




How to use this book

This workbook provides questions for you to practise what you have learnt in class. There is a unit to match each unit in your Learner's Book. There are six or twelve sessions in each unit and each session is divided into three parts:

Focus: these questions help you master the basics 

Practice: these questions help you to become more confident in using what you have learnt 

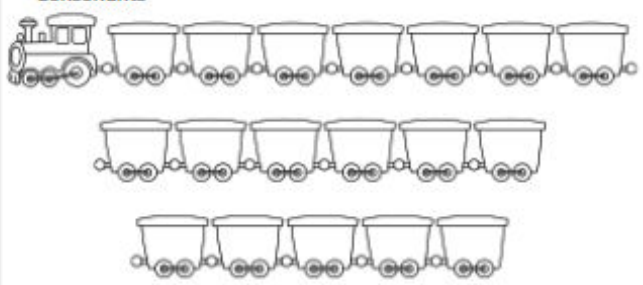
Challenge: these questions will make you think more deeply 

Focus


1 Sort and write the letters into two sets.

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

Consonants



Vowels



Practice

2 Read the words.

a Write each letter sound in a box.

b Write another word with the same spelling pattern.

hand

mask _____ sk

spill _____

Challenge

3 Fill in the gaps with words that make sense.

a Ashraf has lost his _____.

b Ashraf _____ some woodland friends.

c He _____ Rat and Cat.

d Ashraf is _____ because nobody has seen his scarf.

1 Places we know

> 1.1 At home



Focus

1 Look at the picture.

Write three sentences about the things you can see.

I can see _____.

I can see _____.

I can see _____.

Practice

2 Look at the picture.

Write three sentences about what Dad is saying.



Challenge

3 Look at the picture.

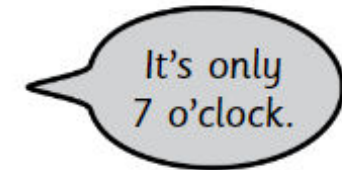
Write three sentences about what Jamal might be thinking.



> 1.2 Retelling

Focus

1 Who said it? Join the speech to the right person.



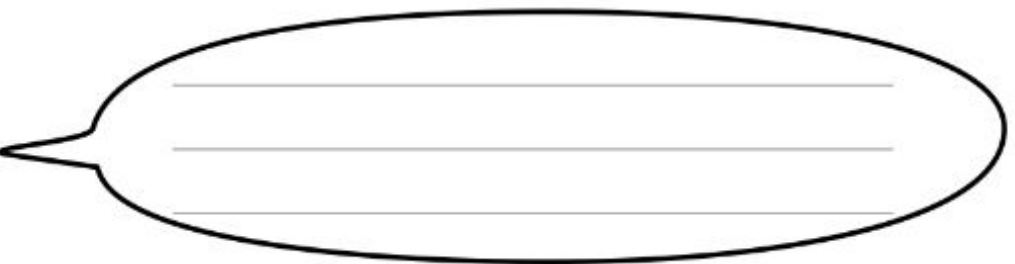
Practice

2 Who said it? Join the speech to the right person or people.



Challenge

3 What else do you think they said?



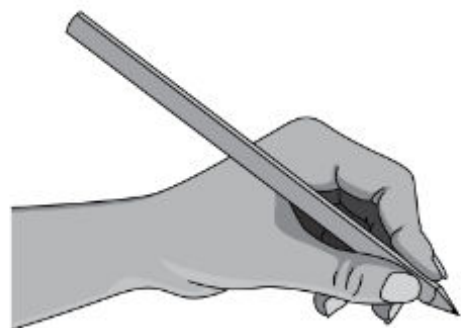
> 1.3 Helping at home

Focus

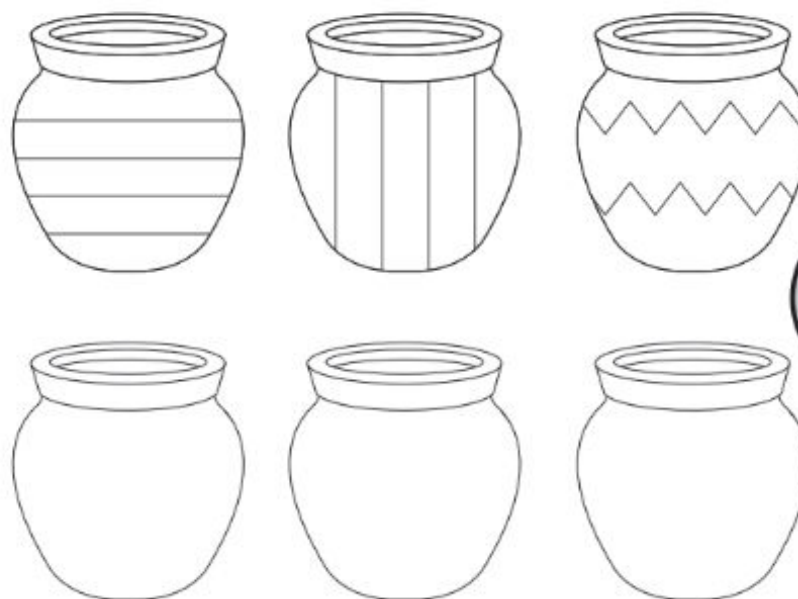
1 Hold your pencil like this.



Or hold it like this.



Copy the patterns on the pots.

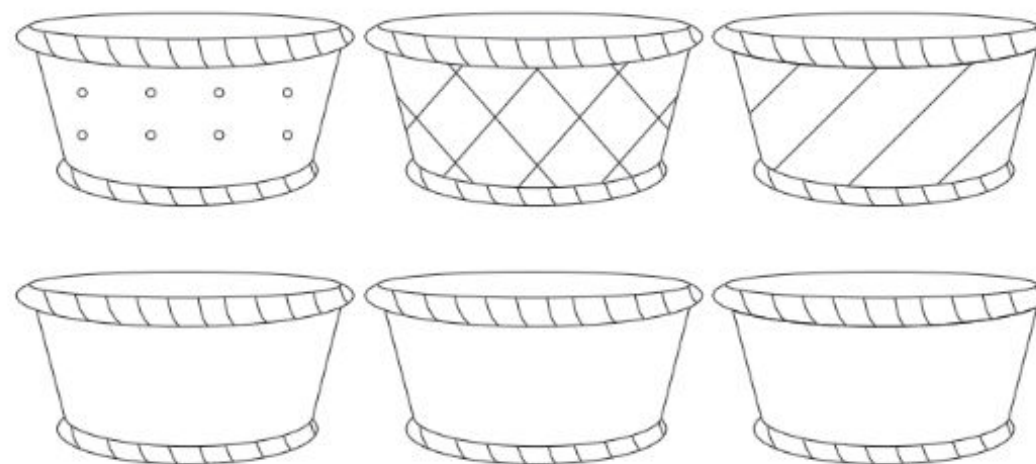


Don't hold your pencil too tightly.



Practice

2 Copy the patterns on the baskets.



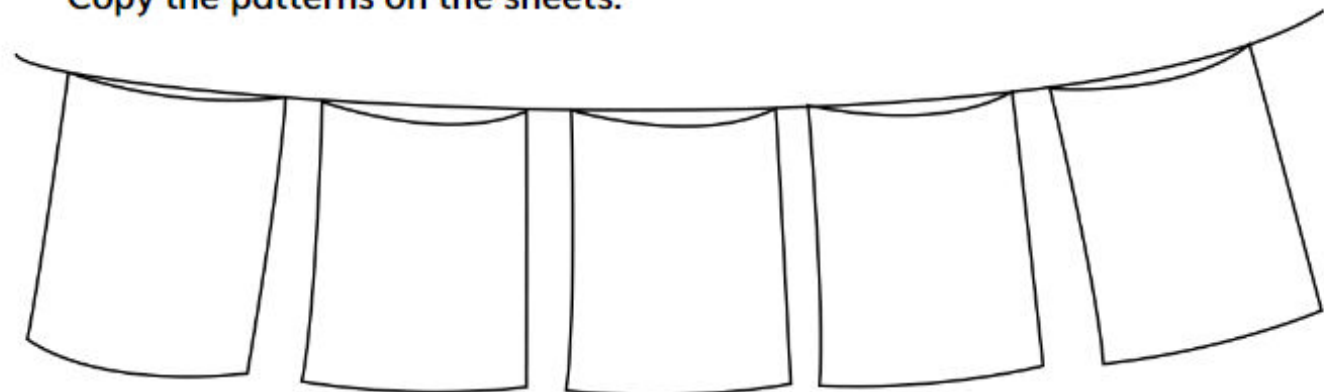
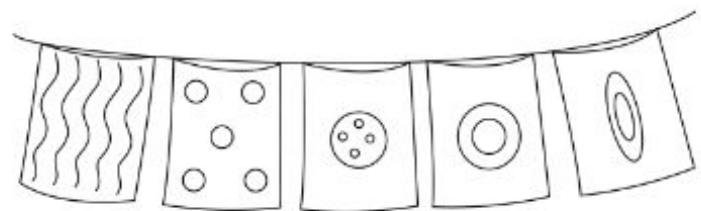
Don't press too hard.



Challenge

- 3 Draw the washing line with five sheets on it.

Copy the patterns on the sheets.



> 1.4 Joining in

Focus

- 1 Read the words. Fill in the gaps.



- a Try very hard not to spill any _____ on the way.
- b Don't _____, don't slide.
- c Penda didn't _____ to look at things.
- d _____ foot, right foot, never give up, girl.
- e I didn't want to spill a single _____.

Practice

- 2 Read the words.

- a Write each letter sound in a box.
- b Write another word with the same spelling pattern.

hand	<input type="text"/> h <input type="text"/> a <input type="text"/> n <input type="text"/> d	
mask	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	_____ sk
spill	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	_____
stop	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	st _____
just	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	_____ st

Challenge

- 3 Sort the letters to spell words from the story.
- They all have two consonants next to each other at the beginning or the end. The first letter is underlined for you.
- a sllpi _____ spill _____
- b ptos _____
- c dpor _____
- d snad _____
- e lmik _____
- f skam _____
- 4 Draw a picture for the last word.



> 1.5 Story maps and retelling

Focus

1 Write the names of the characters from *Don't Spill the Milk!*



Practice

2 Match the pictures to the words from *Don't Spill the Milk!*



the masked
dancers



the dunes

the boat on
the river



the bowl



Challenge

3 Draw a picture for each label from *Don't Spill the Milk!*

the giraffes

the mountain

the mango tree

the mango

> 1.6 At school

Language focus

We can use **and** to join words and sentences together.

Hide **and** Seek

She liked to fill up their dish **and** watch them peck.

Focus

- 1 Read and circle the word **and**.

Hide and Seek

Zara liked to fill up the chicks' dish and watch them peck.

The chicks were called Fluff, Puff and Scruff.

One day the cage door was open and Zara looked inside.

She looked and looked, but Scruff was gone.

Practice

- 2 Join these sentences using **and**.
 - a Some classrooms are inside. Some classrooms are outside.

- b Some classrooms have pets. The children look after them.

- c Now write your own two sentences and then join them.

Challenge

- 3 Make up new names for the chicks. Use the letters and sounds in bold. Use **and**.

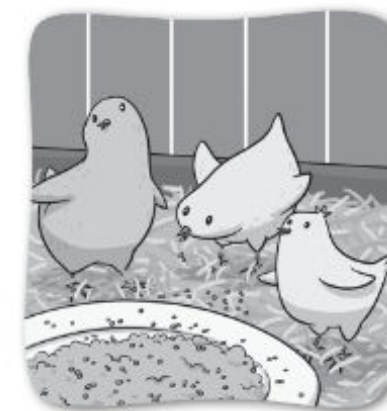
Fluff, **Puff** and **Scruff**

Scratch, _____ and _____

Peep, _____ and _____

What would you call the three chicks?

_____, _____ and _____



> 1.7 Changing and retelling

Focus

- 1 Draw your class pet or pets. Your pet can be real or pretend.



Finish the sentence to describe your class pet.

My class pet is _____.

Practice

2 Finish each sentence.

- a The class pet could live in _____.
- b The class pet could eat _____.
- c The class pet could help us _____.

Challenge

3 Write a good thing about having this class pet.

4 Write a problem about having this class pet.

> 1.8 When things we know look different

Focus

1 Write the sound 'the THING' makes in capital letters.

2 Make up a different sound using different capital letters.

Practice

3 When they get to the park, the characters say *WHOOPEE!*

Write it in capital letters. _____

Write it again in lower case letters. _____

4 What other words can you say like this when you are excited?

Write them in capital letters.

Challenge

5 Write the rhyming story title: *The Park in the Dark*.

Give the rhyming story a new title.

Draw a cover for the story book.

> 1.9 Out and about

Language focus

Sometimes we can join two words to make one word.

no	where
some	body
any	way
	thing

Focus

1 Join the words. Write the new word.

- a no + thing = _____
- b some + thing = _____
- c no + body = _____
- d some + body = _____



Practice

2 Join the words. Write the new word.

- a every + thing = _____
- b any + thing = _____
- c every + body = _____
- d any + body = _____



3 Use one of the joined words in a sentence.

Challenge

4 Fill the gaps with the correct word.



- a I haven't seen your scarf _____.
- b I haven't seen _____ all day.
- c _____ has seen my scarf.

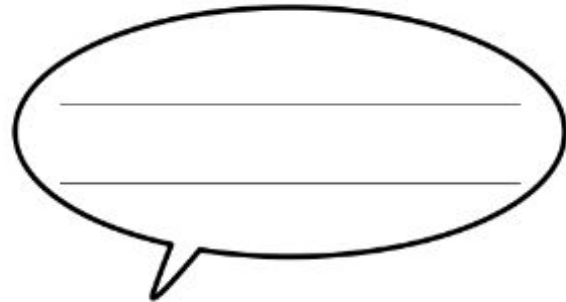
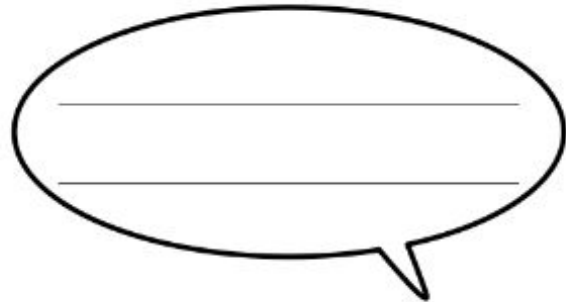
> 1.10 Story endings

Focus

1 Draw something you lost. Write what you lost. Did you find it?

Practice

2 Write what each character says.



Challenge

3 How many different ways can you answer this question:

Did you see a long, warm and very bright scarf anywhere in the woods today?

Write your answers in the boxes.



> 1.11 Planning and writing

Focus

1 Fill in the gaps. Use these words to help you.



- a Ashraf has lost _____ scarf in the woods.
 b I must have dropped _____ scarf.
 Where can _____ be?
 c Did you see a long, warm and very
 bright scarf anywhere in _____
 woods today?

He asks Rat.

Rat answers.

Practice

2 Fill in the gaps. Use these words to help you.



- a Cat says, ' No, Sorry. It sounds _____ something I would like to
 snuggle in.
 b Ha! Why would a busy fox be looking _____ a scarf?
 That would _____ a little ridiculous!
 c Ashraf is worried because _____ has seen his scarf.

Challenge

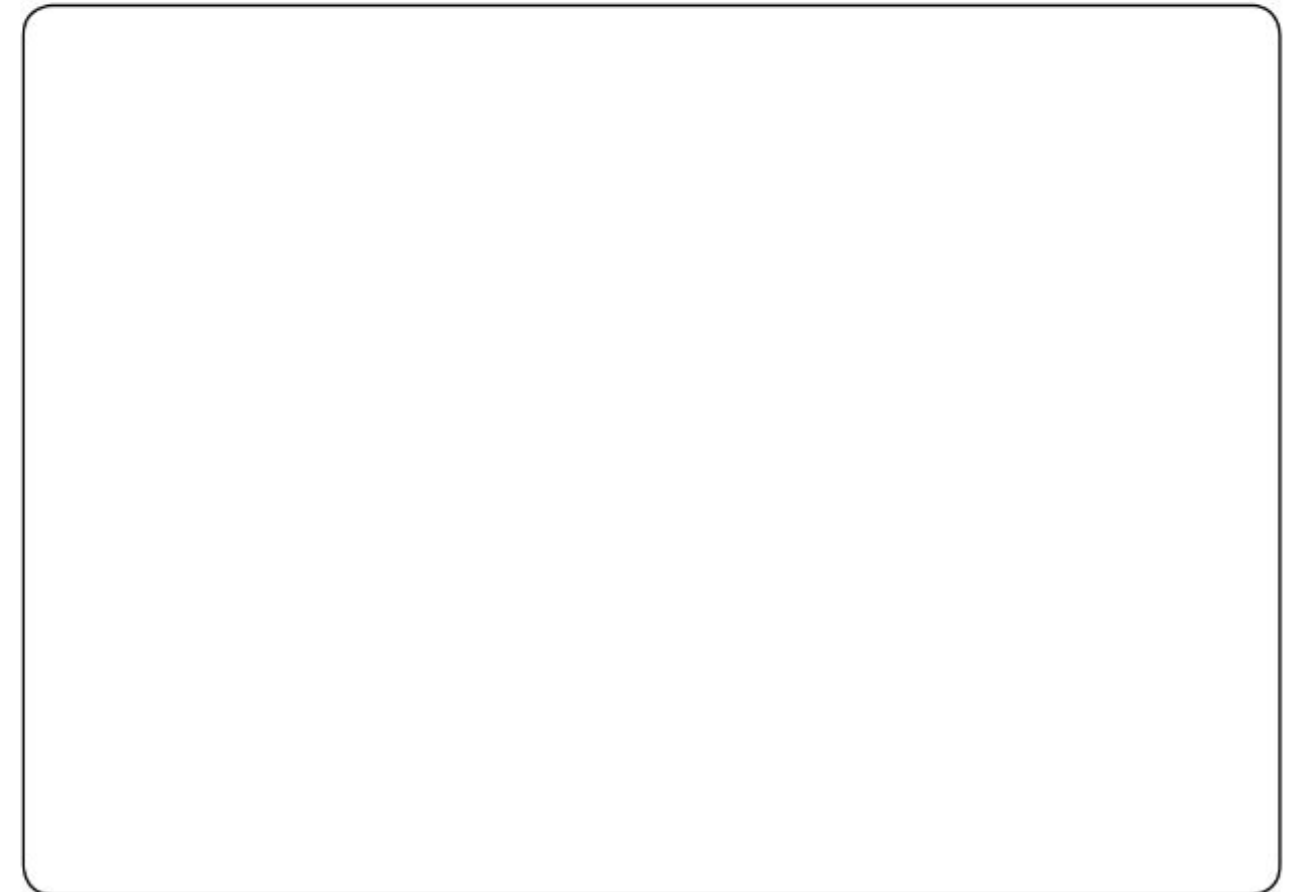
3 Fill in the gaps with words that make sense.

