

Y3

English



WEEK 1



TalkforWriting

Year 3

Talk for Writing Home-school booklet

The Truth about Trolls

by Dean Thompson



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Introduction



There are many stories that have trolls in them. Trolls, like dragons, giants and unicorns, have been talked and written about for hundreds of years. One very well-known story, I am sure you will know, is about a very angry troll that tried to stop goats going over a bridge to feed on the rich, green grass.

But is this what all trolls are really like?

The information that follows has been written by Professor Folklore, an expert on Trolls from the University of Myth and Legend.

He provides some basic information on these strange, often misunderstood mythical creatures. You can decide what you think maybe true and what needs more research to establish the truth.

Professor Folklore needs other experts to write more about trolls so that the 'truth' can be shared across the world. He wondered whether you could also become an expert on trolls. Can you dream up some of your own interesting and amazing information to set the record straight and not let trolls just be known as nasty, mean creatures?

You can listen to a recording of the story of The Truth about Trolls text below here:
<https://soundcloud.com/talkforwriting/trolls>

The Truth about Trolls

Many people believe trolls are angry, mean beasts that terrify goats and people. However, this is not true. Here is the truth about trolls.

What do trolls look like?

Like the ogre, trolls are huge. They look fierce and ugly but to another troll they are kind and beautiful. The adult troll has small, beady eyes, a bulbous, warty nose and sharp, yellow teeth. Most trolls have long, curly horns on their heads similar to a goat. Interestingly, a few trolls do not have any horns at all. No one knows why.



Where do trolls live?

Trolls are usually found in very cold countries like Iceland. They make their homes in caves near volcanoes which provide both warmth and shelter. They live peacefully in small family groups, hidden away from people. One troll, who was very grumpy, lived alone under a wooden bridge. Because he bullied the local goats, he gave all trolls a very bad name.

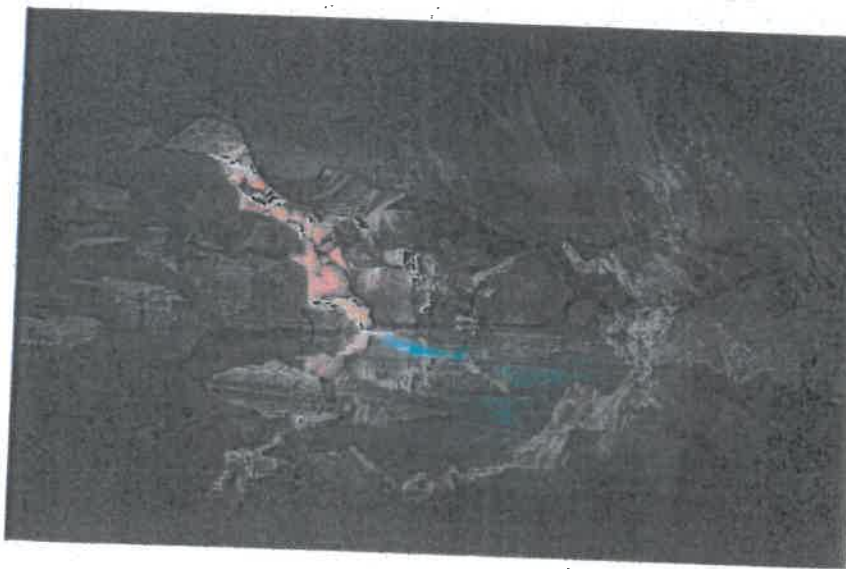


Photo by Michael Behrens on Unsplash

What do trolls eat?

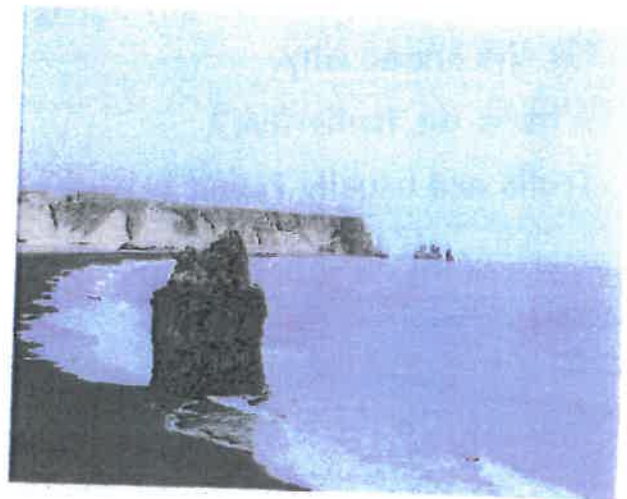
Trolls enjoy eating all types of seafood. Trolls fish in total darkness so that they are not seen by anyone. They mostly eat their food raw.

Sometimes, when the volcanoes have erupted, they cook their food on the hot rocks. In addition, they gather large mushrooms and dig up juicy roots that grow in the forest. Surprisingly, goats are not on the menu!

Did you know?

Amazingly, trolls like to have fun. They love singing and dancing. When they sing, it sounds like a rumble of thunder. When they dance, it feels like an earthquake. Sadly, because of the troll that upset the goats, all trolls now hide away from view.

They can still be seen, though, if you look really hard and believe. The rocks here are actually just sleeping trolls!



Professor Folklore
'Friend of the Troll'

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Glossary

Here's some help with the tricky technical vocabulary:

earthquake: Sudden shaking of the ground when the Earth's surface moves. Can cause terrible destruction.

volcano: a hole in the Earth, usually a mountain, where very hot, molten rock (magma) and hot gas from the centre of the Earth erupts – can cause terrible destruction

erupt: the action that happens when a volcano spits out hot molten rock (magma) and gas – can cause terrible destruction

cave: Hole or space in rock big enough for a person to go into.



Further Information on Earthquakes from BBC Bitesize

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zj89t39>

Further Information on Volcanoes from BBC Bitesize

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyc>

What do the words mean?

- ★ Read the information on trolls again. All of the words below are in bold. See if you can work out what they mean and jot down your ideas here.
- ★ If you are stuck, there is a list of similar words below to help you. If you are still stuck, you could ask someone else in your home to tell you, use a dictionary or the internet.

Target Word	Definition that fits with the information text
mean	
terrify	
ogre	
fierce	
bulbous	
warty	
shelter	
peacefully	
bullied	
raw	
gather	

Similar Words Help Box

scare uncooked collect quietly (not at war) nasty home

big and swollen lumpy angry giant frightened



Grammar Games

★ Let's investigate some of the words and phrases that help you to write interesting information text.

The Adjective Game:

Adjectives are used to describe a noun. For example:

The tired, old man wandered over the busy road.

To make information writing interesting for the reader you can add adjectives to describe different nouns. In 'The Truth about Trolls', the writer, Professor Folklore, has decided to describe the eyes, nose and teeth of the trolls using two adjectives.

These have been separated using a **comma** as this is a list.

small, beady eyes _____, _____ eyes

bulbous, warty nose _____, _____ nose

sharp, yellow teeth _____, _____ teeth



Try and think of some interesting adjectives to describe different bits of a troll. Try to make your troll seem friendly or unfriendly.

The troll has:

_____, _____ horns

_____, _____ hair

_____, _____ ears

_____, _____ hands

Challenge 1: Choose some other parts of a troll to describe using two adjectives.

_____, _____

_____, _____

_____, _____

_____, _____

Challenge 2: Could you use two adjectives that start with the same sound – this repetition is called alliteration?

For example,

bright, bulbous eyes

huge, hairy ears

Writing Tip – “Has every word earned its place?”

Make sure both adjectives you have used to describe your troll are telling the reader something different. For example, **large, big** nose doesn't work because **large** and **big** are really saying the same thing.

Sentence of 3 game

You can see that 3 features have been used to help describe the troll:
The troll has beady eyes, a bulbous nose and yellow teeth.

Now use your nouns and adjectives from above to write new sentences of three to describe your troll.

The troll has _____ , _____ and _____ .

You need a **comma** after the first of the three things. Then use **and** after the second of the three things you are describing.

The troll has wicked eyes, a hooked nose **and** terrible breath.



Creative challenge: Use your ideas to draw your troll – label the different features.

★ Adverbs are roving reporters because they can move around sentences describing action or whole clauses. They tell you more about the how, where, when and why of everything. Let's see some of the things that they can do.

Add-On Adverbs Game

Information texts have lots of 'facts' about a topic. It is helpful to have words that 'add on' facts for the reader and not just use and ... and ... and ...

For example, in the 'Truth about Trolls', '**In addition**' has been used as a sentence starter to 'add on' other things that trolls like to eat:

In addition, they gather large mushrooms and dig up juicy roots that grow in the forest.

You need to use a **comma** after **In addition** when it is at the start of the sentence.

Read the sentence above again out loud and change **In addition** to **Additionally**, **Also** or **Furthermore**. These are other adverbs that help you add on information.

What else do you think trolls might like to eat?

Write out a list of food here. Try thinking about food you really like or dislike.

Challenge: Now tell me a range of food that trolls like to eat – making it seem really tasty or disgusting! Remember, you can be creative and make things up as you are now the expert on trolls!



Now use the 'add on' adverbs below to write some new sentences.
Use these sentences to help you.

In addition, they enjoy eating large mushrooms and juicy roots.
Also, they enjoy eating poisonous mushrooms and rotting roots.

In addition,
Also,
Additionally,
Furthermore,

Tip – Say your sentence aloud first before you write it down. Does it sound right?

Remember to use a capital letter to start, a comma after the 'add on' adverb and a full stop at the end of your sentence.





Engaging Adverbs Game

Adverbs can be used at the start of a sentence to make the information engage the reader. In 'The Truth about Trolls', Professor Folklore has used *Interestingly*, *Surprisingly* and *Amazingly* to start some of his sentences:

Interestingly, a few trolls do not have any horns at all.

