



1 How many words can you find in the word square?

Find words and write them in the correct lists. Think of more words and add them to the lists

Language focus:

- Revision of vocabulary and spelling
- Sorting words into lexical sets

Explain that pupils must find as many words as they can in the word square. They must write the answers down in the appropriate list, according to whether the word is an adjective, a nature word, or an animal. Do a couple of examples with the class to make sure they understand the task.

Answers:

Adjectives: thin, heavy, strong, weak, sick, sorry, healthy, hungry, happy, cold

Nature: trees, leaves, forest, branch, flowers, nest, nuts, seeds

Animals: hedgehog, bird, fox, owl, badger, mouse, mole, squirrel, deer, frog

When they have found all the words and written them in the appropriate lists, encourage pupils to add to the lists any other relevant words they know.

Possible answers:

Adjectives: fat, safe, tall, scared,

Nature: burrow, earth,

Animals: chipmunk, hen, dog,

When pupils have finished, go through answers with the class. If you wish, you can award points for any word which a pupil has written down which no-one else in the class has thought of.

2 Match phrases from list A and List B and make true sentences about the story.

Language focus:

- Revision of vocabulary from the story
- Constructing sentences with because to express reasons

Check that pupils understand the word *because*. Write a few simple sentences on the board, e.g.

I am happy because it's my birthday today.

I am hot because the sun is shining.

I eat ice cream because I like it.

My bag is red because red is my favourite colour.

Ask the class:

Why am I happy? and encourage them to reply: *Because it's your birthday today.*

Ask *Why am I hot?* and encourage the reply: *Because the sun is shining.*

Do this with all the sentences, explaining that because is used to explain a reason, to explain why something happened.

Now point to the sentences in Exercise 2 and tell pupils that the sentences in List B explain why the things the story happened.

Tell pupils to work in pairs to try and match the phrases. They can refer to their books for help, and then check their answers with another pair.

Answers

- A** Chipmunks are important for the forests because they spread seeds.
- B** Chippy put nuts and seeds in the tree because there were too many for his burrow.
- C** The other chipmunks could not gather many nuts and seeds because there were not many left.
- D** The other chipmunks were hungry because they had very little food.



- E** Chippy's family were healthy because they had plenty of food to eat.
- F** The branch broke because it was heavy.
- G** The branch was heavy because it was full of nuts and seeds.
- H** Chippy couldn't move the branch because it was too heavy.
- I** Charlie cried because he was very scared,
- J** The chipmunks moved the branch because they all worked together.

3 Odd One Out and then explain why

Language focus:

- Revision of vocabulary
- Understanding lexical sets **sing** because to give reasons

Ask pupils to do this task in pairs. Explain that you will accept any answer provided that pupils can give their reasons for choosing it.

Tell pupils to write their answers, and to give reasons for each answer, using the word **because**.

Possible answers

- A** owl
Because it is a bird. The others are animals.
or Because it can fly. The others can't fly.
- B** mice
Because it is plural. The others words are singular.
or Because there's only 1 fox, 1 badger, 1 mole, but there are many mice.
- C** year
Because the other words are seasons.
- D** weak
Because the other words describe a

healthy person.

- E** fruit
Because it is healthy food. The other foods are not healthy.
- F** a few
Because it means a little. The other words mean a lot.
- G** ghost
Because the others are all homes, places where people or animals live,
- H** cheeks
Because the others are all food for animals to eat.

4 Use phrases from the box to label the pictures.

Language focus:

- Revision of expression of quantity

This story uses many different phrases to describe quantity. It is not necessary for pupils to learn them all, and you should not expect these phrases to be part of pupils' active vocabulary. However, this exercise checks that they have understood the meaning of some common expressions of quantity.

Ask pupils to label the pictures, then go through answers with the class.

Answers

- A** lots of seeds, **B** lots of nuts,
- C** a few seeds, **D** very little food,
- E** plenty of food



5 Solve the jumbled words and complete the email from Laura.

Language focus:

- Simple past tense
- Revision of some regular and irregular past tense verbs

Tell pupils that this is an email that a girl, Laura, sent to her friend, describing something that happened the day before.. Tell pupils to take a few moments to read through the email and get the gist of what it is about. Now let pupils work in pairs or threes to read it more thoroughly and to try and fill the gaps. When they have worked on the exercise for a while, if you think they need more support to complete it, you can write the verbs on the board – correctly spelt, but in jumbled order. Finally, go through answers with the class.

Answers: **A** were, **B** was, **C** run, **D** sat, **E** looked, **F** said, **G** like, **H** didn't, **I** felt, **J** stayed, **K** ate, **L** drank, **M** ran, **N** went

6 Have you got an interesting story about an animal? Write 3 sentences about what happened.

Language focus:

- General revision of known vocabulary
- Revision of simple past tense
- Personalisation

Ask pupils if they have a story about an animal – it can be about a pet, a farm animal, a wild animal, an animal they saw at the zoo, or even an animal from a book, film or tv. Ask pupils to try and write 3 simple sentences about the event.

(If you prefer, you could ask the class to think of an animal story – from the news, or from a popular book or film. When you have chosen a story, all the class write about the same story.)

Circulate round the class helping where necessary. Write on the board any words that pupils ask for, but don't overload pupils with lots of unknown words. Help them to tell the story simply, without too much detail or elaboration, avoiding language that is too difficult for them.

7 Can you...?

Language focus:

- Personalisation
- Building pupils' confidence and motivation

This task aims to build pupils' confidence by highlighting the skills they have learnt. You can ask the questions orally and then ask pupils to write the answers – perhaps for homework.

When they have written the answers, pupils can tell their classmates or partners what they can do. Encourage them to go home and also tell their families and friends what they can do.