

# Reading

## Comprehension

Louis Fidge



MACMILLAN FOUNDATION SKILLS



# Reading 2

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# Skills, scope and sequence

<b>Unit 1</b> Text Type Text Level Sentence Level Word Level	<b>I can do the same as you!</b> Autobiographical text with familiar setting Sentence completion (literal comprehension) Focus on verbs cvc words with short medial <i>a</i>
<b>Unit 2</b> Text Type Text Level Sentence Level Word Level	<b>I like school</b> Autobiographical text with familiar setting True or false statements (literal comprehension) Focus on verbs Short words ending with <i>-ng</i>
<b>Unit 3</b> Text Type Text Level Sentence Level Word Level	<b>The space monster</b> Fantasy adventure Sentence completion (multiple choice) Focus on nouns Consonant digraph <i>ch</i>
<b>Unit 4</b> Text Type Text Level Sentence Level Word Level	<b>Alphabetical people</b> Alphabetically-organised texts Sentence completion (literal comprehension) Indefinite article Alphabetical knowledge and order
<b>Unit 5</b> Text Type Text Level Sentence Level Word Level	<b>Follow the leader</b> Story with familiar setting/instructions Sentence completion (literal comprehension) Punctuation – capital letters and full stops cvc words with short medial <i>o</i>
<b>Unit 6</b> Text Type Text Level Sentence Level Word Level	<b>Bedtime</b> Story with familiar setting/fantasy Questions (literal comprehension) Word order – sentence structure cvc words with short medial <i>e</i>
<b>Unit 7</b> Text Type Text Level Sentence Level Word Level	<b>How to make a glass xylophone</b> Instructions Features of instructions/sequence Punctuation – capital letters and question marks Short words ending with <i>-ck</i>
<b>Unit 8</b> Text Type Text Level Sentence Level Word Level	<b>Shadows</b> Information text Literal questions Focus on adjectives – drawn responses Consonant digraph <i>sh</i>
<b>Unit 9</b> Text Type Text Level Sentence Level Word Level	<b>Our family comes from round the world</b> Choral poem, with patterned language Questions (literal and appreciative) Focus on adjectives cvc words with short medial <i>i</i>
<b>Unit 10</b> Text Type Text Level Sentence Level Word Level	<b>The lion and the mouse</b> Traditional story Characterisation Focus on verbs (animal noises) cvc words with short medial <i>a</i> and <i>u</i>

<b>Unit 11</b> Text Type Text Level Sentence Level Word Level	<b>A dinosaur came to school</b> Fantasy story with familiar setting Matching sentence beginnings and endings Focus on nouns a-e words (magic e)
<b>Unit 12</b> Text Type Text Level Sentence Level Word Level	<b>Mrs Wilson's week</b> Story with patterned language Sentence completion (literal comprehension) Capitalising proper nouns Months of the year
<b>Unit 13</b> Text Type Text Level Sentence Level Word Level	<b>My eyes can see</b> Poem with patterned language/familiar setting Correcting 'silly' sentences Regular plurals + s Short words ending in -ll
<b>Unit 14</b> Text Type Text Level Sentence Level Word Level	<b>Our class trip</b> Recount True/false statements Adjectives/opposites Short words ending in -ck
<b>Unit 15</b> Text Type Text Level Sentence Level Word Level	<b>The gingerbread boy</b> Traditional story Sentence completion (literal comprehension) Matching sentence beginnings and endings s + consonant blends at beginning of words
<b>Unit 16</b> Text Type Text Level Sentence Level Word Level	<b>A tree</b> Information text Sentence completion (multiple choice) Commas in lists Vowel digraphs ee and oo
<b>Unit 17</b> Text Type Text Level Sentence Level Word Level	<b>Mark's mask</b> Explanatory text in familiar setting Sequencing Ordinal number words – drawn responses o-e words (magic e)
<b>Unit 18</b> Text Type Text Level Sentence Level Word Level	<b>Jack and the beanstalk</b> Traditional story Sentence completion (literal comprehension) Categorising nouns (odd one out) High frequency words
<b>Unit 19</b> Text Type Text Level Sentence Level Word Level	<b>Gorillas</b> Information text Literal questions Sentence structure – spacing words Short words ending in -nd
<b>Unit 20</b> Text Type Text Level Sentence Level Word Level	<b>Here is the ostrich</b> Action rhyme Literal questions Subject/verb agreement –is or are i-e words (magic e)

# Teacher's notes – introduction to the series

## The texts

Each book in the series introduces pupils to a wide range of culturally appropriate text types, including fiction, poetry and non-fiction. The books are carefully graded according to readability and are incremental in difficulty. The books provide a valuable complement to any other resources or series currently being used. The fact that each unit is structured in the same way makes the books accessible and easy to use.

## The related activities

The related activities support the development of essential reading skills at Text Level, encouraging pupils to read at different levels using literal, inferential and evaluative comprehension skills. The stimulus passages are also used to help pupils develop skills at Sentence Level (grammar and punctuation) and Word Level (spelling and vocabulary).

## The skills, scope and sequence chart

The 'skills, scope and sequence chart' (on pages 2–3) provides an immediate overview of text types included and skills being developed at Text, Sentence and Word Level. This chart is very helpful for planning purposes.

## Using the books

To gain maximum benefit from the books, it is suggested that they are used systematically, working through each unit one at a time, in the given order. However, the books may also be used flexibly, selecting units as desired to complement other work being done in class.

## Tackling the texts

The stimulus texts may be tackled in a variety of ways. They could be used for shared reading. This could take the form of the teacher reading the whole text to the class or inviting different pupils to contribute as appropriate. Certain texts e.g. poems, provide an ideal opportunity for whole class participation. Alternatively the pupils could be asked to read the text silently or read it aloud in pairs or in groups. Whatever approach is used, to make the most of each text it should be discussed to ensure pupils have a good grasp of the literal meaning of the text and any vocabulary they may not have met before. Key vocabulary words are printed in bold type, and the Teacher's Book indicates how these might be dealt with. The related Text Level activities may initially be done as a class verbally to help pupils reflect on the texts.