Surprisingly, goats are not on the menu!

Amazingly, trolls like to have lots of fun.

Try and think of something interesting, something surprising and something amazing about your trolls and use adverbs based on these emotions to introduce this information when you write your own engaging sentences.



Remember to use a *comma* after the adverb at the start of the sentence.

Interestingly,

Surprisingly,

Amazingly,

Drop-in Game

Have a go at dropping extra information into a sentence using a relative clause that starts with *who*. In 'The Truth about Trolls', Professor Folklore first wrote:

One troll lived alone under a bridge.

Then he added in another bit of information using *who*.

One troll, *who was very grumpy*, lived alone under a wooden bridge.

What else could you 'drop-in' to tell the reader something else about the troll?

One troll, *who* _____, lived under a bridge.

Use this sentence to drop-in extra information for the reader starting with *who*.

Remember to use a *comma before and after* the dropped in information.

Tip – use a different coloured pen for your drop-in information.



Armed Forces Day

This year, Armed Forces Day in the UK is on Saturday 24th June. People celebrate the men and women who serve and have served in the armed forces.

What Is Armed Forces Day?

Armed Forces Day in the United Kingdom is a chance to show support for the men and women who make up the armed forces community, from currently serving troops to reserves and veterans. Veterans Day was first held in 2006 and the name was officially changed to Armed Forces Day in 2009. Although an official event, it is not a public holiday in the UK.



When Does Armed Forces Day Take Place?

Each year, Armed Forces Day takes place on the last Saturday of June. The celebrations for Armed Forces Day begin on the Monday prior to this, when the Armed Forces Day flag is raised on buildings and famous landmarks around the country. The date of the last Saturday in June was chosen as it links with the date when the first Victoria Cross was awarded in London in 1857. The Victoria Cross is a special medal presented to armed forces service men and women for bravery.

Where Does Armed Forces Day Take Place?

Each year, the Armed Forces Day celebrations take place in a host town in the UK. It is called the National Event. In addition to this, hundreds of smaller, celebratory events also take place in other locations across the country.

How Is Armed Forces Day Celebrated?

There are many ways for people, communities and organisations across the country to show their support and get involved, from attending an event or throwing a party, to arranging a local event.



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The day-long celebrations, at the National Event and other locations, include events such as:

- The presentation of medals to living ex-servicemen and women
- Military parades
- Activities and artistic performances staged on land, sea and air
- Drumhead services
- Fly-overs by the Battle of Britain Memorial Flight, the Red Arrows and Helicopter Formation
- Arena displays including the Royal Marine Commando Display Team and the Royal Marine Band
- Military displays representing all of the armed forces
- Firework displays

Why Do We Celebrate Armed Forces Day?

Showing support for the armed forces provides a much valued morale boost for the troops and their families. Plans for a Veterans Day were announced in February 2006 to ensure that the contribution of veterans is never forgotten. You can find out more about what they are doing at home and around the world by visiting the official sites of the Royal Navy, British Army and Royal Air Force.

Who Are the Armed Forces?

The UK Armed Forces defend the UK and its interests. They are busy working around the world, promoting peace, delivering aid, tackling drug smugglers, providing security and fighting terrorism.



British Army

The British Army is the main land warfare force of the United Kingdom. Throughout its history, the British Army has seen action in a number of major wars involving the world's great powers, including the Seven Years' War, the Napoleonic Wars, the Crimean War, the First World War and Second World War.

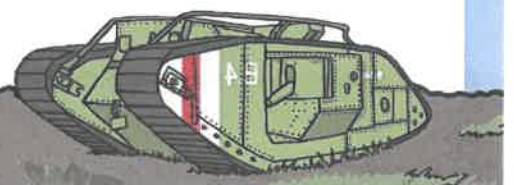


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Royal Navy

The Royal Navy is the United Kingdom's principal naval warfare force. The modern Royal Navy traces its origins to the early 16th century, making it the oldest of the UK's armed services.



Royal Marines

The Royal Marines are highly specialised and adaptable. The Royal Marines are trained for rapid deployment worldwide and capable of dealing with a wide range of threats.



Royal Air Force

The Royal Air Force is the United Kingdom's air-based warfare force. Formed towards the end of the First World War on 1st April 1918, it is the oldest air force in the world. Since its formation, the RAF has taken a significant role in British military history, in particular, playing a large part in the Second World War, where it fought its most famous campaign, the Battle of Britain.



Reservists

Reservists give up their spare time to serve in the reserve forces, balancing their civilian life with a military career to ensure that should their country require them, they would be ready to serve.

The reserve forces make up approximately one sixth of our armed forces personnel and as such, are a very important part in protecting the nation's security at home and overseas.

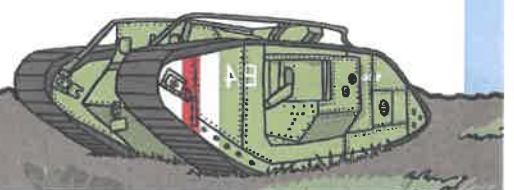


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Armed Forces Day Questions

1. When was the first Armed Forces Day held?

2. Is Armed Forces Day a national holiday?

3. When does Armed Forces Day take place?

4. What is the Victoria Cross and when was it first awarded?

5. How do people show their support on Armed Forces Day?

6. Why is Armed Forces Day celebrated?

Fidget Spinners

Fidget spinners are gadgets with a ball bearing in the middle and three 'branches' coming from the centre. The branches of the gadget spin around the middle.

They are made from a range of materials like stainless steel, brass, ceramics, titanium, copper and plastic. The use of different materials changes the vibration and length of time that the toy spins.



How to Spin a Fidget Spinner

- Hold the middle of the spinner between your index finger and thumb as if you are picking it up.
- Flick one of the outside branches with your middle finger and watch it spin.

How the Fidget Spinner Began

Fidget spinners were created by an American inventor, Catherine Hettinger, in the early 1990s. She was ill but still caring for her eight-year-old daughter and found she didn't have the energy to play with her as much as she would have liked. Catherine began inventing toys for her daughter and between the two of them, they created the first fidget spinner.

Disaster!

In 1997, the fidget spinner toy was patented, which means the person who created it has rights over it to protect the idea from being copied.

However, a patent has to be renewed every few years and in 2005 Hettinger didn't have enough money to renew the patent. She lost the rights over the design and now any company can freely make their own versions. The companies make a lot of money from them but have to give none of it to Hettinger. When she owned the patent, Hettinger would have been making most of the money from the product.

Uses of the Fidget Spinner

Some people believed that the fidget spinner would be useful for helping people to concentrate. It was found to be an especially useful gadget to help children who have Attention Deficit Hyperactivity Disorder (ADHD) or other special educational needs that affect concentration spans. It is thought that the sensory

experience of the spinner vibrating and creating patterns helps some children with specific needs, to concentrate or to calm down.

The fidget spinners are also used to reduce stress by helping the user to 'zone out' and clear their mind. Because of this, many office workplaces are seeing a rise in workers using finger spinners to ease stress and nervous energy within adult workers.

Fidget Spinners in School

Some schools have banned fidget spinners as they say they are a distraction to other pupils and can negatively affect learning. They could also pose a potential safety hazard.

Some parents of children with Special Educational Needs (SEN) are concerned that banning the devices will cause their children to lose concentration and/or feel 'different' to their peers if they are allowed them but their friends are not.

Questions

1. Which materials are fidget spinners made from? Tick two.

- wood ☐
- titanium ☐
- aluminium ☐
- plastic ☐

2. Why are fidget spinners made from different materials?

3. Write your own title for this 'Fidget Spinner' text.

4. How do you make a spinner spin? Tick one.

- Flick it with your index finger ☐
- Push it with your thumb ☐
- Use your middle finger ☐
- Put it on the ground ☐

5. Why did Catherine Hettinger create the fidget spinner? Tick one.

- She was caring for her daughter. ☐
- She was ill. ☐
- She wanted to entertain her daughter. ☐
- She wanted to make money. ☐

6. Match up the sentences.

Hettinger could not renew the patent

A patent means that a person

other companies

has rights over a design.

could now freely make the spinner.

because she didn't have enough money.

Questions

7. Explain how the fidget spinner could help a person's concentration.

8. Put a T for true or F for false beside the following statements.

Then, correctly rewrite the false statements.

Fidget spinners can help some people cope with stress.

☐

The vibrations of the spinner might cause nervous energy.

☐

Hettinger is making a lot of money from the spinners.

☐

The spinners have helped some children with ADHD feel calmer.

☐

Office workplaces are seeing a rise in spinners being used at work.

☐

The spinners can help children with special educational needs to make patterns.

☐

9. Give two different reasons why some schools have banned fidget spinners.

a)

b)

10. What are your thoughts about fidget spinners being used in schools?

Winnie the Pooh

by Alan Alexander Milne

One day when he was out walking, he came to an open place in the middle of the forest, and in the middle of this place was a large oak-tree, and, from the top of the tree, there came a loud buzzing-noise.

Winnie-the-Pooh sat down at the foot of the tree, put his head between his paws, and began to think.

First of all he said to himself: That buzzing-noise means something. You don't get a buzzing-noise like that, just buzzing and buzzing, without its meaning something. If there's a buzzing-noise, somebody's making a buzzing-noise, and the only reason for making a buzzing-noise that I know of is because you're a bee.

Then he thought another long time, and said: 'And the only reason for being a bee that I know of is making honey.'

And then he got up, and said: 'And the only reason for making honey is so as I can eat it.'

So he began to climb the tree

He climbed and he climbed and he climbed and as he climbed he sang a little song to himself.

