**Five Children and It**

The story

The five children (Robert, Anthea, Jane, Cyril and Baby) are staying at The White House in the country, while their mother visits their sick grandmother. Martha, a nursemaid, is looking after them. One day, while digging in a sand pit they find a furry sand fairy. The sand fairy tells them they can have one wish a day. The wish lasts until sunset, at which time everything goes back to normal.

Each day one of them makes a wish – sometimes it is something they have thought about carefully, sometimes one of them just wishes for something without thinking about it much. The results of their wishes lead them into many adventures.

On the first day, they wish that they could be ‘very beautiful’. The trouble is that their wish changes them so much that Baby doesn’t recognise them.

On the next day, they wish for the sand pit to be filled with gold, but they find everyone is suspicious of them and no one will accept the gold coins.

On the third day, Baby is being a nuisance and Robert inadvertently wishes that someone else will take Baby away. This has some unexpected consequences!

After this, the children wish for some wings and end up stranded on a tall tower.

On the following day, a wish is made that turns the house into a castle, which is attacked by some knights.

The children decide not to make a wish the next day, but when the baker’s boy arrives with some bread, Robert wishes he was twice as tall as the boy, with some amusing results.

Next, Cyril wishes Baby would grow up – and suddenly Baby turns into a young man.

Cyril has been reading a book about cowboys and Indians, forgets himself and wishes for some Indians to fight! What an adventure the children have on that day!

The next day, a letter arrives from their mother telling them she is returning that afternoon. A lady in a nearby house has just had some jewellery stolen and Jane wishes that the jewels would appear in their mother’s room. Life gets even more complicated for the children and their mother until eventually the children ask the sand fairy to wish that the lady will find that she hasn’t really lost her jewels and that their mother would forget all about them. The sand fairy tells the children that this will be the last day of wishes and asks the children not to tell anyone about him. The children wish one day they may see him again – but that’s another story!

NB The story was written in the early 1900s and so some of the cultural aspects and ways of life may seem a little strange to today’s readers. You may wish to read the section ‘Living in the 1900s’ (on page 74) yourself to give you some background information before reading the story with the children, or you may wish to read it to and with the children at an appropriate point.
Introducing the book

The cover

Hold up the cover. Read the book’s title to and with the class. Ask the children what they think the story might be about. Who do they think ‘It’ is?

Discuss briefly the picture on the front cover.

The title page

Now look together at the title page.

Point out that it is a classic story that has been re-told and simplified. (A classic story is one which is very good and has been popular for a long time.)

Ask who wrote the original story. (There is some information about the author on page 78.)

Who adapted the story (made the story simpler and easier to read)?

Ask Where are the children? What are they looking at? How are they feeling?

The contents page

Ask the children to turn to the contents page. Explain that the Contents list tells us what is in the book. Explain that the story is divided into chapters.

Ask how many chapters there are. Read the titles of the chapters to and with the class. What page does each chapter start on? (Note that at the end of the book there is a poem ‘Farewell to the Farm’ on page 72) and some information about how people lived in the 1900’s on page 74. Finally there is some autobiographical information about the author on page 78.

Read the title of each chapter to and with the class. Explain briefly any unfamiliar words. (NB Most of the unknown words will be covered in the specific chapters.)

Ask a question about different chapters to get the children interested in the book, for example, What do they think the sand fairy is like in Chapter 1? (Look back at the front cover. The sand fairy is the ‘It’ referred to in the title.) Explain that fairies often have the ability to grant wishes. Do the children know any other stories containing fairies?
• Discuss the artwork around the contents page. Name the various things the children can see. Does the artwork relate to any specific chapter?

• Tell the children to do the related activity on page 1 of their Workbook.

You can play the story on the audio cassette/CD at any time you choose.
Chapter 1
The sand fairy
Pages 3 to 9

Active vocabulary

adventure the ‘ture’ at the end is pronounced ‘cher’

astonishment the suffix ‘ment’ changes the verb into a noun: astonish + ment = astonishment

creature see notes for adventure

explore change ‘exp!’ to ‘sn!’ to make something you do in your sleep!

frowned this rhymes with ground

handsome compound word: hand + some = handsome

important this word has an ‘ant’ in it!

naughty the ‘augh’ is pronounced ‘or’

snatched note the ‘t’ before the ‘ch’ in this word

spade change the ‘sp’ to ‘f’, ‘m’, ‘tr’, ‘sh’, ‘l’emon to make some other ‘ade’ words

sunset other compound words beginning with ‘sun’ are: sunshine, sunburn, sunbathe

worried the ‘o’ sounds like ‘u’ and rhymes with ‘hurried’

Passive vocabulary

glared grown-up

goarse horns

poked nursemaid

pony cart sand pit

scratched to take charge of

wriggled
**Before reading**

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 2 of their Workbook to practise the new vocabulary.
- Read the title of Chapter 1. Look back at the cover of the book. This is the sand fairy. Ask What do you think this chapter will be about?
- Tell the children to look at the picture on page 3. Ask Describe what you can see in the picture. How can you tell the picture is not in the present? (Note the horse and cart as a means of transport and the style of clothes.) Ask Why do you think the boy at the back is looking at the large house?
- Tell the children to look at the picture on page 7. Ask What have the children been doing? Point out the spade and the hole in the sand. Ask Can you describe the creature in the sand? (It is the sand fairy.) Ask Where do you think it came from? What are the children doing? Draw attention to how they are bending, or leaning, forward. One of the girls is holding her brother’s arm. Ask Can you describe the expression on the children’s faces? How do you think they felt when they saw the sand fairy? What do you think they are saying? Describe how each child is dressed.
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

**During reading**

- Read the chapter expressively to the class (or play the audio cassette/CD). Do not stop to explain anything or to ask questions. Ensure the children are following in their books.
- Choose whichever of the following options is most appropriate for your class:
  - Read the chapter again and encourage the class to read it with you.
  - Read the chapter again, a paragraph at a time, and ask the class (or individuals) to read each paragraph aloud after you.
  - Do not read again to the class. Ask groups or individuals to read the chapter aloud, a paragraph at a time.
- Read (or play) the chapter again, a paragraph at a time. Explain the meaning and pronunciation of the words listed as passive vocabulary, and any other unfamiliar words.
- Discuss how the pictures can help the reader guess the meaning of the text.

**Stage 1 comprehension (literal)**

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 3 of their Workbook.

1. How many children were there on the cart?
2. Where were they going?
3. Why wasn’t their father with them?
4. Describe the White House.
5. Who was the eldest boy?
6. What was the name of the younger boy?
7. What were the girls’ names?
8. Why were the children happy at the White House?
9. What did Mother tell the children when she read the letter?
10. Who was the youngest child?
11. Who was Martha?
12. What was behind the fruit trees?
13. Cyril liked to take ___________ of his brothers and sisters.
14. What did they do first at the sand pit?
15. What did Cyril want to do?
16. What did Baby think the sand was?
17. Who went to explore a little cave?
18. Who carried on digging?
19. What sort of voice did the sand fairy have?
20. What was strange about his eyes?
21. How long had the sand fairy been in the sand?
22. The sand fairy gave people wishes. True or false?
23. How long did a wish last?
24. What did Jane wish for?
25. What did the fairy do when Jane asked for a wish?
26. What happened to the four children?
27. Why didn’t Baby know who Anthea was?
28. Did Martha know who the children were when they got home?
29. What did Martha do?
30. When did the children turn back to normal?

Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)
Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. How do you think the children felt when they saw the White House?
2. How can you tell White House was a big house?
3. What can you find out about Robert on page 4?
4. How was the children’s life different at the White House from their life in London?
5. What was the only thing that made the children a little unhappy?
6. How do you think Mother felt when she read the letter?
7. How can you tell Jane was worried about her mother leaving?
8. Why did Cyril say, ‘We can pretend we are at the seaside.’?
9. Do you think it was a sensible idea to dig a hole to reach Australia?
10. How old do you think Baby was?
11. How do you think the children felt when Anthea called them back to the sand pit?
12. Why do you think Jane wanted to take the sand fairy home?
13. What special powers did the sand fairy have?
14. Do you think Anthea’s wish was very sensible?

15. How did Cyril recognise Anthea?

16. Why did they all laugh when they changed into beautiful children?

17. Why do you think Baby didn’t change?

18. Why do you think Martha looked worried when the children reached home?

19. How can you tell Martha did not believe the children?

20. Why do you think the children were a little frightened?

21. Why do you think Martha was cross when the children arrived home after sunset?

22. How can you tell the children come from quite a wealthy family?

Stage 2 comprehension (extra)

Characterisation Ask the children to write a paragraph describing the sand fairy. Ask How did it look? How did its voice sound? Where did it live? How old was it? What did it do? What else do you know about it?

- Ask Can you work out which order the children come in? Who is oldest? Who is youngest? Can you work out the order of the children in your class in terms of their ages?

- These words from the chapter are all compound words: sunset, grandmother, seaside, nursemaid, breakfast, sandcastle. Write them on the board and ask the children to read them. Ask Which two shorter words make up each long word?

- Write the words hoarse and horse on the board, read them and ask the children the difference in meaning between them. These words are called homophones because they sound alike, but have different meanings. Here are some more homophones which appear in the chapter, with another word which sounds the same in brackets after each. Read the words and discuss their different meanings. way (weigh); flower (flour); one (won); sea (see); hole (whole); through (threw); grown (groan); knew (new); here (hear).

- Write the words creature and adventure on the board and read them. Ask the children to complete these words with ‘ture’ and say what they mean: furni____, na_____, fu_____, pic_____, mix_____, tempera______.

- A pony pulled the cart the family travelled in. A pony is a young horse. Brainstorm and list more animals and their young (for example cow/calf; sheep/lamb; cat/kitten; dog/puppy; goat/kid; chicken/chick; lion/cub).

- Ask What sort of things do you do in the summer holiday? Do you go away anywhere?

- Ask Do you like exploring new places? What makes it exciting to do this?

- If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).

