
and was in _____ trouble.

We can add words to make
a recount more interesting.

The _____ man dived into the _____
water and saved the _____ boy.

We didn't go swimming then,
but got _____ ice creams
and went back to the house.

Tip

Words to help you:

huge exciting tasty yummy chocolate big a lot of
brave kind old young warm cold scared silly



B Write a postcard to a friend.

Use these pictures to tell
your friend what happened.
Write a sentence for each
picture.

Tip

In a letter remember to write:

Dear _____ (at the beginning)

Love from _____ (at the end)



Unit review



A We have been reading and writing about recounts.

This is a recount of what we have read. 😊

- We read *A Week in the Holidays*. It was a diary.
- Then we read *Our Healthy Week*.
- Next we read *Cloud Nine*.
- Finally we read Aman's postcard.

We know about recounts now!

Which recount did you like best? Why?



B What can you say about the words behind each colour?

We have been reading and writing about recounts.

This is a recount of what we have read. 😊

We read *A Week in the Holidays*. It **was** a diary.

Then we read *Our Healthy Week*.

Next we read *Cloud Nine*.

Finally we read Aman's postcard.

We **wrote** quite a lot too.

We know about recounts now!

Match the colour to the right words.

Yellow:

Pink:

Green:

Blue:

Brown:

verbs to tell us that it happened in the past.

words to tell us in what order things happened.

words to introduce the recount.

words to end the recount.

words to tell us who it is about.



Choose a word to fill each gap.

	In ____ school holidays I did lots ____ exciting things.	Words to use of the
	____ we ate breakfast ____ that ____ had energy ____ the day.	for then so we
	____ they found the Roundabout. ____ went round and round and then in and ____ .	out too they next
	We were sitting in the sun ____ a man jumped ____ and ran ____ to the sea, shouting.	when up down



Say what is wrong. Write it right!

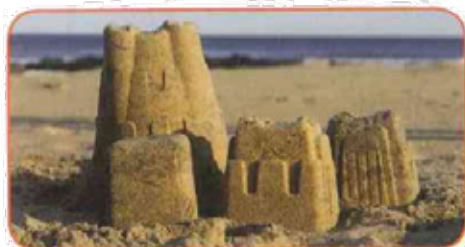
- 1 It was a happy ending?
- 2 Sal and Polly looked at the map,
then we went to see the dolphins.
- 3 On Tuesday, I go to town on our roller skates.
- 4 It was a worked day
- 5 We had a healthy week. Did you.
- 6 sal and polly went to a theme park, cloud nine.

9

Poems and rhymes on a theme

1 **A** Look at the pictures. Which of these things have you tried?

What do you like to do in sand?



making sandcastles
in the sand



sliding in the sand



playing in the sand

B **★** Read this poem.

It is a rhyming poem about sand.

Sand in ...

Sand in your fingernails
Sand between your toes
Sand in your earholes
Sand up your nose!

Sand in your sandals
Sand in your hair
Sand in your jumper
Sand everywhere!

John Foster

Sand in your sandwiches
Sand on your bananas
Sand in your bed at night
Sand in your pyjamas!

toes and nose rhyme!



Make up actions for each line.

C Find the words that rhyme. Write them in rhyming pairs.

2

A



Read this poem.

How is it like the first poem?

How is it different?

Sand

I like sand.

The run-between-your-fingers kind,

The build-it-into-castles kind.

Mountains of sand meeting in the sky,

Flat sand, going on for ever,

I do like sand.

Shirley Hughes



Tip

This little line - is called a **hyphen**. You can use it to join words together like this: *build-it-into-castles*.

B



Talk about the poem.

- Does this sand poem rhyme?
- What do you notice about the red words, the green words and the blue words?

C

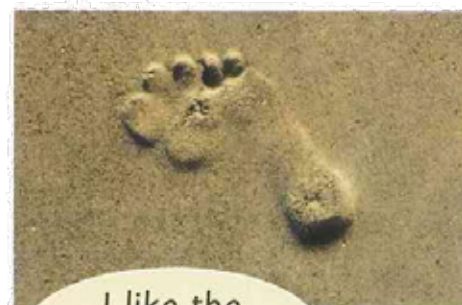


What kind of sand do you like?

The run-between-your-fingers kind,

The build-it-into-castles kind.

I like the ... kind.



I like the stick-to-your-feet kind.

D



Which poem do you like best? Why?



3

A



Look at these pictures.

- What do these pictures show?



Today it is raining.