It went like this:

*Isn't it funny
How a bear likes honey?
Buzz! Buzz! Buzz!
I wonder why he does?*

Then he climbed a little further... and a little further... and then just a little further...

He was nearly there now, and if he just stood on that branch...

Crack!

'Oh, help!' said Pooh, as he dropped ten feet on the branch below him.



'It all comes, I suppose,' he decided, as he said good-bye to the last branch, spun round three times, and flew gracefully into a gorse-bush, 'it all comes of liking honey so much.

Oh, help!

He crawled out of the gorse-bush, brushed the prickles from his nose, and began to think again. And the first person he thought of was Christopher Robin.



Winnie the Pooh

Alan Alexander Milne



Literal Questions

- What type of tree did Pooh climb: An oak, an elm or a beech tree?
[Oak]
- Why did he want to climb the tree? [To get the bee's honey]
- What did he fall into when he fell from the tree? [A gorse-bush]

Deductive Questions

- How did Pooh know that there would be honey at the top of the tree if he couldn't see it? [He could hear the loud buzzing of the bees]
- How do we know that the tree Pooh climbs is tall?
[Milne begins by describing the tree as 'a large oak tree' and repeats the words 'climbed' and 'further']
- There is a clue in paragraph two that tells us Winnie-the-Pooh is, in fact, a bear. Can you spot it? [Paws]
Draw and label your answer.

Week One: Day 1 - Spelling activity

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

The three little pigs began to build their houses. The first little pig built his house from straw. When he had finished his house, he thought it looked a bit strange. He looked carefully and noticed that the door was not straight and he noticed there wasn't enough light in the rooms for him to fit inside. He decided to try and borrow some material from one of the other little pigs but there wasn't enough left over. Building houses is really difficult.

[illegible]

Week One: Day 3 - Spelling activity

There are 8 spelling mistakes in this paragraph. Write the correct spelling for each word in the box.

Lily woke up and realised that it wasn't an ordinary day. It was her favourite day of the year. It was the 13th February and it was her birthday! She was so excited to open all her presents and see her group of friends come to her party. Lily and her friends played lots of party games and they ate a lot of food. For her birthday, Lily got a new bicycle, many new toys and games and a science experiment kit. She felt so special and it was definitely a birthday to remember.

[illegible]

Week One: Day 5 - Spelling activity

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

Queen Elizabeth I is one of the most famous women in history. She was queen in the 16th century and her reign lasted for 44 years. Elizabeth I is remembered for her strength. She once said that she had 'the heart and stomach of a king' and was just as strong as any man. Her wisdom and her experience led England through a 'Golden Age' of exploration. It was also an age when new plays and poems were written.

[illegible]

Y3

English



WEEK 2

The Enchanted Wood

by Enid Blyton

"Wisha-wisha-wisha-wisha!" whispered the trees loudly.

"You know, I can't help feeling that the trees want to tell us something to-night," said Bessie suddenly. "I always feel that they are whispering secrets to one another – but to-night I feel that they want to tell us!"

"I shouldn't be surprised," said the squirrel. "The Faraway Tree is King of the Wood, and now that trouble has come to it all the other trees are angry. Perhaps they want to help us."

"Wisha-wisha-wisha," said the trees loudly.

"Put your arms around a tree-trunk and press your left ear to the tree," said the squirrel suddenly. "I have heard it said that that is the only way to hear a tree's words."

Each of the children found a small tree. They put their arms round the trunks and pressed their left ears to the trees. And then they could quite clearly hear what the trees were whispering.

"Help the Faraway Tree-dwellers!" the leaves whispered. "Help them!"

"But how can we?" whispered back the children eagerly. "Tell us!"

"Go up the slippery-slip," said the trees in their leafy voices. "Go through the trap-door and up the slippery-slip!"

"Oh!" cried all the children at once. "Of course! Why ever didn't we think of it ourselves?"

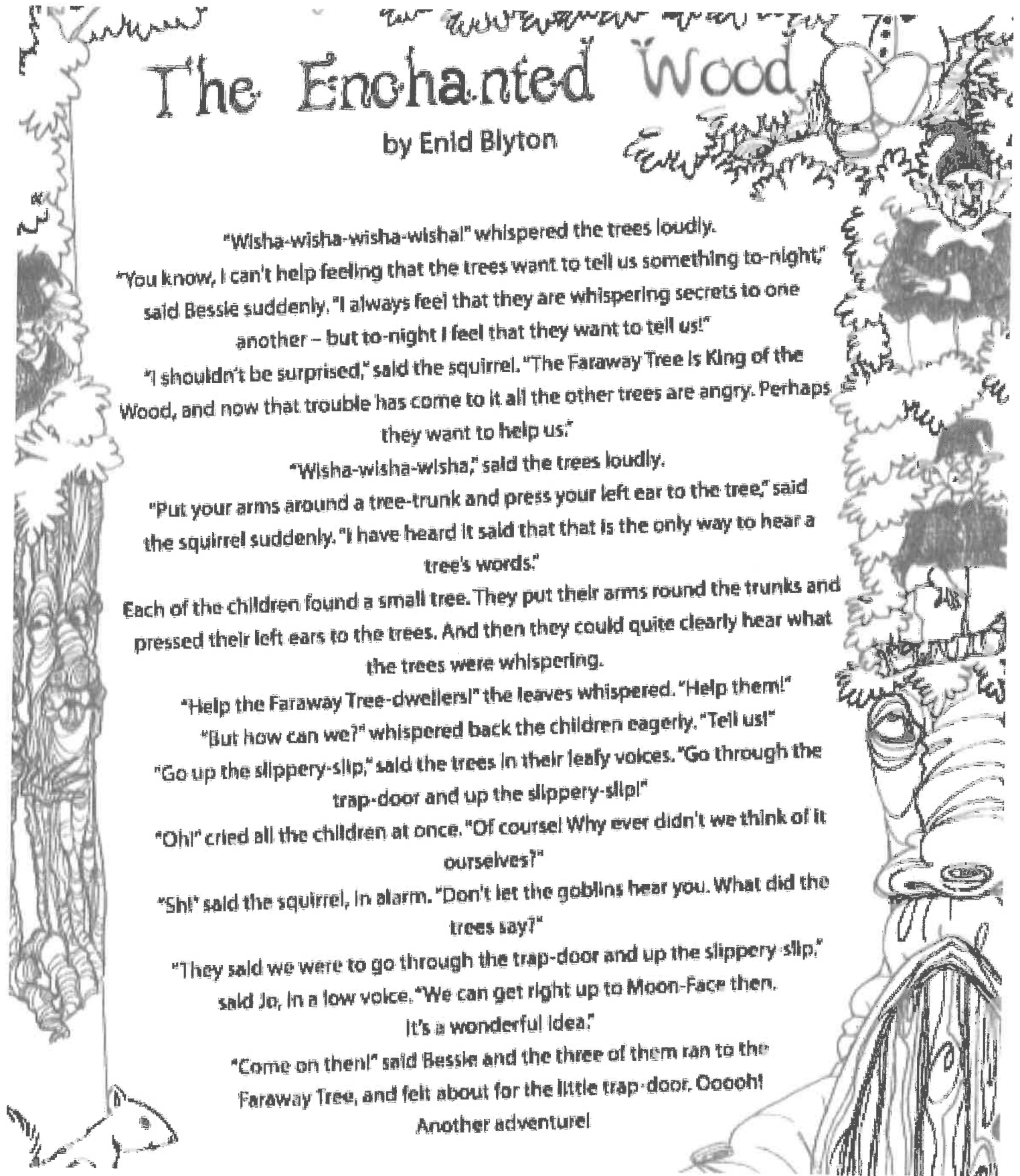
"Shh!" said the squirrel, in alarm. "Don't let the goblins hear you. What did the trees say?"

"They said we were to go through the trap-door and up the slippery-slip," said Jo, in a low voice. "We can get right up to Moon-Face then."

"It's a wonderful idea."

"Come on then!" said Bessie and the three of them ran to the Faraway Tree, and felt about for the little trap-door. Ooooh!

Another adventure!



The Enchanted Wood

Enid Blyton

1939



Inferential Questions

- Why do you think the children each chose a small tree to put their arms around to listen to its whisper? [The children's arms were small too and wouldn't fit around a larger tree]
- Why do you think the trees were asking the children to help them? [They couldn't move themselves so were helpless and needed their help]
- When speaking to the trees, why do you think the children whisper their first reply but cry out their second? [They don't want the goblins to hear about the plan so whisper but are so excited about the trap door that they forget to keep quiet]

Essential Vocabulary

- Which word is written in italics? [*Us*]
Why do you think this is?
[To stress that it is the children the trees want to talk to, not each other]
- What part of the tree do the children put their arms around? [The trunk]
Draw and label your answer.
- How does the squirrel tell the children to be quiet? ['Sh!']
Do you think this was a long or short sound, loud or quiet? [Short, quiet]
Show your teacher. Why do you think he say this in this way? [So the goblins didn't hear]
- Find where Enid Blyton writes 'Ooooh!'
Write it on your wipe board. Do you think this is a long or short sound? [Long]
Why? [Many o's]
Why do you think she included this nonsense word in the last line of this chapter? [To show the children are excited]
- Look up the word 'dwell' in the dictionary.
What does it mean? [To live]
Can you spot a phrase in this passage that similar to this? [Tree-dwellers]
Highlight it. What do you think it means? [Those who live in the Faraway Tree]

Evaluative Questions

- Do you think the children will be successful in rescuing Moon-face and the other Tree Dwellers? Why?
- What do you think the goblins are like? With your teacher make a list of adjectives to describe them.
Why do you think this?
- Who do you think Enid Blyton wrote this story for: older children or younger children? How is the story written to suggest this?



