

Grasshoppers

Poems can be about many different things and come in many different shapes and sizes. Poems often use rhyme, a particular beat (or rhythm) and special words.

Before you read

- Are there creatures living in your garden or a park near your home that scare you? What are they?
- Name three creatures that you would enjoy watching in a garden or park.

Read this poem

GRASSHOPPERS

Do you hunt
Grasshoppers
In your backyard?
You do?
I do, too.

Do you keep
Creeping up
Till they hop?
Or do you stop?
You do?
I do, too.

Do you think
About catching one?
And holding it
Kicking
With its big back legs
In your hand?
You do?
I do, too.



Have you caught –
Really, truly
Caught –
A wild, green grasshopper,
Before it starts
To hop
Or fly?
No?
Neither have I.

Gordon Winch

Continued on p25

Re-read the poem

Answer the following questions.

1. What insect is the poem about? _____
2. What colour is the insect? _____
3. Does the poet rush after the insects or creep up on them? _____
4. Has the poet ever really caught one? _____
5. What helps grasshoppers jump so high? _____
6. Does any part of the poem make you think that the poet is a bit scared of grasshoppers? Which part?

7. The poem tells you a number of things about the poet. Circle the words or phrases below that you think best describe him.

probably young unafraid brave interested in creatures
probably old afraid timid not interested in creatures

8. • What does the poem tell you about grasshoppers? _____

- What does it tell you about the poet? _____
9. • In what ways are you like the person in the poem? _____

- In what ways are you different? _____

Continued from p24

The Fox and the Crow

A fable is a story that has a message about how to behave. The story begins by telling you what is happening, and when and where it happens. This is followed by some events which lead up to one main event. This main event changes, and finishes, the story.

Before you read

- Circle the word below that best describes how a fox behaves:
cheerful honest sneaky bad-tempered
- What sort of noise do crows make? Choose the words that best describe their call:
tweet-tweet-tweet screech-screech ar-c-k ar-c-k ar-c-k

Read this fable

THE FOX AND THE CROW

Once there was a crow who had just found a lovely piece of cheese. She picked it up and flew on to the branch of a nearby tree.

Just at that moment a fox walked by. He looked up and saw the crow sitting on the branch with the lovely piece of cheese in her mouth.

"I want that piece of cheese," he said to himself, "and I know how to get it!"

"Lovely morning," he called out to the crow. "How well you look this morning. I've never seen you looking more beautiful. Your eyes sparkle like the running stream. Your feathers are as black and as glossy as the river stones, and I know your voice is just as beautiful. Please crow, is there any chance that you might sing me a song on such a beautiful day as this?"

The crow listened. "What a nice fox he is! Yes, I'll sing for him," she thought. So she opened her mouth, but only a loud "ar-c-k, ar-c-k" came out. It really was an awful sound.

As she opened her mouth to sing, she dropped the cheese onto the ground. Quick as a flash, the fox snapped it up and gobbled it down.

"That's all I wanted, crow. But I'll give you a piece of advice. Don't trust people who flatter you." And with that he ran off into the undergrowth, still licking his lips.



Continued on p31

Re-read the fable

Answer the following questions.

1. What had the crow found on the ground? _____
2. Where did the crow fly to eat what she had found? _____
3. How did the fox plan to get what the crow had found? _____
4. What happened when the crow began to sing? _____
5. The story ends with the fox giving the crow some advice. What is it? _____
6. Why did the fox think that his plan would work? _____
7. Why did the crow forget that if she opened her mouth, the cheese would drop out? What was she thinking about? _____
8. Which birds might sing better than crows? _____
9. Crow says, "What a nice fox..." Do you think the fox really is nice? _____

More things to do

How might the story have ended if the crow had looked down at the fox and thought to herself, "I know he's trying to trick me. I'll just fly away"? Try writing a new ending to the story.

Continued from p30

A close shave

A narrative begins by telling the reader where and when the story is happening. It contains a series of events, leading up to a main event which changes the course of the story and brings it to an end.