## Tackling the related activities

The related activities at Text, Sentence and Word Level may be used systematically or selectively as desired. It is suggested that prior to working any activity there is some discussion with the pupils to ensure they understand what is required of them.

# Teaching features of the books

## Units of work

There are 20 double-page units of work. Each unit is structured in the same way i.e. a stimulus text, followed by three different levels of activities (Text, Sentence and Word Level).

**Unit number and title**

**Text Level activities (a range of differentiated comprehension tasks)**

**Sentence Level activities (grammar or punctuation tasks)**

**Key vocabulary in bold type**

**Text for reading and discussion**

**Word Level activities (spelling and vocabulary tasks)**

**Unit 1 I can do the same as you!**

What things are easy to do?  
What things are hard to do?

I can go fast.

I can catch a ball.

I can hide.

I can paint.

I can drink.

I can jump!

**TEXT LEVEL**

Complete the missing word.

1 I can g\_\_\_\_\_ fast.      2 I can c\_\_\_\_\_ a ball.  
3 I can h\_\_\_\_\_.      4 I can p\_\_\_\_\_.  
5 I can d\_\_\_\_\_.      6 I can j\_\_\_\_\_.

**SENTENCE LEVEL**

Choose the correct verb to fill each gap.

1 A fish can swim. (swim / hop)  
2 A bird can \_\_\_\_\_. (sing / moo)  
3 A frog can \_\_\_\_\_. (slide / hop)  
4 A snake can \_\_\_\_\_. (hop / slide)  
5 A lion can \_\_\_\_\_. (roar / sing)  
6 A cow can \_\_\_\_\_. (moo / roar)

**WORD LEVEL**

Make the words.

1 c + an = can      2 m + an = \_\_\_\_\_  
3 p + an = \_\_\_\_\_      4 r + an = \_\_\_\_\_  
5 f + an = \_\_\_\_\_      6 v + an = \_\_\_\_\_  
7 c + at = \_\_\_\_\_      8 m + at = \_\_\_\_\_  
9 p + at = \_\_\_\_\_      10 r + at = \_\_\_\_\_  
11 b + at = \_\_\_\_\_      12 s + at = \_\_\_\_\_

## High frequency word list

This list includes a number of regularly occurring words at this level. The list may be used for teaching purposes, ensuring that the words are included in writing and spelling activities and in reading tasks. The list also may be used as a checklist to see how many words the pupils can recognise on sight and to identify those which require further teaching.

# Unit 1

## I can do the same as you!

What things are easy to do?  
What things are hard to do?

I can go fast.



I can catch a ball.



I can hide.



I can paint.



I can drink.



I can jump!





**Complete the missing word.**

- |                      |                        |
|----------------------|------------------------|
| 1 I can g_____ fast. | 2 I can c_____ a ball. |
| 3 I can h_____.      | 4 I can p_____.        |
| 5 I can d_____.      | 6 I can j_____.        |

**Choose the correct verb to fill each gap.**

- 1 A fish can swim. (swim / hop)
- 2 A bird can \_\_\_\_\_. (sing / moo)
- 3 A frog can \_\_\_\_\_. (slide / hop)
- 4 A snake can \_\_\_\_\_. (hop / slide)
- 5 A lion can \_\_\_\_\_. (roar / sing)
- 6 A cow can \_\_\_\_\_. (moo / roar)

**Make the words.**

- |                   |                   |
|-------------------|-------------------|
| 1 c + an = can    | 2 m + an = _____  |
| 3 p + an = _____  | 4 r + an = _____  |
| 5 f + an = _____  | 6 v + an = _____  |
| 7 c + at = _____  | 8 m + at = _____  |
| 9 p + at = _____  | 10 r + at = _____ |
| 11 b + at = _____ | 12 s + at = _____ |

# Unit 2

## I like school

What do you like doing best at school?



I like reading.



I like writing.



I like painting.



I like drawing.



I like **cutting**.



I like playing.



I like **sticking**.



We like school!

Which of these things can you see on page 8?

- |                    |                    |
|--------------------|--------------------|
| 1 I like sticking. | 2 I like writing.  |
| 3 I like sleeping. | 4 I like shouting. |
| 5 I like painting. | 6 I like drawing.  |

Write the correct form of the verb in each sentence.

- |                                  |                         |
|----------------------------------|-------------------------|
| 1 I like <b>reading</b> . (read) | 2 I like _____. (jump)  |
| 3 I like _____. (cook)           | 4 I like _____. (help)  |
| 5 I like _____. (sing)           | 6 I like _____. (sleep) |

	sing	bang	long	ring	
song	king	gang	hang	gong	

Write all the **ing** words.

- |               |         |         |
|---------------|---------|---------|
| 1 <b>sing</b> | 2 _____ | 3 _____ |
|---------------|---------|---------|

Write all the **ang** words.

- |         |         |         |
|---------|---------|---------|
| 4 _____ | 5 _____ | 6 _____ |
|---------|---------|---------|

Write all the **ong** words.

- |         |         |         |
|---------|---------|---------|
| 7 _____ | 8 _____ | 9 _____ |
|---------|---------|---------|

# Unit 3

## The space monster

If you met a space monster, what would you do?

A spaceship landed in my garden.



A **funny** green monster with yellow **spots** came out.



I showed him an apple.



I showed him a chair.



I showed him a pencil.



I showed him a car.



When I showed him a **spider** he ran away!



### Choose the correct word for each sentence.

- 1 A spaceship landed in my \_\_\_\_\_.  
(garden / bedroom)
- 2 The space monster was \_\_\_\_\_ with  
\_\_\_\_\_ spots. (yellow / green)
- 3 I showed him an \_\_\_\_\_. (apple / orange)
- 4 I showed him a \_\_\_\_\_. (car / cart)
- 5 When I showed him a \_\_\_\_\_ he ran away.  
(cat / spider)

### Choose the correct noun for each sentence.

- 1 You eat an apple. (apple / chair)
- 2 You sit on a \_\_\_\_\_. (book / chair)
- 3 You draw with a \_\_\_\_\_ (car / pencil)
- 4 You drive a \_\_\_\_\_. (chair / car)
- 5 You sleep in a \_\_\_\_\_. (pencil / bed)
- 6 You read a \_\_\_\_\_. (book / bed)

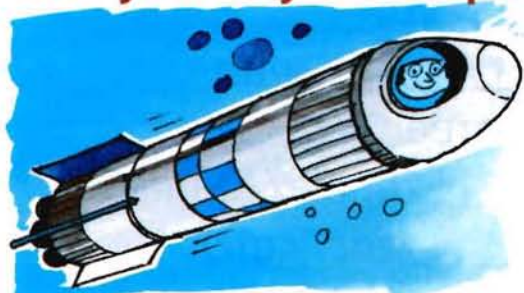
### Copy these words. Fill in **ch** in each word.