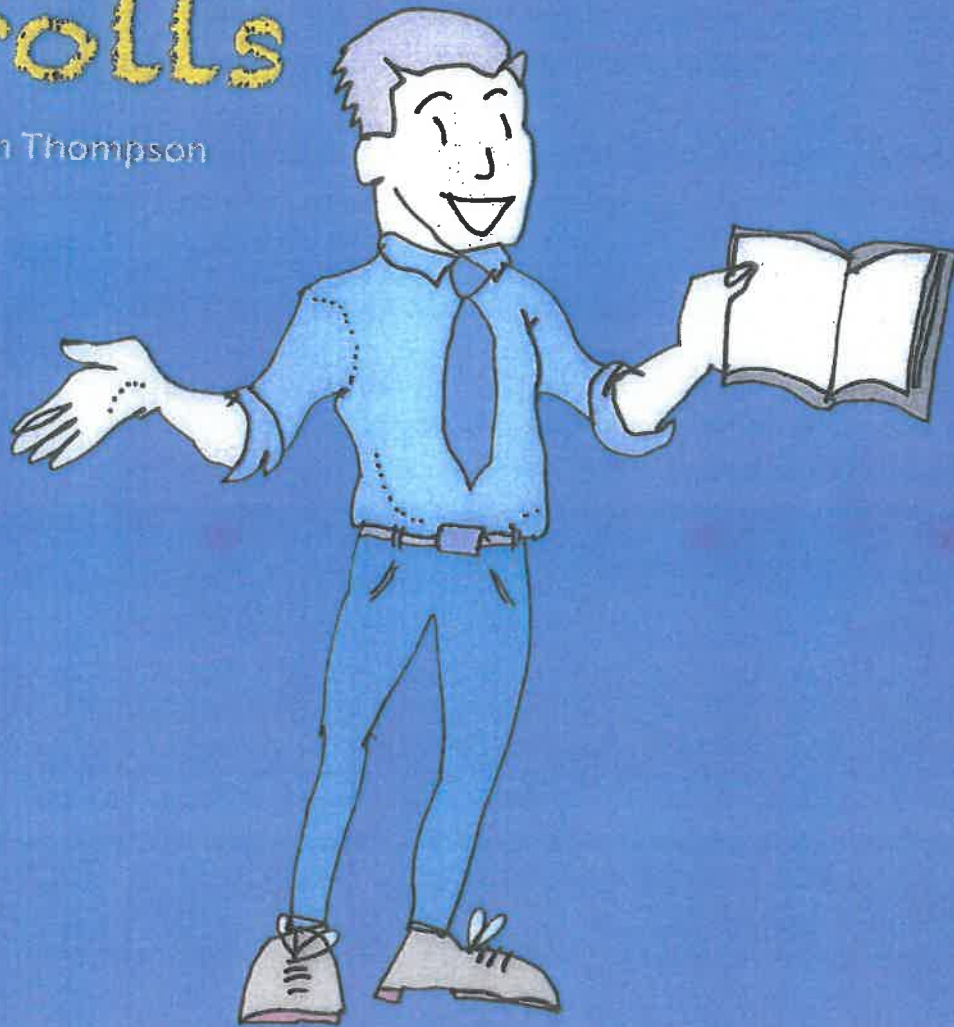
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The Stone Trolls

by Dean Thompson



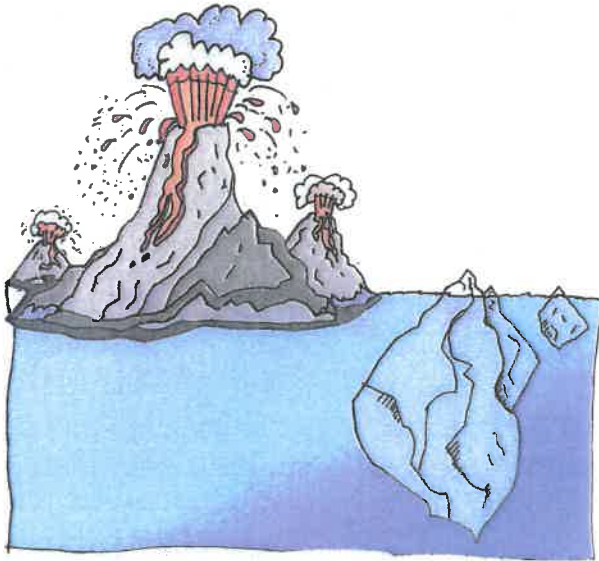
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Introduction : Background information to the story



There are many tales about the legendary troll that have been told and retold for centuries. Trolls are often thought to be very large, ugly creatures, like giants or ogres, that live in the mountains and are dangerous to human beings. But are all trolls like this? On a trip to a country called Iceland, I found some great stories about Icelandic trolls. I discovered that there are some terrible trolls but there are also some that are peaceful, friendly and helpful.



Where is Iceland?

Iceland is an island in the very north of the Atlantic Ocean just below the Arctic Circle, between Canada and Norway. It has many large mountains, live volcanoes, amazing waterfalls and beaches made of black sand from volcanic lava. It also has lots and lots of glaciers and ice, plus masses of moss but very few trees!



In Iceland, stories about trolls have been told to explain some of the many interesting rock shapes that can be found all over the island.



The story in this pack has been inspired by a traditional Icelandic folktale. The names have been simplified to make it easier for you to read because the Icelandic alphabet is a bit different from ours. The story explains how some amazing rocks called 'sea stacks' were created. This story has been told many, many times over the years. Before we read the story, let's make sure we know some of the technical words.

Glossary

volcano: a mountain, usually shaped like a cone, with a large hole in the middle (called a crater), where hot, molten rock (called magma) and hot gas from the centre of the Earth erupts. Volcanoes can cause terrible destruction.

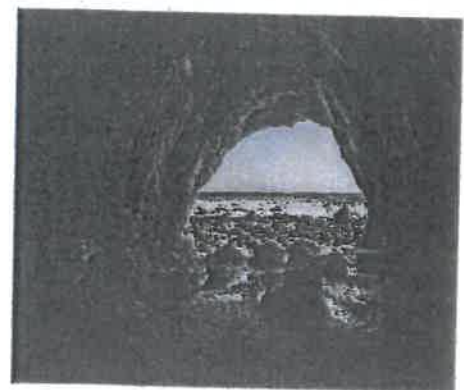
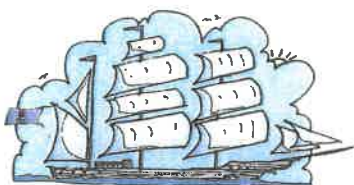


Further Background Information on Volcanoes from BBC Bitesize. Type in the link below to learn more:

www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyc

cave: a hole in rocks or mountains big enough for a person (or a troll!) to go into.

three-masted ship: large sailing ship powered by the wind with three masts for the many sails.



Let's now read our story...

You can listen to an audio version of the story here

<https://soundcloud.com/talkforwriting/stone-trolls>

The Stone Trolls

On the southern coast of Iceland, near the small village of Vik, there once lived a band of trolls. They were huge, ugly creatures who were feared by humans and hid away underground in the dark caves of the nearby ice-covered volcano. All trolls knew that if they ever got caught outside in the daylight, they would immediately be turned to stone. So, each night, under the cover of darkness, they would venture outside to hunt and fish.

One stormy night, two mischievous trolls called Skess and Landra perched together on the craggy cliff, watching. Below, the sea bubbled and foamed. Above, the full moon glared down, casting a long shadow across the ebony beach. In the distance, they could hear the low rumble of other trolls, feasting on their hoard of freshly caught fish.

Suddenly, Skess jumped up, pointed at the horizon and roared. "Landra, look, a three-masted ship. I think it's in trouble!" Landra followed his gaze and stared at the magnificent ship, pitching and rolling on the bubbling sea. "Let's wade out and pull it into shore," Skess said, setting off down the beach. Landra frowned as it was already very late and the sun rose earlier and earlier in late spring, but then he jumped down from the cliff and followed close behind.

Slowly, they waded out into the sea until, at long last, they reached the stricken ship. Together they started to haul it towards the distant shore, which was now just a strip of silver moonlight.

For the rest of the night they heaved, and they heaved, and they heaved, but the ship was hefty and the sea was rough. Time passed. The two trolls didn't notice the moon slipping slowly away. Finally, they reached the blackened beach where the sailors quickly clambered to safety.

At that moment, the first glimmer of sunlight appeared. Shocked, Skess and Landra shielded their eyes and then stared at each other in horror. Their mouths widened. Their legs stiffened. Their arms ground to a halt. Their eyes closed. Both trolls and the remains of the ship instantly turned to stone ... forever.

To this day, what remains of the stone trolls and the ship can still be seen just off the coast of Iceland near the small village of Vik.

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Photo by [Rostyslav Savchyn](#) on [Unsplash](#)



The rocks in the distance are actually **basalt sea stacks**.

Glossary

basalt: volcanic rock. Here it is very dark in colour.

sea stacks: pillars of rock, formed by the wind and the waves. These were once thought to have been arches of rock attached to the nearby cliffs.

These rocks or sea stacks have real Icelandic names:

Skess in the story is actually called **Skessudrangur** in Icelandic.


Landra in the story is actually called **Landdrangur** in Icelandic.

What do the words mean?



★ Re-read *The Stone Trolls* story. All of the words below are in bold in the story. See if you can work out what they mean and jot down your ideas here.

★ If you are stuck, there is a list of similar words below to help you. If you are still stuck, you could ask someone else in your home or use a dictionary or the internet.

Target Word	Definition that fits with the information text
cover of darkness	
venture	
mischievous	
ebony beach	
hoard	
pitching	
wade	
stricken	
hefty	
clambered	
shielded	

Similar Words Help Box

protected
naughty

heavy
plunging

paddle
climbed

catch or supply
wrecked

black risk or dare
at night-time



What did you think about the story?