Before you read

What important things would you need to take if you went fishing in a boat?

Read this story

A CLOSE SHAVE

It was a clear morning. The sun was just coming up as we arrived at the slipway. There was hardly any breeze and it felt as if it could get very hot.

There were three of us going fishing – my dad, my best friend Hannah and myself. This was the first time Dad had taken us fishing from his boat.

Dad started the motor and soon we were speeding down the river towards the sea. When we arrived at Dad's special spot, we put down the anchor and waited for the fish to bite.

In no time at all I felt a pull on my line. I reeled it in and saw I'd caught a nice mackerel. It made me feel pretty good that I'd caught the first fish. We caught three more fish after that.

It had become very hot, and big, black clouds were starting to bank up. "I think we'd better head home," said Dad. "It looks like there's a storm coming." We wound up our lines and Dad asked me to pull up the anchor once he'd started the motor.

He pulled the starter, but nothing happened. He tried again, and again. "I'll just check the spark plug," he said. "It can get a bit dirty." He took out the spark plug and looked at it. Just then, a big wave hit us and the spark plug fell into the water!

"I don't have a spare with me," said Dad. "And that storm is getting closer." I could tell that he was angry with himself.

The sky had gone very dark and there was thunder and lightning all around. A gust of wind came across the bay. With it was a shower of rain.

"What'll we do, Dad?" I asked. I was scared. So was Hannah.

"Don't panic. I've just remembered – Mum put the mobile phone in the bag. I'll ring the coastguard. They'll help us."

In no time at all the coastguard launch arrived and they took us on board. Then they towed our boat back to the slipway. We were all really glad to get back on dry land because the storm had got a lot worse. We were all soaked through, but at least we were safe!

Continued on P37

Re-read the story

Answer the following questions.

- How many people went fishing? Who were they? _____
- Where did they put the boat into the water? _____
- Where was the slipway located? A harbour, a lake or a river? _____
- How many fish were caught altogether? _____
- What were the signs that a storm was coming? _____
- Do you think that Dad was worried too? Why? _____
- Why did they travel back in the coastguard launch? _____
- What could have happened if they hadn't had the mobile phone? _____
- How do you think Mum felt when the family got home? What might she have said? _____
- What do you think the title of this story means? _____

Continued from P36

The haunted house

This piece of drama has been written as a radio play. When you listen to a radio play you must use your imagination because you cannot see what is happening. Sound effects are important, and the characters' voices must be very expressive.



Before you read

What sounds might you hear in a haunted house?

Read this radio play

THE HAUNTED HOUSE

Night sounds – the hoot of an owl, the croak of a frog, the howl of a dog in the distance. Footsteps are heard. Two girls are approaching an old house.

JOANNE: *(in a shaking voice)* I'm scared, Tanya. Let's go home.

TANYA: *(in a much firmer voice)* Don't be a wimp, Joanne. You're not still worrying about ghosts, are you? There are no such things as ghosts. Here's the place. Let me switch the torch on. *(A click is heard.)* Does the light make you feel better?

JOANNE: *(still shaky and uncertain)* But we should be at your house. My Mum will be mad if she knows we're here.

TANYA: Oh, stop fussing! Our houses are only over the road. We can soon run back. It's an adventure.

JOANNE: I don't like adventures. This place has been empty for years. It could be dangerous, and I've heard people say that it's haunted.

(More night sounds are heard and the moaning of the wind.)

TANYA: Look! The back door's open. Let's go in.

(There is a creaking sound as the door is opened wider, then the shuffling sound of the girls' footsteps as they go inside.)

TANYA: *(in a firm whisper)* There's nothing in here to be scared of. Nothing at all, apart from an old couch.

(A spooky, rustling sound is heard – crumpled paper can be used.)

JOANNE: *(terrified)* Listen to that noise! What is it? It's coming from the other room. It must be the ghost!

TANYA: *(now frightened too)* And it's coming closer! Quick – behind the couch!

Continued on p49

(A thump and a bump are heard as the girls dive behind the couch.)