- |   |           |   |            |   |           |
|---|-----------|---|------------|---|-----------|
| a | c h at    | b | __ __ ip   | c | __ __ op  |
| d | __ __ ick | e | __ __ oose | f | __ __ in  |
| g | __ __ est | h | __ __ eese | i | ri __ __  |
| j | mu __ __  | k | lun __ __  | l | pin __ __ |

# Unit 4

## Alphabetical people

Can you say the alphabet?



A is for astronaut.  
An **astronaut** goes up into space in a spaceship.



B is for builder.  
A **builder** builds houses.



C is for clown.  
A **clown** makes us laugh.



D is for dentist.  
A **dentist** looks after our teeth.



E is for editor.  
An **editor** checks books for mistakes.



F is for farmer.  
A **farmer** grows crops or looks after animals on a farm.

### Finish each sentence correctly.

- 1 An astronaut \_\_\_\_\_.
- 2 A dentist \_\_\_\_\_.
- 3 A farmer \_\_\_\_\_.
- 4 A clown \_\_\_\_\_.
- 5 A builder \_\_\_\_\_.
- 6 An editor \_\_\_\_\_.

### SENTENCE LEVEL

### Write **a** or **an** in front of each noun.

- |                |                 |
|----------------|-----------------|
| 1 a ball       | 2 ___ ant       |
| 3 ___ cat      | 4 ___ door      |
| 5 ___ elephant | 6 ___ fish      |
| 7 ___ insect   | 8 ___ house     |
| 9 ___ man      | 10 ___ umbrella |

### WORD LEVEL

### 1 Write the letter that comes next in the alphabet:

a c d    b t \_\_\_    c h \_\_\_    d k \_\_\_    e p \_\_\_  
 f w \_\_\_    g o \_\_\_    h m \_\_\_    i y \_\_\_    j q \_\_\_

### 2 Write the letter that comes before:

a \_\_\_ c    b \_\_\_ t    c \_\_\_ h    d \_\_\_ k    e \_\_\_ p  
 f \_\_\_ w    g \_\_\_ o    h \_\_\_ m    i \_\_\_ y    j \_\_\_ q

# Unit 5

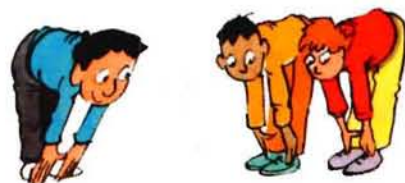
## Follow the leader

Have you ever played the game 'Simon Says'?  
Do you know how to play it?

Simon says **point** to your nose.



Simon says **touch** your toes.



Simon says **wave** your hand.



Simon says **dance** to the band.



Simon says **hop** to the shop.



We all say it's time to **stop!**





### Write the missing word in each sentence.

- 1 Simon says wave your \_\_\_\_\_.
- 2 Simon says touch your \_\_\_\_\_.
- 3 Simon says dance to the \_\_\_\_\_.
- 4 Simon says point to your \_\_\_\_\_.
- 5 Simon says hop to the \_\_\_\_\_.
- 6 Simon says it's time to \_\_\_\_\_.

## SENTENCE LEVEL

### Begin each sentence with a capital letter.

### Finish each sentence with a full stop.

- 1 the boy waves his hand *The boy waves his hand.*
- 2 the girl climbs the tree \_\_\_\_\_
- 3 a frog hops \_\_\_\_\_
- 4 you smell with your nose \_\_\_\_\_
- 5 the lady likes to dance \_\_\_\_\_

## WORD LEVEL

### Fill in the missing o in these words.

### Write the words you make.

- |                    |            |            |
|--------------------|------------|------------|
| 1 h o p <i>hop</i> | 2 p _ _ p  | 3 st _ _ p |
| 4 sh _ _ p         | 5 d _ _ g  | 6 l _ _ g  |
| 7 f _ _ g          | 8 j _ _ g  | 9 h _ _ t  |
| 10 l _ _ t         | 11 n _ _ t | 12 g _ _ t |

# Unit 6

## Bedtime

### Why do we need to sleep?

It was time for bed.



The mouse got into bed.



The cat got into bed.



The lion got into bed.



The crocodile got into bed.

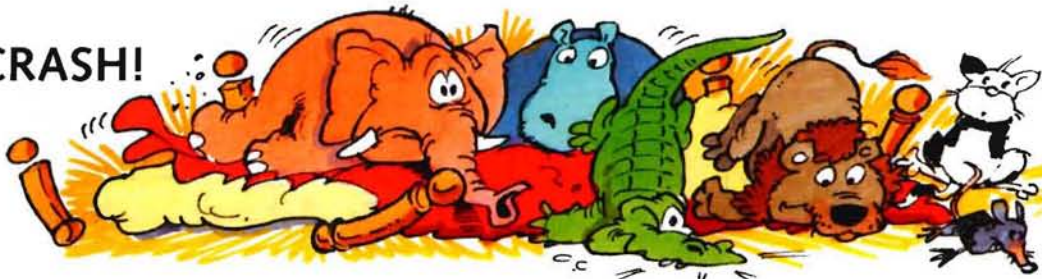


The hippo got into bed.



The elephant got into bed.

**CRASH!**



The bed **broke** and they all fell out!

- 1 Who got into bed after the mouse?
- 2 Who got into bed after the cat?
- 3 Who got into bed after the lion?
- 4 Who got into bed after the crocodile?
- 5 Who got into bed after the hippo?
- 6 What happened when they were all in bed?