Tip: Try and use the word because to develop your ideas.

1. What did you like about the story?

I liked the part where ...

because ...

2. What surprised you?

I was surprised when ...

because ...

3. What did the story remind you of?

The story reminded me of ...

because ...

What do think might be the main message of this story?

Underline the answer that you think is the best fit.

Don't sit on the edge of a cliff?

Don't ignore warnings?



Grammar Games

- ★ Let's investigate some of the words and phrases that help you to write interesting stories.

The Odd-One-Out Game

Words in sentences do different jobs.

Read the paragraph below again. Some words have been underlined. They all do the same job except for one word that is the 'odd one out'.

One stormy night, two mischievous trolls called Skess and Landra perched together on the craggy cliff, watching. Below, the sea bubbled and foamed. Above, the full moon glared down, casting a long shadow across the ebony beach.

- Which one word do you think is the odd one out? Why?

- What do think is the job of the other underlined words in these sentences?

Now check the end of this booklet to see if you worked out the Odd One Out and the job of the underlined words.



Don't go swimming at night-time? Don't stay up all night?



Reading Quiz

★ Let's go back and re-read the story then try and answer these questions.

1. Why do you think these trolls hide in their caves during daylight?
Underline the answer that is the best fit.

Trolls like the dark.

Trolls would be turned to stone.

Trolls would go blind.

Trolls would go swimming.

2. Underline the words that suggest Landra did not really want to go and rescue the ship at first?

Suddenly, Skess jumped up, pointed at the horizon and roared. "Landra, look, a three-masted ship. I think it's in trouble!" Landra followed his gaze and stared at the magnificent ship, pitching and rolling on the bubbling sea. "Let's wade out and pull it into shore," Skess said, setting off down the beach. Landra frowned as it was already very late and the sun rose earlier and earlier in late spring, but then he jumped down from the cliff and followed close behind.

3. Below, the sea **bubbled** and **foamed**.

What do the words **bubbled** and **foamed** suggest about the sea?
Circle the answer that is the best fit.

The sea was like a fizzy drink.

The sea was boiling.

The sea was very stormy.

The sea was calm and relaxing.

Reading challenge task:

4. Underline the words in this paragraph that tell you that there might be danger ahead? ~~One~~ has been done for you.

One stormy night, two mischievous trolls called Skess and Landra perched together on the craggy cliff, watching. Below, the sea bubbled and foamed. Above, the full moon glared down, casting a long shadow across the ebony beach. In the distance, they could hear the low rumble of the other trolls, feasting on their hoard of freshly caught fish.



The Adjective Game

Adjectives are used to describe nouns.

Let's make a list of all the things (nouns) you can see in these pictures of Iceland. For example, I can see **rocks** and **clouds** ... what else can you see? Add your ideas to the table on the next page.



Now try and think of some interesting **adjectives** to describe the things in the pictures of Iceland.

Remember you can always magpie some of the words in the story to get started!

Writing Tip – try and think about:



- **What is the colour?**
- **What is the size?**
- **What is the mood** (for example, a calm sea or lonely clouds or a terrifying crater)



Now think about using some of the other *senses*:

- What might it feel like?
- What might it smell like?
- What might it sound like?

For example:

Nouns	Adjectives
1. rocks	grey tall craggy sharp rounded lifeless slimy
2. clouds	white grey wispy thin silver soft
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
15.	

Challenge 1: Now use the adjectives you have thought of and have a look in a thesaurus or just type *alternative word for xxxxx* (insert your word here) online to find some other words that are similar. These are called synonyms.

For example: *Rocks could be described as tall.*

When I looked in my thesaurus (a book that gives you alternative words), I found some more alternative words (synonyms) that I could use to describe the rocks.

The rocks could also be described as:

towering soaring giant colossal

Remember to make sure the new words make sense. The trouble is the thesaurus also said another word for tall is lanky. Lanky cannot be used to describe the rocks because lanky is only used to describe someone or some creature that is very thin and has long legs!



Now use some of your best adjectives to fill in the gaps to describe the setting. Read your sentence out loud. Does it work? Does it sound right?

The _____ rocks stood and stared down on
the _____ canyon.

The _____ rocks steamed above the
_____ valley.

Challenge 2: Now try using 2 adjectives with a **comma** to describe the nouns – make sure both adjectives work, and they are not just saying the same thing!

The _____ , _____ iceberg shimmered
in the _____ lake.

I stared towards the _____ , _____
crater across rocks carpeted in _____ moss .

Challenge 3: Now try writing your own sentences to describe the setting using your best adjectives. Remember to read your sentence out loud first. Also use a capital letter, a full stop and, if you use 2 adjectives, remember the comma!

Week Two - Day 2 - Spelling Activity

There are 8 spelling mistakes in this paragraph. Write the correct spelling for each word in the box.

Fancy a different day out? Why not consider a trip to your local library? It is the perfect place to pick up various books, to immerse yourself in a story, to learn lots of new and interesting facts and to enhance your knowledge! Unfortunately, fewer people are choosing to visit libraries in modern times. It is important we use these wonderful places before they disappear.

Week Two - Day 3 - Spelling Activity

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

Last night, a peculiar sight was seen in the sky. Eight bright lights were noticed as aliens arrived on Earth! We do not know their purpose for coming here yet, therefore they are all under guard at the local army base. All we know so far is that they can breathe our air and they like eating cheese sandwiches and cake.

[illegible]

Week Two - Day 5 - Spelling Activity

There are 8 spelling mistakes in this paragraph. Write the correct spelling for each word in the box.

Anna decided to go shopping on Sunday. She took the bus to the shopping center and went into the first shop to buy some medicine. She chose to continue shopping even though the rain outside was becoming a little extreme. Afterwards, she went to the shop for aspirin and bought some potatoes. On the way back to the bus she didn't notice the hole in her bag and she accidentally dropped her shopping all over the floor.

[illegible]

Y3

English



WEEK 3

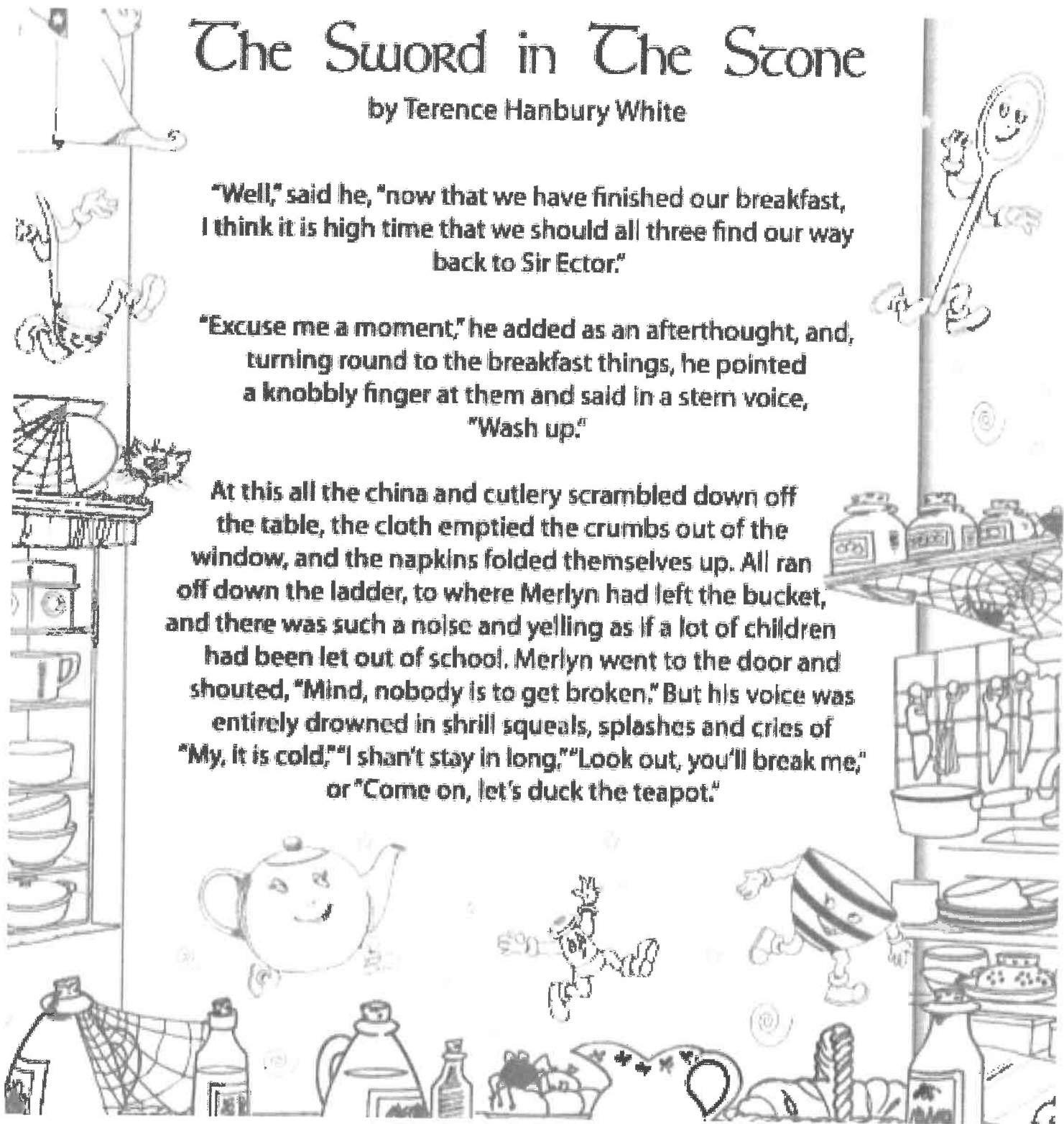
The Sword in The Stone

by Terence Hanbury White

"Well," said he, "now that we have finished our breakfast, I think it is high time that we should all three find our way back to Sir Ector."