- Ask What do you think will happen next in the story?
Chapter 2
Pockets full of gold
Pages 10 to 16

Active vocabulary
ashamed the prefix ‘a’ is quite common
coins ‘oi’ only ever appears inside a word
dream change the ‘d’ to ‘c’ and eat it!
glimmering a three-syllable word
mistake the prefix ‘mis’ means ‘incorrect’
pocket there’s a ‘ck’ in the middle
puzzled it’s unusual to have ‘zz’ in a word
thirsty remove the ‘s’ and you have a number!
truth rhymes with tooth
whisper think of other words beginning with ‘wh’

Passive vocabulary
accidentally carriage
clatter dazzle
inconvenient inspector
nursery right in the head
run through (fingers) shillings
stable boy stable yard

Before reading
• Pre-teach the active vocabulary (see the Teacher’s Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
• Ask the children to do the activities on page 4 of their Workbook to practise the new vocabulary.
• Ask the class to recall what happened in the previous chapter.
• Read the title of Chapter 2. Ask What do you think the chapter is going to be about?
Tell the children to look at the picture on page 11. Ask Where are the children? Is Baby with them? Where is the sand fairy? What is the sand pit full of? What do you think the children wished for? Why do you think they look so happy?

Tell the children to look at the picture on page 14. Ask Why do you think the children look so unhappy? Who do you think the two men behind them are? (Point out that one is wearing a policeman’s uniform.) Ask What do you think the children have done? Who is holding Baby? (Martha) Describe how she is dressed.

Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 5 of their Workbook.

1. What did Jane, Robert and Anthea dream about?
2. Where did Martha take Baby?
3. What was the extra wish the children asked for?
4. What was their big wish?
5. What did the sand fairy fill the sand pit with?
6. What did Cyril tell the others to do with the gold coins?
7. Where did they go?
8. Why was Cyril cross when he came out of the shop?
9. What else did the children try to buy in different shops?
10. What did the sign outside the stable say?
11. What did the man do when Cyril showed him some gold coins?
12. Did the man believe Jane when she told him where they got the coins?
13. Who went to get the police?
14. Where did the policeman take the children?
15. Who did Robert bump into?
16. Why couldn’t Martha see the coins?
17. What happened when the policeman told the children to empty their pockets?
18. Why was Martha angry with the children when she got them home?

Ask the children to find examples of people speaking in the text. Draw their attention to the speech marks and discuss how they are used. Ask Which words go inside the speech marks?

Point out the use of brackets on page 10 to include more information about Martha and Baby.

Find and read example of words with two syllables, for example morning, fairy, Robert. As you read them out tap out or clap the syllables to help children hear them.

Ask the children to find and read any words containing a double consonant, for example appeared, carefully.
Five Children and It

- Ask the children to find and read aloud examples of verbs which end with ‘ed’ (the suffix which indicates that the verb has a ‘regular’ past tense), for example dreamed, appeared, clattered.

- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)
Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. Why do you think Jane, Robert and Anthea dreamed about the sand fairy?
2. What do you think the children felt as they walked towards the sand pit after breakfast? Did they really believe there was a sand fairy?
3. Why do you think the children wished that Martha wouldn’t notice their wishes?
4. How do you think the children felt when their wish for gold coins came true?
5. Why didn’t they take all the coins with them? Do you think they were worried when they left the rest of the gold coins in the sand pit?
6. Why do you think the children were hot and thirsty when they arrived in Rochester?
7. Why do you think the man in the first shop laughed at Cyril’s gold coins?
8. How do you think the children felt when no shopkeeper would accept their gold coins?
9. Why do you think the man in the stable yard laughed at Cyril when he said he wanted to buy a horse and carriage?
10. Why do you think the man sent his stable boy, William, to fetch the police when he saw the gold coins?
11. Why do you think the man called Jane a ‘poor child’ and said that she was not ‘right in the head’?
12. Why do you think the children felt angry and ashamed when the policeman took them to the police station?
13. Why do you think people stopped and looked at them as they walked through the town?
14. How do you think Robert felt when:
   a) the inspector told him to empty his pockets?
   b) he found there was nothing in his pockets?
15. How did the policeman feel?
16. Do you think Martha was right to be angry with the children?
17. Do you think it was fair that Martha sent them to bed without any dinner?

Stage 2 comprehension (extra)
Characterisation Ask the children to write what they have discovered about Cyril in the first two chapters. How many brothers and sisters does he have? Who are they? Is he the oldest/youngest? Is he the tallest/smallest? Does he like to take charge of the others? Do the others obey what he says? Is he sensible? Does he have good ideas?
Play Opposites. Write these words from the story on the board: night, late, appeared, wrong, full, sunset, heavy, hot, first, give, laugh, close, long, dark. Divide the class into two halves. Ask who can give the opposite of each word, one team at a time. Award a point for each correct answer. The team with most points wins.

Write these words from the chapter on the board: Cyril, voice, notice, police, pence, and read them aloud. Discuss what sound the ‘c’ in each makes. Tell the children we call this a soft ‘c’ sound. When ‘c’ is followed by ‘e’, ‘i’ or ‘y’ it sounds like ‘s’. Ask the children to read these soft ‘c’ words: city, centre, icy, cinema, dance, difference, fence.

Write some of the words from the story on the board and ‘forget’ to put in the vowels. Leave spaces for them. Tell the children it is sunset and the vowels (like the gold coins) have disappeared! Ask the children to supply the missing vowels.

Write the adjectival phrase glittering, gleaming gold on the board and read it. Stress the alliterative sound of the ‘g’ at the beginning of each word. Write some nouns from the chapter on the board, for example fairy, horse, policeman, breakfast, dinner, stable, dream, lemonahe, hat, book. Brainstorm and ask the children to think of an adjective to describe each noun that begins with the same letter, for example the fantastic, furry, famous, frightening, fierce, fine, flying, foolish fairy. Use a dictionary if children can’t suggest many ideas.

Write the words money and nothing on the board and read them. Ask the children what they notice about the sound of the ‘o’ in them. Write these words on the board: l__ve, m_nth, s_n, w_nder, fr_nt, m_nkey. Ask the children to complete them with ‘o’, read them and give their meanings.

Brainstorm and ask the children to list as many things as possible that the police do.

The policeman thought the children were playing tricks on him. Ask the children to recount some tricks they have played on others.

If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).

Ask What do you think will happen next in the story?
### Chapter 3

#### Baby is stolen

Pages 17 to 23

**Active vocabulary**

<table>
<thead>
<tr>
<th>Word</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>circle</td>
<td>the first ‘c’ is pronounced like ‘s’</td>
</tr>
<tr>
<td>disappear</td>
<td>the prefix ‘dis’ makes the verb ‘appear’ mean the opposite</td>
</tr>
<tr>
<td>grab</td>
<td>think of words beginning with ‘gr’</td>
</tr>
<tr>
<td>grumble</td>
<td>‘le’ is a common word ending</td>
</tr>
<tr>
<td>hedge</td>
<td>note the ‘d’ in this word</td>
</tr>
<tr>
<td>quarrel</td>
<td>‘q’ is always followed by ‘u’</td>
</tr>
<tr>
<td>serious</td>
<td>‘ous’ is pronounced ‘us’</td>
</tr>
<tr>
<td>silence</td>
<td>the ‘c’ is a soft ‘c’</td>
</tr>
<tr>
<td>slam</td>
<td>think of words beginning with ‘sl’</td>
</tr>
<tr>
<td>useful</td>
<td>the suffix ‘ful’ has only one ‘l’</td>
</tr>
</tbody>
</table>

**Passive vocabulary**

<table>
<thead>
<tr>
<th>Word</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>buckle</td>
<td>coachman</td>
</tr>
<tr>
<td>coachman</td>
<td>firewood</td>
</tr>
<tr>
<td>firewood</td>
<td>footman</td>
</tr>
<tr>
<td>footman</td>
<td>goldfish bowl</td>
</tr>
<tr>
<td>goldfish bowl</td>
<td>grand</td>
</tr>
<tr>
<td>grand</td>
<td>high chair</td>
</tr>
<tr>
<td>high chair</td>
<td>high heels</td>
</tr>
<tr>
<td>high heels</td>
<td>interruption</td>
</tr>
<tr>
<td>interruption</td>
<td>lace</td>
</tr>
<tr>
<td>lace</td>
<td>mopped</td>
</tr>
<tr>
<td>mopped</td>
<td>peace</td>
</tr>
<tr>
<td>peace</td>
<td>tickle</td>
</tr>
<tr>
<td>tickle</td>
<td></td>
</tr>
</tbody>
</table>

**Before reading**

- Pre-teach the active vocabulary (see the Teacher’s Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 6 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 3. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 18. Ask *Where are the children? Where is the sand fairy?* Point out the expressions on their faces. Ask *How do you think they feel? What do you think has happened? What is Baby trying to do?*
Tell the children to look at the picture on pages 20 and 21. Ask Can you describe the lady who is holding Baby? Who do you think she is? Does she look rich? (Look at the clues – her smart clothes, the fact that she is being driven in a horse and carriage with her own driver and so on.) Remind the children of the title of the chapter. Ask Do you think the lady has anything to do with stealing Baby? How do Baby’s brothers and sisters look? Do you think they know the lady?

Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

**During reading**

- Tell the children to look at the picture on pages 20 and 21. Ask Can you describe the lady who is holding Baby? Who do you think she is? Does she look rich? (Look at the clues – her smart clothes, the fact that she is being driven in a horse and carriage with her own driver and so on.) Remind the children of the title of the chapter. Ask Do you think the lady has anything to do with stealing Baby? How do Baby’s brothers and sisters look? Do you think they know the lady?

- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

**Stage 1 comprehension (literal)**

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 7 of their Workbook.

1. List some of the ways in which Baby was being naughty at the beginning of the chapter.
2. Why did Martha take Baby upstairs?
3. What did the children decide to wish for?
4. Who carried Baby to the sand pit on his shoulders?
5. Why couldn’t the children find the place where the sand fairy lived?
6. How was Baby naughty at the sand pit?
7. What did Robert wish for?
8. Why did the children mark the place where the sand fairy lived with a circle of stones?
9. Describe the lady in the carriage.
10. What was the lady’s name?
11. What did she do with Baby?
12. Why did the children run after the carriage?
13. How did they know Baby was asleep?
14. Where did the carriage stop?
15. What did Lady Chittenden say to the coachman?
16. Why did the coachman and the footman quarrel with each other?
17. Who took Baby out of the carriage?
18. Who did the children meet on their way home?

- Ask the children to find some commas in the text. Discuss their purpose. Remind children that they tell the reader to pause briefly, to help you make more sense of the sentence. Read a few sentences again to demonstrate.

- Notice that some words are written in italics. Read the sentences containing these words again with expression. Ask the children what they notice.

- There are several examples of compound sentences in the text which are joined using the conjunction ‘and’. For example He put his hands in his bread and milk, and made a terrible mess. Find and read some of these sentences and discuss how they work, for example the two sentences He put his hands in his bread and milk. and (He) made a terrible mess. become one long sentence: He put his hands in his bread and milk, and (he) made a terrible mess.