## SENTENCE LEVEL

The words in these sentences are in the wrong order. Write each sentence correctly.

- 1 The bed got into mouse. The mouse got into bed.
- 2 It was bed for time. \_\_\_\_\_
- 3 The broke bed. \_\_\_\_\_
- 4 The shines sun. \_\_\_\_\_
- 5 Dogs bark can. \_\_\_\_\_
- 6 Fish swim water in. \_\_\_\_\_

## WORD LEVEL

bed	peg	hen	net	red	get
wet	beg	fed	leg	ten	pen

- 1 Write the **ed** words.      bed      \_\_\_\_\_
- 2 Write the **eg** words.      \_\_\_\_\_
- 3 Write the **en** words.      \_\_\_\_\_
- 4 Write the **et** words.      \_\_\_\_\_

# Unit 7

## How to make a glass xylophone

### Can you play a musical instrument?

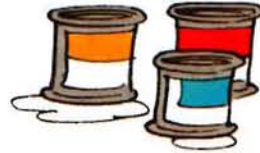
#### What you need



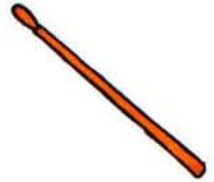
four **glass bottles**



some water



some paints



a **stick**

#### What you do



**1** Put some water into the glass bottles.



**2** Make the level of the water different in each bottle.



**3** Make the water in each bottle a different colour. Put some paint into each bottle.



**4** Tap the glass bottles with the stick. Each bottle will make a different note.

- 1 What do you need to make a glass xylophone?
- 2 What do you do first?
- 3 What is the second thing you do?
- 4 What is the third thing you do?
- 5 What is the last thing you do?

**Write these questions correctly. Put in the capital letters and question marks.**

- 1 how old are you    How old are you?
- 2 when is your birthday \_\_\_\_\_
- 3 where do you live \_\_\_\_\_
- 4 who is your teacher \_\_\_\_\_
- 5 what number comes before five \_\_\_\_\_

**1 Find the words that rhyme and draw lines.**

stick	_____	sack
pack	_____	kick
neck	_____	suck
rock	_____	peck
duck	_____	lock

**2 Choose the best word to fill each gap.**

- a I put a \_\_\_\_\_ on my foot. (sack / sock)
- b A chicken can \_\_\_\_\_. (peck / pack)
- c A \_\_\_\_\_ can quack. (dock / duck)
- d A giraffe has a long \_\_\_\_\_. (neck, rock)

# Unit 8

## Shadows

What is your shadow? When can you see it?  
Is it always the same?

My **shadow** can be long.



My shadow can be short.



When the sun comes up my shadow is long.



In the **middle** of the day my shadow is short.



When the sun goes down my shadow is long again.



When the moon comes out I can make shadow shapes with my hands.



**Answer these questions.**

- 1 Do you have a shadow?
- 2 Can your shadow be long?
- 3 Can your shadow be short?
- 4 What is your shadow like when the sun comes up?
- 5 What is your shadow like in the middle of the day?
- 6 Do you have a shadow when the moon comes out?

## SENTENCE LEVEL

**In your book, draw:**

- |                 |                  |
|-----------------|------------------|
| 1 a long pencil | 2 a round ball   |
| 3 a red car     | 4 a happy girl   |
| 5 a black cat   | 6 a little mouse |

## WORD LEVEL

**1 Copy these words. Underline the sh in each word.**

ship fish wish shop crash  
sheep rush shoe shell brush

**2 Write the sh words in two sets:**

words with sh at the beginning	words with sh at the end
ship	fish

# Unit 9

## Our family comes from round the world

This poem tells us how the world is like a family.

Our family comes  
From **round the world**:  
Our hair is **straight**,  
Our hair is **curled**,  
Our eyes are brown,  
Our eyes are blue,  
Our **skins** are different  
Colours, too.

*Hurray hurrah hurrah hurree  
We're one big, happy family!*

We laugh and cry,  
We work and play,  
We help each other  
Every day.  
The world's a lovely  
Place to be  
Because we are  
A family.

*Hurray hurrah hurrah hurree  
We're one big, happy family!*





- 1 Who is in your family at home?
- 2 Is your hair straight or curly?
- 3 What colour are your eyes?
- 4 Do you like to laugh or cry?
- 5 What games do you like to play?
- 6 How can you help your teacher at school?

### Choose the best adjective for each sentence.

- 1 The sun is hot. (hot / cold)
- 2 The grass is \_\_\_\_\_. (red / green)
- 3 The sea is \_\_\_\_\_. (black / blue)
- 4 A banana is \_\_\_\_\_. (long / tall)
- 5 Water is \_\_\_\_\_. (wet / big)
- 6 A ruler is \_\_\_\_\_. (straight / curly)

### Copy these words. Underline the odd word out in each set.

- 1 big hip dig wig
- 2 pin tin win him
- 3 fig lip tip zip
- 4 sit hit lid fit
- 5 fix pit mix six
- 6 bib lid hid did



# Unit 10

## The lion and the mouse

How can a small mouse help a big lion?



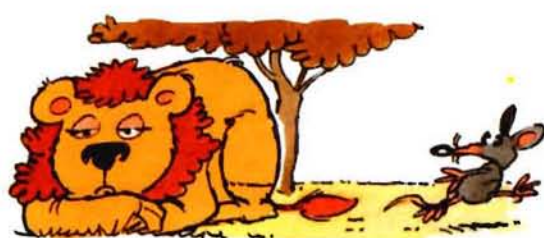
One day a lion was sleeping.



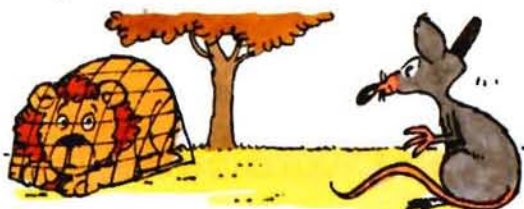
A mouse woke him up.



The mouse was frightened.