"Excuse me a moment," he added as an afterthought, and, turning round to the breakfast things, he pointed a knobbly finger at them and said in a stern voice, "Wash up."

At this all the china and cutlery scrambled down off the table, the cloth emptied the crumbs out of the window, and the napkins folded themselves up. All ran off down the ladder, to where Merlyn had left the bucket, and there was such a noise and yelling as if a lot of children had been let out of school. Merlyn went to the door and shouted, "Mind, nobody is to get broken." But his voice was entirely drowned in shrill squeals, splashes and cries of "My, it is cold," "I shan't stay in long," "Look out, you'll break me," or "Come on, let's duck the teapot."



The Sword in The Stone

Terence Hanbury White

1938



Literal Questions

- Who do the three characters have to find their way back to after breakfast? [Sir Ector]
- What did the cloth empty out of the window? [Crumbs] Draw and label your answer.
- What did the pots wash themselves in: a) A washing-up bowl b) A bucket c) A tin bath [b] Draw your answer.

Deductive Questions

- What time of day do you think it is? Show your answer on a clock. [Early – They had just finished breakfast]
- How do we know Merlyn is a) polite and b) tidy? [He says 'Excuse me a moment' before casting his magic spell, and wants to clean up before they set off on their journey]
- Do the pots like being washed: yes or no? [Yes – They all ran to the bucket and were excited]

Essential Vocabulary

- Box the word in paragraph two that T H White uses to describe Merlyn's voice. [Stern] Do you think this is a positive or negative word? [Negative] Do you think it means his voice, when he says, "Wash up" is strict and severe or kindly and cheerful? [Strict and severe] Act it out.
- When he next speaks to the breakfast dishes, he is still being strict but he uses a word that means 'be careful'. Can you spot it? [Mind] Write it on your wipe board. What does this word tell us about Merlyn? [He may be strict but it is because he cares about them and doesn't want anyone to get hurt or 'broken']
- Underline the word 'duck'. What do you think this word means in this sentence? [To push someone's head under water] Why? [They are in the bucket of water when this verb is used]
- Circle the phrase 'china and cutlery'. Do you think these terms are modern or old fashioned? [Old-fashioned] Which of these words refers to plates and cups, and which refers to knives, forks and spoons? Draw and label your answers.
- Highlight the word 'scrambled'. Do you think the dishes got down off the table quickly or slowly? [Quickly]



The Preposition Game

Prepositions are words that tell the reader where things are. They are really useful to help you describe a good setting in your story. For example, in the story:

Below, the sea bubbled and foamed. *Above*, the full moon glared down. Imagine you are Skess and Landra, sitting, looking and listening.

- What can you see above or below you?
- What might you hear above or below you?

Remember you can use the pictures in this workbook to help you. Now let's try writing some new sentences using your ideas.

Start each of your sentences with the preposition **Below** or **Above**. Remember to use a comma when you start your sentence with a preposition (or a prepositional phrase like, *Above the beach*,). Also finish your sentence with a full stop.

Writing Tip

Try and describe the things you see or hear using some adjectives. For example:

Below, the rolling waves crashed over the rocky beach.

Below, _____.

Above, _____.

Below the cliffs, _____.



Challenge: Now write some additional sentences using some of these prepositions or prepositional phrases at the start of your sentence.

In the distance, In front, Behind,

For example:

In the distance, they could hear the low rumble of the other trolls, feasting on their hoard of freshly caught fish.



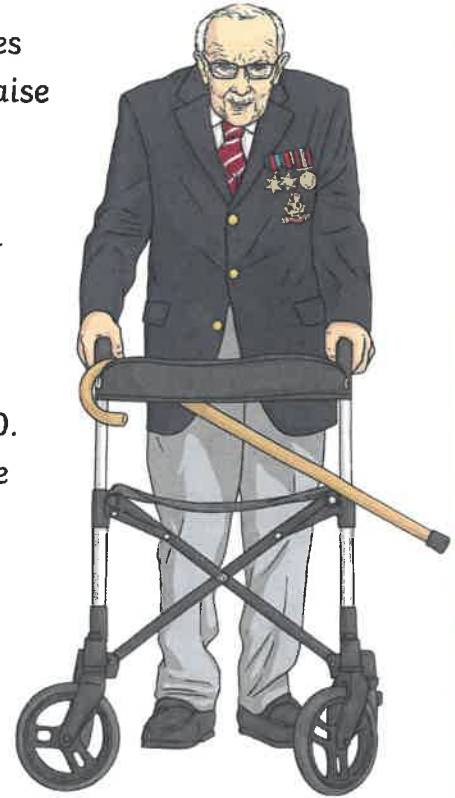
Captain Tom Moore

Captain Tom Moore is the **veteran** who made headlines around the world in April 2020, when he set out to raise money for the National Health Service, by walking 100 laps around his garden. Not only did he raise an incredible amount of money, but he also broke several world records at the same time.

Who is Captain Tom Moore?

Captain Tom was born in Yorkshire on 30th April 1920. He was a soldier in the British Army and served in the Second World War. He currently lives in Bedfordshire with one of his two daughters and her family.

Captain Tom saw the hard work the hospital staff were doing, when he watched the news during the COVID-19 crisis. He had been well looked after in hospital himself, after a hip operation several years ago and he decided that he wanted to do something to raise money for the National Health Service (NHS).



Why 100?

Captain Tom began his challenge as a 99 year old. He decided to walk 100 laps of his garden (10 each day), leading up to his 100th birthday, which was on 30th April 2020. He set himself a target of £1000, which he reached in a day.



Captain Tom completed his laps with the aid of a walking frame. By the time he finished, he had raised over 27 million pounds!

Breaking Records

With his story being shared around the world, more and more people donated money and Captain Tom broke several records during his fundraising efforts.

He has raised more money from a charity walk than any other single person. He released a charity song, with singer Michael Ball and the NHS Voices of Care Choir, which became the highest selling single of 2020 in the UK. Six days before his 100th birthday, his single went to number 1 in the charts. He is the oldest person ever to have a number one single.

Did You Know...?



- Captain Tom completed his 100 laps two weeks before his birthday, so decided to increase the number of laps he walked to 200.
- The Royal Mail stamped every item posted during the week of his 100th birthday, with a special postmark with a message for Captain Tom.
- People have been inspired by his story and have sent him birthday cards. He had so many cards, they had to be stored in the local school hall.
- Captain Tom completed his laps, while wearing his three army medals.

Glossary

veteran	An ex-member of the armed forces.
----------------	-----------------------------------

Captain Tom Moore Questions

1. What does NHS stand for? Tick **one**.

- ☐ New Hospital Staff
- ☐ National Health Service
- ☐ National Hospital Staff
- ☐ Nurses & Health Staff

2. Draw lines to show when the events happened.

Captain Tom began his challenge.	1 st
Captain Tom released a single.	3 rd
Captain Tom finished his 100 laps.	4 th
Captain Tom celebrated his 100 th birthday.	2 nd

3. How do you think Captain Tom felt when he heard how much money he had raised? Tick **two**.

- ☐ Sad
- ☐ Amazed
- ☐ Disappointed
- ☐ Humbled

4. Write **True** or **False** for each statement.

Captain Tom wanted to raise £1000.	
Tom Jones released a single with Captain Tom.	
Captain Tom raised money for the NHS.	
Captain Tom used to be a sailor.	

Captain Tom Moore Questions

5. Read the paragraph 'Why 100?' **Find** and **copy** one word that means the same as help.

6. Fill in the missing words.

He is the _____ person ever to have a number one _____.

7. Why do you think Captain Tom wanted to raise money for the NHS?

8. Describe Captain Tom in two words and explain your choices.



Now Plan your Story!

★ Use the planner below to jot down some ideas for your own version of the story.

★ You could use my story idea above or the other ideas.

Stone Trolls	The Plot Pattern	Your new story plan
<ul style="list-style-type: none"> Trolls hiding from people in caves shouldn't go out in day light because they will be turned to stone 	<ul style="list-style-type: none"> Group of characters warned not to do something <i>See new story ideas!</i> 	<ul style="list-style-type: none"> Trolls hiding from people. They shouldn't because they will be turned into
<ul style="list-style-type: none"> One stormy night, Skess & Landra go to cliffs by beach 	<ul style="list-style-type: none"> 2 main characters (MCs) introduced and the setting is described <i>Think of some good troll names.</i> 	
<ul style="list-style-type: none"> Skess sees ship in trouble at sea They decide to go and rescue ship 	<ul style="list-style-type: none"> MCs see someone or something in danger in the setting <i>What might be a dangerous thing to do in your new setting?</i> 	
<ul style="list-style-type: none"> Skess & Landra save crew of ship 	<ul style="list-style-type: none"> MCs save them 	
<ul style="list-style-type: none"> Suddenly, morning arrives – trolls turned to stone This explains stone pillars on beach 	<ul style="list-style-type: none"> Terrible things happen to MCs because ignored warning This explains feature in landscape 	



Innovating Ideas

What happens in Stone Trolls	The Underlying Plot Pattern
<ul style="list-style-type: none"> • Trolls hiding from people in caves • Shouldn't go out in day light because they will be turned to stone 	<ul style="list-style-type: none"> • Group of characters warned not to do something
<ul style="list-style-type: none"> • One stormy night, Skess & Landra go to cliffs by beach 	<ul style="list-style-type: none"> • 2 main characters (MCs) introduced and the setting is described
<ul style="list-style-type: none"> • Skess sees ship in trouble at sea • They decide to go and rescue ship 	<ul style="list-style-type: none"> • MCs see someone or something in danger in the setting
<ul style="list-style-type: none"> • Skess & Landra save crew of ship 	<ul style="list-style-type: none"> • MCs save them
<ul style="list-style-type: none"> • Suddenly, morning arrives – trolls turned to stone • This explains stone pillars on beach 	<ul style="list-style-type: none"> • Terrible things happen to MCs because ignored warning • This explains feature in landscape

Now, let's think about writing a new version of the story.