Today it is snowing.



B



What are these poems about?

1

Rain on the green grass
And rain on the tree
And rain on the house top
But not on me!



3

The wind blows the clouds
The wind blows me
Where does the wind go?
Can you tell me?

4

I hear thunder
I hear thunder.
Can you too? Can you too?
Pitter-patter raindrops
Pitter-patter raindrops
I'm wet through
So are you!



2

Sun up
Sun hat
Sun glasses
Lie flat.
Sun cream
Sun shine
Sun down
Sleep time.





Work in groups to say or sing one poem out loud.

Tip

Saying or singing a poem

- Stand up tall. Take a deep breath. Smile before you begin.
- Say each word slowly and clearly. Speak with a strong loud voice.
- If you do actions, make them big and clear.
- If you sing, open your mouth wide.



Read the rain poem again (poem 1).

Rain on the green grass
And rain on the tree
And rain on the house top
But not on me!

Now change the words.

Rain on the _____
And rain on the sea
And rain on the _____
But not on me!

Rain on the _____
And rain on you
Rain on the _____
And on me too!

Say and write your new poem.



You don't need to use rhyming words.



4

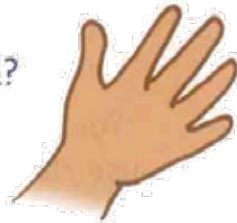
A



What do you like to do when you play out and about?



What do you feel?



What can you taste?



What can you hear?



What do you see?



What can you smell?



When I play by the sea
I can hear waves, I can
smell seaweed



B

Read this poem about a girl who likes to climb a tree.

- Which lines repeat?
- Which words rhyme?
- Who wrote this rhyme?

Every Time I Climb a Tree

Every time I climb a tree
I scrape a leg
Or skin a knee
And every time I climb a tree
I find some ants
Or dodge a bee
And get the ants
All over me.

And every time I climb a tree
Where have you been?
They say to me
But don't they know that I am free
Every time I climb a tree?

David McCord

**C**

Read each question.

Say each answer then write it.

1 What does she do when she climbs a tree?

2 What would you do up a tree?

3 What does she see?

4 What would you like to see up a tree?

5 How does she feel?

6 How would you feel up a tree?

I would feel
dizzy up a tree.



5

A



Are these quiet places? Say yes or no.

A



B



C



D



E



Do you have a favourite quiet place?

What do you do there?

Read? Think? Write? Look?

I like to be quiet in my garden. I smell the flowers.





Read this poem about a quiet place.

The Grass House

The grass house
Is my private place.
Nobody can see me
In the grass house.
Feathery plumes
Meet over my head.
Down here,
In the green, there are:
Seeds
Weeds
Stalks
Pods
And tiny little flowers.
Only the cat
And some busy, hurrying ants
Know where my grass house is.



Shirley Hughes

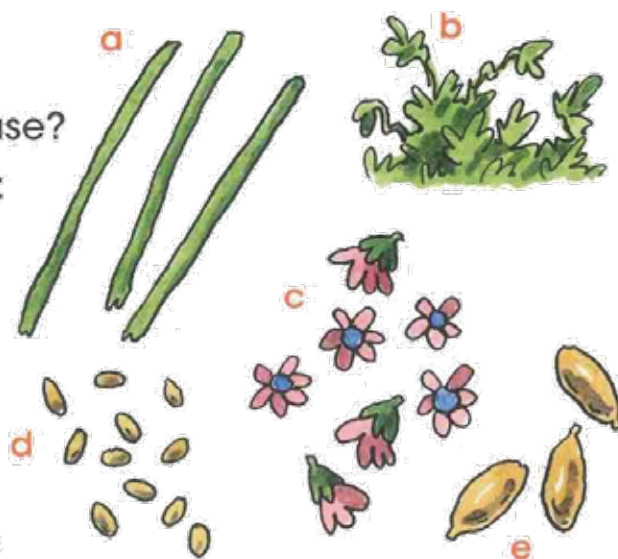
Does it rhyme?
Does it tell you what it
is like there?
Who wrote this poem?



Read each question.

Say the answer and then write it.

- 1 Who can see the boy in the grass house?
- 2 Match the words to the pictures (a-e):
 - seeds
 - weeds
 - stalks
 - pods
 - tiny little flowers
- 3 Who knows where the grass house is?



6

A



Read and follow these instructions.

Sit on a mat.

Close your eyes.

Pretend you are in the grass house.

What can you ... see? smell? touch? taste? hear?