- a Ashraf has lost his _____.
 b Ashraf _____ some woodland friends.
 c He _____ Rat and Cat.
 d Ashraf is _____ because nobody has seen his scarf.

> 1.12 Look back

Focus

1 Draw a place you know from one of the stories in this unit.



Practice

- 2 Circle the words that begin with two consonants that make two sounds.

Yesterday, I went on a speed boat ride.
 The sea was very blue. Lots of people were on boats.
 We spoke to the man on the beach to buy our tickets.
 He told us to stand by a big blow-up shark on the beach.
 When the speed boat came in we stepped into it.
 I sat close to the front.
 Off we flew across the sea! It was great fun!

Challenge

- 3 Write five sentences using the words you circled in Activity 2.

- a _____
 b _____
 c _____
 d _____
 e _____

**> 2.2 Retelling with pictures****Focus**

- 1 Name and label as many things as you can.

Use these words to help you.

**Practice**

- 2 Name and label as many things as you can.

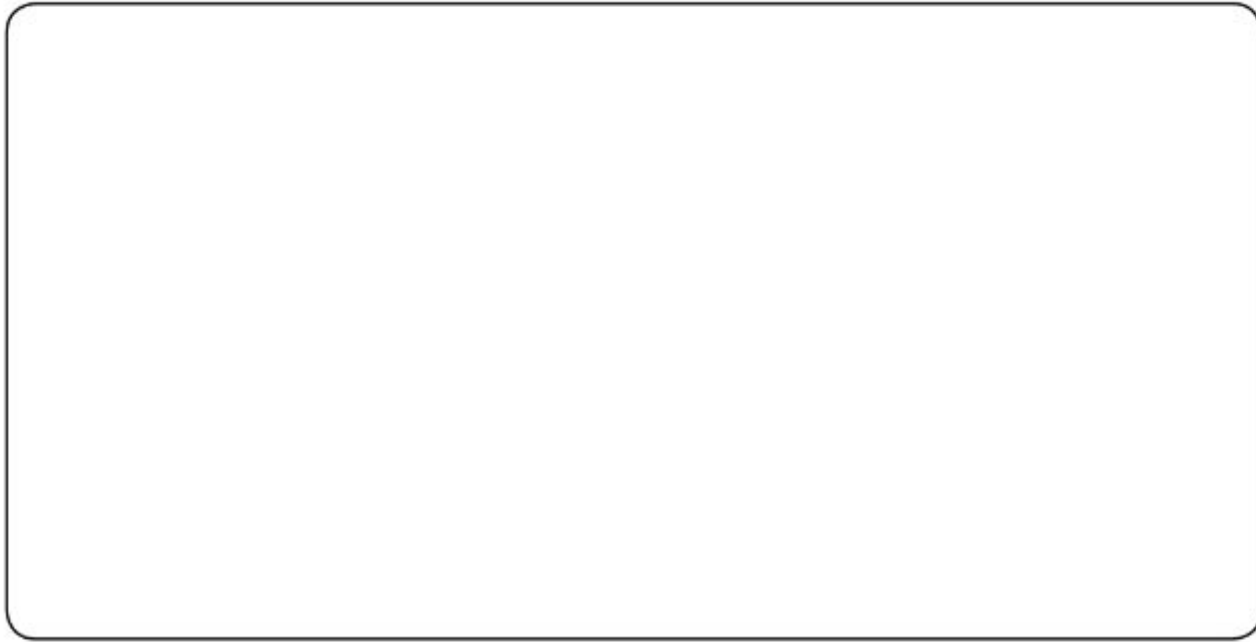
Use these words to help you.

Then label one other thing you can see.

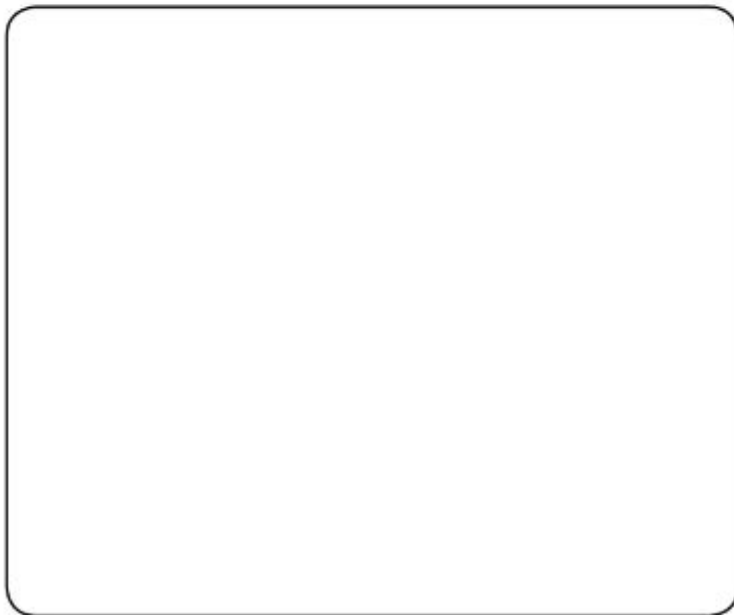


Challenge

- 3 Think about the story *My First Train Trip*. Draw and label two things the girl saw from the train window.



- 4 Draw something else you think the girl saw.



> 2.3 I remember ...

Focus

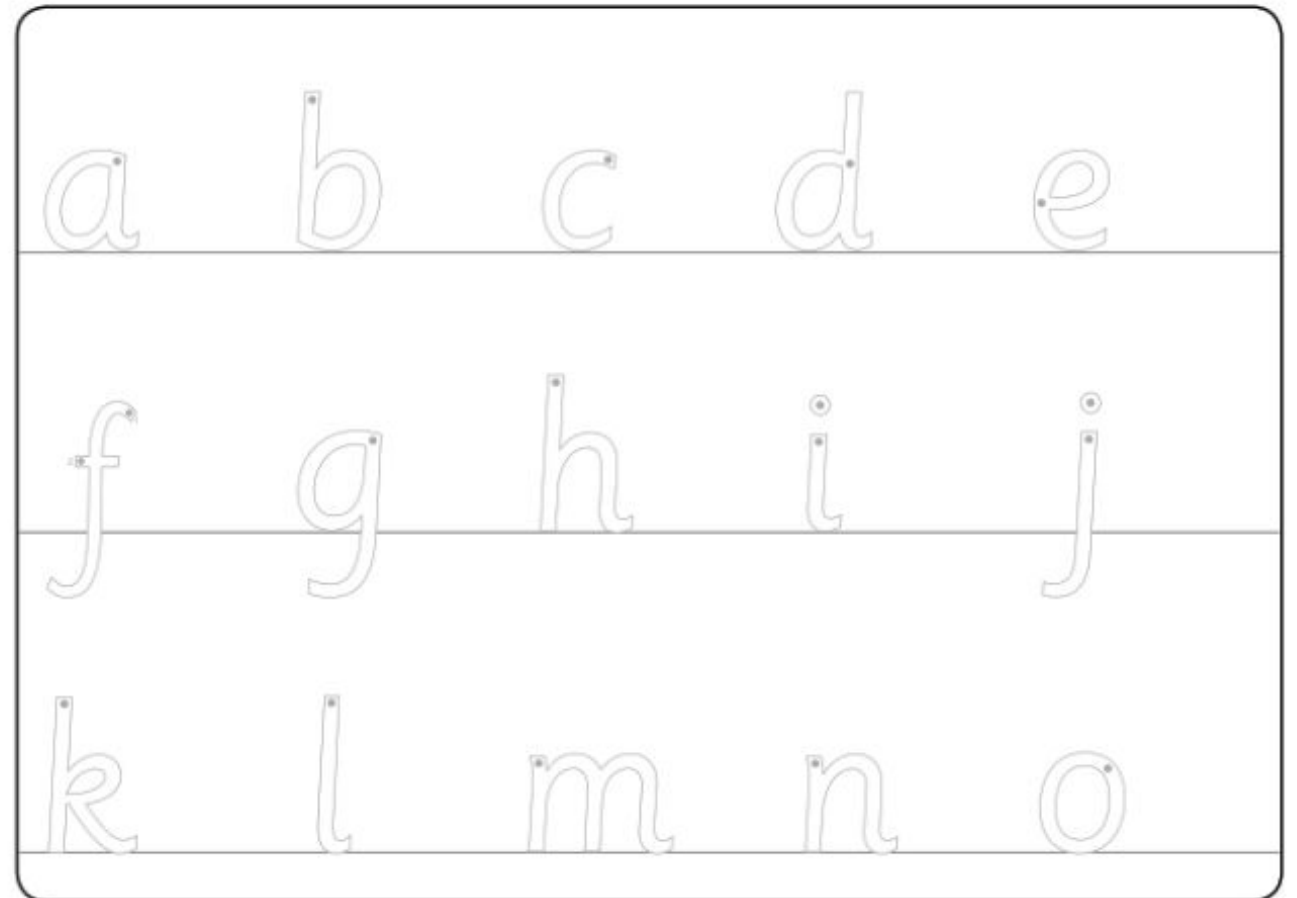
- 1 Hold your pencil like this.

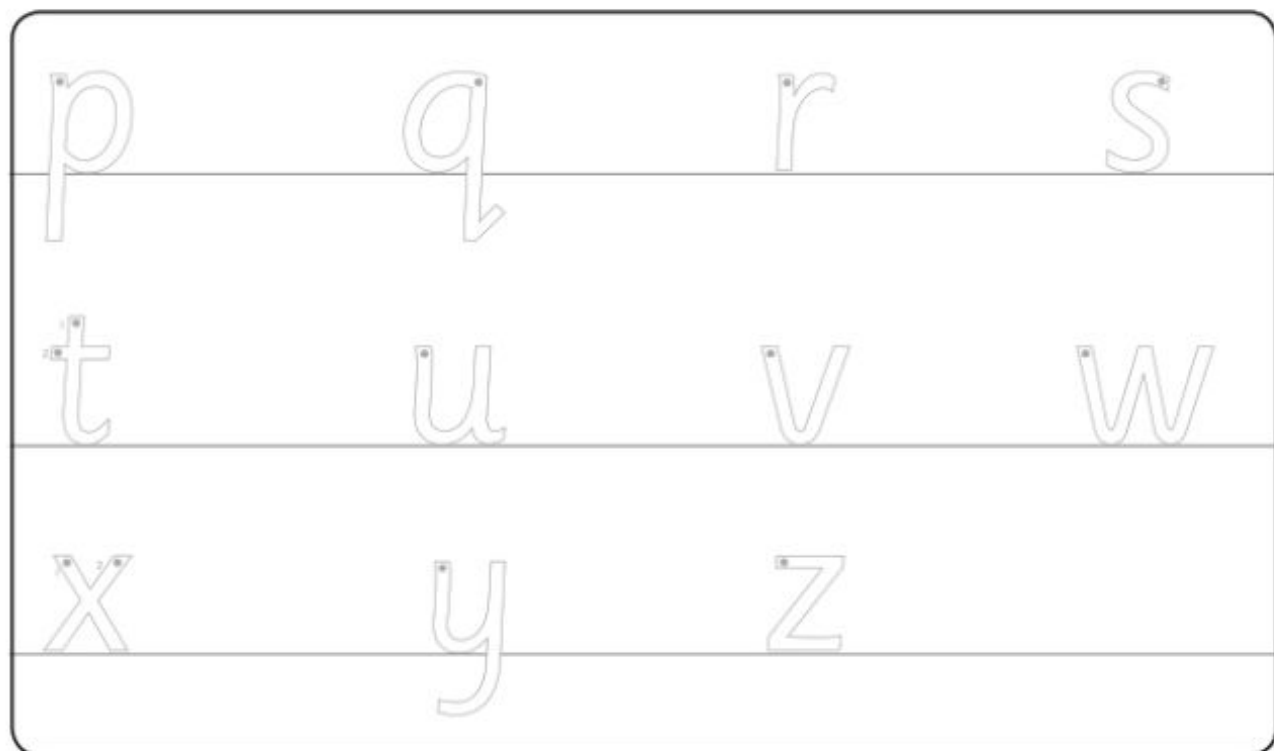


Or hold it like this.



Trace these letters. Start on the dot.





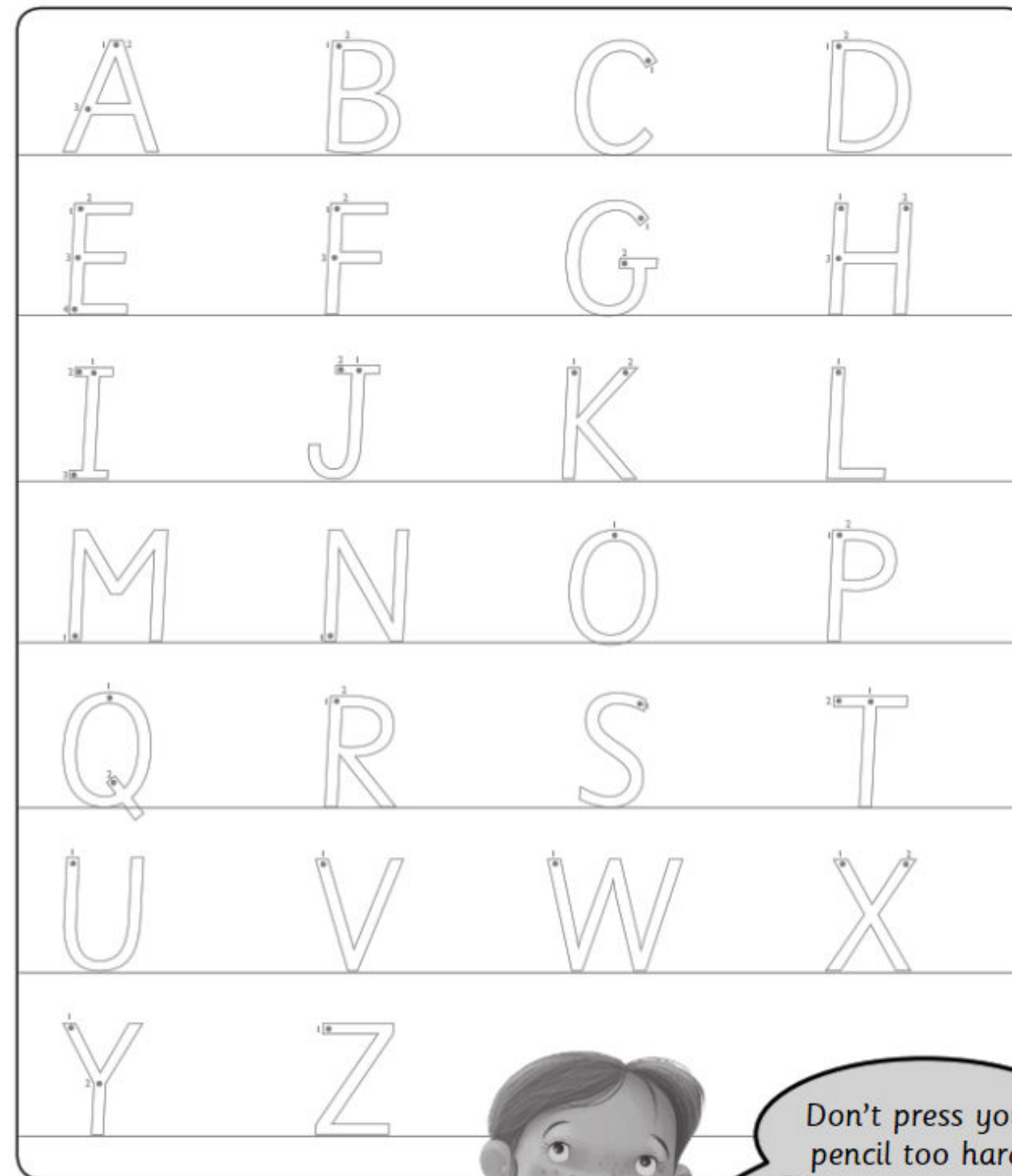
Which letters do you need to practise more?

Check you are starting each letter on the dot.



Practice

2 Now trace the alphabet in capitals. Start on the dot.



Don't press your pencil too hard.



Which letters do you need to practise more?

Check you are starting in the correct place.



Challenge

3 Write the alphabet in lower case and capital letters.

Aa					
	Hh				
				Qq	
Yy					

Which letters do you need to practise more?

> 2.4 What's in a week?

Focus

1 Write the days of the week in the correct order.

Begin with Monday.

Friday	Monday
Thursday	
Tuesday	
Monday	
Saturday	
Wednesday	
Sunday	

Practice

2 Sort the letters to spell the first part of each day of the week.

a	onM	Mon	day
b	Thrus		day
c	Tsue		day
d	riF		day
e	uSn		day
f	edWsen		day
g	urSta		day

Challenge



3 Each day of the week ends with the same word.






a What is it? _____

b Write a list of words that rhyme with that word.

> 2.5 Retelling a diary

Look at the chart. Pretend this is what you did last week.