- Find some adjectives in the text and discuss how they describe a particular noun and tell us more about it, for example little feet.
Look for ‘time marker’ words or phrases and discuss how they indicate the passing of time in the story, for example at breakfast, the next morning; finally; then; when they arrived.

Ask the children to find and read any words of seven or more letters in the chapter.

Ask the children to find and read any compound words, for example breakfast, goldfish, inside, coachman, footman, firewood.

Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. Why did the children want to talk seriously about their next wish?
2. Do you think Baby was being naughty – or was he just exploring like all babies do?
3. Why was it easier for the children to talk when Martha took Baby upstairs?
4. Do you agree with what Cyril said about gold and money?
5. Do you think it was fair of Martha to ask the children to take Baby with them to the sand pit?
6. How can you tell Robert was fed up with Baby?
7. Do you think Robert really meant the wish he made?
8. Do you think it was a good idea to mark where the fairy lived with a circle of stones?
9. Why do you think the lady wanted Baby when she saw him?
10. Do you think the lady was rich?
11. Do you think the children were surprised when the lady drove away with Baby?
12. Why did the children hide behind a hedge?
13. Why did Cyril get Baby from the carriage when he did?
14. Do you think the children really wanted someone else to have Baby? How can you tell?

Stage 2 comprehension (extra)

Author’s use of language Discuss how authors use words to help them make their stories come to life. Ask the children to write about how the author describes Lady Chittenden in the chapter.

Ask if any of the children have a baby brother or sister. Ask them to talk about some of the things he or she does. Are they ‘naughty’ or just ‘normal’? Talk about how babies learn by exploring and experimenting with things.

The wishes that the children make change things. Play a word changing game with the class. Write some words from the chapter on the board and experiment by changing the first letter or letters to make new words. Here are some examples: Write the word grand on the board and read it. Rub out ‘gr’ and replace it with ‘b’, ‘h’, ‘l’, ‘s’, ‘st’ and read the new words you make. Write the word pit on the board and read it. Change the ‘p’ to ‘b’, ‘f’, ‘h’, ‘l’, ‘s’ and read the new words you make. Write the word gold on the board and read it. Change the ‘g’ to ‘b’, ‘c’, ‘f’, ‘h’, ‘s’, ‘t’ and read the new words you make.
• Find different prepositions in the text, for example into, on, next to, and read the sentences that contain them. Discuss their meanings. Ask the children to make up some sentences of their own and use the words correctly.

• Play a rhyming game. Write these words from the story on the board: talk, chair, spoon, bread, floor, mark, rest, face, cry, stones, mess, neck, house, seat, flower, fine, round. Brainstorm and write on the board as many words that rhyme with each word as possible, for example spoon – moon, soon, balloon.

• If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).

• Ask What do you think will happen next in the story?
Chapter 4
Wings
Pages 24 to 30

Active vocabulary

- **advice**: this is very cold at the end!
- **early**: the ‘ear’ at the beginning is pronounced ‘er’
- **horrified**: note the ‘rr’ but only one ‘f’
- **locked**: the ‘ed’ sounds like ‘t’
- **picnic**: note the ‘ic’ is repeated twice
- **punishment**: the suffix ‘ment’ changes the verb ‘punish’ into a noun
- **rainbow**: a compound word: rain + bow = rainbow
- **sensible**: ‘ible’ is a common suffix
- **tower**: change the ‘t’ to ‘sh’ and you’ll get wet!
- **wing**: think of other ‘ing’ words

Passive vocabulary

- **drowsy**
- **handkerchief**
- **handle**
- **harm**
- **honey**
- **lap**
- **plum**
- **slipped out**
- **wailed**

Before reading

- Pre-teach the active vocabulary (see the Teacher’s Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 8 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 4. Ask *What do you think the chapter is going to be about?* (The picture on the opposite page will give them a clue!)
- Tell the children to look at the picture on page 25. What do the class notice about the children? Ask *How do you think they got their wings? Do the children look excited?*
Tell the children to look at the picture on page 27. Ask Where are the children? What sort of building do you think it is? How can you tell they are high up? What are they eating and drinking? Where do you think they got this food and drink from?

Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 9 of their Workbook.

1. Who woke up early?
2. Why did she creep downstairs?
3. Who did she go to see?
4. Was the sand fairy pleased to see her?
5. Why did Anthea ask the sand fairy to sit on her lap?
6. What advice did the sand fairy give to Anthea?
7. Did the sand fairy think Anthea’s idea was a good one?
8. What did Robert do to Baby at breakfast?
9. Did everyone like Anthea’s idea about wings?
10. Where did the children fly when they got their wings?

11. What did the children eat first?
12. The children landed on a tall _________.
13. What did Cyril see in an open window?
14. How much money did the children leave for the food and drink they took?
15. What happened after the children felt drowsy?
16. When did the children wake up?
17. What had happened to their wings?
18. Why couldn’t the children open the door on the tower?
19. Who heard the children shouting?
20. How did Cyril say they got up the tower?
21. How did the children get down from the tower?
22. What did the man’s wife ask Cyril?
23. How did the children get home?
24. What punishment did Martha give the children for being late?

Ask the children to find examples of exclamation and question marks in the text. Read the sentences in which they appear and talk about when we use them.

Read some of the sentences from the chapter but ‘forget’ the verbs. This will demonstrate how important verbs are to the meaning of the sentences. Ask the children to supply the missing verbs.

Ask the class to look through the text and to find and read all the words with two vowels coming next to each other, for example early, downstairs, shoes.

Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)
After reading

Stage 2 comprehension (extension)
Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. Why do you think Anthea did not want the others to know about her plan?
2. How can you tell the sand fairy was not pleased to see her?
3. In what way was Anthea kind to the sand fairy?
4. Do you think the sand fairy’s advice was sensible? Why?
5. What did the sand fairy think of Anthea’s idea?
6. Why do you think Anthea was late for breakfast?
7. Why do you think Robert poured honey onto Baby’s clothes?
8. How do you think the children felt when they got their wings?
9. What do you think ‘they saw a horrified face looking up at them.’ means?
10. Why would people be afraid of them if they went into a shop?
11. Why do you think Anthea said, ‘we must pay for what we take.’?
12. Why had the children’s wings gone when they woke up?
13. What problem did they have when they woke up?
14. Why do you think Jane started to cry?
15. Why did Cyril hide the lemonade bottle in his jacket?
16. How can you tell the man was surprised when he unlocked the door and saw the children?
17. In what ways were the man and his wife kind to the children?

Stage 2 comprehension (extra)
Plot In this chapter the author puts the children in situations in which they face moral dilemmas. Discuss the following situations and ask the class for their opinions: Was it right for Anthea to visit the sand pit on her own? Was it right for Robert to make Baby’s clothes sticky? Why did he do it? Was it right for the children to creep out of the house while Martha was changing Baby? Was it right to take plums from someone’s tree? Was it right to take food from someone’s house (even though they left money for it)? Was it right for Cyril to tell the man they climbed the stairs to the tower?

● What would it be like to fly like a bird? What would be the good things? What would be the disadvantages? Talk about how things would look down below you.
● Write the word wrapped on the board and read it. Note that the ‘w’ is not pronounced. It is a silent letter. Complete these words with ‘w’ and read them, too: __rite, __rist, ans__er, __rong.
● Write the word money on the board. Rub out the ‘one’. What word is left? (my) Ask the children to find smaller words ‘hiding’ inside these words: clothes, cold, appeared, covered, feathers, throw, bread, lemonade.
Write the word *lock* on the board and read it. Add the prefix ‘un’ and read it again. Discuss the effect of adding the prefix. (It gives the word the opposite meaning.) Ask the children to read these words, and discuss their meanings: *happy, well, fair, cover, wrap, pack*. Now add ‘un’ to each word and discuss their changed meanings.

If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).

Ask *What do you think will happen next in the story?*
Chapter 5
The castle

Pages 31 to 37

**Active vocabulary**

<table>
<thead>
<tr>
<th>Word</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>accident</td>
<td>the second ‘c’ is a soft ‘c’ and is pronounced ‘s’</td>
</tr>
<tr>
<td>armour</td>
<td>the ‘our’ is pronounced ‘er’</td>
</tr>
<tr>
<td>attack</td>
<td>note the ‘tt’</td>
</tr>
<tr>
<td>castle</td>
<td>the ‘t’ is a silent ‘t’ and is not pronounced</td>
</tr>
<tr>
<td>dangerous</td>
<td>the ‘ous’ is pronounced ‘us’</td>
</tr>
<tr>
<td>huge</td>
<td>the ‘g’ is a soft ‘g’ and is pronounced ‘j’</td>
</tr>
<tr>
<td>invisible</td>
<td>the prefix ‘in’ gives visible the opposite meaning</td>
</tr>
<tr>
<td>knight</td>
<td>the ‘k’ is silent and is not pronounced</td>
</tr>
<tr>
<td>surprised</td>
<td>the second ‘s’ sounds like a ‘z’</td>
</tr>
<tr>
<td>trouble</td>
<td>the ‘ou’ is pronounced like a short ‘u’</td>
</tr>
</tbody>
</table>

**Passive vocabulary**

- battle
- blade
- carve
- dagger
- helmet
- lamb
- leader
- penknife
- puffing
- shield
- wander

**Before reading**

- Pre-teach the active vocabulary (see the Teacher’s Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 10 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 5. Elicit from the children anything they know about castles.
  Ask *What do you think the chapter is going to be about?*
Tell the children to look at the picture on page 33. Ask *Who is Robert talking to? Can you describe the knight and his horse?* Talk about how tall he looks, sitting on his horse. Discuss his armour, and talk about why soldiers in the past wore metal armour. Ask why he is carrying a shield and describe it. Ask *Why do you think there is a picture on his shield? What weapon is he carrying?* Point out, too, that he has taken off his helmet and is holding it in his left arm. Talk about his horse. Name the different parts of the horse. Ask *What do you think the knight and Robert are talking about?* Direct the children’s attention to the other soldiers behind Robert and the knight and ask the children to describe them, too. Ask *Why do you think there are some tents?* Point out the flags on the tents. Ask the children what they think the purpose of flags is. Finally look at the castle in the distance. Ask *Why did people live in castles? Can you describe it?* (Point out that there is a moat around the castle – a deep wide hole filled with water.)