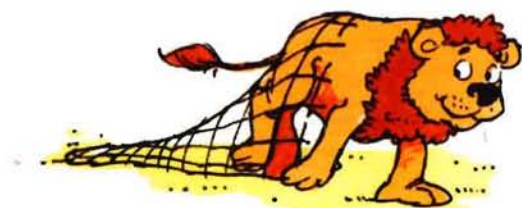
The lion let him go.



Later the mouse saw the lion in a **net**.



The mouse bit the net.



The lion got away.



Now the lion and the mouse are friends.

### Choose the correct word for each gap.

- 1 One day a \_\_\_\_\_ was sleeping. (lion / mouse)
- 2 The \_\_\_\_\_ woke the \_\_\_\_\_ up.  
(lion / mouse)
- 3 The \_\_\_\_\_ let the \_\_\_\_\_ go. (lion / mouse)
- 4 The \_\_\_\_\_ saw the \_\_\_\_\_ in a net.  
(lion / mouse)
- 5 The \_\_\_\_\_ bit the net. (lion / mouse)
- 6 The \_\_\_\_\_ got away. (lion / mouse)

### What sound does each animal make?

### Choose the correct verb to complete each sentence.

buzzes    squeaks    moos    roars    croaks    quacks

- |                 |                  |
|-----------------|------------------|
| 1 A lion roars. | 2 A mouse _____. |
| 3 A duck _____. | 4 A cow _____.   |
| 5 A bee _____.  | 6 A frog _____.  |

### Change the **a** to **u** in each word.

### Write the new word you make.

- |                  |              |
|------------------|--------------|
| 1 cap <b>cup</b> | 2 mad _____  |
| 3 bag _____      | 4 rag _____  |
| 5 pat _____      | 6 fan _____  |
| 7 ran _____      | 8 bat _____  |
| 9 cat _____      | 10 ban _____ |

# Unit 11

## A dinosaur came to school

Read about the dinosaur that came to school.

One day a **dinosaur** came to our school.



He sat on a chair.



Then he read a book.



The dinosaur ate some **lunch**.



Then he painted a **picture**.



The dinosaur played some games.



Then he went home.



Match the beginning of each sentence with the correct ending.

- |                              |             |
|------------------------------|-------------|
| 1 One day a dinosaur came to | a book.     |
| 2 The dinosaur sat on        | our school. |
| 3 The dinosaur read          | a chair.    |
| 4 The dinosaur ate           | a picture.  |
| 5 The dinosaur painted       | home.       |
| 6 The dinosaur went          | some lunch. |

Choose the correct noun to complete each sentence.

- You shut a door. (door / apple)
- You sing a \_\_\_\_\_. (cup / song)
- You climb a \_\_\_\_\_. (book / ladder)
- You brush your \_\_\_\_\_. (face / hair)
- You kick a \_\_\_\_\_. (leg / ball)
- You dig with a \_\_\_\_\_. (spade / television)

1 Make some words.

a c + ame = came

c l + ate = \_\_\_\_\_

e sh + ape = \_\_\_\_\_

g g + ate = \_\_\_\_\_

i g + ave = \_\_\_\_\_

b t + ape = \_\_\_\_\_

d m + ake = \_\_\_\_\_

f g + ame = \_\_\_\_\_

h w + ave = \_\_\_\_\_

j t + ake = \_\_\_\_\_

# Unit 12

## Mrs Wilson's week

**Do you have a bike? Do you have some skates?**

On **Monday** Mrs Wilson went to town in her car.



On **Tuesday** Mrs Wilson went to town on her bike.



On **Wednesday** Mrs Wilson went to town on her skates.



On **Thursday** Mrs Wilson went to town in her balloon.



On **Friday** Mrs Wilson went to town in her helicopter.



On **Saturday** Mrs Wilson went to town on her horse.



On **Sunday** Mrs Wilson had a rest.



**Finish each sentence correctly.**

- 1 On Tuesday Mrs Wilson went to town \_\_\_\_\_.
- 2 On Saturday Mrs Wilson went to town \_\_\_\_\_.
- 3 On Thursday Mrs Wilson went to town \_\_\_\_\_.
- 4 On Monday Mrs Wilson went to town \_\_\_\_\_.
- 5 On Friday Mrs Wilson went to town \_\_\_\_\_.
- 6 On Wednesday Mrs Wilson went to town \_\_\_\_\_.

**Begin each person's name with a capital letter.**

- |              |            |              |       |
|--------------|------------|--------------|-------|
| 1 jack       | Jack _____ | 2 jill       | _____ |
| 3 snow white | _____      | 4 goldilocks | _____ |
| 5 mr west    | _____      | 6 mrs wilson | _____ |
| 7 sam        | _____      | 8 ali        | _____ |
| 9 hussein    | _____      | 10 mr shah   | _____ |

**Write the names of the months of the year in the correct order. Remember to begin each month with a capital letter.**

may	october	july	february	
december	april	january	june	august
november	september	march		

# Unit 13

## My eyes can see

What do you use your eyes and mouth for?

My eyes can see.



My mouth can talk.



My ears can hear.



My feet can walk.



My nose can smell.



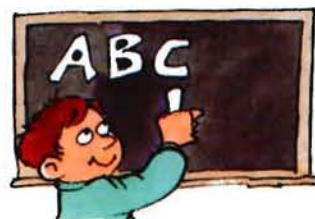
My teeth can bite.



My arms can hug.



My hands can write.