When?	Where?	How?	Picture	What?
Monday		on the bus		read
Tuesday		on roller skates		shopped

When?	Where?	How?	Picture	What?
Wednesday		in the car		worked
Thursday		on a bike		played
Friday		on a scooter		cooked
Saturday		walked		swam
Sunday		walked		rested

Focus

- 1 Say a sentence for each day of the week. Use the chart.
- 2 Draw a picture for how you went to places. Use the chart.

On Monday I went to the library by bus to read.

**Practice**

- 3 Use the chart to write a sentence for what you did on Thursday and Saturday.
 - a On Thursday _____
 - b On Saturday _____

Challenge

- 4 Write questions about the chart using the question words.
 - a When _____

 - b Where _____

 - c How _____

 - d What _____

> 2.6 Writing a diary**Language focus**

We can use **and** to join words and sentences together.

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

Focus

- 1 Read the sentences. Then, circle the word **and**. Join each sentence to the matching picture.

I saw the horse and patted it.



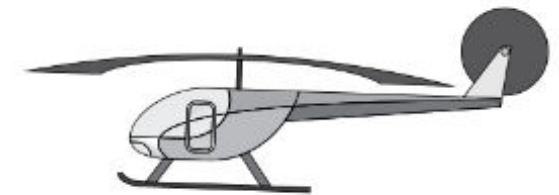
I saw a taxi and waved.



I walked to school and met my friend.



I went to the cinema and got some popcorn.



I got in the helicopter and jumped out!



Practice

2 Join these sentences using *and*.

a They went to the play centre. They met some friends.

b He got on his bike. He zoomed off up the hill.

Challenge

3 Now write your own sentences using the word *and*.



> 2.7 A big day out

Focus

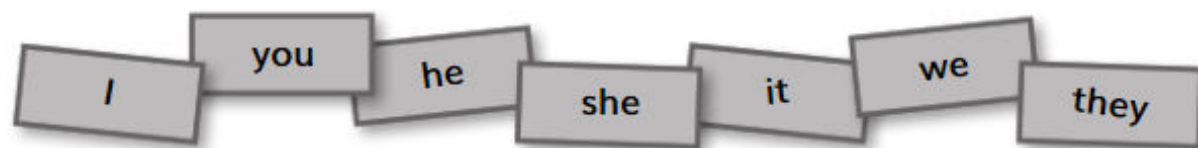
1 Pretend you are at a theme park for a day out.

Draw some things you would like to do at the theme park.

Write what they are.

Challenge

3 Finish each sentence using some of these words.



a Polly and Sal went on the Slide and Glide and _____

b A girl came down very fast and _____

c A little boy was excited when _____

d The girls ran to see the sea lion show and _____

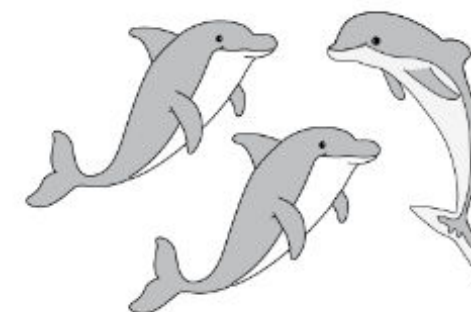
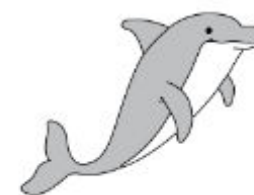
> 2.9 Exploring words and writing a recount

Language focusTo change a **singular** noun to a **plural** add **-s**.

dolphin



dolphins



singular



plural

If singular nouns end with **-ch, -sh, -s, -x or -z**, add **-es**.

box



boxes



singular



plural

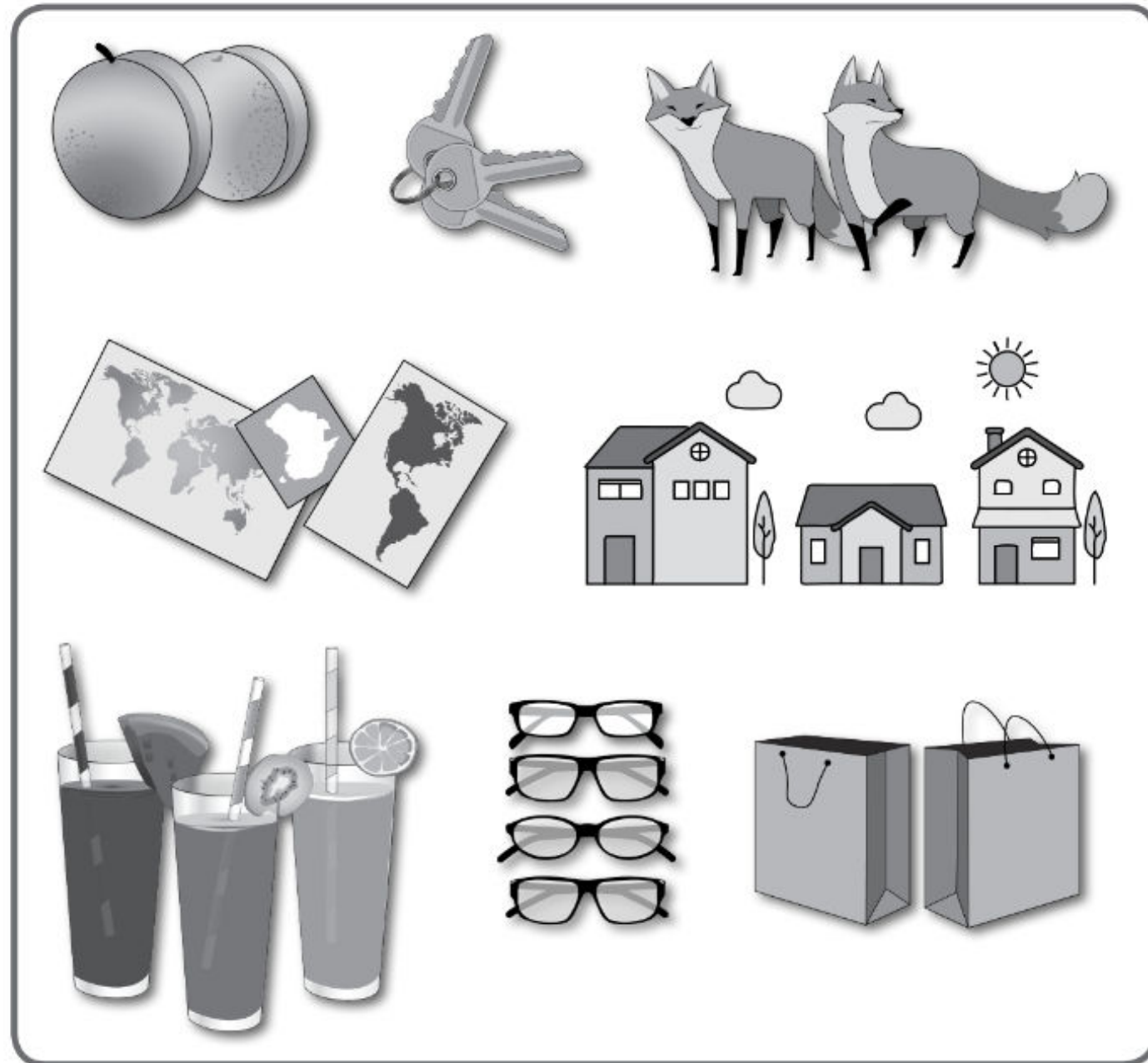


Focus

- Say the word for each picture.
Sort the pictures into words ending in -s and words ending in -es.

plurals ending in -s

plurals ending in -es

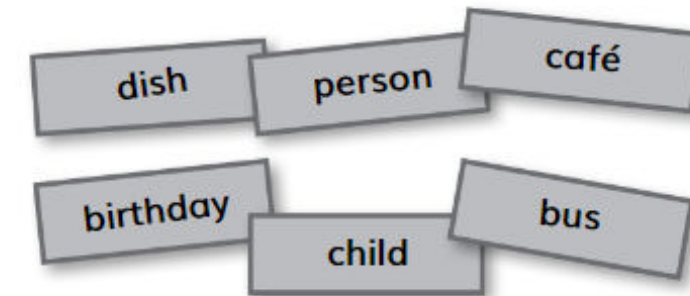


Practice

- Add -s or -es to make each word plural.
a day_____ b zoo_____ c sandwich_____
d park_____ e dish_____
- Write a sentence using two of the words.

Challenge

- Fill the chart with plurals.
Use these words to help you get started. Then add your own.



Add -s	Add -es	Words where you do not add -s or -es

> 2.10 Holiday news!

Focus

1 Tick the ways you like to share your news.













Practice

2 Read Jared's postcard.

Tick the things that are true.

- 1 Jared was visiting his Grandma.
- 2 Jared only swam in the sea.
- 3 Jared turned into a fish.
- 4 Jared told us about turtles.

Challenge

3 Write a P.S. to add something special to a postcard.

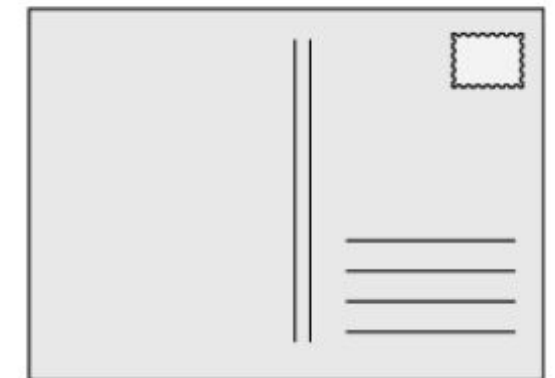
P.S.

> 2.11 Planning and writing a postcard

Focus

1 Plan and draw a stamp for a postcard.

Draw an arrow to show where you put the stamp on a postcard.



Practice

2 Write a postcard to a friend.

Tell two special things.

Challenge

3 Write your friend's address in the box. It does not have to be real.

> 2.12 Look back**Focus**

1 Tick what you read in this unit.

- | | | | |
|-------------------------|--------------------------|-------------------|--------------------------|
| a a first train trip | <input type="checkbox"/> | b a trip to a zoo | <input type="checkbox"/> |
| c a first day at school | <input type="checkbox"/> | d a diary | <input type="checkbox"/> |
| e a big day out | <input type="checkbox"/> | f a letter | <input type="checkbox"/> |
| g a text message | <input type="checkbox"/> | h a postcard | <input type="checkbox"/> |

Practice

2 Read the sentences.

Write the sentences with the correct punctuation.

a we read about a first train trip

b i keep a diary

c we share our news each day

Challenge

- 3 Find a piece of your own writing that you think you can make better.
Rewrite it and say how you made it better.



3

Rhythm and rhyme

> 3.1 Finger rhymes

Focus

- 1 Draw round your hand.
Draw a face on the thumb and each finger.
Write a name for each face.
Remember to use capital letters for the names.

Practice

- 2 Write a new verse for the rhyme *Fingers All*.

Write the name of one of your fingers on the first line.

Then fill in the gaps.

Where are _____ ?

_____ I am.

How do you _____ ?

Challenge

- 3 Read this new rhyme.

Circle the question and answer.

Tommy Thumb, Tommy Thumb,
How are you?
I am fine. I am fine.
How about you?

- 4 Write a different question and answer for Tommy Thumb.

Question: _____

Answer: _____

> 3.2 Number rhymes**Focus**

- 1 Write the numbers for 1 to 10.

Draw the correct number of spots or stars for each number.

1	2	3	4	5
one				
6	7	8	9	10

Practice

- 2 Write the number words.

1	2	3	4	5
one				
6	7	8	9	10

Challenge

3 How long can you make the rhyme chains?



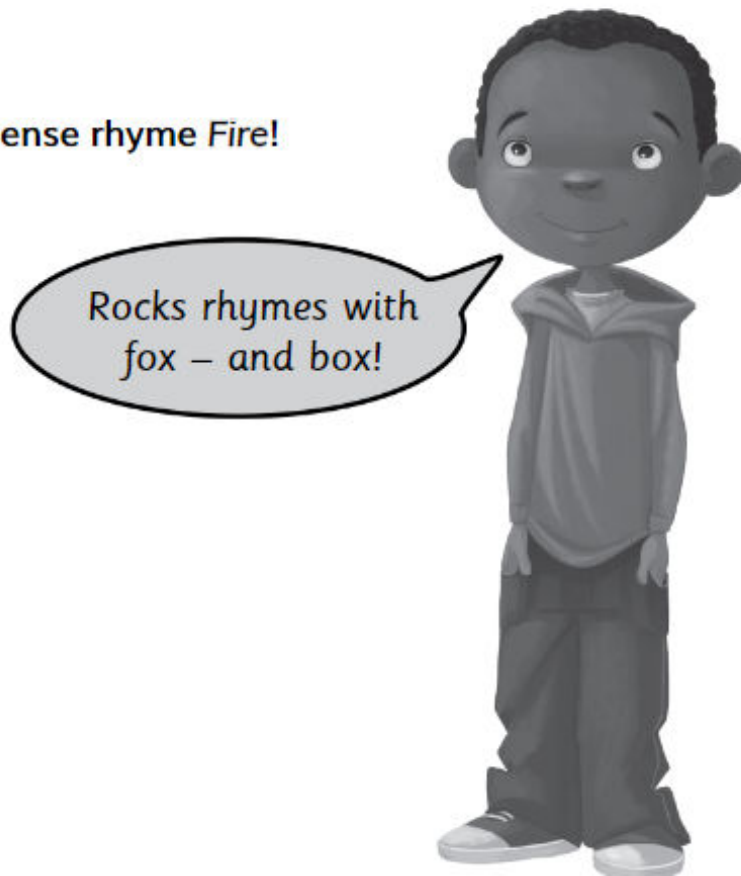
4 Make a rhyme chain of your own.

> 3.3 Nonsense rhymes

Focus

1 Read the words from the nonsense rhyme *Fire!*
Join the words that rhyme.

- a fire Lou
- b where fox
- c rocks MacTucket
- d out Obadiah
- e bucket pear
- f shoe shout



Practice

2 Write what each person says in *Fire!*

Words to help you

- Use my shoe.
- Where? Where?
- Put it out!
- Behind the rocks.
- I've no bucket.



a

Obadiah

b

Mrs Pear

c

Doctor Fox



Mr Powt



Miss MacTucket



Betsy Lou

Challenge

3 Read the sentences.

- a Write N next to the ones that are nonsense.
- b Now write two of your own sentences in the chart to test a partner.

The sea is in the sky.		Trees grow underground.	
All cows are round.		Water can stop fire.	
The sun rises in the morning.		Fish eat grass.	
_____		_____	
_____		_____	
_____		_____	

> 3.4 Exploring rhythm

Focus

1 Fill in the gaps.

Use these words to help you.



- a I _____ of a rhythm in my mind.
- b I _____ the rhythm with my ears.
- c I _____ the rhythm with my nose.
- d I _____ the rhythm with my toes.

Practice

2 Change the underlined words. Keep the rhythm.

- a I felt the rhythm with my knees. KNOCK KNOCK

- b I walked the rhythm with my feet. STOMP STOMP

- c I tapped the rhythm with my toes. TIP TAP

- d I danced to the rhythm of a drum. BEAT BOP

Challenge

3 How did you find the rhythm?

Write your own sentences.

a I _____ the rhythm with my _____.

b I _____ the rhythm with my _____.

c I _____ the rhythm with my _____.

> 3.5 Planning and writing a poem**Focus**

1 Make a pattern in each box using the colour to match the label.

red	blue	yellow	brown	white
purple	orange	pink	light green	dark green

Practice

2 Finish each sentence.

Use these words to help you.



a Red is a _____.

b Yellow is a _____.

c Orange are the _____.

d Green is a _____.

e Blue is the _____.

Challenge3 Fill the gap with *is* for singular or *are* for plurals.

Draw a picture for each sentence.

a White _____ the noodles we love to eat.

b Yellow _____ the flames that rise from the fire.

c Green _____ the purse I keep round my neck.

d Blue _____ the ribbon I tie in my hair.

e Red _____ the watermelons hidden inside.

> 3.6 Look back

Focus

1 Circle the word that doesn't rhyme.

- | | | | |
|---|------|------|------|
| a | tie | tea | bye |
| b | bee | she | they |
| c | boat | bite | coat |
| d | two | you | look |

Practice

2 Underline two words in each line that have the same rhythm.

- | | | | |
|---|-------------|------------|-------------|
| a | rainbow | rhyme | nonsense |
| b | ring a ding | ting ting | sing a song |
| c | caterpillar | salamander | worm |
| d | bing bang | ooh la la | boom box |

Challenge

3 Write this verse in your very best handwriting.

Make sure you start and finish your letters in the right place.

Think about the spacing of your letters and words too.

Choose how to mark the rhyming words.

Orange are the crabs
 that dance in the sand
 And so is the seashell
 I hold in my hand.



4 Joining-in stories

> 4.1 Off to tell the King

Focus

1 Who says it?

Join the speaker to the words.

a



I will go and
tell the King!

b



I can take you
to the King.

c



Come with us.

d



The sun fell
on me.

Practice

2 Sort the words to write what Chicken Licken said.

Write them as a sentence.

a

resting am I tree. this under

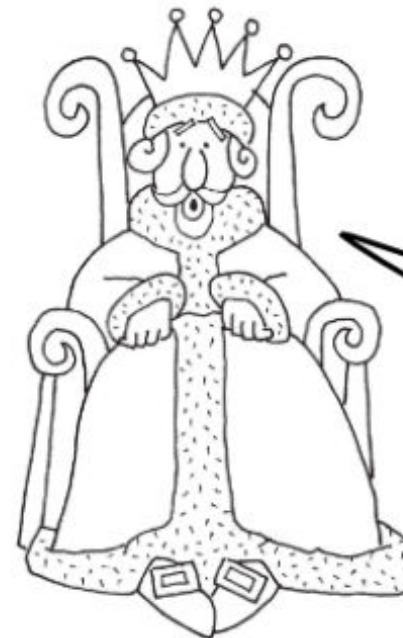
b

I the going am King. tell to

Challenge

3 Pretend Chicken Licken visits the King.

What do you think the King says?



> 4.2 Exploring language

Language focus

We use capital letters for the names of characters.
We use a full stop at the end of sentences.