Tell the children to look at the picture on page 35. Ask *Are the children inside or outside the castle? How do you know? Who are they looking at?* (Martha and Cook, with Baby.) Discuss why Baby looks so strange. (He seems to be sitting in mid-air!) Can the children explain this?

Tell the children to look at the picture on page 37. Ask *What is Jane doing? Can you suggest why she might be crying? Who is she with? What do you think Cook is saying? Has she made Jane cry or is she trying to comfort her?*

Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

**During reading**

Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

**Stage 1 comprehension (literal)**

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 11 of their Workbook.

1. *How long did Martha say Robert could go out for?*
2. *Where was the sand fairy?*
3. *What did Robert wish for?*
4. *What did Robert see when he arrived back at the White House?*
5. *Who spoke to Robert?*
6. *What was the name of the leader of the knights?*
7. *Sir Wulfric was riding a big, black horse. True or false?*
8. *Did Sir Wulfric believe Robert when he told him about the sand fairy?*
9. *Why did Sir Wulfric think Robert was pretending to be mad?*
10. *Where did Robert go when Sir Wulfric told Robert he was free? Who went with him?*
11. *What wish did Robert ask the sand fairy to grant him?*
12. *Where was Robert when he opened his eyes?*
13. *What did Anthea say to Robert?*
14. *When did Robert say that the knights were going to attack the castle?*
15. *What did they discover when they explored the castle?*
16. *Who was in the middle of the garden?*
17. What was strange about: a) Cook b) Baby?
18. When Anthea held out her arms to take Baby, what did Martha say to her?
19. Cook told the children to go and play because she wanted to make their __________.
20. Cyril said that Martha, Cook and Baby couldn’t see __________.
21. Why did Jane cry?

After reading

Stage 2 comprehension (extension)
Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. Why do you think the sand fairy was out of his hole at the beginning of the chapter?
2. When Robert arrived at the sand pit, he did not know what to wish for. Do you think this was silly of him?
3. How can you tell he was surprised when he first saw the castle?
4. Why do you think Sir Wulfric took off his helmet when he spoke to Robert?
5. Why did Sir Wulfric think Robert was pretending to be mad?
6. How can you tell the sand fairy was not pleased when Robert asked for another wish?
7. Why do you think Robert wanted to be with the others?
8. How can you tell the castle was a big place when the children explored it?
9. Why do you think Cyril spoke slowly when he was trying to explain things?
10. What do you think Jane meant, when she said her head was going ‘round and round’?
11. Explain in your own words, why Martha, Cook and Baby could not see the castle, and why the children could not see the high chair and the food.

Stage 2 comprehension (extra)
Setting This chapter is set in a castle. Ask the children to write a paragraph and write all they can discover about the castle from the text and illustrations.
● Write the words castle and knight on the board and read them. Note that the ‘t’ and ‘k’ are not pronounced – they are silent letters. Write these words on the board: knife, listen, fasten, knee, know, knock, whistle, wrestle. Ask the children to read them and to divide them into two groups – those with a silent ‘t’ and those with a silent ‘k’.

● Write the word punishment (a noun) on the board and read it. Rub out the suffix ‘ment’ and read the root word punish (a verb) again. Write these verbs on the board: agree, astonish, entertain, govern, advertise, argue. Ask the children to add the suffix ‘ment’ to each, to change them into nouns. (Note the spelling of argument.)

● Write armour on the board and read it. Ask the children to complete these words with ‘our’, read them and use them correctly in sentences: col___, flav___, neighb___, harb___.

● Ask the children to talk about the strangest thing they have ever seen.

● The knight thought Robert was pretending to be mad. We can pretend to show different emotions with different facial expressions. Ask the children to change their facial expression to pretend they are, for example, angry, bored, excited, amazed, tired, unhappy.

● If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).

● Ask What do you think will happen next in the story?
Chapter 6
The knights attack

Pages 38 to 44

Active vocabulary

begged  note the ‘gg’

biscuit  the ‘u’ is silent and is not pronounced

defend  there’s an ‘end’ at the end!
enormous  a three-syllable word. Tap it out and see!

footstep  a compound word: foot + step = footstep

iron  the ‘r’ is not pronounced (i-on)

machine  the ‘ch’ sounds like ‘sh’

polish  (vb) change the ‘p’ to ‘P’ to mean someone from Poland!
surrender  there’s an ‘end’ in the middle!

weapon  the ‘ea’ is pronounced like a short ‘e’

Passive vocabulary

battering ram  clanking  courtyard

crumby  drawbridge  faint

hooves  marigold  moat

railings  rattled  sharpening

trumpet  whirled

Before reading

- Pre-teach the active vocabulary (see the Teacher’s Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.

- Ask the children to do the activities on page 12 of their Workbook to practise the new vocabulary.

- Ask the class to recall what happened in the previous chapter.

- Read the title of Chapter 6. Ask What do you think the chapter is going to be about?
Tell the children to look at the picture on page 39. Ask Are the children inside or outside the castle? What shape is the window they are looking through? (It is like an arch.) Ask the class to describe what is happening outside.

Tell the children to look at the picture on page 41. Ask Who is looking around the door? (Robert) Is the man in the room surprised to see him? How can you tell? What do you think the man is doing? (Notice the chains on the machine. When the man turns the handle of the machine this winds up the chains and lifts or lowers the bridge over the moat of the castle. If the bridge is lowered, the knights will be able to cross it and enter the castle.)

Tell the children to look at the picture on page 43. Ask Did the man succeed in lowering the bridge over the moat? (Note the chains on the bridge that can also be seen in the picture on page 41.) Why do you think the soldiers on the bridge are carrying a long tree trunk? What are they trying to do? Point out that all the other knights and soldiers are waiting to enter the castle so they can attack it, and that they are carrying weapons, shields and so on. What are the children in the castle doing? (They can’t be seen in the picture but they are throwing rocks and stones, which can be seen, at the men on the bridge.)

Optional suggestion: you may wish to give the children an appropriate amount of time, for example two minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

**During reading**

Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

**Stage 1 comprehension (literal)**

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 13 of their Workbook.

1. What did Cyril have in his pocket?
2. How did the children find out what was happening outside the castle?
3. What were the soldiers doing?
4. What did Cyril see?
5. What did Cyril think?
6. Why were the swords and bows in the castle no good for the children?
7. What did Cyril say they could throw at the soldiers?
8. How did the children know the soldiers were going to attack?
9. What did Sir Wulfric shout to them?
10. What did Robert shout back?
11. It was getting __________ outside.
12. What did Anthea think about the moat?
13. What noises did the children hear about the castle?
14. Who was in the little room at the top of the stairs?
15. What machine was in that room?
16. What did Robert do as Jakin rushed out at him?
17. What did the children do to the knight who was climbing through the window?
18.  What was the crashing noise the children heard?
19.  How did the children know the knights were crossing the drawbridge?
20.  What did the children drop onto the soldiers on the drawbridge?
21.  What did Jane want to do?
22.  What did Robert throw out of the window?
23.  Suddenly, the cries of the knights and the sounds of the horses grew _________.
24.  What did the children see when they looked out of the window?
25.  Why was Martha cross with the children?

- Find examples of dialogue in the text. Discuss the use of speech marks. In each case, ask the children what the exact words were that were spoken by the person. Point out that these are the words that go inside the speech marks.

- Point out that some words are in italics. On some occasions these show what someone is thinking, and on other occasions they are to show emphasis. Find the words in italics and tell children to say what their purpose is in each case.

- Ask the children to find and read any words ending with a consonant plus ‘y’, for example nearly, very, easy.

- There are quite a number of contractions in the chapter, for example it’s, they’re. Find these and ask the children what the long form of each is, for example it’s = it is.

- Find these comparative adjectives in the chapter and discuss how they are used: lighter, darker, braver, fainter.

- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)
Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1.  Why do you think Cyril said ‘Thank goodness the castle has a moat, and the drawbridge is up.’?
2.  Why do you think no one answered Jane when she said, ‘It’s only a game, isn’t it’?
3.  Why do you think Cyril’s face turned red when Anthea told Robert that he was brave?
4.  How can you tell Jane is worried and upset?
5.  How does Anthea try to make Jane feel better?
6.  Why do you think the children cheered and rattled their daggers when Robert told Sir Wulfric they would never surrender?
7.  How do you think Jakin got into the castle?
8.  Do you think Robert and Cyril were brave or foolish to push the knight out of the window?
9.  How did the children know the drawbridge was down?
10.  Who do you think let the drawbridge down?
11.  How did the children know the soldiers were crossing the drawbridge?
12.  How did the children know the stones had landed on the knights below?
13.  What did the soldiers use to batter down the castle door?
14. Was Robert frightened? What did he do?
15. Why do you think the noise of the attack suddenly grew fainter?
16. Jane said she wasn’t frightened at all. Was this true?
17. Why did Martha say to the children, ‘You should be ashamed of yourselves!’?

Stage 2 comprehension (extra)

Author’s style and use of language Did you think this chapter was exciting? Which part of the chapter did you find most exciting? Say why. The author used some interesting words in the chapter. Ask the class to write their five favourite words from the chapter and say what they mean.

- Write the words attack and defend on the board and discuss their meanings. They are opposites. Ask the children what the opposite of each of these words is: pushed, sharp, heavy, far, narrow, shut, enormous, throw.
- Write these prepositions from the chapter on the board and read them: into, outside, across, below, over, through, on. Ask the children to make up sentences of their own and use the words correctly.
- There are lots of ‘sound’ words in the chapter. Write these on the board and read them: heavy footsteps, the clanking of armour, splash, an enormous crash, the clatter of horses’ hooves, the sound of marching feet. Talk about other sounds the children might have heard during the attack.
- Play one of these games:
  - the ‘Do you know this sound?’ game A. If possible, record some everyday sounds, for example a car, a mobile phone, children talking. Play them to the class and ask them to identify each sound.
  - the ‘Do you know this sound?’ game B. Ask the children to shut their eyes and make different sounds in the classroom, for example closing a book, shutting the door, writing on the board, tapping your desk. Ask the class to identify each sound.
  - the ‘How many sounds can you hear?’ game. Ask the children to close their eyes and listen to all the sounds around them for a minute. See who can remember the most sounds.
  - the ‘What noise do they make?’ game. Name different animals and ask the children to say what sound each one makes.
- Write the word hoof on the board. Change it into the plural and write hooves. Ask the children to identify the rule. Now write these words on the board: loaf, shelf, thief, leaf, half. Ask the children to read them and change them into plurals using the same rule.
- If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).
- Ask What do you think will happen next in the story?
Chapter 7
Robert the giant

Pages 45 to 51

Active vocabulary
- bad-tempered: a compound adjective
- caravan: note the three ‘a’s in this word
- choke: change the ‘ch’ to ‘j’ and make someone laugh!
- cottage: note the ‘age’ at the end of this word
- giant: the ‘g’ is ‘soft’ and pronounced like ‘j’
- normal: ‘al’ can come at the end or beginning of words, for example always
- notice: this word is cold at the end! (ice)
- owner: the suffix ‘er’ is a common ending for agent nouns
- village: note the ‘age’ at the end of this word
- whistle: the ‘t’ is a silent ‘t’ and is not pronounced

Passive vocabulary
- bandit
- checked (material)
- loaf
- pram
- shriek
- barn
- coconut shy
- on guard
- roundabout
- wagon
- boom
- collar
- peer
- settle down

Before reading
- Pre-teach the active vocabulary (see the Teacher’s Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 14 of their Workbook to practise the new vocabulary.
- Ask the question Are you the youngest in your family?
- Ask the class to recall what happened in the previous chapter.
Read the title of Chapter 7. Discuss what it might mean.