**Write each sentence again correctly.**

- 1 I can talk with my eyes. I can see with my eyes.
- 2 I can see with my mouth. \_\_\_\_\_
- 3 I can walk with my ears. \_\_\_\_\_
- 4 I can hear with my feet. \_\_\_\_\_
- 5 I can bite with my nose. \_\_\_\_\_
- 6 I can smell with my teeth. \_\_\_\_\_

**Write the singular or plural of each noun.**

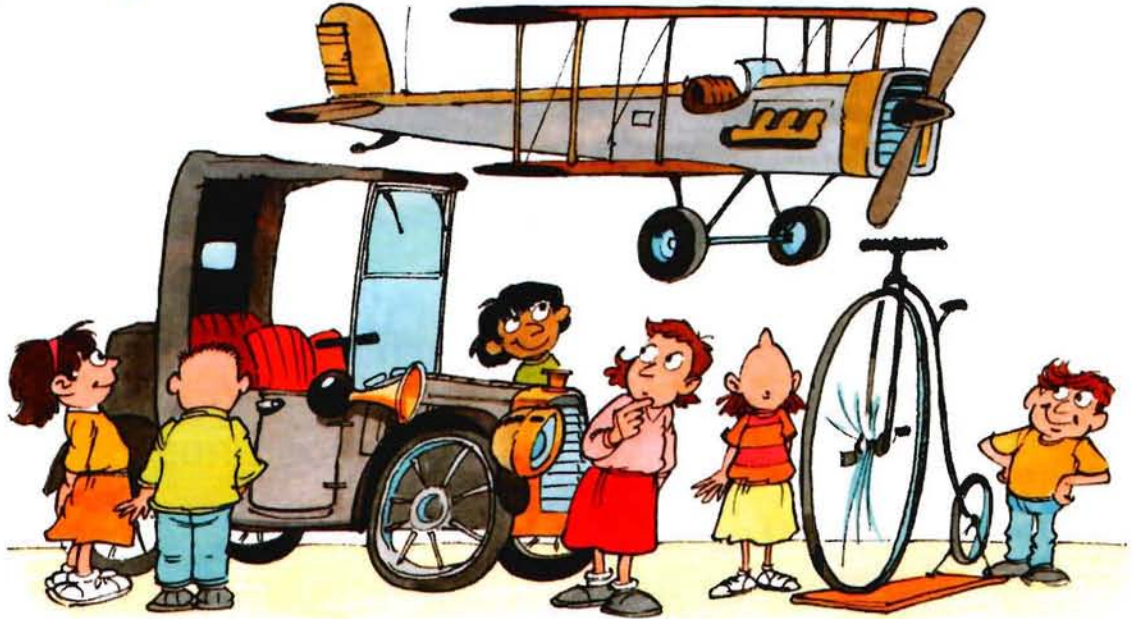
- 1 one eye – two eyes
- 2 one ear – two \_\_\_\_\_
- 3 one bird – two \_\_\_\_\_
- 4 one \_\_\_\_\_ – two trees
- 5 one \_\_\_\_\_ – two cats
- 6 one \_\_\_\_\_ – two socks

- 1 Change the **s** in sell to a t ell      b b \_\_\_\_\_
- 2 Change the **h** in hill to a f \_\_\_\_\_      b p \_\_\_\_\_
- 3 Change the **b** in ball to a c \_\_\_\_\_      b f \_\_\_\_\_
- 4 Change the **p** in pull to a b \_\_\_\_\_      b f \_\_\_\_\_

# Unit 14

## Our class trip

Do you like going on visits? Where is the best place you have visited?



Last week our class went on a **trip**.

We visited a big **museum**.

We went by bus.

On the bus we sang songs.

When we got to the museum we saw lots of old cars and aeroplanes.

We also saw some old bikes.

We had a **picnic** in the park.

The **wind** blew my friend's new hat off. We all laughed.

**Read each sentence. Say if it is true or false.**

- 1 Last week our class went on a trip.
- 2 We visited a farm.
- 3 On the bus we sang songs.
- 4 In the museum we saw some animals.
- 5 We had a picnic on the bus.
- 6 The wind blew my friend's hat off.

**Choose the opposite for each adjective.**

shut   small   new   cold   short   dry

- |                    |                |
|--------------------|----------------|
| 1 old / <u>new</u> | 2 long / _____ |
| 3 big / _____      | 4 hot / _____  |
| 5 wet / _____      | 6 open / _____ |

**Read the words.**

trip	from	crack	grab	pram
crop	prod	grip	trap	frog
frill	crab	press	grass	trick

**Draw a chart. Write the words in the correct sets.**

cr words	fr words	gr words	pr words	tr words
crack				

# Unit 15

## The gingerbread boy

Have you ever baked any biscuits?



The little old lady baked a gingerbread boy.



The gingerbread boy ran away.



The little old lady could not catch him.

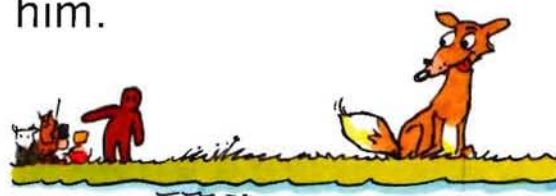


The little old man could not catch him.



The horse could not catch him.

The cow could not catch him.



The duck could not catch him.

The gingerbread boy could not swim.



The fox helped him.

The fox ate him!

### Complete the missing word in each sentence.

- 1 The l\_\_\_\_\_ could not catch the gingerbread boy.
- 2 The m\_\_\_\_\_ could not catch the gingerbread boy.
- 3 The h\_\_\_\_\_ could not catch the gingerbread boy.
- 4 The c\_\_\_\_\_ could not catch the gingerbread boy.
- 5 The d\_\_\_\_\_ could not catch the gingerbread boy.
- 6 The f\_\_\_\_\_ ate the gingerbread boy.

### Join the beginning of each sentence with the best ending.

- |                                 |                      |
|---------------------------------|----------------------|
| 1 The little old lady ran after | the apple tree.      |
| 2 The apple fell from           | the ladder.          |
| 3 The cat is sleeping under     | the gingerbread boy. |
| 4 The man came down             | the chair.           |
| 5 The girl put the money in     | his head.            |
| 6 The boy put the hat on        | her bag.             |

### 1 Make these words.

a sw + im = swim

b sw + eet = \_\_\_\_\_

c sn + ake = \_\_\_\_\_

d sn + iff = \_\_\_\_\_

e sm + ile = \_\_\_\_\_

f sm + ash = \_\_\_\_\_

g sp + ill = \_\_\_\_\_

h sp + ell = \_\_\_\_\_

i st + ing = \_\_\_\_\_

j st + ick = \_\_\_\_\_

### 2 Draw a picture for each word.

a swim    b snake    c smile

# Unit 16

## A tree

### How many different trees can you name?

#### What is a tree?

A tree is a **plant**. Some trees grow very tall.