Focus

1 Write the names with capital letters.

Join the name to each character.

a chicken licken _____



b hen len _____



c cock lock _____



Practice

2 Write the sentences.

Use capital letters for names and full stops at the end.

a chicken licken was resting under a tree

b hen len and chicken licken and cock lock met duck luck

c fox lox did not take them to the king

Challenge

3 Change the names.

Make them rhyme.

Use capital letters.

a Hen Len _____

b Cock Lock _____

c Duck Luck _____

d Turkey Lurkey _____

e Fox Lox _____

I changed Chicken
Licken to Chicken Ticken



> 4.3 Retelling and acting

Sometimes two letters make one sound – like in **duck**.



Focus

1 Circle the -ck letters in these words.

- a Chicken Licken b Duck Luck c Cock Lock

Practice

2 Look for two letters that make one sound. Circle them.

- a Chicken Licken was sitting under a tree.
 b The sun fell on him and he was shocked.
 c On his way to meet the King he met Duck Luck.

Challenge

3 Circle the odd one out.

Tell a partner why.

- a fell tell hen
 b duck turkey chick
 c fox way day
 d tree bee he

> 4.4 Run, run as fast as you can

Focus

1 Read the words. Fill in the gaps.

Words to help you



- a Little Anya put flour, _____, oil and hot water in a bowl.
 b She _____ the chapatti over in the pan.
 c Up _____ a chapatti man.
 d 'I _____ to eat you for my tea,' she said.
 e 'Run, run as _____ as you can,' sang The Chapatti Man.

2 Look at these words again.

Circle the two consonants next to each other in each word.

Say the letter sounds.

- a jump
 b salt
 c want
 d fast
 e flip

In 'jump', the two consonants next to each other are m and p.



Practice

3 Read the words.

Write each letter sound in a box.

Underline the two consonants next to each other.a toast b jump c across d fast e stay **Challenge**

4 For each word write another word that has the same two consonants next to each other.

a toast _____

b jump _____

c across _____

d fast _____

e stay _____

> 4.5 The pancake rolled on**Language focus**

We use:

- the before singular and plural nouns
- a or an before singular nouns when it does not matter which one we mean.

We do not use a or an before plural nouns or names.

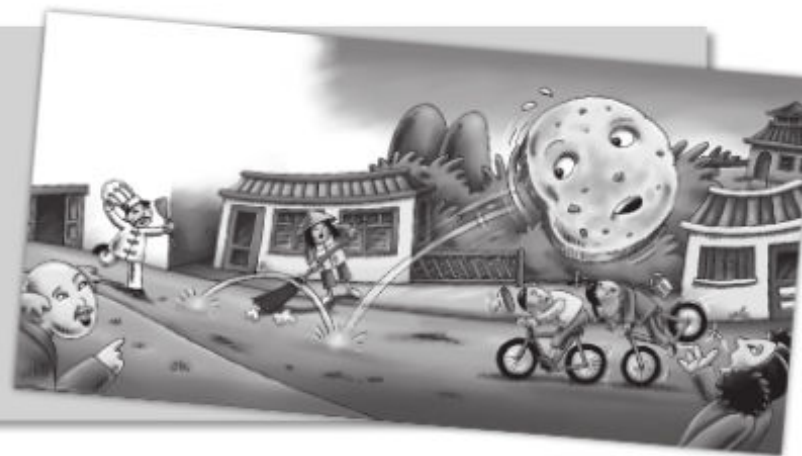
Focus1 Underline a and the.

The cook made a big pancake.

But the pancake jumped out of the pan and rolled away.

'Come back,' said the cook.

The big pancake rolled on.

**Practice**

2 Fill the gaps.

Choose from a, an or the for each sentence.

_____ pancake came to _____ house.

'Help me!' said _____ lady.

'Jump! I'll catch you!' said _____ pancake.

_____ pancake rolled on.

Challenge

3 Fill the gaps with *a*, *an* or *the*.

_____ cook and _____ lady ran after _____ pancake.

_____ pancake came to _____ enormous hole in _____ road.

'Help! My goats will fall in to _____ big hole!' said the boy.

'I can help you!' said _____ pancake.

_____ pancake rolled on.

Did you use all of the words?



> 4.6 Story endings

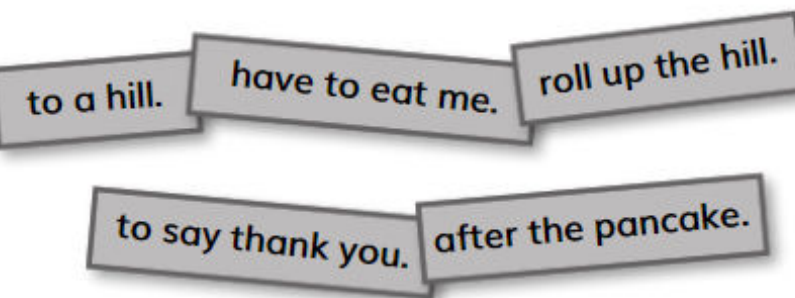
Focus

1 Join the sentence beginnings to the sentence endings.

- | | |
|-----------------------|----------------|
| a The cook made | a river. |
| b The pancake rolled | help you. |
| c The cook wants | a big pancake. |
| d The pancake came to | to eat me. |
| e I can | away. |

Practice

2 Choose an ending for each sentence and write it.



- They all ran _____
- The pancake came _____
- I can't _____
- You will just _____
- We want _____

I remembered to put full stops at the end of my sentences. Did you?



Challenge

3 Write endings for each sentence.

- a The pancake helped _____
- b The lady was _____
- c The boy needed help to _____
- d The girl was _____
- e They all _____

> 4.7 Comparing stories

Focus

1 Draw The Runaway Pancake.

2 Draw a different kind of runaway character.


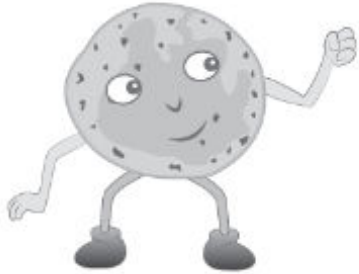
Write its name.

Practice

3 Write or draw answers for these questions.

- a What is the same about these characters?
- b What is different?



		
	The Runaway Pancake	The Chapatti Man
Same		
Different		

Challenge

4 Choose two traditional stories you know. Choose stories not in this unit.

- Draw a book cover for each story.
- Write the story titles.
- Write what is the same about the stories.
- Write what is different about the stories.

Covers		
Titles	_____	_____
Same	They both _____ _____	
Different	One has _____ The other has _____	

> 4.8 Along skipped a boy with his whirly-twirly toy

Language focus

We can add **-s** to make things plural.

One toy. → Lots of toys.

Sometimes we add **-es**.

box → boxes

Sometimes we add **-ies**.

baby → babies



Focus

1 Write the plural for each thing. Add **-s**.

a tree _____

b boy _____

c day _____

d snake _____

e bird _____

f worm _____

Practice

2 Write the plural for each thing. Add **-es** or **-ies**.

The snake was hiding in the branch **branches** of the tree.

a **Fox** _____ can eat snakes.

b These are good **story** _____.

c The snake made **wish** _____ for more things to eat.

Challenge

3 Write sentences with the plural of each word.

Look out! You may have to cross out a letter before you add **-ves** or **-ies** to make a plural.



a leaf

b tummy

c mummy

d life

> 4.9 Out dashed the cat

Focus

1 Join the picture to its sound word from the story.



Slurp, burp



Purr purr



Cheep, cheep



Gurgle, gurgle



Munch, munch

Practice

2 Add -ed to the verbs to change them into the past tense.

a slurp, burp	slurped, burped
b Sniff, sniff. Gulp!	
c Purr, purr	
d Gurgle-gurgle	
e Cheep, cheep	
f Munch, munch	

Challenge

3 Read the text.

a Fill in the gaps with the missing verbs.

skipped

dashed

Out ran the bear and out swung the ape,

Out _____ the cat and out flew the bird
with the ooey-gooey worm,

And out _____ the boy with the whirly-twirly toy ...

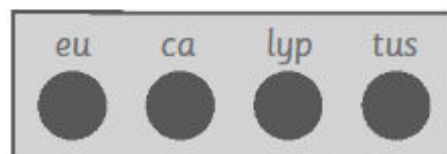
one day in the eucalyptus, eucalyptus tree.



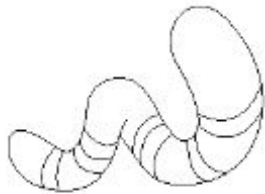
b Underline the other past tense verbs that do not end in -ed.

> 4.10 Joining in

Focus

- 1 Draw dots under each word to show how many claps.



		
tree	munchy grapes	ooey-gooey worm

Practice

- 2 Draw dots under each word to show how many claps.

twist-twist	under-over	gurgle-gurgle

Challenge

- 3 Write words from the story *In the eucalyptus, eucalyptus tree*.

Draw dots under the words to show how many claps.

> 4.11 Planning and writing

Focus

- 1 Fill in the gaps.

Use these words to help you.



_____ day in the leaves _____

the eucalyptus _____

hung a scare in _____ air

where _____ eye could see ...

Practice

2 Fill in the gaps. Use these words to help you.



Down, down slid the _____
 _____ the leaves of the tree
 and gobbled _____ the boy
 _____ his whirly-twirly toy,
 one _____ in the eucalyptus, eucalyptus tree.

Challenge

3 Fill in the gaps with words that make sense.

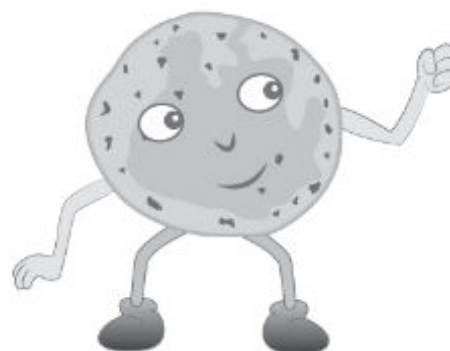
'I'll bet,' _____ the boy,
 in the belly dark _____ deep,
 'that _____ still very hungry
 and there's more _____ can eat.'
 '_____ you think,' said the snake
 to the boy _____ the toy,
 'that there's room _____ something yummy
 _____ you all inside my tummy?'

> 4.12 Look back**Focus**

1 Who says it?

Join the characters to their words.

a



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

b



Run, run as fast
 as you can.

c



I'll bet that you're still
 hungry and there's
 more you can eat?

Practice

- 2 Draw another character from one of the stories in this unit.

Write what they say.

Use these ideas to help you.



Challenge

- 3 Think of another character from a story you know and enjoy.

Draw the character. Write what they might be saying.

Use these ideas to help you.



5

Do it like this!

> 5.1 Information all around us

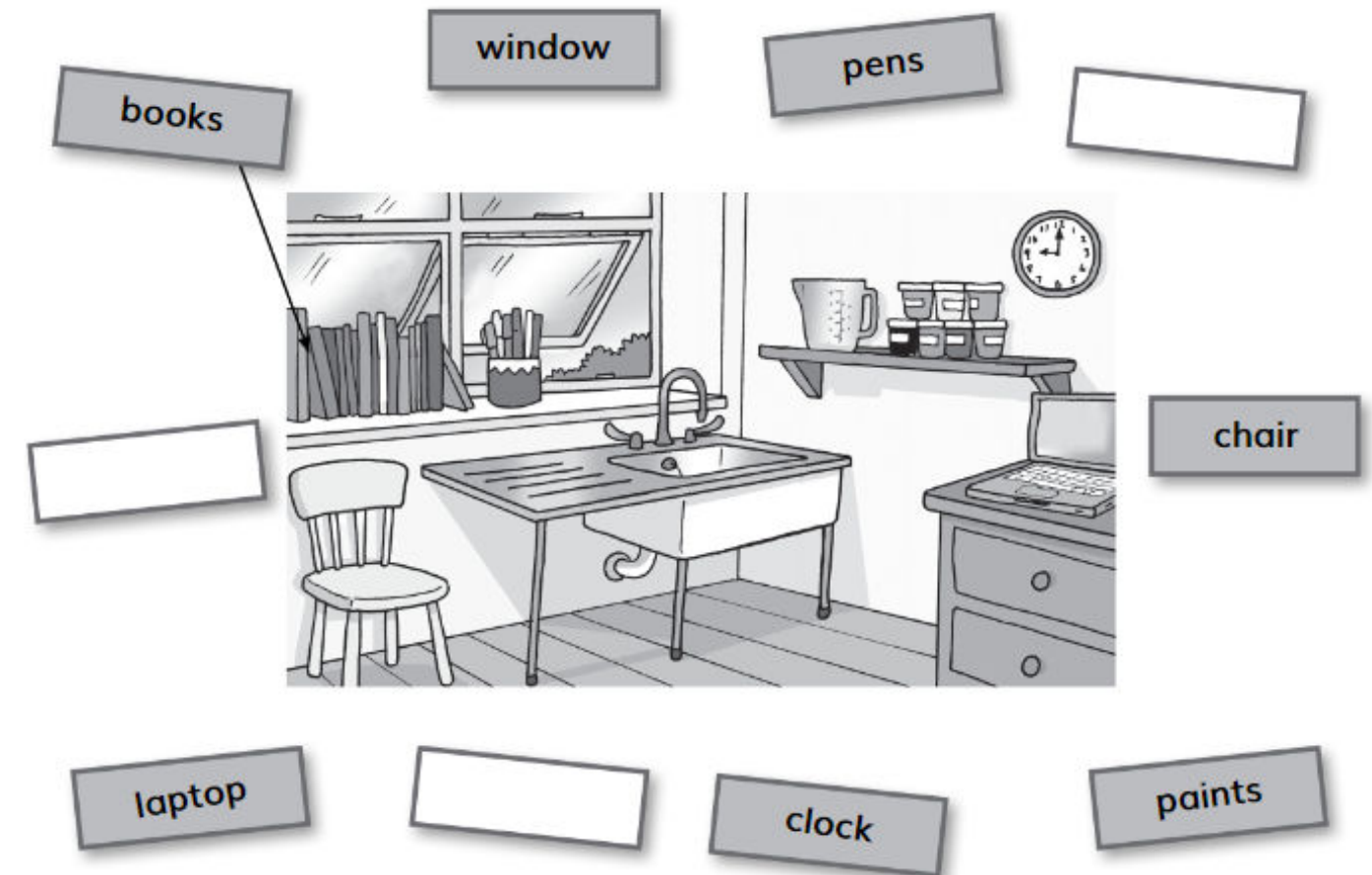
Focus

1 Match each image to its meaning in words.

- | | | |
|---|---|-----------------------|
| a |  | sad |
| b |  | stop |
| c |  | you can't go this way |
| d |  | school |
| e |  | zoo |
| f |  | angry |

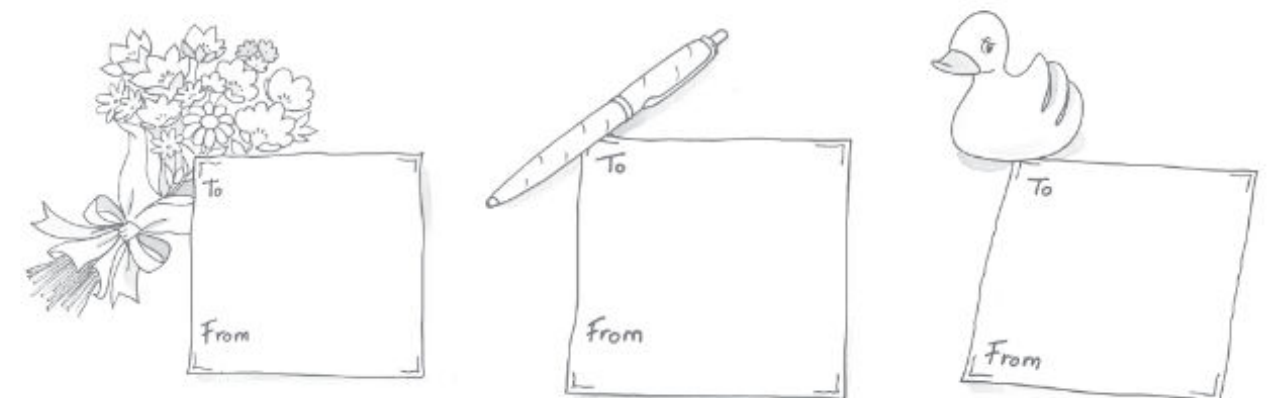
Practice

2 Join the word labels to the pictures. Write labels for other things you can see.



Challenge

3 Write the labels for these gifts.
Who will you send each gift to?



> 5.2 Writing labels and signs

Focus

Hold your pencil like this.



Or hold it like this.



1 Copy these letters. Start on the dot.



2 Write the alphabet in capitals. Start on the dot.



Don't press your pencil too hard.

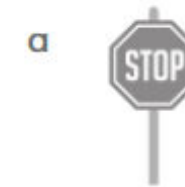


Practice

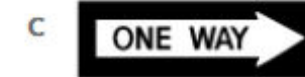
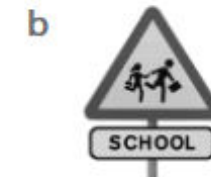
3 Look at the pictures.

Write what the signs mean.

Only use capital letters.



THIS SIGN MEANS YOU MUST STOP.



Challenge

4 Write words for these signs in capital letters.



c



d



> 5.3 How to mix colours

Focus

- 1 Colour the box to match each colour word.
Write your own colour word in the last box.

red	blue	green	yellow	purple	My colour word is ...

Practice

- 2 Write the words for these things you need.