Tell the children to look at the picture on page 45. Ask What do you think this is? (It is an old-fashioned baby carriage called a pram.) Ask the children to describe it. Note the handle at the back to push it, the four wheels, two big and two small, the container that the baby went in and the cover to protect the baby from rain or give shade from the sun. (Note that someone has put a checked tablecloth over this part of the pram. Ask the children why they think this is.) Ask Can you identify and name all the things that have been put into the pram?

Tell the children to look at the picture on page 46. Ask What is Robert doing? (He is tripping up a boy with a rope.) Ask Who do you think the boy on the ground is? (It’s the baker’s boy – the boy who delivers bread to people’s houses from the bakers. Point out the basket of bread he has dropped.) Ask Why do you think Robert is tripping up the baker’s boy? What is Cyril carrying?

Tell the children to look at the picture on page 48. Ask What has happened to Robert? (Remind the children of the title of the chapter.) Point out how big he is in relation to the baker’s boy. Ask Why do you think Robert is putting the baker’s boy on the roof of a house? How does the baker’s boy look?

Optional suggestion: you may wish to give the children an appropriate amount of time, for example two minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 15 of their Workbook.

1. Who suggested playing bandits in the sand pit?
2. a) What did they take with them?
   b) Why did they take each thing?
3. Why didn’t the game go well?
4. a) Who came along the road?
   b) What was he carrying?
5. Why did Cyril wave an umbrella at the baker’s boy?
6. What did Robert do to the baker’s boy?
7. What did the baker’s boy do to Robert?
8. What did Robert wish for?
9. How big did Robert grow?
10. Where did Robert hide and wait for the baker’s boy?
11. What did Robert do to the baker’s boy?
12. Why did Anthea ask Martha if they could have lunch in the garden?
13. How did Robert take Cyril, Anthea and Jane to the fair?
14. Where did Robert hide when they reached the fair?
15. Who did Cyril talk to at the fair?
16. How much did Becca agree to pay to buy Robert?
17. Who was Bill?
18. Where did Bill take Robert?
19. What did Bill do, when he stood on the table outside the tent?
20. At what time did Robert have a cup of tea?
21. What did Cyril tell Bill about Robert (the giant) at sunset?
22. What notice did Bill put up just before sunset?
23. What trick did Robert and Cyril play on Bill and Becca?

Point out the use of brackets on page 45. Explain that these contain more information about the bow and arrows, skipping rope, walking stick and umbrella, and the pram.

Find some commas in the text. Read the sentences containing the commas and demonstrate how they tell the reader to take a short pause when reading aloud.

Ask the class to find a word that begins with the prefix ‘dis’ and explain its meaning. (disappeared)

Ask the class to find any three-syllable words in the text.

Ask the children to identify the adjectives in the chapter and discuss which nouns they describe.

Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading
Stage 2 comprehension (extension)
Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.
1. Why do you think the children started quarrelling?
2. Why do you think Cyril wanted the baker’s boy to stop and play?
3. How can you tell the baker’s boy didn’t want to play?
4. Why do you think the baker’s boy got angry?
5. How can you tell Robert was scared when the baker’s boy chased him?
6. Why do you think Robert picked up the baker’s boy and put him on the roof?
7. Do you think it was a good idea to eat lunch in the garden?
8. What made Robert change his mind about going to the fair?
9. Why do you think Robert hid in a barn near the fair?
10. How can you tell Becca was surprised when she saw Robert?
11. Why do you think Bill was pleased with Robert?
12. How can you tell the people who went into the tent to see Robert were surprised?
13. At what time did the children go into the tent to talk to Robert?
14. Why did Bill say he would guard the front of the tent and Becca would guard the back?
15. What did you think of the trick the two boys played on Becca and Bill?
Stage 2 comprehension (extra)

Plot In this chapter more moral dilemmas are raised. Discuss the following situations and ask the class for their opinions: Was it right for Robert to trip up the baker's boy? Was it right for him to pick up the baker's boy and put him on the roof of a cottage? Was it right for the children to take money from Becca and Bill at the fair and then trick them?

- Write the word sunset on the board and show how it is made of two separate words. Write the first word of some other compound words and ask the children to suggest the second words to complete them, for example foot (ball, step); hair (brush); sun (shine, light); sea (side, shore, shell); bath (room); book (case, shop); rain (fall, drop).

- Write the words pile of hay on the board. Explain that this is a collective noun (a group of something). Ask the children to complete these collective nouns:
  a flock of _______; a library of _______; a team of _______; a class of _______; a packet of _______.

- Write the word shriek on the board and read it. Point out that the ‘ie’ makes an ‘ee’ sound. Ask the children to complete these words with ‘ie’, read them and say what they mean:
p__ce, n__ce, th__f, sh__ld, f__ld, f__rce, bel__ve.

- In the text it says that Becca’s eyes were ‘as big as saucers’. When we compare one thing with another we call it a simile. Ask the children to think of suitable adjectives to complete each of the following similes:
as _______ as a giant; as _______ as a rock; as _______ as the sea; as _______ as a snake; as _______ as an apple.

- Write these words from the chapter on the board: giant, cottage, huge and read them. Discuss what sound the ‘g’ in each makes. We call this a soft ‘g’ sound. When ‘g’ is followed by ‘e’, ‘i’ or ‘y’ it sounds like ‘j’. Ask the children to read these soft ‘g’ words: bridge, hedge, gentle, gym, engine, imagine, magic, danger, strange.

- Discuss with the class the advantages and disadvantages of being a giant.

- Have any of the children visited a fair or amusement park? Ask them to share their experiences with the rest of the class.

- If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).

- Ask What do you think will happen next in the story?
Chapter 8
Baby grows up
Pages 52 to 58

Active vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>bicycle</td>
<td>the prefix ‘bi’ means ‘two’</td>
</tr>
<tr>
<td>dreadful</td>
<td>this literally means ‘full of dread’</td>
</tr>
<tr>
<td>expression</td>
<td>the ‘ssion’ is pronounced ‘shun’</td>
</tr>
<tr>
<td>hissed</td>
<td>the suffix ‘ed’ sounds like ‘t’</td>
</tr>
<tr>
<td>miserably</td>
<td>a four-syllable word. Tap it out and check!</td>
</tr>
<tr>
<td>moustache</td>
<td>the ‘ch’ sounds like ‘sh’</td>
</tr>
<tr>
<td>politely</td>
<td>the prefix ‘ly’ shows us that this is an adverb</td>
</tr>
<tr>
<td>puncture</td>
<td>the ‘ture’ is pronounced ‘cher’</td>
</tr>
<tr>
<td>sharp</td>
<td>take off the ‘s’ and you are left with a stringed instrument to play!</td>
</tr>
</tbody>
</table>

Passive vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>mossy</td>
<td>straw hat</td>
</tr>
<tr>
<td>thorn</td>
<td>tiptoed</td>
</tr>
<tr>
<td>trod</td>
<td></td>
</tr>
</tbody>
</table>

Before reading

- Pre-teach the active vocabulary (see the Teacher’s Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 16 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 8. Ask What do you think the chapter is going to be about?
- Tell the children to look at the picture on page 53. Remind the children of the title of the chapter. Ask Who do you think the man leaning against the tree is? What do they think has happened to him? Can you describe him? How do the other children look? Why do you think they are surprised?
Tell the children to look at the picture on page 55. Ask *Where do you think the picture is set?* Draw attention to the young lady in the background. Ask *Can you describe how she looks? What is she pushing? What do the children think Baby is doing in the foreground? What is he holding?* (He is holding the rubber inner tube from a tyre.) *What is he doing?* (He is trying to find and mend a puncture in the inner tube of a bicycle. To find out where an inner tube has a puncture, it is necessary to pump it up and submerge a little of it a bit at a time in a bowl of water. When the part with the puncture is submerged air escapes from the hole in the inner tube in the form of air bubbles and thus the puncture can be located.) Ask *Whose bike do you think has a puncture? What is Cyril eating? What do you think the two girls are eating and drinking?*

Optional suggestion: you may wish to give the children an appropriate amount of time, for example two minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

**During reading**

* Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

**Stage 1 comprehension (literal)**

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 17 of their Workbook.

1. What was the weather like?
2. What did the children decide to do?
3. What did Baby do when they all sat down to rest?
4. What did Cyril wish?
5. Describe how Baby looked when he grew up.
6. Where did Baby say he wanted to go for the afternoon?
7. Why were his brothers and sisters worried about this idea?
8. Where did Baby say he would ride his bicycle to?
9. What did Cyril do to the bicycle?
10. What did Baby think made his tyres flat?
11. Who gave them a bowl of water?
12. What did the others eat and drink?
13. Baby also mended a puncture on a young man’s bicycle. True or false?
14. What did Baby ask the young lady when he had mended her puncture?
15. What did Anthea say to the young lady?
16. What did she think of Anthea?
17. Who pushed another pin into Baby’s tyre?
18. How did Baby get his bicycle home?
19. When did they reach the White House?
20. What did Martha do to Baby?

There are many exclamation marks in the chapter. Find these and talk about their purpose and how they affect the reading of the sentences which contain them.

Identify some of the adverbs in the passage and ask the class which verb they describe.