TANYA: I'll turn off the torch. *(A click is heard.)* Lie still!

JOANNE: *(in a panic)* It's the ghost. It's coming to get us!

(The rustling sound becomes louder. The girls scream.)

TANYA: I've got to see what it is.

(A click is heard as the torch is turned on, then a pause, then the meow of a lonely cat.)

JOANNE: *(relieved)* Look Tanya – it's a cat! Only a cat.

TANYA: *(firmly)* There's your ghost, Joanne. A poor hungry cat. Let's take it home.

(The cat meows again.)

TANYA: *(patting the cat)* Come on, nice Ghostie. We'll give you some milk.

(The cat begins to purr. Night sounds are heard again, but softer and less threatening in the background.)

Re-read the radio play

Answer the following questions.

(Use the back of the sheet for questions 4 to 7.)

1. At what time of day do you think the play took place? _____

2. What did the girls do when they heard the ghostly sound? _____

3. Which girl was braver? Give your reasons. _____

4. ● Why do the girls go into the haunted house?

● Would you have gone in?

5. Why are the sound effects very important in this play?

6. This play has a surprise ending. What is it?

7. What words tell you that the girls were frightened?

Continued from p48

Tug of war

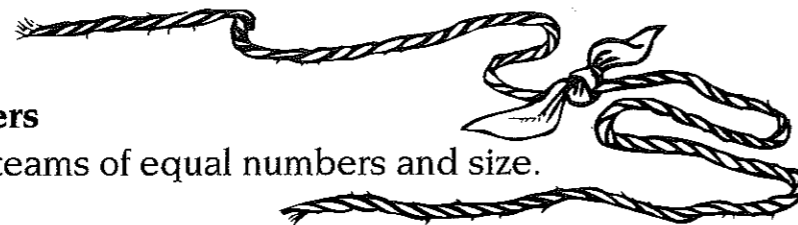
An instruction tells you how something is done. Rules for games are instructions. These rules tell you how many players there are, what you need to play the game and the steps you must follow.

Before you read

- What is your favourite game?
- Name one thing you need in order to play it.
- Think of two things you have to do when you play it.

Read these instructions

TUG OF WAR



Players

Two teams of equal numbers and size.

Materials

(what you need)

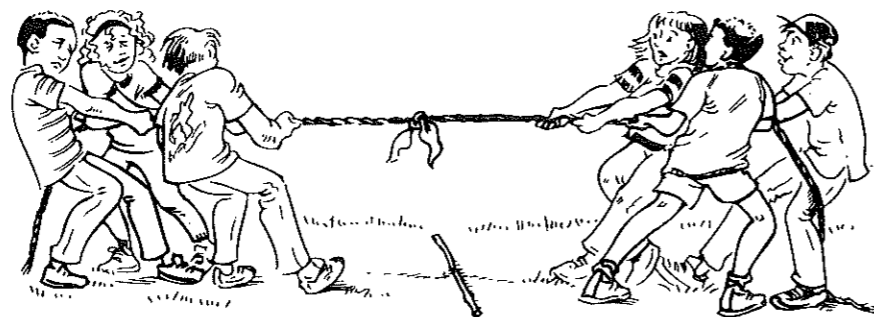
Long, thick rope (with a piece of cloth tied at the halfway mark).

Line on the ground.

Steps

(what to do)

1. Line teams up facing each other.
2. Tell teams to hold rope.
3. Give order, "Pull!"
4. Declare winner when one team pulls the other over line marked on the ground.



Continued on p59

Re-read the instructions

Answer the following questions.

(Use the back of the sheet for question 10.)

1. What is the aim of these instructions? _____
2. Name two things you need for a tug of war. _____
3. How many players are needed to play the game? _____
4. How does a team know when to start? _____
5. What does a team need to do to win? _____
6. Why do you think the teams should be of equal number and size? _____
7. Why does the rope need to be thick? _____
8. What sort of people would you like to have on your team in a tug of war? _____
9. Have you ever run in a book race (where you race with a book on your head!)? Here are the steps for that race. Number them in the correct order.
Tell runners who drop book to go back to start.
Begin race.
Give prize to runner who is first over line with book on head.
Line up runners, each with book on head.
10. Tug of war is a team game. Write the names of at least two other team games.