How do you feel in the grass house?

B



Change the underlined words to make it a different poem.

Where is your new quiet place?

In my grass house

Down here,

In the green, there are:

Seeds

Weeds

Stalks

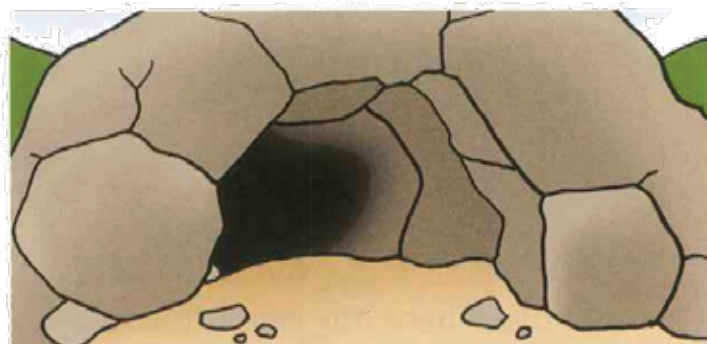
Pods

And tiny little flowers.

Only the cat

And some busy, hurrying ants

Know where my grass house is.



Write your poem.

Draw your own quiet place.



Unit review



Read or say poems from this unit. Look back in your book if you need to check the words.



Which poem did you like best? Why?
Draw or write your answer.

I liked *The Grass House* best because it was quiet.



Match the rhyming words.

hair
away
toes
down
tree

town
me
everywhere
nose
day

Try to add a word to each pair.



Look at these lines from the poems.

Say the missing word. Write each line in your book.

- 1 Every _____ I climb a tree I find _____ ants.
- 2 Sand between _____ toes.
- 3 Rain, rain go _____.
- 4 _____ can see me in the grass _____.
- 5 And rain on the house _____ But not on _____!

Tip

Words to help you:
me, house, some, nobody, top, away, time, your

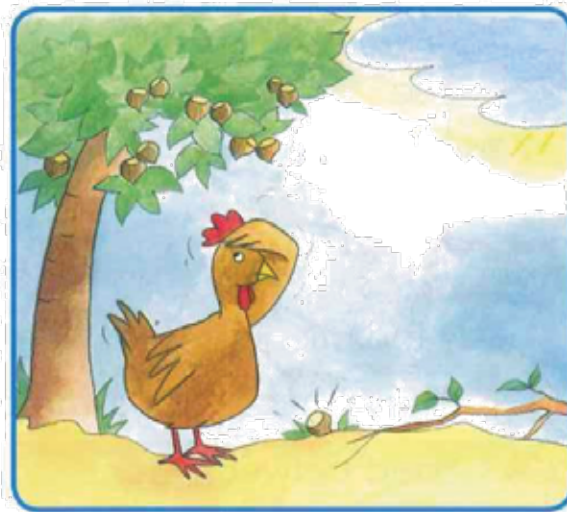
Review and reference

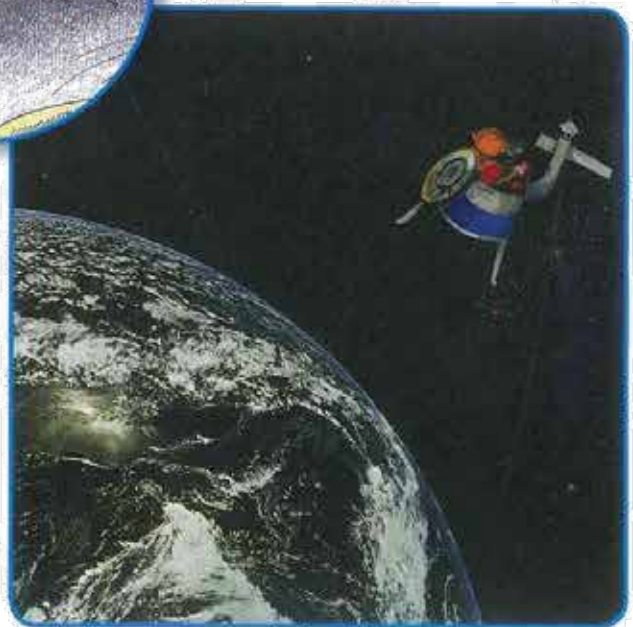
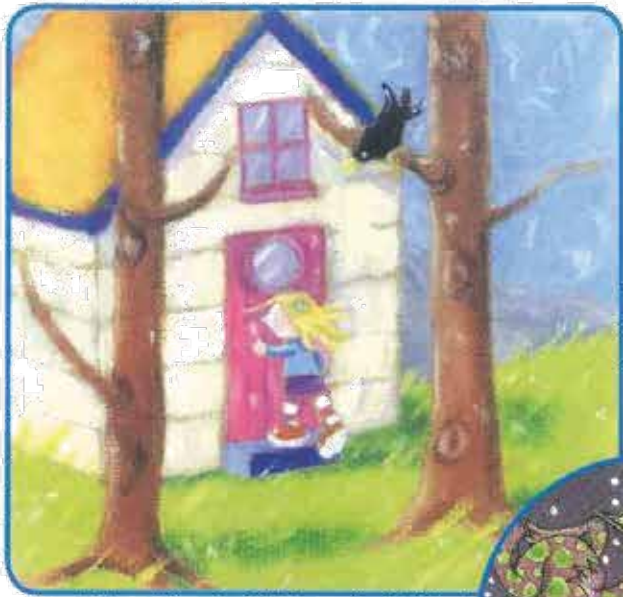
Stories, characters and settings