The 'Stone Trolls' could be described as a 'Warning Story'.

The trolls are hiding from people and are warned not to go outside in the day light as they will be turned into stone. They ignore this warning!

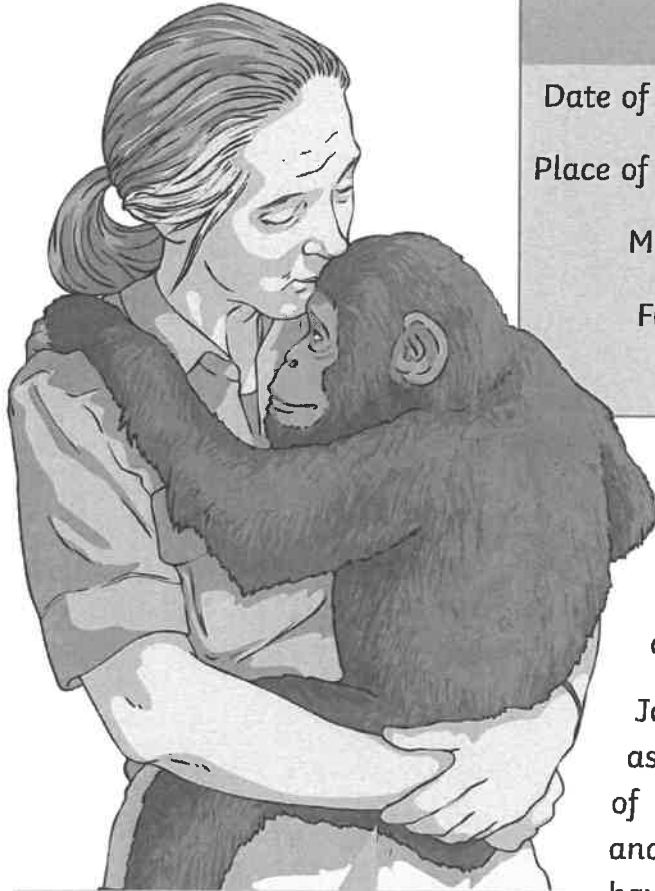
Here is the underlying plot pattern again with my new story idea

Stone Trolls plot	The Plot Pattern	My new story plan
<ul style="list-style-type: none"> Trolls hiding from people in caves shouldn't go out in day light because they will be turned to stone 	<ul style="list-style-type: none"> Group of characters warned not to do something 	<ul style="list-style-type: none"> Trolls hiding deep in forest away from people Warned not be out in rain because will turn into tall trees
<ul style="list-style-type: none"> One stormy night, Skess & Landra go to cliffs by beach 	<ul style="list-style-type: none"> 2 main characters (MCs) introduced and the setting is described 	<ul style="list-style-type: none"> One summer day, trolls, Fir & Oak, out walking in forest, looking for food
<ul style="list-style-type: none"> Skess sees ship in trouble at sea They decide to go and rescue ship 	<ul style="list-style-type: none"> MCs see someone or something in danger in the setting 	<ul style="list-style-type: none"> Fir sees children climbing trees - one is stuck Oak Fir decide to climb tree to save them
<ul style="list-style-type: none"> Skess & Landra save crew of ship 	<ul style="list-style-type: none"> MCs save them 	<ul style="list-style-type: none"> Fir & Oak save children
<ul style="list-style-type: none"> Suddenly, morning arrives - trolls turned to stone This explains stone pillars on beach 	<ul style="list-style-type: none"> Terrible things happen to MCs because ignored warning This explains feature in landscape 	<ul style="list-style-type: none"> Suddenly, there is crack of thunder and it starts to rain. Fir & Oak turned into tall trees

Idea 5

You could use where you live. Are there any interesting buildings, hills, rivers etc that you could imagine were once trolls? Is there anyone you want to turn into a stone troll!

Jane Goodall



Fact File

Date of birth: 3rd April 1934

Place of birth: London

Mother: Margaret Joseph (an author)

Father: Mortimer Morris-Goodall
(a businessman)

Jane Goodall is an expert on chimpanzees. For 55 years, she has been studying them and finding out how they behave and act in the wild.

Jane loves other animals, too. As well as chimpanzees, Jane spends a lot of her time supporting other animals and wildlife. She believes that animals have rights too. In April 2002, Jane was named 'Messenger of Peace' for her efforts in helping animals from around the world.

Chimp Talk

Chimpanzees 'speak' to each other through sounds, touch, making different faces and the way they move!

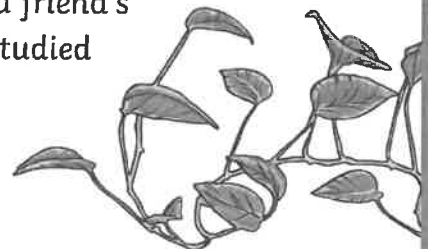
Early Years

When she was young, Jane's father gave her a stuffed chimpanzee instead of a teddy bear. She named it Jubilee

and Jane says this is what first made her want to work with animals. Years later, after a lifetime of working with chimpanzees, Jane still has Jubilee!

Africa

In 1957, Jane travelled to Kenya in Africa to work on a friend's farm. She met Louis Leakey, who was a scientist that studied chimpanzees. Jane agreed to work for Louis and began learning all about the animals.



Jane's Special Way

Jane gave all the chimpanzees names. Other scientists at the time had just given the chimps numbers but Jane was different. She called one of the chimpanzees David Greybeard because he had such a grey chin! Some of the other chimps had funny names too. There was Gigi, Goliath, Mr McGregor, Flo and Frodo! Giving the chimps names helped Jane get to know and understand them better.

What Jane Learnt

Jane was so good at understanding chimpanzees that she learnt lots of new things. Here are some of them:

Chimpanzees use tools

One day, Jane watched a chimpanzee using a blade of grass as a tool. He was using it like a spoon to eat little insects. It was the first time anyone had seen an animal use something as a tool.

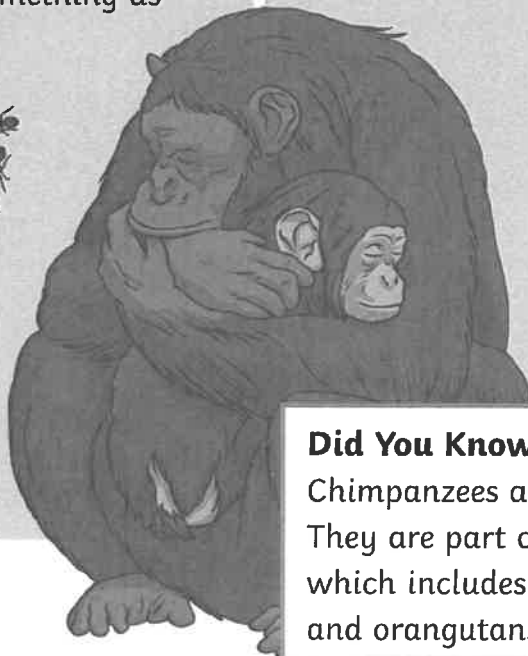


Chimpanzees eat meat

Jane often watched the apes work together to hunt other animals. Before that, scientists thought chimps just ate plants but now they know they eat meat, too.

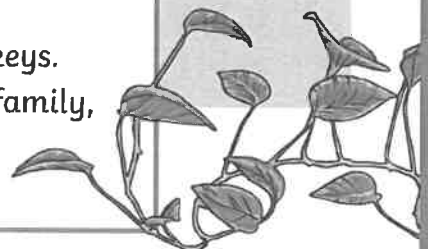
Chimpanzees are all different and can feel things

Because Jane worked so closely with the chimpanzees, she noticed that not all of them were the same. Some were loud, others were quiet. Some were mean while others were kind. Jane discovered that chimpanzees were a lot like humans – she even noticed them showing emotions, such as happiness, sadness and anger.



Did You Know?...

Chimpanzees aren't monkeys. They are part of the ape family, which includes gorillas and orangutans.



Questions

1. What has Jane Goodall been doing for 55 years?

2. What was Jane named in 2002? Tick **one**.

- ☐ Messenger of Peace
- ☐ Messenger of Animals
- ☐ Chimpanzee Expert
- ☐ Animals and Wildlife Supporter

3. Explain who Jubilee is and why she is so important to Jane.

4. When was Jane born?

5. Number these to show the order that they appear in the text. The first one has been done for you.

- ☐ She saw how they worked together to hunt other animals.
- ☒ 1 Jane spends a lot of her time helping other animals and wildlife.
- ☐ She noticed that not all of them were the same.
- ☐ Jane travelled to a country in Africa called Kenya.
- ☐ Jane watched a chimpanzee using some grass like a spoon.

6. Link these to the correct sentence ending.

Chimpanzees 'speak' to each other...

a chimpanzee.

A chimpanzee is...

through sounds, touch, making different faces and the way they move.

David Greybeard is...

an ape, not a monkey.

7. **Jane found out that chimpanzees were a lot like humans.**

What sort of things did Jane discover that made her think this?

8. Which **two** words best describe Jane?

- ☐ selfish
- ☐ unselfish
- ☐ caring
- ☐ funny

Now Write your Story!