- 3 Fill the gaps. Use these words to help you:

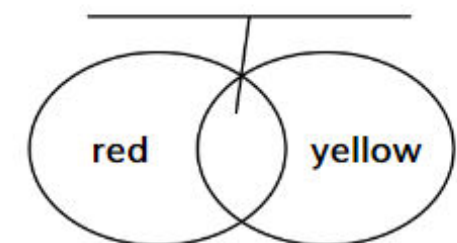
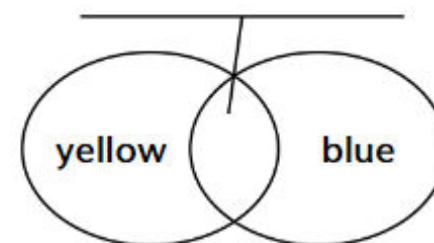
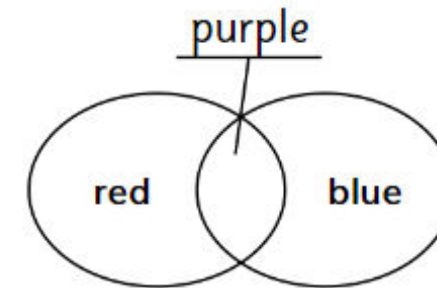


- a _____ yellow and red to make orange.
- b Mix blue and _____ to make purple.
- c How to _____ green.
- d How to make _____.
- e Mix blue and yellow to make _____.

Challenge

- 4 Colour the charts.

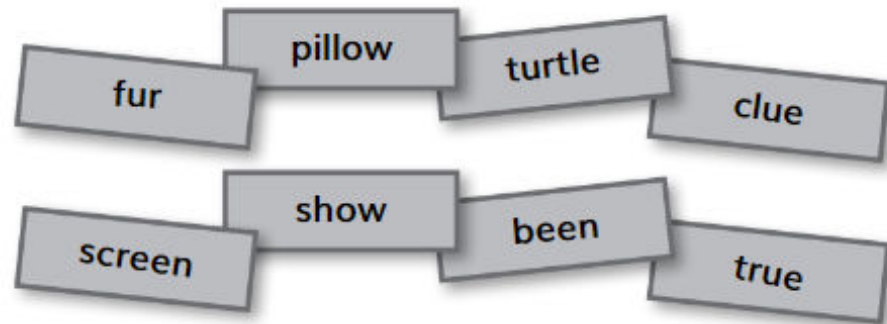
Write the missing labels.



> 5.4 Checking understanding

Focus

- 1 Sort and write the words into sets with the same spelling patterns.



green	yellow	purple	blue

Practice

- 2 Join the words that have the same underlined sound but a different spelling.

a green	toe
b yellow	night
c white	too
d blue	bread
e red	mean
	boat
	said
	l
	two
	theme

A curved line connects the underlined 'e' in 'green' to the underlined 'e' in 'mean'.

Challenge

- 3 Write as many colour words as you can.

Add a rhyming word for each.

e.g. red, bed

Colour	Rhyming words
Red	bed, ted, said

> 5.5 Making a poster

Focus

- 1 Draw lines to match each instruction to a picture.



- a Put some water in the bowl and wet your hands.

- b Put some soap in your hands.

- c Rub the soap into your hands.

- d Rinse the soap off your hands.

- e Dry your hands.

- f Sit down to eat.



2 Copy these sentences.

- a Put some water in the bowl and wet your hands.

- b Put some soap in your hands.

- c Rub the soap into your hands.

- d Rinse the soap off your hands.

- e Dry your hands.

- f Sit down to eat.

Practice

3 Write instructions for drawing a rabbit face.

1 Draw a circle.

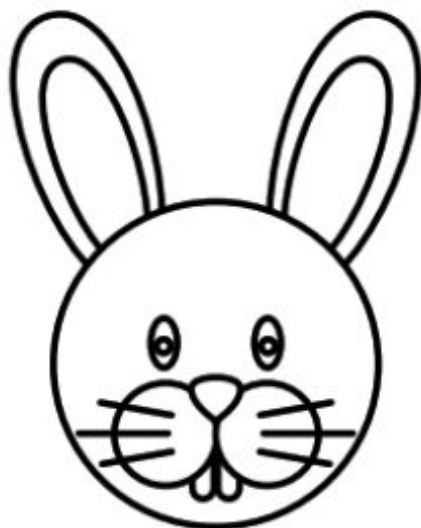
2

3

4

5

6

**Challenge**

4 Write instructions for something simple you do every day.

Use these ideas to help you.

How to make your bed

How to knock a mango from a tree

How to make a drink

- a Draw pictures to show what you do.

- b Write an instruction under each picture.

> 5.6 Listening – from fiction to non-fiction

Focus

- 1 Do you remember the story about Joey who liked to fold paper? Write and draw three other things you can fold.

--	--

--

Practice

- 2 Join the sentence beginnings and endings.

Joey loved

Joey wanted

Joey folded

pyramids, fans and crowns

to make origami

things that folded

Challenge

- 3 Join the word pairs.

A person

A place

A shape

A bird

a crane

a pyramid

Joey

a restaurant



> 5.7 How to make a ladybird

Focus

Numbered instructions help us to know the order to do things.



1 Copy the numbers.

1	2	3	4	5	6	7	8	9	10

Practice

2 Fill in the gaps.

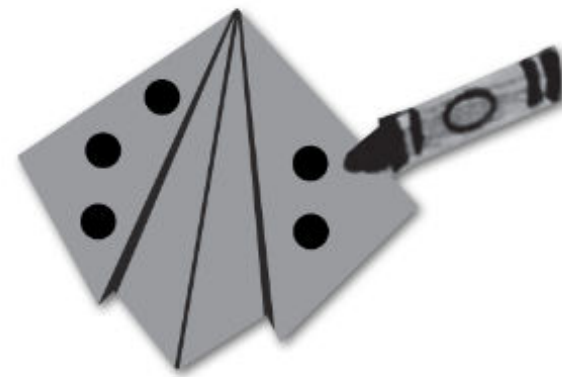
Use these verbs to help you.



Verbs can tell us what to do.



- _____ with a square of paper.
- _____ practising!
- _____ the triangle in half.
- _____ down hard to make a crease.



Challenge

3 Look at the underlined verbs.

Write new verbs with the same meaning.

- Make your own origami ladybird.
- Flip the paper over.
- Now fold the top corners down to make the wings.
- Add some spots.

> 5.8 Writing and sorting instructions

Focus

1 Write a title for each origami picture.

Writing tip

Begin each title with *How to fold ...*



a bird



a tree



- 2 Write a numbered list of these food items. They can be used to make a cake.

1 butter

2

3

4

5

Practice

- 3 Add full stops to these sentences.
Write each sentence again correctly.

- 1 Put in the eggs _____
- 2 Put in the oil _____
- 3 Put in the milk mix _____
- 4 Put in a teaspoon of salt _____

Challenge

- 4 Look for different ways full stops are used.
Find examples in your notebook or your classroom.
Write the examples here.

> 5.10 Checking sequence

Focus

- 1 Write the letters in the correct order to spell the cake ingredients.
The first letter of the word is underlined to help you.

- a garsu sugar _____
- b segg _____
- c kilm _____
- d lourf _____
- e tubret _____

Practice

- 2 Write the letters in the correct order to spell the cooking verbs.
- a utp _____
- b xim _____
- c ikshw _____
- d akeb _____
- 3 Now write a different cooking verb.

Challenge

4 Write these words in the correct order for each sentence.

a the game Play in Jump the Bowl!

b do numbers How us help instructions? in

c another for question a up Make partner.

5 Write a mixed-up sentence for someone else.

> 5.11 Planning and writing a recipe

Focus

1 Draw a cake you want to make.

2 Answer these questions about your cake.

a What flavour will it be?

b What is in it?

c What is on it?

Practice

3 Draw the muffin you want to make.

4 Answer these questions about your muffin recipe.

a What is the recipe title?




b What is in it?

c What is on it?

Challenge

- 5 Ask your family and friends: 'What do you like to cook?'
Write their names.

Tick the chart.

Name	Cakes 	Pizza 	Bread 	Something else?
Anna	✓			pasta

- 6 Look at your chart.
Which food do most people like to cook?
-

> 5.12 Look back**Focus**

- 1 Read the words. Cover them. Write them.

	Read	Write
1	Do	
7	cakes?	
2	you	
6	make	
3	know	
5	to	
4	how	

Practice

- 2 Write the words in number order to make a question.

Challenge

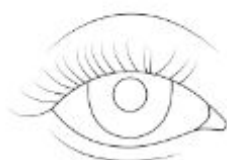
3 Make your own challenge like the one in Focus and Practice.

Write a sentence or question.

Number each word.

Cut up the sentence or question.

Muddle the pieces and ask a partner to sort them into the correct order and then write out the sentence.

**6****Rhyme time**> **6.1 Our senses****Focus**

1 Copy the words.

a eyes _____

b hands _____

c ears _____

d nose _____

e teeth _____

f mouth _____

Think about how you write your letters.

**Practice**

2 Copy the words. Some letters are joined.

a see _____ b bite _____

c hear _____ d touch _____

e smell _____

Challenge

3 Copy these sentences. Practise your joining.

- a My eyes can see. _____
- b My mouth can taste. _____
- c My ear can hear. _____
- d My nose can smell. _____
- e My hand can touch. _____

> 6.2 Touch**Focus**

1 Fill in the gaps.

Use these words to help you.



- a Sand _____ your fingernails
- b Sand _____ your toes
- c Sand _____ your earholes
- d Sand _____ your nose!

Remember we never
join to or from a
capital letter.

**Practice**

2 Fill in the gaps.

Use these words to help you.



- a Sand in my sandwiches
- b Sand in my _____
- c Sand in my bed at _____
- d Sand in my _____ !

Challenge

3 Fill in the gaps with your own words.

- a Sand in _____
- b Sand in _____
- c Sand in _____
- d Sand _____ !



> 6.3 Feeling sad

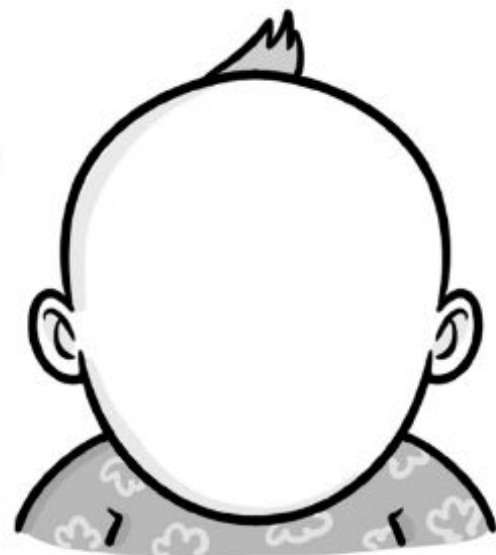
Focus

1 Draw a face for each feeling.

a I feel happy.

b I feel sad.

c I feel angry.



Practice

2 Look at the pictures.

Write how each person feels.

Choose from these words or use your own.



a



b



c



Challenge

3 Draw three faces.

Write a sentence for each face to say how the person is feeling.

> 6.4 Feeling happy**Language focus**Verbs can end with *-s*, *-ing* and *-ed*.

Verb	-s	-ing	-ed
laugh	She laughs	She is laughing She was laughing	She laughed
dance	He dances	He is danc → ing He was danc → ing	He dance → d

Focus

1 Fill in the gaps. Use these verbs.

laughing

dancing

lifted

waltzed

It was _____ time, and the tall Giraffe

_____ his head, and began to laugh:

Ha! Ha!

Ha! Ha!

The _____ Bear who could never say 'No'

_____ up and down on the tip of his toe:

Ho! Ho!

Ho! Ho!

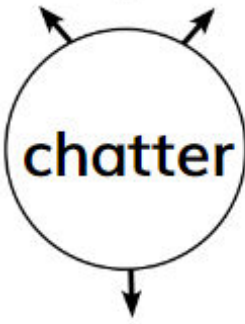
Practice

2 Write the verbs with different endings.

-ing

-ed

-s



chatter



smile



jump



giggle

Challenge

- 3 Change the underlined verbs to -ing verbs.

Laughing Time

It was laughing time, and the tall Giraffe

Lifted his head, and began to laugh: *lifting beginning*

Ha! Ha! Ha! Ha!

And the Chimpanzee on the gingko tree

Swung merrily down with a Tee Hee Hee: _____

Hee! Hee! Hee! Hee!

'It's certainly not against the law!'

Croaked Justice Crow with a loud guffaw: _____

Haw! Haw! Haw! Haw!

The dancing Bear who could never say 'No'

Waltzed up and down on the tip of his toe: _____

Ho! Ho! Ho! Ho!

The Donkey daintily took his paw, _____

And around they went: Hee-Haw! Hee-Haw! _____

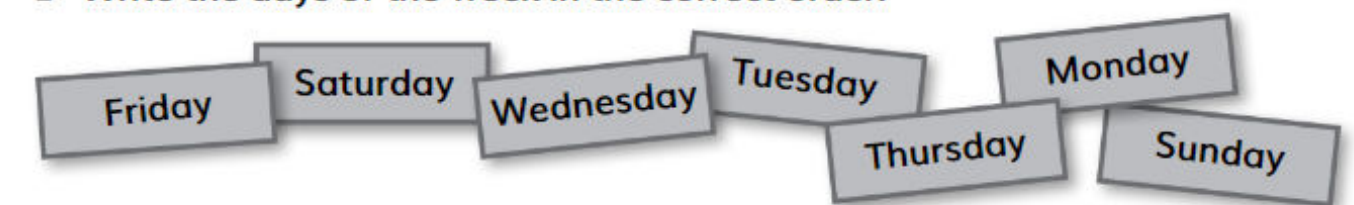
Hee-Haw! Hee-Haw!

The Moon had to smile as it started to climb; _____

All over the world it was laughing time!

> 6.5 Planning and writing a rhyme**Focus**

- 1 Write the days of the week in the correct order.



Monday _____

Practice

2 Write the days of the week.

Copy the joins each time.

Day of the week	Join 1	Join 2
Monday _____	<i>Monday</i> _____	<i>Monday</i> _____
Tuesday _____	<i>Tuesday</i> _____	<i>Tuesday</i> _____
Wednesday _____	<i>Wednesday</i> _____	<i>Wednesday</i> _____
Thursday _____	<i>Thursday</i> _____	<i>Thursday</i> _____
Friday _____	<i>Friday</i> _____	<i>Friday</i> _____

Challenge

3 Write the days of the week. Copy the joins each time.

Saturday _____	<i>Saturday</i> _____	<i>Saturday</i> _____
Sunday _____	<i>Sunday</i> _____	<i>Sunday</i> _____

4 Write the other days of the week in joined handwriting.

> 6.6 Look back**Focus**1 Circle the odd one out. Say why.

- a see smell jump
 b I spy touch feel hear ear
 c in nose eye
 d fruit happy cross

Practice2 Underline the odd one out. Say why.

- a laughing smelling felt hearing
 b Ha! Hee! laugh Ho!
 c Giraffe Chimpanzee tiger Bear
 d Monday March Friday Saturday

Challenge

3 Underline the odd one out. Write why.

Word 1	Word 2	Word 3	Why?
sad	horrid	fun	
good	bad	excellent	
dancing	laughing	smiling	
Ho! Ho!	Hee-haw	Hee! Hee!	

7

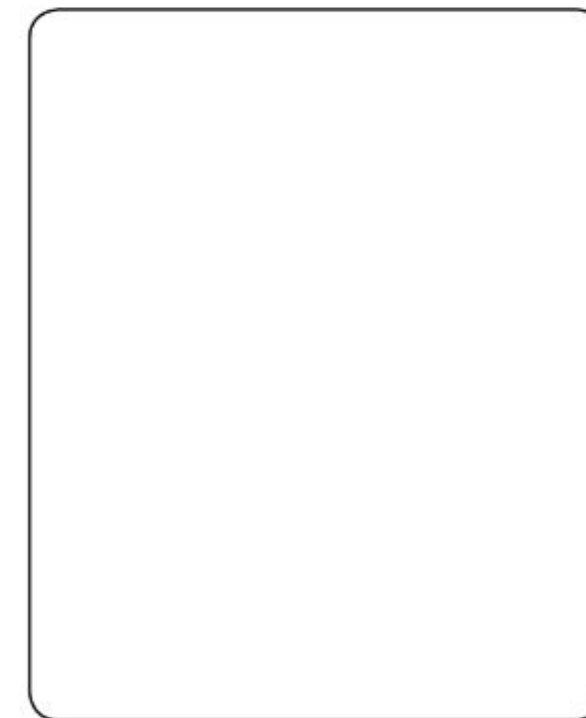
You'll never
believe it!

> 7.1 Let's pretend

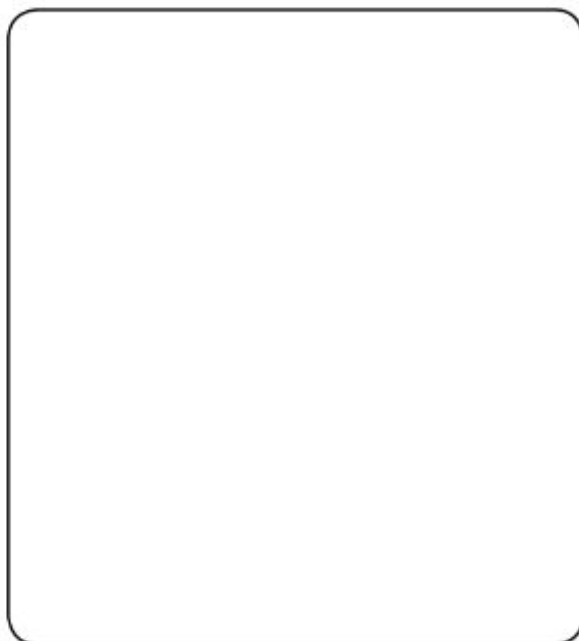
Focus

- 1 Underline the words that rhyme.
Draw a picture for each sentence.
- a The clouds in the sky float by.

- b The boy has a rocket on his pocket.



c The man in the moon has a spoon.



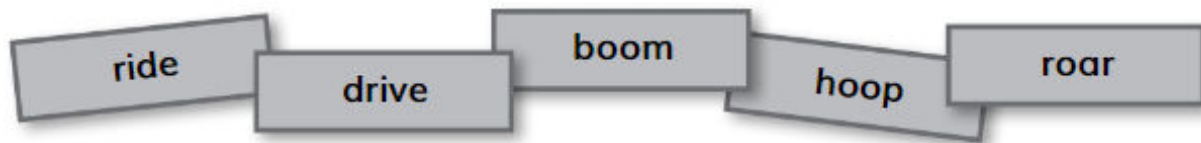
d A dragon can loop and swoop.