Look at a sample of random words from the text and ask the children to see if they can find any smaller words ‘hiding’ in the longer words, for example *morning, fairy.*
There are several examples of compound sentences in the text which are joined using the conjunction and, for example *It was a lovely summer day, and the children decided to go into the woods to pick some nuts*. Ask the children to find and read some of these sentences and identify the two shorter sentences within each longer sentence.

- Find any words or phrases that are ‘time markers’ which denote the passing of time, for example *the next morning, first, then*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

**After reading**

### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. What do you think Cyril meant when he said, ‘Babies are babies for such a long time!’?
2. Why do you think Anthea and Jane were horrified at Cyril’s wish?
3. Were you surprised how Baby grew up? Was he different from what you expected?
4. Why did the children look at each other miserably when Baby said he might go to London?
5. Why do you think Anthea quietly handed Cyril a pin?
6. What are bicycle tyres full of?
7. What happens when you get a puncture in a bicycle tyre?
8. Why do you think Anthea showed Baby a sharp thorn?
9. Who do you think asked the lady in the café for a bowl of water?
10. Why do you think Baby told the others to go home when he mended the young lady’s puncture?
11. Why did the young lady think Anthea was mad?
12. Why didn’t Anthea want Baby to go with the young lady?
13. Why do you think Robert gave Baby’s bicycle another puncture?
14. Why did it look funny to the children when Martha picked up Baby?

### Stage 2 comprehension (extra)

**Characterisation**

Ask the children to compare what Baby is like as a baby and as a young man. What sort of things does he do as a baby? How does he look as a baby? (You may wish to turn back to an earlier picture in the book, for example page 21.) How does he look when he grows up?

- Write the words *mad* and *pin* on the board and ask the children to read them. Now add ‘e’ to the end of each and ask the children to read both words again (*made* and *pine*). Ask them to say what they notice about the sound of the middle vowel in each and to say what each new word means. Write these words on the board and read them: *cap, not, pip, cut*. Add ‘e’ to the end of each and repeat the process.
Baby changed in some ways when he grew up. Play the word-changing game with these words:
Change the ‘l’ in *late* to ‘d’, ‘g’, ‘h’, ‘pl’, ‘st’.
Change the ‘r’ in *ride* to ‘h’, ‘s’, ‘t’, ‘w’.
Change the ‘wh’ in *while* to ‘m’, ‘p’, ‘t’, ‘sm’.

Write the words *straw* and *yawn* on the board, read them and ask the children what the common letter pattern is in both. (‘aw’) Ask the children to complete these words with ‘aw’, read them and make up sentences containing them: s___, j___, p___, dr___, cl___, cr___l, ___ful.

Some prefixes relate to numbers, for example a bicycle has two wheels (bi means two). The prefix ‘tri’ means three as in the words *triangle*, *triplets*, *tripod*, *tricycle*, *triplane*.

Ask the children what they think they will be like when they grow up. What do they want to do? Where do they think they will be?

If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).

Ask *What do you think will happen next in the story?*
Chapter 9

Indians

Pages 59 to 64

Active vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>blanket</td>
<td>think of other words beginning with 'bl'</td>
</tr>
<tr>
<td>country</td>
<td>the 'ou' sounds like a short 'u'</td>
</tr>
<tr>
<td>danger</td>
<td>the 'g' is soft and sounds like 'j'</td>
</tr>
<tr>
<td>enemy</td>
<td>note the two 'e's</td>
</tr>
<tr>
<td>feather</td>
<td>rhymes with weather</td>
</tr>
<tr>
<td>fire</td>
<td>think of other words containing 'ire' (for example wire, tire, hire, enquire)</td>
</tr>
<tr>
<td>gasped</td>
<td>which small word is hidden in this word? (as)</td>
</tr>
<tr>
<td>married</td>
<td>rhymes with carried</td>
</tr>
<tr>
<td>moment</td>
<td>the stress is on the first syllable</td>
</tr>
<tr>
<td>noise</td>
<td>is it a coincidence that this rhymes with boys?!</td>
</tr>
<tr>
<td>surrounded</td>
<td>this has a circle in the middle!</td>
</tr>
</tbody>
</table>

Passive vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>cowboys and Indians</td>
<td>get rid of</td>
</tr>
<tr>
<td>hen house</td>
<td>make peace</td>
</tr>
<tr>
<td>axes</td>
<td>granted</td>
</tr>
</tbody>
</table>

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 18 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
Read the title of Chapter 9. Ask the children if they have heard of cowboys and Indians. Explain that when America was first discovered and people began to explore the west of the country, many people became farmers and reared cows (hence the word cowboy). The original inhabitants of America, the native Americans, were often called Indians. There were frequent disputes and fights over land between the cowboys and Indians. At the time this story was written many children enjoyed playing games about cowboys and Indians.

Tell the children to look at the picture on page 61. Ask Who do you think the man is that is looking through the window? (an Indian) Ask Can you describe how he looks? How did the children feel when they saw him looking through the window?

Tell the children to look at the picture on page 63. Ask Can you describe how Anthea is dressed up? Why do the children think she is carrying a white handkerchief tied to a walking stick? (A white flag is usually seen as a sign of peace.) Ask What do you think she is talking to the Indian about? Does the Indian look friendly or fierce? What is he carrying in his hand? (a tomohawk – like an axe) Ask the children to describe how the Indian is dressed. (Point out his headdress of feathers, his leather coat and trousers with tassles and his leather moccasins; and his painted face and dagger.)

Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page X of their Workbook.

1. What was Cyril reading a book about?
2. What did he wish for?
3. When Cyril reached the sand pit, did he remember what he had wished for?
4. How did Jane remember what Cyril’s wish was?
5. What did Anthea say to Jane about Baby?
6. What did Anthea drop on the stone floor?
7. What did Anthea ask Martha to do?
8. Who did Martha take with her to Rochester?
9. At what time did the Indian peep in the window at the children?
10. Where did Robert think the Indians were hiding?
11. Anthea said, ‘Let’s ______ up as Indians.’
12. What did each of the children get?
13. Why did Anthea tie a white handkerchief to a walking stick?
14. Who screamed with fright as the children went into the garden?
15. Where were the Indians hiding?
16. a) What was the name of the Indian chief?
   b) What did Anthea call herself?
17. What weapons did Golden Eagle’s men carry?
18. Where did the children run to?
19. Was the sand fairy there?
20. What did Golden Eagle tell his men to do?
21. Why did Golden Eagle want wood?
22. What did Golden Eagle wish?
23. What happened when he made a wish?
24. Why did Martha say she was leaving?

- Find a word on page 59 that rhymes with cook (book); dish (wish); stay (play); strong (wrong); blue (true); honey (money); boss (cross); moon (soon); hand (sand); ground (found); night (fight).

- Point out how Anthea repeats ‘I am – I am – Chief Black Panther’ and the use of dashes. These show the reader that Anthea was thinking and paused between thoughts until the name she wanted came into her head.

- Ask the class to find and read any words longer than eight letters in the text.

- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. Why was the sand fairy cross with the children when they arrived at the sand pit?
2. Why do you think Cyril had forgotten what he had wished for?
3. Why do you think Jane wailed when she remembered the wish?
4. Why do you think Anthea thought Baby might be in danger?
5. Why did Anthea drop the glass vase? Do you think it was a good idea?
6. Do you think Anthea was surprised to see the Indian at the window?
7. What do you think of Anthea’s idea to dress up and frighten the Indians?
8. What do you think Golden Eagle meant when he said, ‘Go back to your own land.’?
9. Why do you think the children ran towards the sandpit?
10. How can you tell the Indians were not friendly?
11. Did it surprise you when the sand fairy granted Golden Eagle’s wish? Why?
12. Why did Anthea think Martha was leaving?

Stage 2 comprehension (extra)

Characterisation In this chapter, Anthea takes on a leading role. Ask the children to find one example in the chapter where Anthea:

a) thinks of others
b) persuades someone to do something
c) organises the others and tells them what to do
d) shows bravery

- Write the word n_ _ ghty on the board and ask the children to fill in the missing vowel sound. Now write these words on the board: d_ _ ghter, exh_ _ sted, _ _ thor; _ _ tumn; s _ _ cer. Ask the children to complete each word with ‘au’, to read the words they have made and explain their meanings.
● Write the words *enemy* and *enemies* on the board and discuss how the singular has been changed into the plural. Write these singular nouns on the board and ask the children to change them into the plural: *fairy, story, family, baby, lady, lorry, berry*.

● Write these pairs of homophones on the board and ask the children to explain the difference between them: *peace, piece; sun, son; flower, flour; blue, blew; stair, stare*.

● Remind the children of the name of the Indian Chief – Golden Eagle. Often the chiefs chose names of strong animals to impress others. Ask the children to think of some suitable names for an Indian Chief.

● Ask the children to tell you about their favourite games.

● If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).

● Ask *What do you think will happen next in the story?*
Chapter 10
The last wish
Pages 65 to 71

Active vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation/Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>bracelet</td>
<td>the ‘c’ is soft and sounds like ‘s’</td>
</tr>
<tr>
<td>brooch</td>
<td>the ‘oo’ is pronounced ‘oa’</td>
</tr>
<tr>
<td>burglar</td>
<td>the ‘ar’ ending is quite common, for example sugar, collar, pillar</td>
</tr>
<tr>
<td>diamond</td>
<td>this is a three-syllable word; tap it out and check!</td>
</tr>
<tr>
<td>famous</td>
<td>the ‘ous’ is pronounced like ‘us’</td>
</tr>
<tr>
<td>glittering</td>
<td>note the ‘tt’</td>
</tr>
<tr>
<td>jewellery</td>
<td>note the ‘ll’</td>
</tr>
<tr>
<td>mystery</td>
<td>note the ‘ery’ ending on this and ‘jewellery’</td>
</tr>
<tr>
<td>pearl</td>
<td>the ‘ear’ is pronounced ‘er’</td>
</tr>
<tr>
<td>worth</td>
<td>the ‘or’ is pronounced ‘er’ (werth)</td>
</tr>
</tbody>
</table>

Passive vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation/Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>wardrobe</td>
<td></td>
</tr>
<tr>
<td>dressing table</td>
<td></td>
</tr>
<tr>
<td>chest of drawers</td>
<td></td>
</tr>
<tr>
<td>make something up</td>
<td></td>
</tr>
<tr>
<td>whiskers</td>
<td></td>
</tr>
</tbody>
</table>

Before reading

- Pre-teach the active vocabulary (see the Teacher’s Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 20 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 10. Ask Guess what the children’s last wish will be.
- Tell the children to look at the picture on page 67. Ask Which room are the children in? What do you think they are searching for? Where is each child looking? Ask the children to describe the bedroom. Ask Is it very different from your own room?
Tell the children to look at the picture on page 69. Ask Who is in the centre of the picture? (the children’s mother) Do the class remember where she has been? (She has been caring for the children’s sick grandmother.) Ask What is she looking at? (a ring) Does she look happy or sad? Can you describe how she is dressed? How do the children look?

Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 21 of their Workbook.

1. When did the letter from Mother arrive?
2. What did the letter say?
3. What news did Martha give the children?
4. Why didn’t Anthea like Lady Chittenden very much?
5. What did Jane wish for?
6. Why was Robert worried about the wish?
7. Name the places where the children looked for the jewellery.
8. Why couldn’t they find it?
9. What did Anthea suggest telling Mother?
10. Did Cyril agree? What did he say?
11. The children filled the house with pots and jars of __________.
12. When did Mother arrive?
13. Why did Mother go to her room?
14. What did she find in her dressing room?
15. Who did Mother think had sent her the ring?
16. What did she find in a) her drawer? b) the wardrobe?
17. Who started to cry?
18. What did Cyril say?
19. Where did Mother say that she was going?
20. What did Anthea suggest next?
21. What was the sand fairy doing when they saw him?
22. What wish did a) Anthea make first of all? b) Jane make? c) Anthea make for the sand fairy? d) Anthea make last of all?
23. What did Martha tell the children about Lady Chittenden when they got back to the house?
24. Where did Mother say she had been – to the police station or to Rochester?
25. Did Jane’s wish for Mother come true?

Ask the children to find and read a number of words. As they read them ask them to tap out the syllables in each word, for example An/the/a has three syllables, let/ter has two syllables.

Ask the children to find and read some words containing: a) double consonants b) double vowels.

Tell the children to try reading a few sentences and missing out the verbs. Do they make sense? Can the children supply the missing verbs? Point out that all sentences must contain a verb (a doing word).
Re-read the first sentence at the top of page 66. Jane is speaking dreamily and imagining things. Note the use of the ellipsis (...) to denote a pause for thinking as she is speaking.

Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)
Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. Why do you think the children were very happy when they received the letter?
2. How can you tell Martha was excited when she came in with the pot of tea?
3. Do you think Anthea’s reasons for not liking Lady Chittenden are good reasons?
4. How can you tell that Jane is not really thinking about the sand fairy when she makes her wish?
5. What do you think of Cyril’s suggestion on page 66?
6. Were you surprised when the children couldn’t find the jewellery?
7. Anthea suggested telling Mother all about the sand fairy. Do you think this was a good idea?
8. Why did Anthea change her mind?
9. Why do you think Mother had lots of things to talk about when she arrived?
10. Why did Anthea try to stop Mother going upstairs?
11. How do you think the children felt when they followed Mother upstairs?
12. How can you tell Mother was pleased when she found the ring?
13. What do you think Mother meant when she said ‘It’s a mystery!’?
14. Why do you think Jane started to cry when Mother found all the jewellery?
15. Why do you think Mother did not believe Jane?
16. Did Cyril tell the truth about the jewellery?
17. How do you think the children felt when Mother went to see the police?
18. Why do you think Anthea called the sand fairy, ‘Dear, kind sand fairy,’?
19. The sand fairy can grant wishes for others but not for himself. How do you know this is true?
20. Why didn’t the sand fairy want grown-ups to know about him?
21. Why did Anthea hope the sand fairy had a good long sleep?
22. How do you think the children felt when Martha told them that Lady Chittenden’s jewellery had not been stolen?
23. How do you know Mother forgot about the jewellery?
24. Do you think the children ever saw the sand fairy again?
Stage 2 comprehension (extra)

Author’s style and use of language: Ask Did you think this chapter was exciting? Was it easy to guess how the story would end? Which part of the chapter did you find most exciting? Say why.

The author used some good describing words in the chapter. Ask the children to write their five favourite words from the chapter and say what they mean.

- Lady Chittenden’s jewellery was stolen. Write some of the words from the story on the board and ‘forget’ to put in the vowels. Leave spaces for them. Tell the children the vowels have been stolen. Ask the children to supply the missing vowels.

- Ask the children to name as many different family relations as possible, for example mother, uncle, niece and to say whether each is masculine or feminine.

- Have a competition. See how many words the children can think of that end with old and and. (for example cold, gold, told, sold, bold, fold, hold; band, hand, land, sand, grand.)

- Write the word unpack on the board. Point out that the word begins with the prefix ‘un’. Point out how adding the prefix to the word changes its meaning and makes it mean the opposite, for example pack – unpack. Ask the children to try adding ‘un’ to each of the following words to make the opposite: well, fair, load, lock, cover, do, wrap.

- Write the word burglar on the board, Ask the children to complete these words with ‘ar’, read them and explain their meaning: gramm_, _; cell_ _; begg_ _; sug_ _; popul_ _.

- What else could the children have done to welcome Mother home? Brainstorm ideas.

- Anthea changed her mind when she heard Cyril’s point of view about whether to tell mother or not. Discuss the importance of listening to other people’s points of view.

- Have a class discussion. Andrea did not like Lady Chittenden because she said she had more money than her mother. Do you think being rich is a bad thing?

- If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).

- Ask What do you think will happen next in the story?
Farewell to the farm

Pages 72 and 73

Before reading
- Much of the story takes place in the countryside. Read the title. Explain that farewell means goodbye. Tell the children to look at the picture. Ask the class to describe in detail everything they can see. Also encourage them to use their imaginations. Who do they think the children are? Where do they think they are going? Why have they been at the farm? Who is waving goodbye to them? Where are they going? How do they feel? Ask the class to use their other senses as well. What sounds would they hear? What would they smell? What things could they touch?

During reading
- Read the entire poem to the class.
- Read it again, stopping to explain any unfamiliar vocabulary.

<table>
<thead>
<tr>
<th>Vocabulary notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>chorus</strong></td>
</tr>
<tr>
<td><strong>cobwebs</strong></td>
</tr>
<tr>
<td><strong>eager</strong></td>
</tr>
</tbody>
</table>

After reading
- Ask the class to read the poem together.
- Ask different children to read a verse each.
Living in the 1900s

Pages 74 to 77

Before reading
- Read the title. Explain that the 1900s means around that date – which is more than a century ago.
- Look together at the pictures. Discuss all the household appliances that can be seen in each picture. Ask the children to suggest what each one is used for.

During reading
- Read the text. Explain any unfamiliar vocabulary as you do so.
- Draw attention to the accompanying pictures to clarify the meaning of the text.
- Read the text again. Ask individuals to read a question each and others to read each answer.

After reading
- Discuss whether the children would like to have lived at this time.
- What are the main differences in the children’s houses and those shown in the text?
About the author (page 78)

Before reading
- Look back at the title page of the book and re-read the name of the author.
- Turn to page 78, and read the title.
- Explain that this is some biographical information about Edith Nesbit.
- Look together at her picture and ask the children for their comments on her appearance.

During reading
- Read the information about Edith Nesbit.
- Explain any unfamiliar vocabulary as you do so.
- At the end, re-read the text. Ask different children to read it, too.

After reading
- Have a short quiz to see who can remember most about the author.
After reading the book

These questions are intended for oral use in class, but you may ask children for written responses to some if you feel it is appropriate. There are written after-reading activities (a Book Summary and Character Profiles) on pages 22 to 24 of the Workbook.

Response to the story
- Ask Did you like the story? Why? Why not? Did you think it was interesting, or boring? Was it exciting, or too predictable? Which part of the story did you like best? What did you think of the ending?
- Talk about the way each chapter ended in a thrilling way. Look back at some of the chapter endings together. Ask Did this make you want to read on? Talk about how this technique is used elsewhere, such as in TV soaps, where episodes often end with an unresolved drama.
- Ask Did you like the author’s style? Did you think she wrote well? Did she use exciting words?

Characters
- Ask the children about the main story characters. Ask the children to name the children in the family. Which boy or girl did they like best and least? Give reasons. What did they think of Martha, the nursemaid? What was the sand fairy like (in appearance and character)? (See the activity on page 24 of the Workbook.)

Plot
- Encourage the class to re-tell the basic story, in their own words. (See the activity on page 22 of the Workbook.)

Settings
- Ask Where did the story take place? Go through the book with the class and ask them to identify each of the story settings.

Moral issues and themes
- Use any one of these themes from the story as a basis for a class discussion:
  - Fairness: Did the children always treat Martha, the nursemaid, fairly? Did the children ever cheat anyone or say things that were not quite true?
  - Leadership: Cyril, as the oldest, often took decisions and organised things. What do the children think the qualities of a good leader are?
  - Thinking of others: There are many examples of this in the story, for example the children planning a nice welcome for Mother. Discuss why it is important not to be selfish but to think of others.
  - Greed: The children took money from the fairground owner for Robert the giant! Was this right?
  - Kindness: There were many examples of people being kind, for example the people who rescued the children from the tower gave them food.

Vocabulary
- Pick one or more words from the active vocabulary list for each chapter. Ask the children if they can remember the meaning of the words.
## Follow-up ideas

| Drama | The story lends itself well to dramatisation and most chapters involve several people, which is ideal for involving a lot of the children in the class. Give individuals a role to play, then ask them to mime their character’s actions as you read the story, or play the audio cassette/CD. You can help the class make and paint simple props, and sound effects could be suggested. Alternatively, you could have a compositional writing activity, with the children in groups producing drama scripts that include stage directions, use of a narrator, sound effects, props, etc. |
| Wishes | Ask the children to imagine they could each have three wishes – one for themselves, one for someone else and one for the world. What wishes would they make? Share some of their thoughts and ideas together as a class. |
| Happiness | In the story the children soon discovered that getting what you want does not always make you happy! (for example, the gold coins) Discuss what sort of things really do make the children happy. Does having money always do so? |
| Fairies | The sand fairy was quite a bit different from the stereotypical fairy in fairy stories! Ask the children to suggest some of the main differences (for example its looks, its grumpiness). |
| Celebration | At the end of the story, Mother returns home. The children are very pleased to see her. The story doesn’t say so, but it is reasonable to expect that there was a big celebration to welcome her home. Have your own party to celebrate finishing the book. |
| Knights and castles | In the story the children turned their house into a castle and came face to face with some knights. Use this as an opportunity to do some research and find out about related topics, for example what was life like inside a castle? How (and why) were castles built? Why did knights wear armour? What was it like? What weapons did they carry? |
| Narrow escapes | The children experienced several narrow escapes from danger. Ask the class to recount any narrow escapes they have had. |

**Art**

1. Make a picture of a sand pit by sprinkling sand over a large area of paper covered with glue. The sand will stick to the glue. Lift up the paper and shake off any excess sand. Next make a large picture of the sand fairy and stick it onto the sand pit.