Continued from p58

How to find information in a book

An explanation helps the reader to understand why things are done or how they work. It begins with a general statement and then presents reasons.

Before you read

- How do you go about finding information in a book?
- Where would you find lots of books in a school?

Read this explanation






HOW TO FIND INFORMATION IN A BOOK

Books often contain a lot of information. It can be a great help to us if we know how to find the information we need quickly.

All books have a title, which acts as the first clue. For example, if the title of a book is *Famous Steam Trains*, we know immediately that the book will have information on steam trains.

The title of a book and the name of the author are printed on the cover and on the title page.

Most books have a contents page. This lists all the different sections in the book. So, in the example *Famous Steam Trains*, the contents page might look something like this:

	Invention of the steam train		7
	The first steam trains		21
	Travel by steam train		33
	The end of the steam train era		41

Notice that the contents page gives the page number where each section, or chapter, starts. So, if you wanted to find information about travelling by steam train, you would turn to page 33 and read that section. Some books also have an index at the back.

Continued on P71

Re-read the explanation

Answer the following questions.

1. Name two places where the title of the book is printed. _____

2. What does a contents page do? _____

3. Give the name of one section in the book *Famous Steam Trains*. _____

4. On what page would **The end of the steam train era** begin? _____

5. What other name is often used for a section in a book? _____

6. Why might you need to be able to find information in a book quickly? _____

7. Do you think a contents page would be helpful for this? Why? _____

8. What information would you find on a title page? _____

9. Mark whether these sentences are **true** or **false**.
All books have an index at the back. _____
Most books have a contents page. _____
The name of the author is always on the back cover. _____
You need to use the title page to find out where each chapter begins. _____
The book *Famous Steam Trains* has four chapters. _____

Continued from P70

Going to school

An argument begins with the author stating a point of view. This is followed by reasons that support that point of view. The author ends by summing up and coming to a conclusion.

Before you read

- Why do you go to school? Give three reasons.
- What do you think is the most important thing you learn at school?
- Name some other places where you learn things.

Read this argument

GOING TO SCHOOL

Going to school is very important because during the years that we are at school we learn many things. By law, all children in the UK between the ages of five and sixteen must attend a school and be taught, or educated, in many subjects.

As very young children we learn to read and write. These are sometimes called literacy skills. We also learn to work with numbers (sometimes called numeracy). It is important to learn these skills. We need them for all kinds of things in life as we grow up, not only for things we do at school.

At school we are also taught a great deal about our world and the people who live in it. By understanding other countries and other peoples we should be able to make our world a better place to live.

While we are at school we learn to work together and to help each other. This helps us to understand and appreciate what we can do best and also what others can do well.

Good health and fitness often begin with sports played at school which we enjoy, but which also help us to become fit and well. As being fit is important all our lives it is a good thing to recognise this at an early age.

At school we learn a lot of different things. Many of these will be of help to us all through our lives.



Continued on p77

Re-read the argument

Answer the following questions.
(Use the back of the sheet for questions 8 to 11.)

1. At what age must children in the UK start school? _____
2. For how many years must UK children attend school? _____
3. Name three things we learn about when we first go to school. _____
4. Complete the following sentences.
Reading and writing are sometimes called _____ skills.
Another word for learning to work with numbers is _____.
5. Do we use these skills only while we are at school? _____
6. Why is it important to learn these things? _____
7. What does playing sport at school teach us? _____
8. How might we make our world a better place to live by knowing about other countries and the people who live in them?
9. In team sports we develop health and fitness and which other important skill mentioned?
10. What other things, not mentioned in the article, do you think are important lessons that are learned at school?
11. For what jobs, as adults, might we be glad of the numeracy skills we learn at school?

More things to do

Write an argument in which the main idea is one of your own choice.

Continued from p76