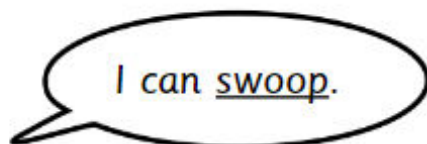
Practice

2 Write a rhyming word for each word that is underlined.

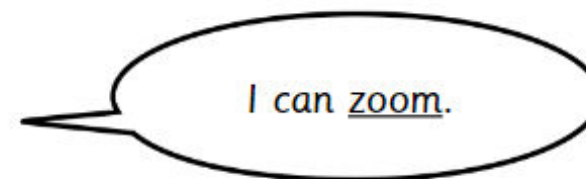
Use these words to help you.



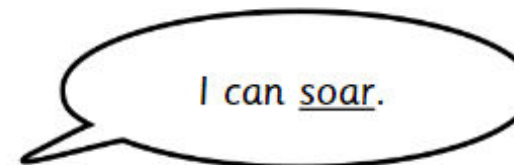
a



b



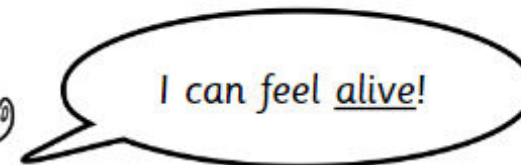
c



d



e



Challenge

- 3 Draw three small dragons on the next page.
 - a For each dragon write two things it can do.
 - b Use rhyming words.
 - c Write the words in speech bubbles.

> 7.2 The Grass House

Focus

- 1 Circle all the words with the ee sound.

The Grass House

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

Shirley Hughes

I can _____

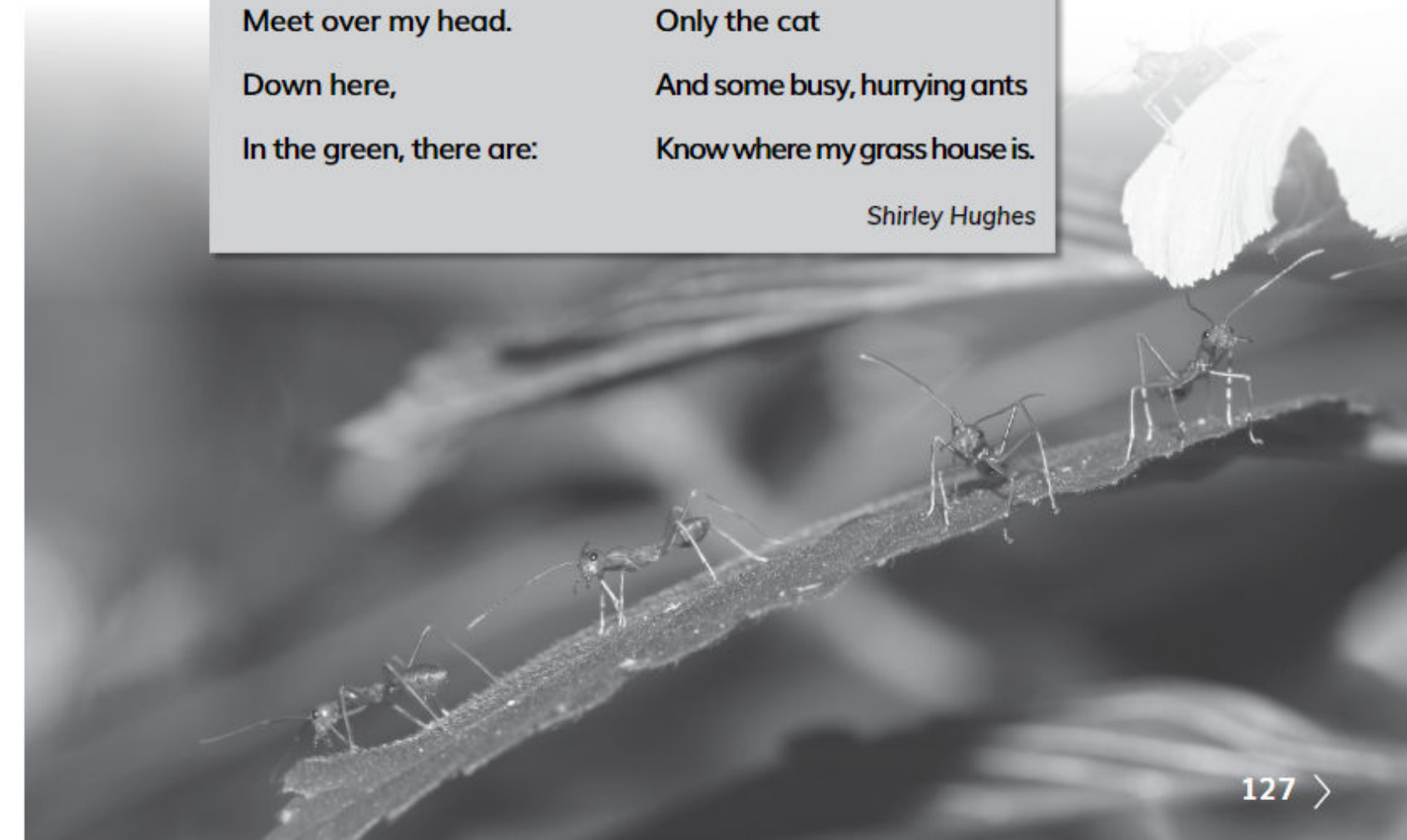
 and I can _____
 _____.

I can _____

 and I can _____
 _____.

I can _____

 and I can _____
 _____.



Practice

- 2 Pretend you are sitting in a quiet place.
 - a Draw yourself in your quiet place.
 - b Then draw and label what you can see, hear, taste, touch and smell.

I can see _____

I can hear _____

I can smell _____

I can taste _____

I can touch _____

Challenge

- 3 Change the crossed out words to make a different poem.
Use your ideas from Practice.
Where is your new quiet place?

In my ~~grass~~ _____ house

Down here,

In the ~~green~~ _____, there are:

~~Seeds~~ _____

~~Weeds~~ _____

~~Stalks~~ _____

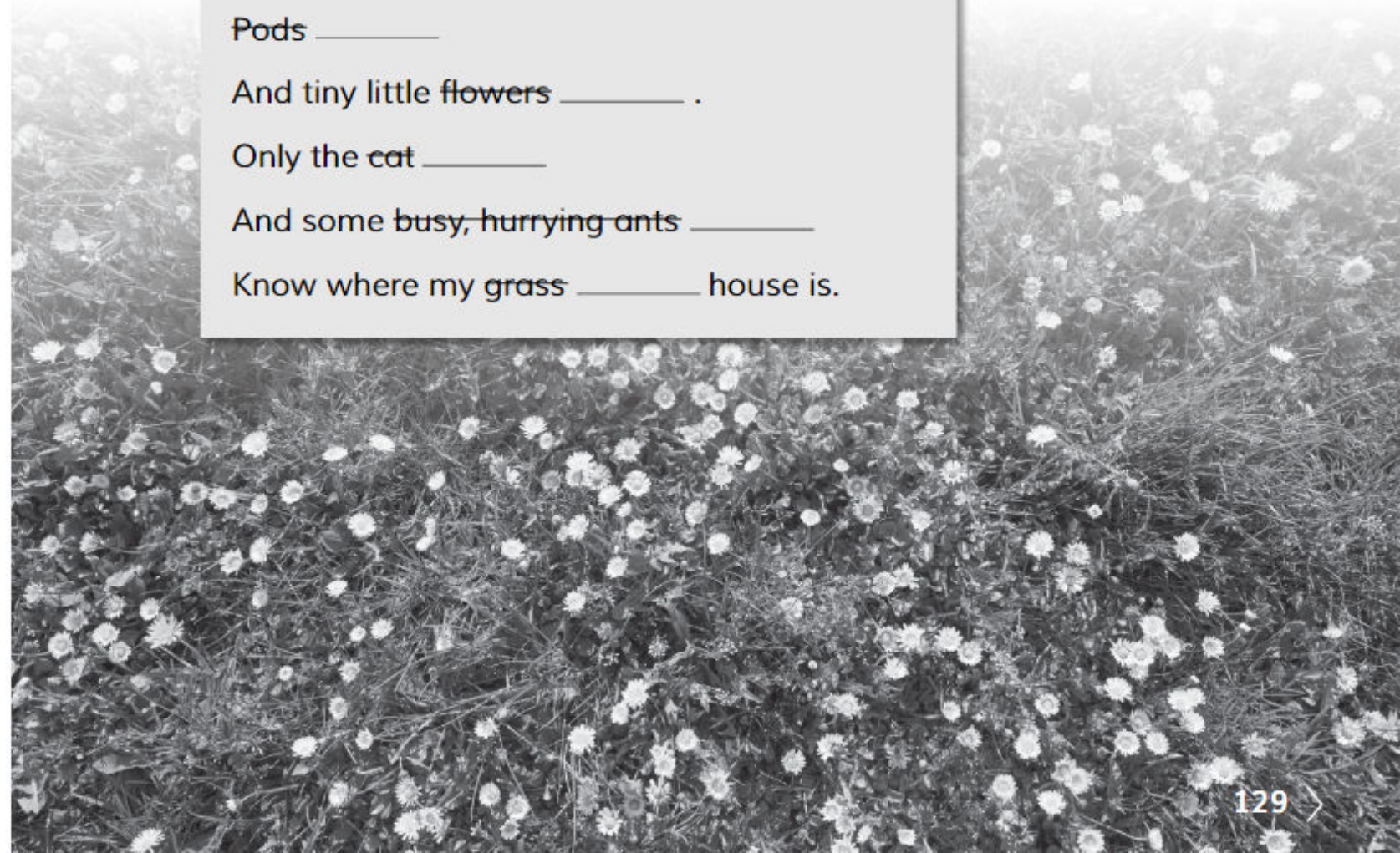
~~Pods~~ _____

And tiny little flowers _____ .

Only the ~~cat~~ _____

And some busy, hurrying ants _____

Know where my grass _____ house is.



> 7.3 How to Catch a Star

Language focus

We use:

- **the** before singular and plural nouns. *the boy, the boys,*
- **a/an** before singular nouns when it does not matter which one we mean. *a star*

We don't use:

a/an before plural nouns or names. *a stars*

Focus

- 1 Read *How to Catch a Star* by Oliver Jeffers.
Look for all the full stops and circle them.

Full stops are where you should take a pause when you are reading.



How to Catch a Star

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

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.

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.

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.

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 to the beach ...

... and, sure enough, the star washed upon the bright, golden sand.



Oliver Jeffers

Practice

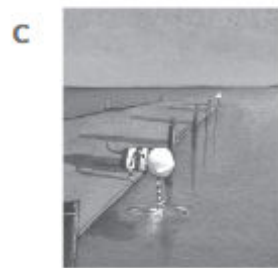
- 2 Read *How to Catch a Star* in Activity 1 again.
Look for the words *a*, *an* or *the* and circle them.

Challenge

- 3 Write a sentence about each picture from the story.
Use *a*, *an* or *the* as many times as you can.

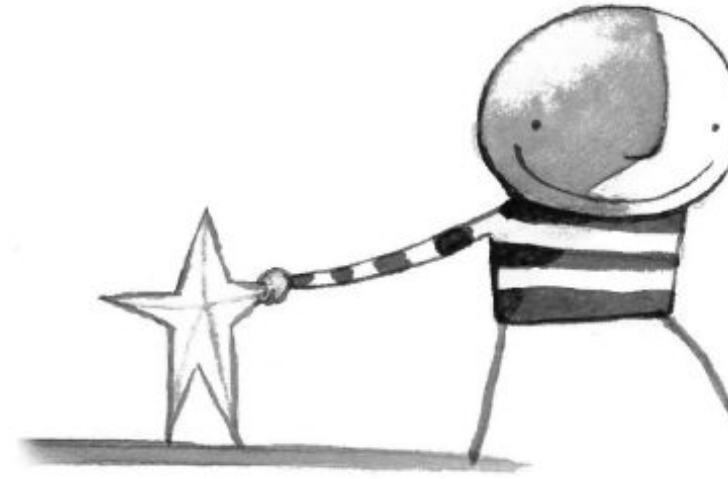








e



> **7.4 Checking understanding**

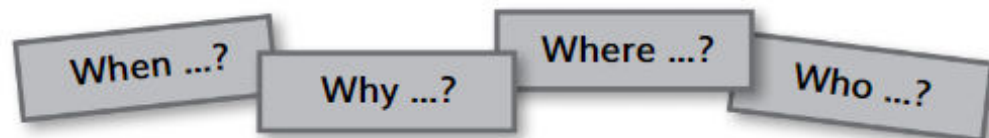
Focus

- 1 Answer the questions about *How to Catch a Star*. Write yes or no.
- a Was the story about a girl? _____
 - b Did the character want to catch a starfish? _____
 - c Did the character wait a long time? _____
 - d Did the character jump up and grab the star? _____
 - e Did you like the story? _____

Practice

2 Match the questions to the answers.

- | | |
|---------------------------------------|--|
| a Where can you look for stars? | • The boy was looking for a star. |
| b Who was looking for a star? | • He was looking for a star because he wanted one of his very own. |
| c Why was the boy looking for a star? | • You can look for stars in the sky. |
| d When did the boy look for a star? | • He looked for a star every night. |
| e Where did he find a star? | • He found a star on the beach. |

Challenge3 Read the answers. Write the question.
Use these words to help you:**Answer**

- a because I love the moon
- b in the sky
- c at night
- d with my dad

Question

> 7.5 Exploring new ideas**Focus**

1 Read the rhyme. Sing it, if you can.

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high.
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.



What would you do with a star if you caught it?

If I caught a star I would _____

Practice

2 Write about how you would catch one of these things.

Use this to help you.

I would like to catch a ... because ...
This is how I would do it:

1 I would ...

**Writing tip**

Remember to use a capital letter for 'I' when you are writing about yourself.

Challenge

- 3 Draw the shape of something you want to catch.

Write some words about your shape.

What would you do with your shape?

For a star you could write *shiny, pointy and I would hang it in my bedroom.*

This is my shape.

I would describe my shape as _____

I want to _____

> 7.6 We're Going on a Bear Hunt**Focus**

- 1 Draw a bear face and label the parts.

Now add a label of your own.

**Practice**

- 2 Write a sentence to describe these bears.

a



b



Challenge

3 Write how each bear feels. How do you know?

a



b



c



d



> 7.7 Sequencing and retelling**Focus**

1 Write the missing verb.

stumble

splash

tiptoe

swish

Use the words to help you.

a They _____ through the long grass.

b They _____ through the river.

c They _____ through the forest.

d They _____ into the cave.

Practice

2 Write sentences using three of these verbs.

to stumble

to trip

to tiptoe

to swish

to splash

1 _____

2 _____

3 _____

Challenge

3 Write your own verbs to describe how you move.

Try not to use the verbs from Activity 2.

a I _____ in the muddy puddle.

b I _____ through the flowers.

c I _____ through the deep snow.

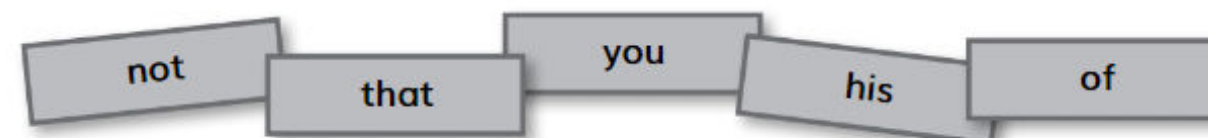
d I _____ over the creaky bridge.

4 Draw pictures for two of the sentences in Activity 3.

> 7.8 Bedtime for Monsters**Focus**

1 Fill in the gaps.

Use these words to help you.



Do _____ ever wonder if somewhere, _____ too far away, there might be ... MONSTERS?

Do you think _____ this MONSTER

might be licking _____ lips AND thinking about you in an

EATING-YOU-UP kind _____ way?

2 Draw what you think the monster looks like.

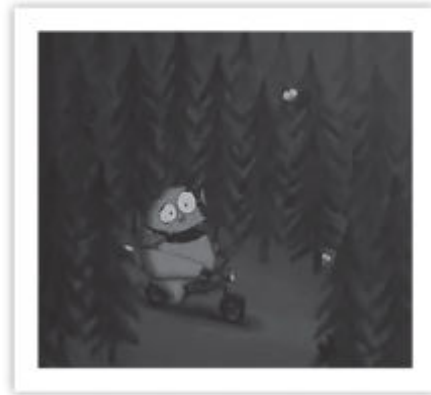


My monster

How is your monster different? _____

Practice

2 Look at these places carefully.



What is the same about them?

What is different about them?

Challenge

3 Look at these two book covers.



a Write what is the same and different about the covers.

Same	They are both _____ _____	
Different	This one is _____ _____	This one is _____ _____

b Which book would you choose to read? Why?

> 7.10 Retelling in different ways

Focus

- 1 Copy this story beginning.

Copy the lower case and capital letters correctly.

Do you ever wonder if somewhere, not too far away, there might be ...
MONSTERS?

Practice

- 2 Copy this part of the story.

Copy the punctuation marks correctly.

He climbs up the cold and snowy mountains,
Getting closer and closer to you, ...
You're not SCARED, are you?

- 3 Join these letters:

ow _____ ou _____ ai _____

Challenge

- 4 Copy this story ending.

Check your letter spacing and word spacing.

THIS monster wants ...
a disgustingly big
GOODNIGHT KISS!
Because it's BEDTIME FOR MONSTERS everywhere.

- 5 Join these letters.

au _____ or _____ ers _____

> 7.11 Planning and writing

Focus

- 1 Draw the monster in *Bedtime for Monsters*.

Is he scary? Say why.

Practice

- 2 Match the words and pictures.



It is scary because it is very big and can step on you!