#### What are the parts of a tree?

The main part of a tree is the **trunk**.

**Branches** grow from the trunk.

Smaller branches are called **twigs**.

**Leaves** grow from the twigs.

The **roots** of the tree are under the ground.

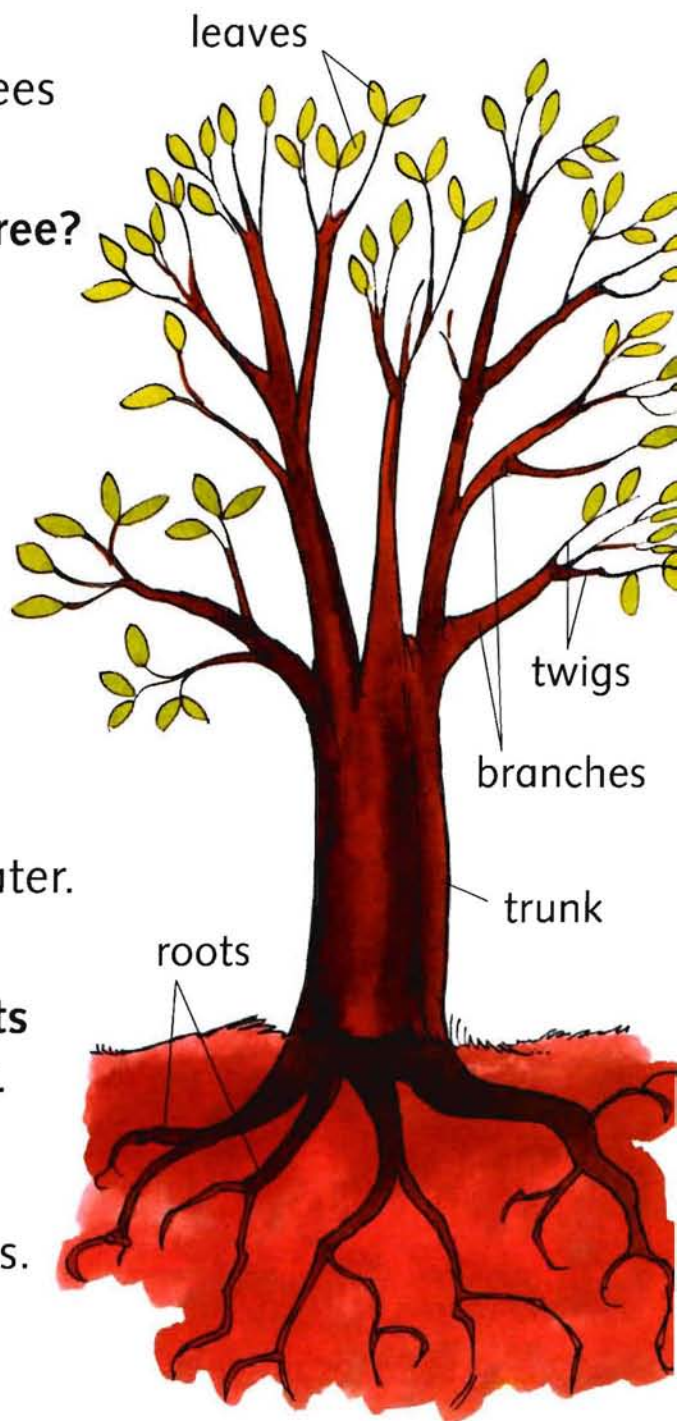
The roots give the tree water.

#### How do trees help us?

Lots of animals and **insects** make their homes in trees.

We make things from the **wood** from trees.

We eat the **fruit** from trees.



**Complete each sentence.**

- 1 The main part of the tree is the \_\_\_\_\_.
- 2 \_\_\_\_\_ grow from the trunk.
- 3 Smaller branches are called \_\_\_\_\_.
- 4 \_\_\_\_\_ grow from the twigs.
- 5 The \_\_\_\_\_ of the tree are under the ground.
- 6 The roots give the tree \_\_\_\_\_.

## SENTENCE LEVEL

**Put in the missing commas in these lists.**

- 1 trunks branches twigs and roots  
trunks, branches, twigs and roots
- 2 pink red blue and yellow
- 3 cat dog mouse and rabbit
- 4 apple banana pear and orange
- 5 plate cup saucer and bowl

## WORD LEVEL

- 1 **Complete these words with ee.**  
a tr e e    b s \_\_\_    c n \_\_\_ d    d s \_\_\_ d
- 2 **Complete these words with oo.**  
a r \_\_\_ t    b c \_\_\_ l    c m \_\_\_ n
- 3 **Choose ee or oo to finish each word.**  
a n \_\_\_ d    b r \_\_\_ t    c k \_\_\_ p

## Unit 17

## Mark's mask

What is a mask? Why do we wear masks?

Mark got a **cardboard** box.



He cut out some eyes.



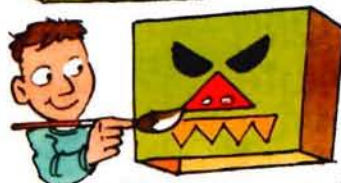
Then he painted the **mask** green.



Next he painted a mouth with sharp teeth.



After this Mark painted a nose.



Last of all he **stuck** some long **wool** on for hair.



Mark took his mask home.



When his mother saw him she cried, 'Help! A monster has come for tea!'





**Write these sentences in order.**

Then he painted the mask green.

Mark got a cardboard box.

Last of all he stuck some long wool on for hair.

Next he painted a mouth with sharp teeth.

He cut out some eyes.

After this Mark painted a nose.

## SENTENCE LEVEL

- 1 Draw five cars in a line.
- 2 Colour the first car red.
- 3 Colour the third car blue.
- 4 Colour the last car green.
- 5 Colour the second car yellow.
- 6 Colour the fourth car orange.