- ★ Use the model text and your plan to draft and edit your new troll story.
- ★ If you want to, you can use the first paragraph of the story below to set the scene. Just fill in the gap with your new idea for something in the landscape.

There once lived a band of trolls. They were huge, ugly creatures who were feared by humans and hid away underground in the dark caves of the nearby ice-covered volcano. All trolls knew that if they ever got caught outside in the daylight, they would immediately be turned into _____. So, each night, under the cover of darkness, they would venture outside to hunt and fish.

Challenges:

Remember to:

- Pick out some key things in your setting you want to describe – use the pictures in this work unit to help you;
- Give the reader a picture in their head by using some good adjectives to describe the different things in your setting;
- Start some sentences using prepositions to let the reader know where things are – see poster below.

Poster Prepositions
Above, Below, Behind, In front, In the distance,
Remember to use a comma when you use these prepositions or prepositional phrases to start a sentence.

Alice in Wonderland

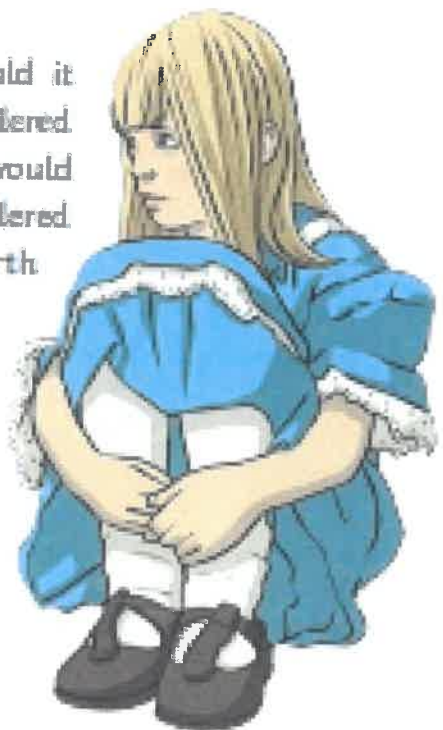
This extract comes from Chapter 1. Alice has just fallen down a rabbit hole. It has now turned into what looks like a well and Alice appears to be falling for a surprisingly long time.

Either the well was very deep or Alice was falling very slowly. Either way, she had plenty of time to look around and to wonder what was going to happen next. First, she looked down to see if she could see the end but it was too dark to see anything. Next, she decided to look at the walls and noticed they were filled with cupboards, bookshelves, maps and pictures. As she continued down the well, Alice took a jar of orange marmalade from one of the shelves. Excitedly, she removed the lid only to discover that the jar was empty. Disappointed, Alice put it back inside a different cupboard as she fell past.



"Well," Alice thought to herself, "after a fall this long, I won't even mind falling down the stairs any more! In fact, I don't think I'd even mind falling from the top of a house!"

Down, down, down. Alice continued to fall. Would it ever end? As she continued descending, she wondered how many miles she had fallen and whether she would soon reach the middle of the Earth. Then, she wondered whether she would fall straight through the Earth and come out in a different country altogether. "I shall have to ask whether I am in Australia or New Zealand," Alice decided out loud, pleased with herself for having an excellent knowledge of geography.



Down, down, down; the fall continued. As there was nothing else to do, Alice began to think out loud again. "Dinah will be missing me tonight," she thought (Dinah was the name of her pet cat: a ginger ball of fluff who was likely to be asleep on Alice's bed without a care in the world). "I hope someone will remember to feed her tonight," she continued.



"Dinah, I wish you were with me right now. There are no mice to catch in the air but we might find you a nice bat during this fall." She paused for a second and then added, "Do cats eat bats?" She liked this question so much that she continued repeating it, "Do cats eat bats? Do cats eat bats? Do cats eat bats?"



Before long, the question had morphed into, "Do bats eat cats?" but Alice hadn't noticed for she had now become rather tired. She was just falling into a dream in which she was asking a confused Dinah, "Do cats eat bats?" when there was suddenly a large thump. Alice landed upon a pile of sticks and dry leaves. At last, the fall was over.

Alice was not hurt and immediately jumped to her feet. Ahead of her was a long passage and the same white rabbit that she had seen earlier was running along it. Alice began to chase the rabbit along the corridor. Yet, the moment she turned a corner, the rabbit could no longer be seen. Alice looked around and noticed that she was now in a long, low hall which was lit by faintly glowing lanterns.



Alice in Wonderland Questions

1. As she continued descending, she wondered how many miles she had fallen...

Tick one word which is closest in meaning to the word descending.

- ☐ climbing
☐ falling
☐ flying
☐ wondering

2. Number the events from 1-4 to show the order that they happened.

- ☐ Alice asks if bats eat cats.
☐ Alice asks if cats eat bats.
☐ Alice is in a long hall.
☐ Alice is worried about Dinah.

3. List two surprising things which happen to Alice in the first paragraph.

1. _____

2. _____

4. Look at the paragraph beginning **Before long...**

Find and copy one word which means **changed**.

5. Fill in the missing words to complete the sentence.

Alice's cat, who is called _____, is likely to be _____.

6. Do you think that this story could be based on real events?

Explain your answer.

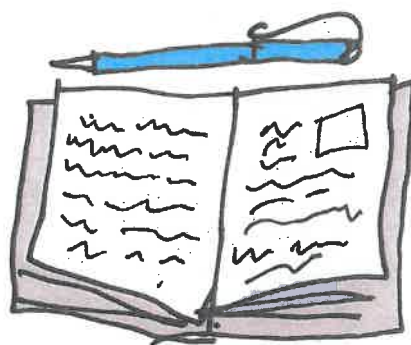
7. Based on this extract, what do you think is going to happen next to Alice? Explain your answer.

8. Summarise the main events from this extract in fewer than 30 words.

Now Edit and Publish your Story!



- ★ Read your work through and check that it flows and makes sense
- ★ Remember to check the spelling and punctuation and illustrate your text with pictures or drawings.



Well done! Now that you have a new story, why not publish it? Below are some simple instructions for making a mini book from a piece of A4 paper.

If you have access to the Internet, type this into Google:



<https://cutt.ly/QtvAkww>

Here, you can watch a mini-book being made and follow the instructions.

Or try this:

The Water-Babies

by Charles Kingsley

Tom looked up into her eyes, and loved her, and loved till he fell fast
asleep from pure love.

And when he awoke, she was telling the children a story...

'Don't go away,' said little Tom. 'This is so nice. I never had anyone to cuddle me
before.'

'Don't go away,' said all the children: 'you have not sung us one song.'

'Well, I have time for only one. So what shall it be?'

'The doll you lost! The doll you lost!' cried all the babies at once.
So the strange fairy sang:

*'I once had a sweet little doll, dears,
The prettiest doll in the world;
Her cheeks were so red and so white, dears,
And her hair was so charmingly curled.*

*But I lost my poor little doll, dears,
As I played in the heath one day;
And I cried for her more than a week, dears,
But I never could find where she lay.*

*I found my dear little doll, dears,
As I played in the heath one day.
Folks say she is terribly changed, dears,
For her paint is all washed away,
And her arm trodden off by the cows, dears,
And her hair not the least bit curled.
Yet for old sakes' sake she is still, dears,
The prettiest doll in the world.'*



The Water-Babies

Charles Kingsley

1863

Evaluative Questions

- Reread the last line of the fairy's song. Why do you think the fairy says this?
[To teach us that loving someone does not depend upon how pretty they look]
- Do you agree or disagree with her? Why?
- What does this tell us about the fairy's character?

Inferential Questions

- Why do you think Tom and the other children loved the fairy so much?
[Because she was kind, warm and gentle, Tom had never been loved before and they felt safe around her]
- When the fairy lost her doll, did she search for it for a long or short period of time? [Long]
Why do you think this? ['I could never find where she lay' suggests a long search, as does the doll's condition when found]
- Do you think she will ever lose her doll again? [No – Despite her condition she calls her 'the prettiest doll in the world' which tells us how strongly she still loves her]

Essential Vocabulary

- Circle the word 'cuddle'. Is this word warm and loving or cold and harsh?
[Warm and loving]
Why do you think Tom uses this word when he speaks to the fairy?
[He wants to feel loved and for the fairy to show her love for him]
- Highlight the word 'heath'.
What type of land do you think a heath is?
Draw your answer.
Look up this word in the dictionary.
Were you correct? How might this explain why the girl lost her doll?
- Circle the word 'folks'.
Do you think this is a modern or old fashioned word? [Old fashioned]
Have you heard this word before? [Old folks home, 'that's all folks', folk song etc]
Do you think this is another word for
a) People b) Dolls c) Cows [a]
- Find the other old fashioned word 'yet'.
Underline it.
In the song, does it mean:
a) And b) Also c) But [c]
- Can you find a word in this song that means 'stepped on'? [Trodden] Box it.
When this happens, is it a heavy or light step? [Heavy]

Week Three - Day 2 - Spelling Activity

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

It was Christmas Eve and Hannah (desydud) to go to bed (erlee). She had kept her (promiss) to Santa Claus to be nice and not be (norty) this year. She hoped her letter to him had been sent to the right (adress) and, even though he was (bizzy), she hoped he would pay her a visit and leave her lots of amazing presents. At (qwarter) past midnight, Hannah (hurd) footsteps coming up the stairs...

[illegible]

Week Three - Day 4 - Spelling Activity

There are 8 spelling mistakes in this paragraph. Write the correct spelling for each word in the box.

To complete his homework this week, Tom had to write a different sentence for each picture from a selection. He had to describe what he saw using correct grammar. His favourite picture was the picture of an island. In particular, he liked the white sandy beach, the palm trees and the tropical fruit.

[illegible]

[illegible]