It is scary because it gets hungry and can eat you!

It is scary because it breathes fire and can burn you!

Challenge

- 3 Make up some pretend funny words.

How does the monster ...	My funny words
bicycle through the forest?	PEDAL, PEDAL, WEEE!
cross the swamp?	
climb up the mountains?	
search all over town?	

Can you use these words in a story that you write?

> 7.12 Look back

Focus

1 Read the sentences.

Circle the punctuation mistake in each sentence.

Write the sentences with no mistakes.

a Five little dragons are flying today

b the boy decided he would try to catch a star.

c Uh-uh! Grass Long, wavy grass.

2 Can you remember which story each sentence is from?

a _____

b _____

c _____

Practice

3 Read the sentences.

Circle the spelling mistake in each sentence.

Then write the sentences with no mistakes.

a Mother dragon says, 'Stay by mi side.'

b He waited and walked and wached and waited.

c We're going on a bare hunt.

d Do you think he's liking his lips because he wants to gobble you up?

4 Say which story each sentence is from.

a _____

b _____

c _____

d _____

Challenge

5 Read the sentences.

Circle the spelling and punctuation mistakes.

Write the sentences with no mistakes.

a But Muther, I can't swoop or zoom. i can't soar or glide.

b he tried to fish the star owt with his hands.

c What a beautiful dai

d You're not scared, are yoo

6 Say which story each sentence is from.

a

b

c

d

8**Finding out****> 8.1 Finding out: what and how?****Language focus**

Some words help us to join two ideas or two sentences to make one.

and

Some words help us to explain an answer.

because

Focus1 Join the groups of words together using *and*.

Write the four new sentences on the writing lines.

a I like reading about dinosaurs	and	bikes are called transport.
b I know that cars		the front cover give us information.
c I'm interested in sharks		monsters.
d The back cover		other sea creatures.

1

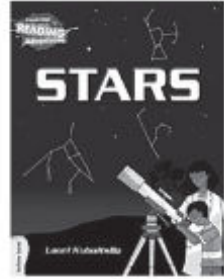
2

3

4

Practice

2 Say and write two things you think you will learn about in these books. Use *and*.



Challenge

3 Look at these covers.

a Say and write two things you think you will learn about in these books. Use *and*.

b Write which you would choose to read and why. Use *because*.

I would choose to read _____



> **8.2 Exploring a chart**

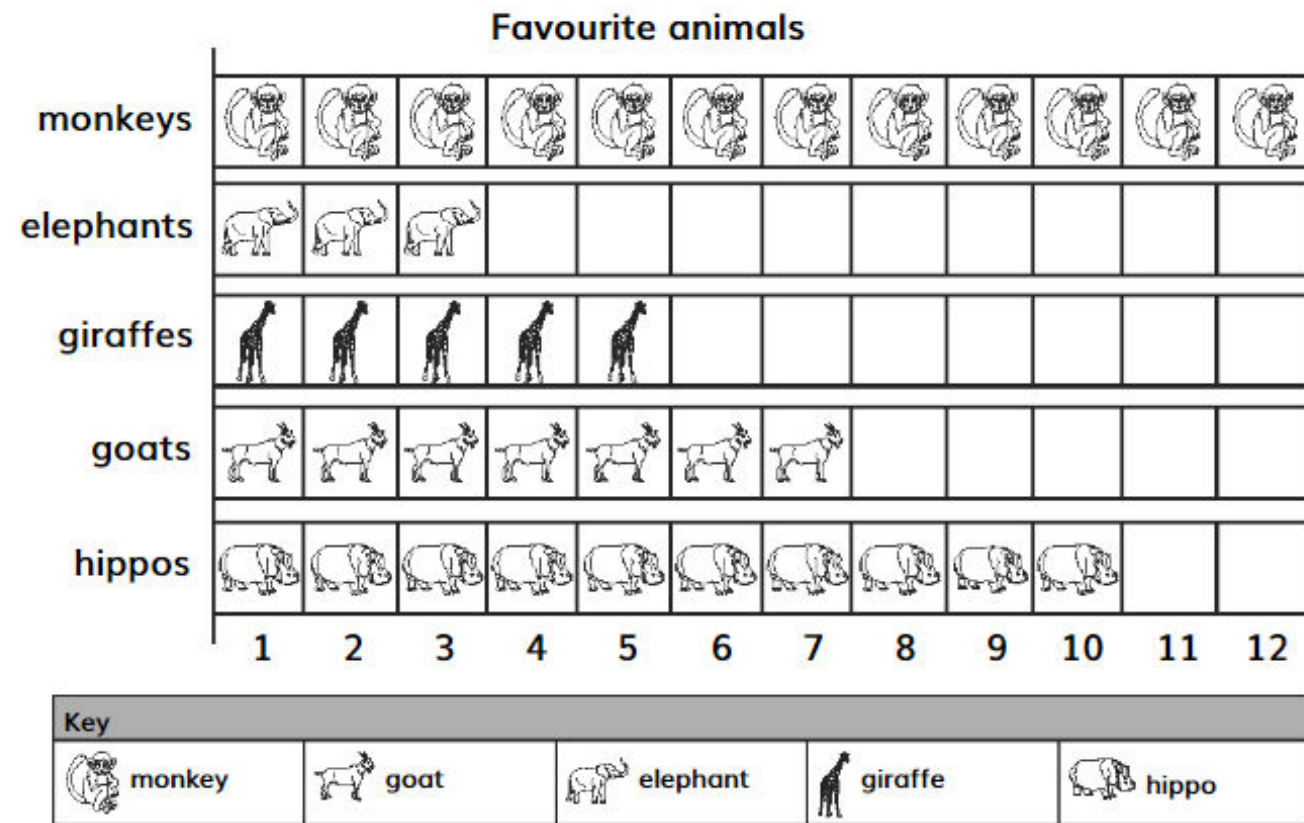
Focus

- 1 Draw lines to match each picture to the correct topic circle.
- 2 Draw another picture for each topic in the blank circles.

		<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;">Animals</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;">Hobbies</div> </div>	
		<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;">Transport</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;">Weather</div> </div>	

Practice

3 This chart shows how many children like different animals.



Finish the sentences.

a _____ children like goats.

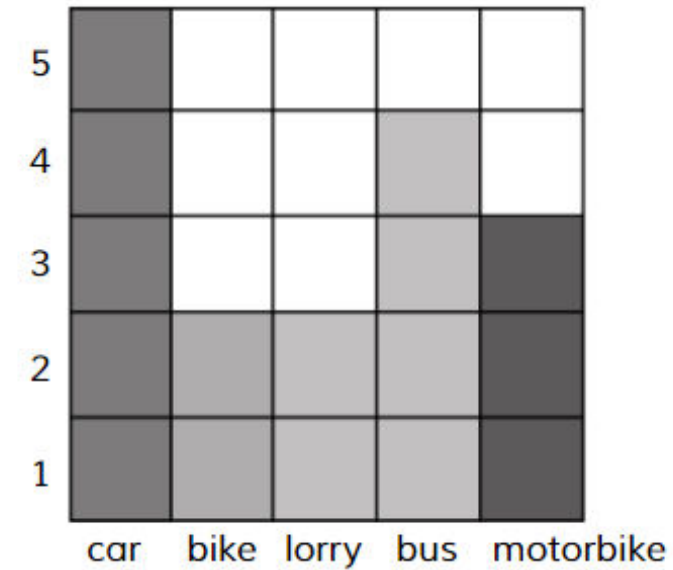
b _____ children like giraffes.

c Ten children like _____.

4 How many children like elephants?

Challenge

5 Children watched traffic for 10 minutes outside their school on a Wednesday morning.



What information does this chart give you?

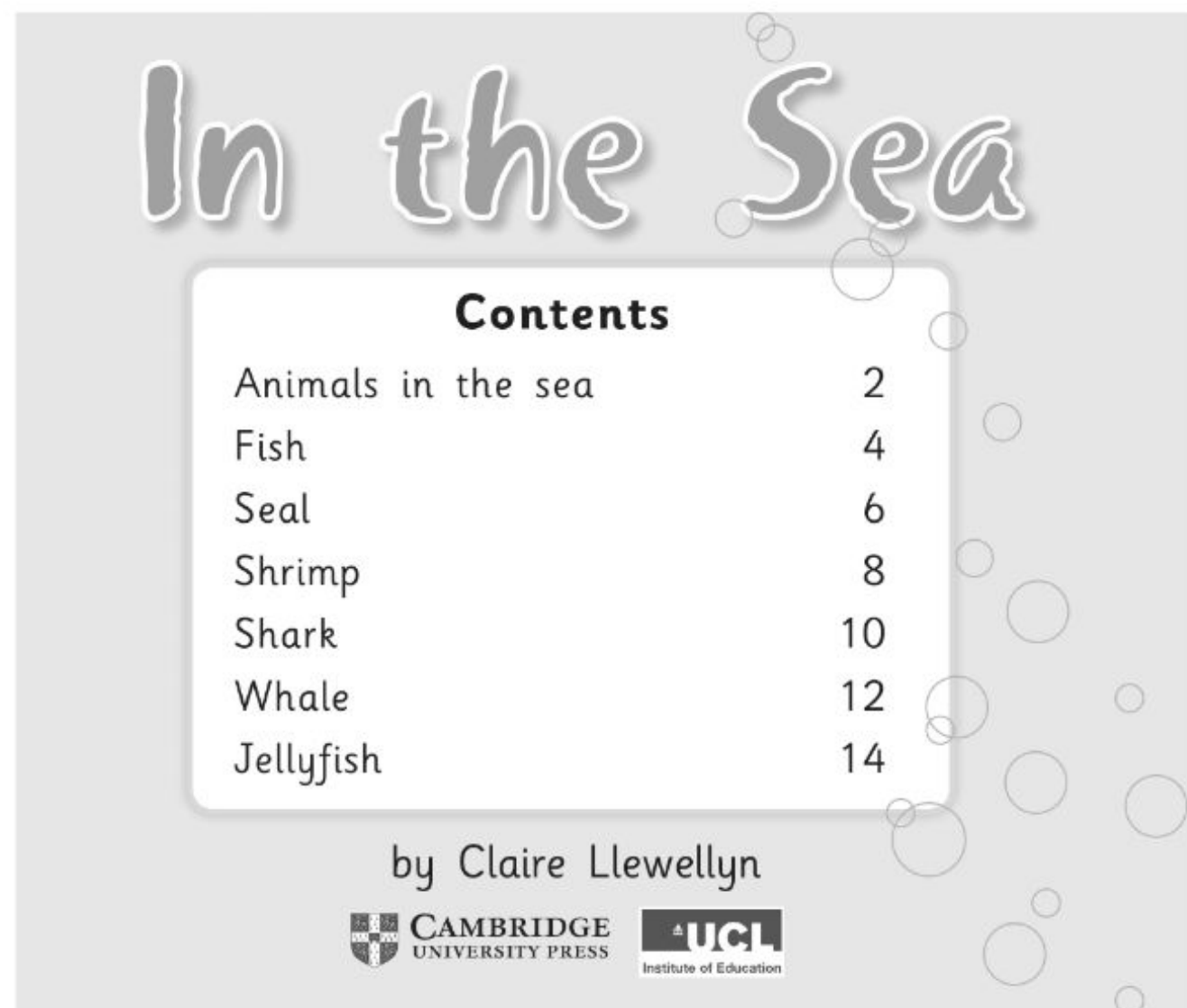
6 Write a title for this chart.

Chart to show _____

> 8.3 Exploring contents information

Focus

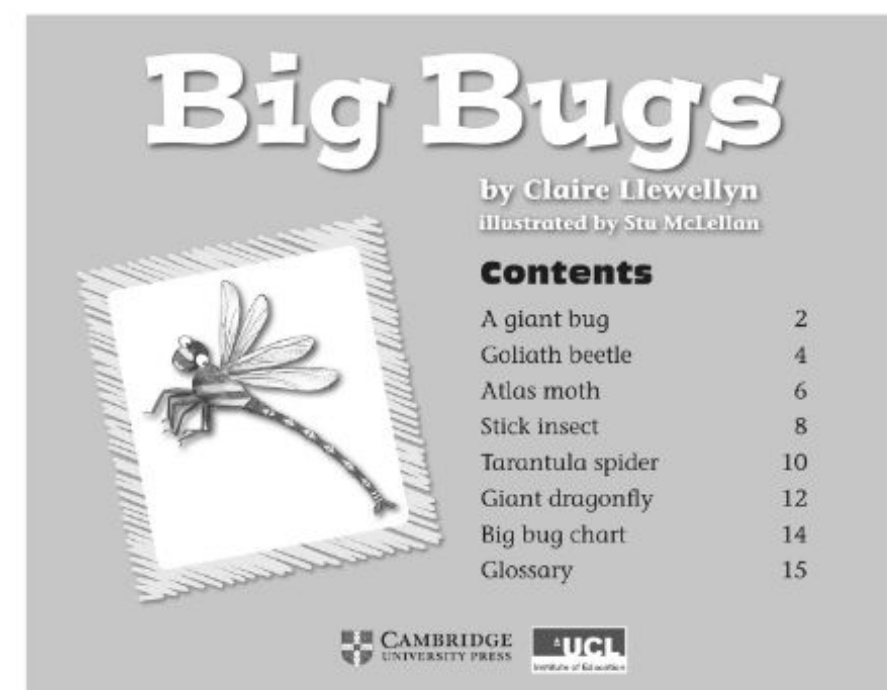
1 Answer questions about the contents page.



- On what page can you read about fish? _____
- On what page can you read about jellyfish? _____
- Can you find out about an octopus in this book? _____

Practice

2 Now answer questions about this contents page.



- How many pages are there in this book? _____
- What can you read about on page 10? _____
- What is on page 14? _____
- Which page are you interested in? _____

Challenge

3 Find a book that has a contents page.

Write three questions about it for a partner to answer.


- _____
- _____
- _____

> 8.4 Writing a contents page

Focus

1 Pretend you are writing a new information book about the sea.

Write six things to include in the contents list.

Six things in Animals in the Sea	Your six things	Draw
Fish	Octopus	
Seal		
Shrimp		
Shark		
Whale		
Jellyfish		

Practice

2 Pretend you are writing an information book about jungle animals.

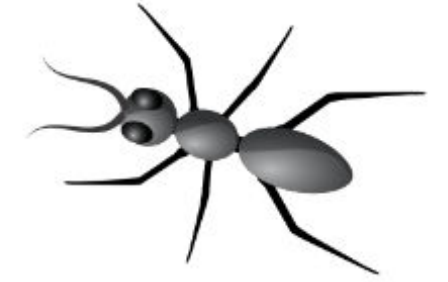
Tick the topics you would include.



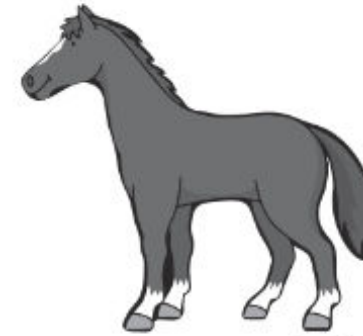
animals in trees



food



insects



animals on land



gardening



birds



where you find jungles



animals in water



weather

3 What else would you add?

Challenge

- 4 Pretend you are writing an information book about animals in your country.
- Write the topics you would include.
 - Draw a small picture for each.

--	--	--

Animals in the
mountains

--	--	--

> 8.5 Exploring pictures and captions**Focus**

- 1 Join each picture to its matching caption.

a



The baby bear is walking on a log.

b



The panda is eating bamboo.

c



The monkeys are playing.

Practice

- 2 Write a caption for each picture.

a



b



Challenge

3 Draw or stick animal pictures in these boxes.

Write a caption for each picture.



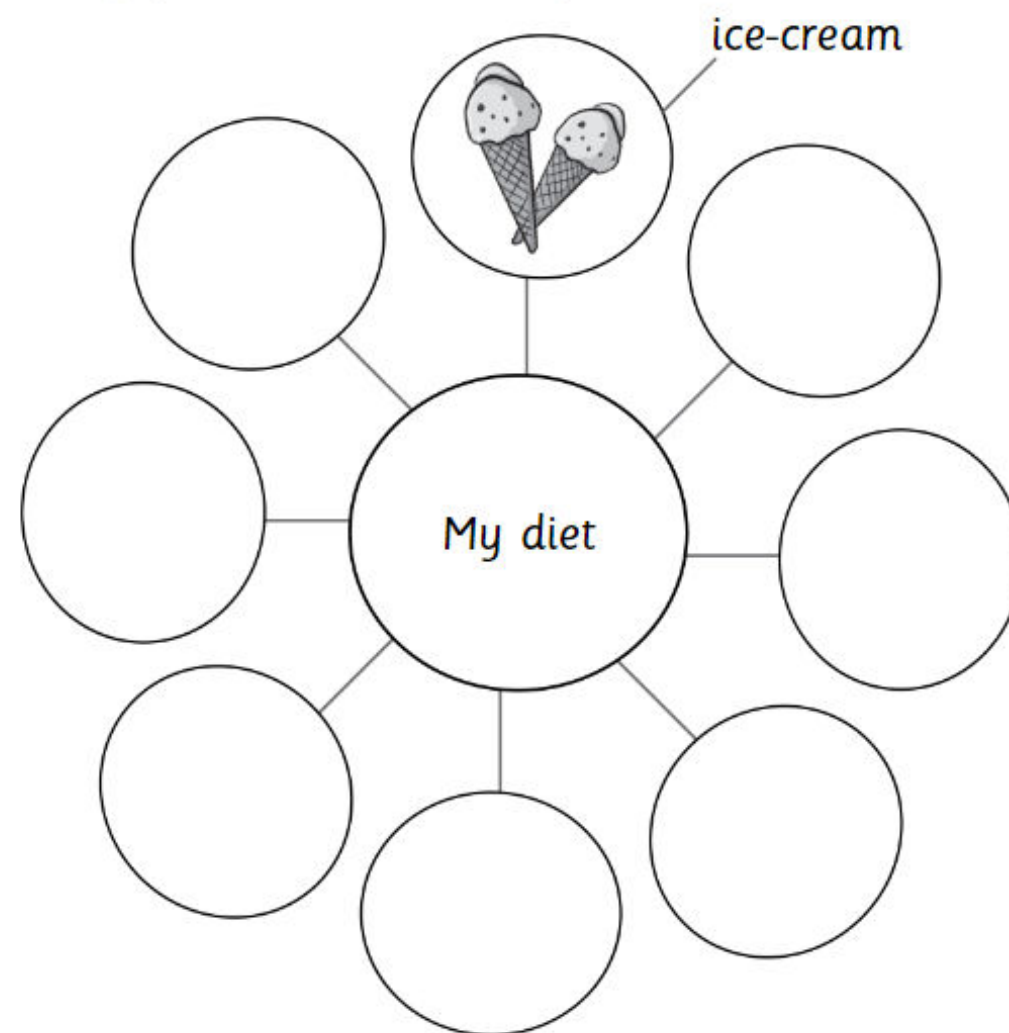






> 8.6 Exploring topic words**Focus**

1 Draw things you eat in the mind map.

**Practice**

- 2 Label all the things you have drawn in your mind map in Activity 1.
- 3 Write something else that should be in your diet.