## WORD LEVEL

nose	woke	hope	hole	rose	rope
pole	joke	close	stole	smoke	slope

- 1 Write the **ose** words. a nose      b \_\_\_\_\_      c \_\_\_\_\_
- 2 Write the **ope** words. a \_\_\_\_\_      b \_\_\_\_\_      c \_\_\_\_\_
- 3 Write the **oke** words. a \_\_\_\_\_      b \_\_\_\_\_      c \_\_\_\_\_
- 4 Write the **ole** words. a \_\_\_\_\_      b \_\_\_\_\_      c \_\_\_\_\_

# Unit 18

## Jack and the beanstalk

Are giants friendly?



Jack sold his cow for some seeds.



Jack's Mum was angry.



That night, the seeds grew into a tall beanstalk.



At the **top** of the beanstalk Jack saw a **castle**.



When the **giant** came home Jack hid.



The giant went to sleep. Jack saw his father's **gold**.



Jack took the bag of gold and ran away.



Jack's Mum chopped down the beanstalk.

**Finish each sentence correctly.**

- 1 Jack sold his cow for \_\_\_\_\_.
- 2 At the top of the beanstalk Jack saw \_\_\_\_\_.
- 3 When the giant came home \_\_\_\_\_.
- 4 The giant went \_\_\_\_\_.
- 5 Jack took the bag of gold and \_\_\_\_\_.

**Underline the odd word out.**

- 1 mother father hen sister
- 2 bean bag potato pea
- 3 cup apple banana orange
- 4 car bike bus book
- 5 duck sun mouse horse

these	what	that	they	them
when	where	there	who	then

- 1 Write all the words with **the** in them.  
a these b \_\_\_\_\_ c \_\_\_\_\_ d \_\_\_\_\_ e \_\_\_\_\_
- 2 Write all the words with **hat** in them.  
a \_\_\_\_\_ b \_\_\_\_\_
- 3 Write all the words with **here** in them.  
a \_\_\_\_\_ b \_\_\_\_\_
- 4 Write all the words which begin with **wh**.  
a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_ d \_\_\_\_\_

# Unit 19

## Gorillas

What is a gorilla? What do gorillas eat?



**Gorillas** are big apes.

Gorillas eat leaves.

They live in hot **rainforests**.

They like to stay together in small groups.

Gorillas are **gentle** animals.

Gorillas make **nests** from leaves.

They sleep in their nests on the ground.



- 1 What sort of animals are gorillas?
- 2 What do gorillas eat?
- 3 Where do gorillas live?
- 4 Are gorillas gentle?
- 5 What do gorillas make their nests from?

## SENTENCE LEVEL

Write these sentences correctly. Leave a space between each word.

- 1 Anelephantisbig.     An elephant is big.
- 2 Iteatsleaves.                     3 Ithasthickskin.
- 4 Ithasatrunk.                     5 Anelephanthasbigears.

## WORD LEVEL

- 1 Copy these words. Underline the **and** words. Circle the **end** words.

mend	hand	blend	grand	send
band	bend	sand	stand	lend

- 2 Choose one of the words from the box to fill in each gap.
  - a You \_\_\_\_\_ a letter.
  - b I like to play in the \_\_\_\_\_ at the seaside.
  - c The car went round the \_\_\_\_\_.
  - d The \_\_\_\_\_ played some music.
  - e I hold my fork in my \_\_\_\_\_.

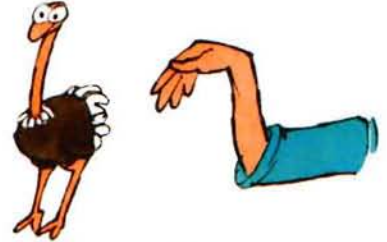
# Unit 20

## Here is the ostrich

What bird has a long neck and cannot fly?

Here is the ostrich, straight and tall.

It **nods** its head above us all.



Here is a long snake on the ground.

It **slithers along** with a hissing sound.



Here is a bird that flies so high.

It **flaps** its wings up in the sky.



Here is a spider. It **crawls** on your bed.

It crawls up the wall and back to its **web**.



Here are the children fast asleep.



And here is a night owl having a **peep**.



- 1 What nods its head?
- 2 What slithers along the ground?
- 3 What flies in the sky?
- 4 What crawls up the wall?
- 5 Who are asleep?

## SENTENCE LEVEL

Finish each sentence correctly with **is** or **are**.

- 1 An ostrich **is** tall.
- 2 Snakes \_\_\_\_ long and thin.
- 3 A bird \_\_\_\_ in the tree.
- 4 A hedgehog \_\_\_\_ asleep in the garden.
- 5 There \_\_\_\_ lots of spiders in my house.

## WORD LEVEL

1 Find the words that rhyme.

ride	fine
smile	hide
nine	drive
kite	crocodile
dive	white

2 Choose the correct word to fill each gap.

- a You \_\_\_\_\_ on a horse. (ride / hide)
- b If you are happy you \_\_\_\_\_ (file / smile)
- c You fly a \_\_\_\_\_ in the sky. (white, kite)
- d You \_\_\_\_\_ a car. (dive, drive)
- e \_\_\_\_\_ is a number. (Fine, Nine)

# High frequency word list

about	his	ran
after	home	saw
again	house	school
an	how	seen
another	if	should
as	jump	sister
back	just	so
ball	last	some
be	laugh	take
because	little	than
bed	live(d)	that
been	love	their
boy	made	them
brother	make	then
but	man	there
by	many	these
call(ed)	may	three
came	more	time
can't	much	too
could	must	took
did	name	tree
do	new	two
don't	next	us
door	night	very
down	not	want
first	now	water
from	off	way
girl	old	were
good	once	what
got	one	when
had	or	where
half	our	who
has	out	will
have	over	with
help	people	would
her	pull	your
here	push	
him	put	

<b>Days of the week:</b>	<b>Numbers to twenty:</b>
Monday	one
Tuesday	two
Wednesday	three
Thursday	four
Friday	five
Saturday	six
Sunday	seven

<b>Months:</b>	
January	nine
February	ten
March	eleven
April	twelve
May	thirteen
June	fourteen
July	fifteen
August	sixteen
September	seventeen
October	eighteen
November	nineteen
December	twenty

<b>Colours:</b>
black
blue
brown
green
pink
orange
purple
red
white
yellow