2. Draw and paint life-size pictures of each of the children (and Baby!). Draw round the outlines of children on large sheets of paper to get the figures the correct size and in proportion. Arrange these around the picture of the sand fairy in the sand pit.

**Writing**

Ask the children to imagine that the children made several other wishes that are not included in the book. Brainstorm some possible things that could have happened. Ask the children to write another chapter of their own.
Glossary of Vocabulary

The glossary below includes explanations for all the active and passive vocabulary introduced in *Five Children and It*. Active vocabulary items are shown in *italic print*.

**accident**  
an unexpected event that causes injury or damage

**accidentally**  
something happening unexpectedly

**adventure**  
an exciting, unusual, and sometimes dangerous, experience

**advice**  
an opinion that someone gives about the best thing to do in a particular situation

**ashamed**  
feeling guilty or embarrassed about something you have done

**astonishment**  
very great surprise

**attack**  
to use violence against a person or place

**axe**  
a tool with a long handle and a metal blade, used for cutting wood

**bad-tempered**  
someone who gets angry quickly is bad-tempered

**bandit**  
a thief who attacks people while they are travelling

**barn**  
a large building on a farm where animals are kept

**battering ram**  
a long piece of wood, like a tree trunk, used to knock down doors

**battle**  
a fight between two armies

**begged**  
asked other people for money or food

**bicycle**  
a two-wheeled vehicle you ride

**biscuit**  
a small flat dry cake that is usually sweet

**blanket**  
a cover for a bed

**boomed**  
made a loud noise

**bracelet**  
jewellery you wear round the wrist

**brooch**  
a piece of jewellery you pin on your clothes

**buckle**  
a metal object used for fastening a belt, shoe or bag

**burglar**  
someone who enters a building in order to steal things

**caravan**  
a vehicle that people can live in and travel in

**carriage**  
one of the vehicles that are joined together to make a train or a vehicle pulled by horses

**carve**  
to cut into smaller pieces, or to make an object from stone or wood with a knife

**castle**  
a large strong building with thick walls that was built in the past to protect people

**checked**  
printed or woven in a pattern of squares

**chest of drawers**  
a piece of wooden furniture with drawers for storing things in

**choke**  
you do this when there is not enough air, or when something blocks your throat

**circle**  
a round shape

**clanking**  
making a metallic sound

**clatter**  
to make a lot of loud short noises when hit by something hard

**coachman**  
a man who drives a coach

**coconut shy**  
in a fair, a stall with coconuts resting on poles that you try and knock off and win, by throwing balls at them

**coins**  
flat round pieces of metal used as money

**collar**  
the part of your coat or shirt that goes round your neck

**cottage**  
a small house in a village or in the countryside
| **country** | an area of land outside a town or a city; an area of land with its own government |
| **courtyard** | a square area that is surrounded by buildings or walls |
| **cowboys and Indians** | a game played by children in which they pretend to be either cowboys (people who look after cows) or Indians (native Americans) |
| **creature** | a living thing that is strange or frightening |
| **crumbly** | something which easily breaks into small pieces |
| **dagger** | a sharp knife used as a weapon |
| **danger** | a situation in which harm or damage is possible |
| **dangerous** | likely to cause harm or to have a serious effect |
| **dazzle** | when a bright light shines in your eyes and you can’t see |
| **defend** | to protect someone or something from attack |
| **diamond** | a very hard, clear, colourless stone, that is used in expensive jewellery |
| **disappear** | to become impossible to see or find |
| **drawbridge** | a wooden bridge which can be lowered or lifted |
| **dreadful** | very unpleasant |
| **dream** | to experience things in your mind while asleep; to think about something you hope to do |
| **dressing table** | a piece of furniture with a mirror at which you sit and make yourself look nice |
| **drowsy** | sleepy |
| **early** | before the usual or expected time |
| **enemy** | the opposite of friend |
| **enormous** | huge |
| **explore** | to travel around an area in order to learn about |
| **expression** | a look on someone’s face that shows what they are feeling |
| **faint** | to fall down, unconscious |
| **famous** | something or someone a lot of people know about |
| **feather** | things that cover a bird’s body |
| **fire** | flames and heat from something that is burning |
| **firewood** | wood for burning on a fire |
| **footman** | a servant |
| **footstep** | the sound of a foot touching the ground as someone walks by |
| **frowned** | looked annoyed or worried it |
| **gasp** | to breathe in suddenly because you are surprised, shocked or in pain |
| **get rid of** | to throw something away or dispose of it |
| **giant** | someone who is much bigger that usual |
| **glare** | to look in an angry way |
| **glittering** | bright and shining |
| **goldfish bowl** | a glass bowl in which you can keep goldfish in water |
| **grab** | to get hold of roughly |
| **grand** | very impressive |
| **granted** | allowed someone to have something they wanted |
| **grown-up** | not a child – an adult |
| **grumble** | to complain |
| **handkerchief** | a piece of material used for blowing your nose in |
| **handle** | the part of something that you hold |
| **handsome** | good-looking |
| **harm** | injury, damage or problems caused by something you do |
**Five Children and It**

**hedge**  
a line of bushes or small trees that are growing close together

**held his breath**  
did not breathe for a few moments

**helmet**  
a hard hat worn on the head for protection

**hen house**  
where hens are kept

**high chair**  
a chair in which babies sit to be fed

**high heels**  
heels on shoes worn by ladies that are high

**hissed**  
said something in a quiet and angry way

**hoarse**  
speaking in a low, rough voice

**honey**  
a sweet sticky yellow or brown food made by bees

**hooves**  
the hard parts of horses’ feet

**horns**  
the hard pointed part of some animals which grows out of its head

**horrified**  
very shocked by something

**huge**  
very big

**important**  
something that has a major effect on someone or something

**inconvenient**  
causing difficulties

**inspector**  
someone who checks that people are doing what they should

**interruption**  
when someone stops someone else saying or doing something

**invisible**  
cannot be seen

**iron**  
a hard heavy metal

**jewellery**  
objects such as rings that you wear for decoration

**knight**  
a soldier in the past who wore a suit of armour

**lace**  
a light, delicate cloth with patterns of small holes in it

**lamb**  
a young sheep

**lap**  
top half of your legs above your knees when you sit down

**leader**  
someone who is in charge

**loaves**  
bread

**locked**  
shut a door with a key

**machine**  
a piece of equipment with moving parts that does a particular job

**make peace**  
to stop fighting and be friends

**make something up**  
to invent something such as an explanation or a story

**marigold**  
a yellow flower

**married**  
someone who has a husband or wife

**miserably**  
unhappily

**mistake**  
something you have not done correctly

**moat**  
a deep wide hole filled with water that surrounds a castle

**moment**  
a very short time, about the same as a second

**mopped**  
washed a floor using a mop

**mossy**  
covered with a layer of soft greeny brown plants

**moustache**  
the hair that men grow above their top lip

**mystery**  
something you cannot understand or explain

**naughty**  
badly-behaved

**noise**  
a loud or unpleasant sound

**normal**  
as expected, not surprising in any way

**notice**  
a written sign that gives information; to see, hear or feel something

**nursemaid**  
someone who looks after children

**nursery**  
a place where young children are looked after
**on guard** taking a turn to watch out for the enemy  
**owner** the person that something belongs to  
**peace** calm and quiet  
**pearl** a small round jewel that is white and shiny  
**peered** looked carefully at something because it was difficult to see  
**penknife** a small knife that folds closed, that you can keep in your pocket  
**plum** a soft fruit (purple, red or yellow) with a stone  
**pocket** a small bag that is part of your clothing  
**poked** pushed with a finger  
**polish** to rub something to make it shine  
**politely** behaving in a pleasant manner  
**pony cart** a cart pulled by a small horse  
**pram** a small vehicle with four wheels in which you push a baby while walking  
**puffing** breathing noisily after running  
**puncture** a hole that is made in a tyre  
**punishment** doing something bad to someone because they have done wrong  
**puzzled** confused because you can’t understand something  
**quarrel** to argue with someone  
**railings** a fence made of narrow posts supported by an upper bar  
**rainbow** a curved line of colours that appears when the sun shines while it is raining  
**rattled** shook and made a noise  
**right in the head** if you are not right in the head you are crazy  
**roundabout** a ride at a fair which goes round and round  

**run through (fingers)** to allow something to trickle through your fingers such as sand  
**sand pit** a hole filled with sand  
**scratched** pulled your nails across your skin  
**sensible** reasonable  
**serious** bad or dangerous enough to make you worried  
**settle down** to become quiet  
**sharp** able to cut  
**shield** an object soldiers in the past carried to protect themselves from being hit  
**shillings** old British coins  
**shriek** to call out loudly  
**silence** when there is no sound  
**slam** to shut a door with great force  
**slipped out** slid out of the position it was in  
**snail** a small mollusc with a soft body and a shell  
**snatched** took something quickly  
**spade** a tool for digging with  
**stable boy** a boy who looks after horses in a stable  
**stable yard** the area of ground around horse stables  
**straw hat** a hat made from straw  
**sunset** the time of the evening when the sun goes down  
**surprised** you feel like this when something happens that you are not expecting  
**surrender** to stop fighting and admit defeat  
**surrounded** to be all round something or someone  
**take charge** to become the leader and make the decisions  
**thirsty** to need a drink
thorn a sharp point that sticks out from the stem of a plant
tickle to make someone laugh by moving your fingers gently on them
tiptoed walked quietly on your toes
tower a tall narrow building
trod walked on or stepped on something
trouble to be in trouble means to be in a bad situation
trumpet a metal musical instrument you blow
truth the actual facts about something
useful helpful
village a small town in the countryside
wagon a covered vehicle with four wheels, pulled by horses
wailed cried loudly
wandered walked slowly from one place to another
wardrobe a wooden piece of furniture in which you hang clothes
weapon something used to fight other people with
whirled turned round in circles
whiskers long stiff hairs that grow near the mouths of some animals such as cats
whisper to speak very quietly
whistle to make a high sound by blowing through your lips
wing part of a bird used for flying
worried nervous and upset about something
worth the value of something
wriggled twisted and turned quickly
The Wonderful World of Words

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>