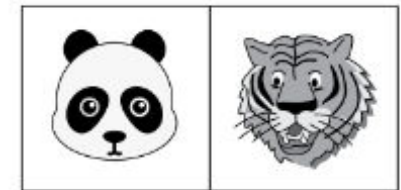
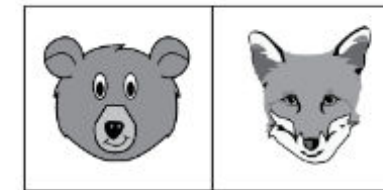
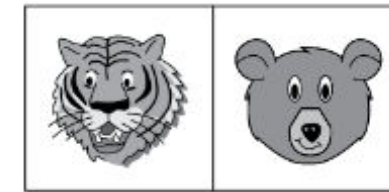
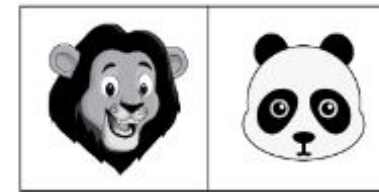
Challenge

- 4 Fill in the chart to show the main diet and habitat for three animals.
Draw pictures, or cut and stick pictures you have found.

	Animal	Diet (what they eat)	Habitat (where they live)
word			
picture			
word			
picture			
word			
picture			

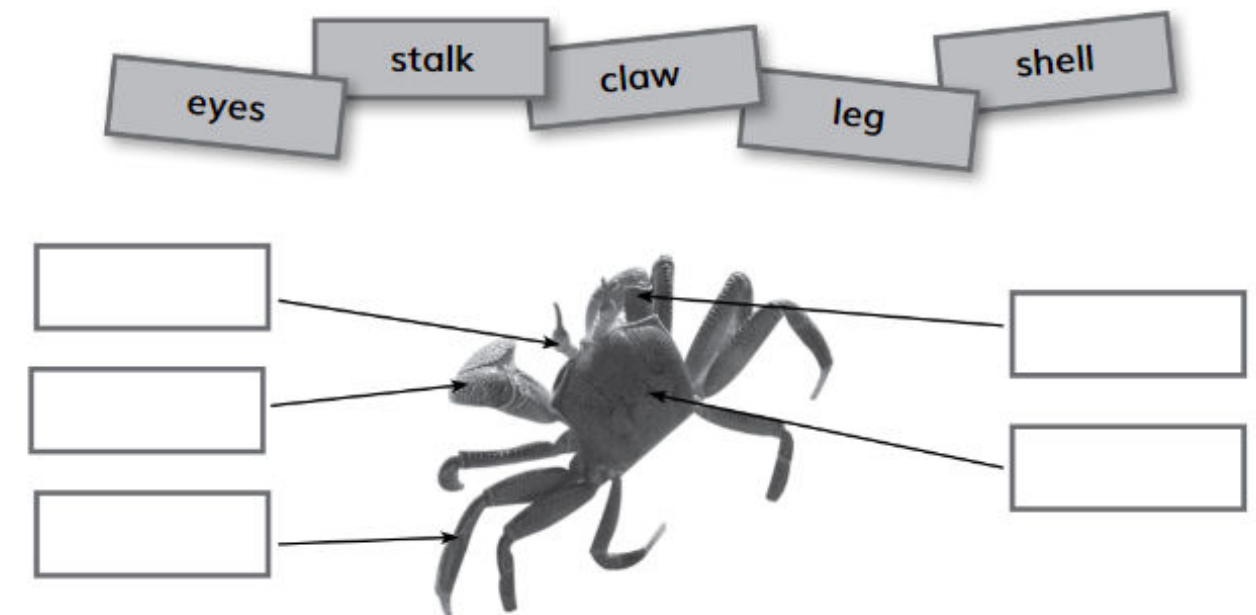
> 8.7 Exploring a glossary**Focus**

- 1 Join the matching pairs. Begin with the first domino piece.

**Practice**

- 2 Label the crab to make a picture glossary.

Use these words to help you.



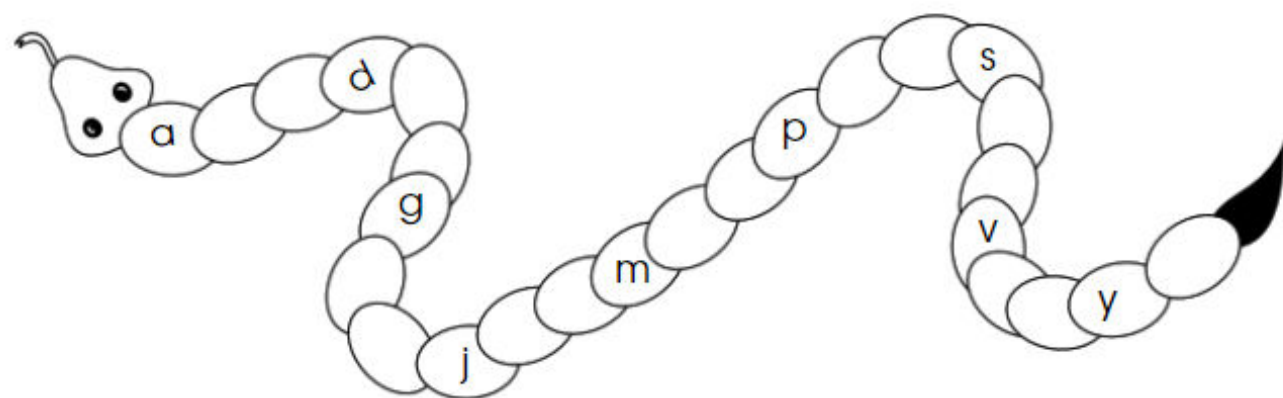
Challenge

3 Write what each word in the crab picture glossary means.

- a eyes _____
 b stalk _____
 c claw _____
 d leg _____
 e shell _____

> 8.8 Exploring a dictionary**Focus**

1 Write the missing letters in the alphabet trail.

**Practice**

2 Match the words to their first letters.

- | | |
|------------|---|
| a bee | c |
| b fox | b |
| c camel | e |
| d elephant | o |
| e owl | f |

Challenge

3 Write the words in Activity 2 in alphabetical order.

- a _____
 b _____
 c _____
 d _____
 e _____

> 8.9 Exploring a fact file**Focus**

1 Sort the letters into the correct order to spell the words.

a ofx



b leas



c ckud



Practice

2 Sort the letters into the correct order to spell the animal names.

a dapna earb



b erepmor enpingu



c dlengo geale



3 Think of a different animal.

Mix up the letters and write them here: _____

Draw a picture.

Challenge

4 Write the words in the correct order so the fun facts make sense.

a cannot fly. They

b They swimming. feet for have fast webbed

c gripping claws They the strong have for ice.

> 8.10 Exploring a report

Language focus

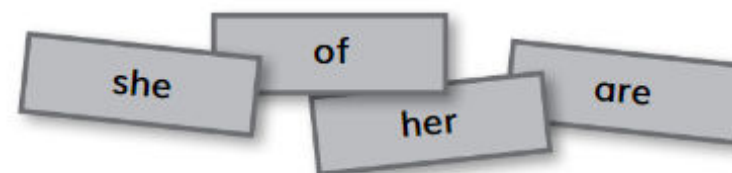
Common words are words that we have to read a lot.

the for a is they are on

Focus

1 Fill the gaps.

Use these words to help you:



a The name _____ a seal baby is 'pup'.

b Seal pups _____ born on Arctic ice.

c A mother harp seal feeds _____ pups on milk for about 12 days.

d Then _____ swims away.

Practice

2 Fill the gaps.

- a The pups have white fur for about two weeks.




The white fur helps the pups _____ keep safe.

- b After that, dark hair grows and _____ turn grey.

- c The pups can then swim _____.

Challenge

3 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

> 8.11 Planning and writing a report

Focus

1 Fill the gaps to label the report.

Use these words to help you:





Harp seal

The name for a baby seal 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.



white fur

seal pup



mother seal

Practice

2 Find a non-fiction book that you think may be a report.

Look for these features and tick when you find them.

- | | | | |
|------------|--------------------------|-----------------|--------------------------|
| a headings | <input type="checkbox"/> | d fact boxes | <input type="checkbox"/> |
| b captions | <input type="checkbox"/> | e picture icons | <input type="checkbox"/> |
| c photos | <input type="checkbox"/> | | |

Is it a report? How do you know?

I found a book in my class.
I also looked in my school
library and at home.

**Challenge**

4 Read the sentences. Underline the sentences that are true.

- | | |
|---|--|
| a A report gives instructions. | A report gives information. |
| b A report must have photos. | A report can have photos. |
| c A report is written in the present tense. | A report is written in the past tense. |
| d A report has no heading. | A report has a clear heading. |
| e A report gives top tips. | A report has facts. |

> 8.12 Look back**Focus**

1 Ask family and friends what topics they would like to find out more about.

- a Write each name.
b Tick in the boxes.

Name of person	Animals	Sport	Cars	Cooking	Something else? (Write it here.)

Practice

- 2 Choose a topic from the chart in Activity 1.
- Write three things you know about the topic.
 - Write three things you want to find out.

What I know	What I want to find out

Challenge

- 3 Read a book about a topic.
- Write three topic words you read but did not understand.
 - Find out what the words mean. Where will you look?
 - Write what the words mean.

If you look online,
ask an adult to
help you.



Words I do not know	What the word means

9

All kinds of weather

> 9.1 Whatever the weather

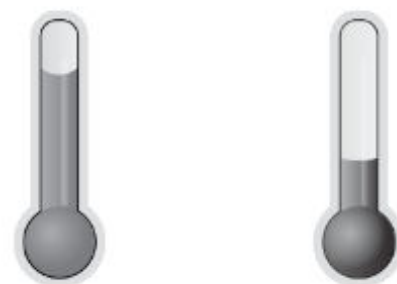
Language focus

We can use **and**

- to join two words: hot cold hot **and** cold
- to join two sentences: It's hot today. It's sunny today.
It's hot **and** sunny today.

Focus

- 1 Write two words joined by **and** for each picture.



hot and cold

a





Practice

2 Write sentences to describe the weather on each day. Use *and*.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							

a Tuesday

b Friday

c Sunday

Challenge

3 Fill in the chart with your own weather forecast.

Say what the weather will be like.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							

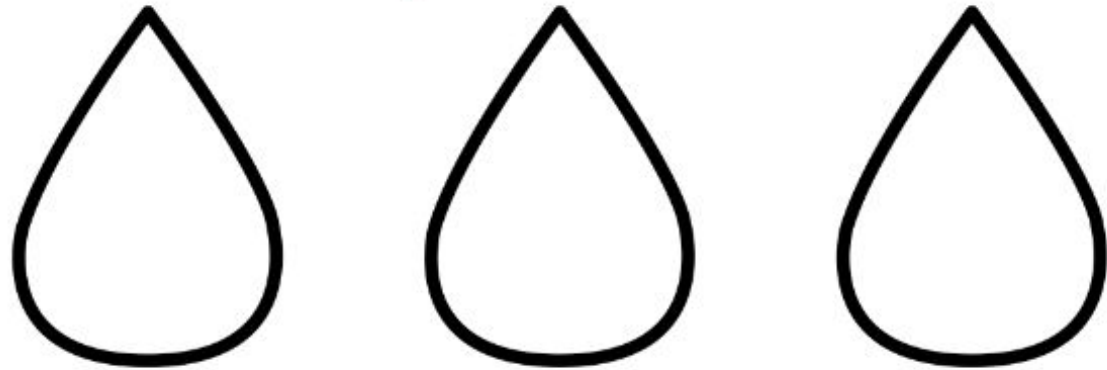
4 Write three sentences using *and* to describe the weather on three different days.



> 9.2 Words in shapes

Focus

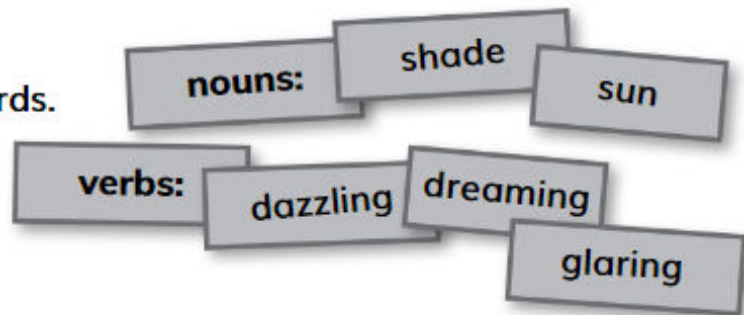
1 Write a verb in each raindrop to describe what rain can do.



Practice

2 Fill the gaps with the correct words.

Use these words to help you.



Sunshine

S – Soft _____

U – Ultra hazy _____

N – Never _____

S – Soft and lazy _____

H – Hot and humid _____

I – In the _____

N – Never _____

E – Endless sunshine _____ ...

Challenge

3 Write lists of verbs beginning with each letter of the word snow.

S	N	O	W
splash		offer	

> 9.3 Describing weather

Focus

1 Draw three things you can do with snow.

Write a sentence for each thing.

a

I can _____

b

I can _____

c

I can

c

Snow

Practice

2 Draw three things snow does.
Write a sentence for each.

a

Snow

b

Snow

Challenge

3 For each sentence you wrote in Practice, say how.

- a Snow _____.
- b Snow _____.
- c Snow _____.



Snow **settles** on my hair!

Snow settles **gently** on my hair.



> 9.4 Weather is like a ...

Language focus

We begin a sentence with a capital letter and end it with a full stop.

Focus

- 1 Write each poem as a sentence.
Use a capital letter and a full stop.

Thunder

is nothing more
than the roar
of an elephant's snore

Lightning

is nothing more
than the electric hiss
of a snake's kiss

Practice

- 2 Finish each sentence with your own ideas.
- a Thunder is nothing more than _____

- b Lightning is nothing more than _____

Challenge

- 3 Write the poem *Storm* in three sentences with correct punctuation.



Storm

Imagine the storm
a giant
When he shouts
his breath
is the wind
The noise cracks the
clouds
for the rain to fall.

Michael Buckman



> 9.5 Planning and writing an adventure poem

Focus

1 Fill the gaps.



One Wet Day

Jackie _____ her red shoes _____

And _____ red coat

_____ her red woolly hat

And went _____ of the back door _____ the garden

To pick a strawberry.

Practice

2 Fill in the gaps to make the poem about a sunny day and picking mangoes.

One sunny day

Jackie put her _____ on

And her _____

And her _____

And went out of the back door into _____

To pick ripe, juicy mangoes.

Mangoes are orange and green.



Challenge

3 Change each verb in bold to a different verb.

Use one of the words in each pair to help you.

grabbed

found

put

placed

rushed

skipped

stalk

catch

Zuleika put on _____ one black and one orange shoe

And her gold sash,

Stuck _____ a feather in her hair

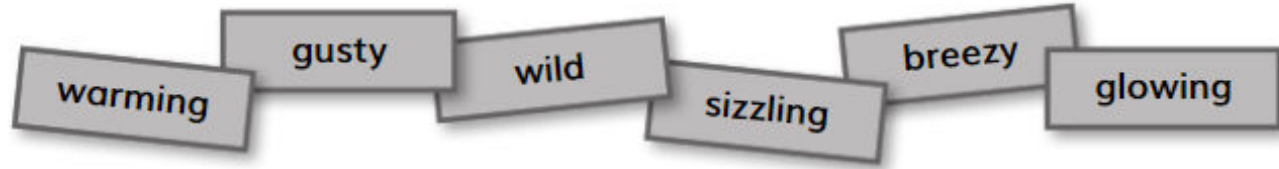
And went _____ out of the back door into the rain forest

To track _____ panthers.

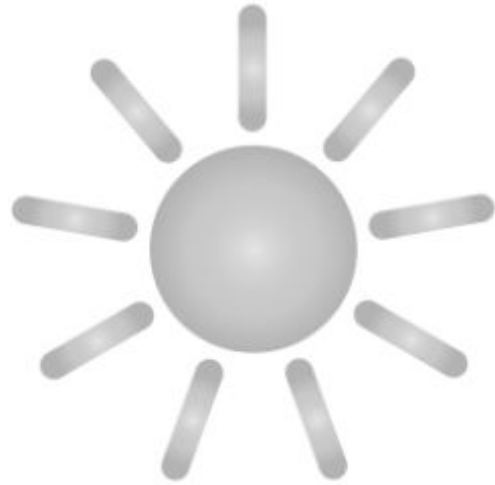
> 9.6 Look back

Focus

1 Sort the words into sets. Add a word to each set.



Words about the sun



Words about the wind



Practice

2 Write a list of words and phrases for each type of weather.

Words about rainbows



Words about storms



Challenge

3 What weather do these words describe?

a glassy, shiny, slippery

They describe _____

b gentle, silent, deep

They describe _____

c noisy, twisty, dusty

They describe _____

d gritty, sandy, windy

They describe _____

4 Write a list of words to describe another type of weather.

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