Look at these pictures. Which character names can you remember?

Can you remember the titles of the stories?

Look at the story settings. Say where each story is set.





Days of the week

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Colours

Red

Yellow

Green

Blue

White

Black

Brown

Pink

Purple

Orange

Grey

Numbers

1

one



2

two



3

three



4

four



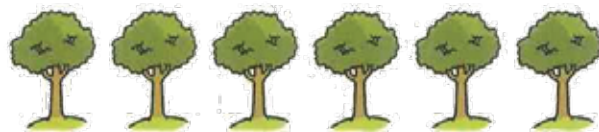
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five



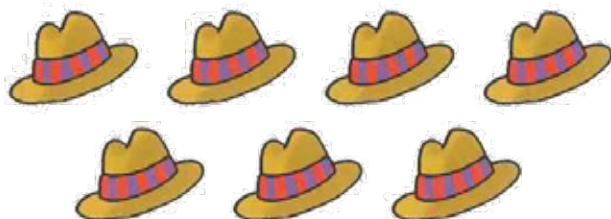
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six



7

seven



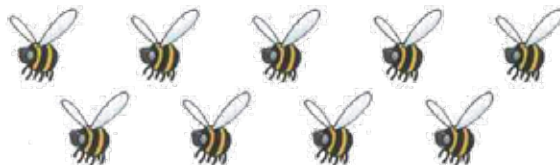
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eight



9

nine



10

ten



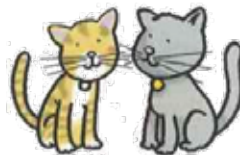
Say the sounds.

s, a, t, n, i, p, o, g, d, m, c, k,
r, e, u, h, b, l, f, ck, ll, ff, ss, j, v, w,
x, y, qu, z, zz, ng, nk, th, sh, ch, ai, ee,
ie, oa, oo, ar, or, ir, er, ow,
oi, ear, air

Rhyming words

Read these rhyming words.

Word	Rhyming word with the same end spelling
hat	bat, cat, fat, mat, pat, rat, sat
ten	Ben, den, hen, men, pen
kit	bit, fit, hit, lit, pit, sit
fog	cog, dog, hog, jog, log
bug	dug, hug, jug, mug, rug, tug
day	say, hay, pay, ray, way
jeep	beep, deep, keep, peep, weep
light	fight, might, night, right, sight, tight
coat	boat, goat, moat
too	boo, coo, goo, moo
book	cook, look, took, hook



10



Word	Rhyming word with a different end spelling
rain	lane, mane
bee	be, he, me, tea, sea, we
high	lie, by, my, pie, sky, bye
blue	blew, boo, two, who
bear	fair, pear, share, where
girl	curl

Words ending in two letters, one sound.

fish and dish	sack and back	well and bell
much and such	kiss and miss	puff and huff

Common words

Read the common words.

a, an, at, if, in, is, it, off,
on, can, dad, had, back,
and, get, big, him, not, got,
up, mum, but, put

of, his, as, the,
to, I, no, go, into

will, that, this, then,
them, with, see, for, now,
down, look, too

he, she, we, me,
be, was, you, they,
all, are, my, her

The alphabet

abcdefghijklm
nopqrstuvwxyz

ABCDEFGHIJKLM
NOPQRSTUVWXYZ

Punctuation

capital letter

**This is the end
of the book. Have you had
fun? Bye!**

question mark

exclamation mark

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