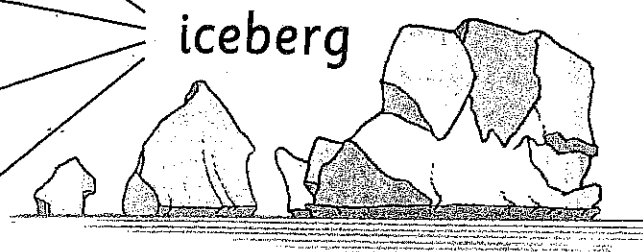


## ADJECTIVES

Adjectives are describing words. For each of the nouns below add 2 more adjectives of your own. Make them as interesting as you can.



**sparkling**

**enormous**

iceberg



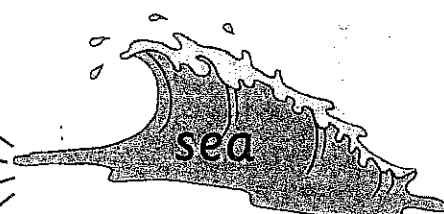
**star-filled**

**thunder**

**rippling**

**wavy**

seo



Put the following statements in the correct order.

Little Penguin asked his friend if he wanted to go out in the boat.

They went for a swim.

Little Penguin went inside his igloo through a tunnel.

Little Penguin and his friend took off their T-shirts.

They saw the lighthouse at the top of the iceberg.

He put on his T-shirt.

**Write a short conversation between two characters. Use speech marks to show what is being said. Look back at the story of "Little Penguin" to show how it should be set out. You could write another conversation between Little Penguin and his friend if you want to.**



This unit addresses the Literacy Strategy:

Term 1 objective 1: to compare a range of story settings, and to select words and phrases that describe scenes.

Term 1 objective 2: how dialogue is presented in stories, e.g. through statements, questions, exclamations; how paragraphing is used to organise dialogue.

Term 1 objective 4: to read, prepare and present playscripts.

Term 1 objective 5: to recognise the key differences between prose and playscript, e.g. by looking at dialogue, stage directions, layout of text in prose and playscripts.

YEAR  
3

UNIT  
4

Sheet  
A

Name .....

King Midas

## King Midas

King Midas lived in Greece, a long time ago. One day, an old man came to his palace. He was lost and had been found wandering near the palace. King Midas took care of him, giving him food, drink and somewhere to sleep. After twelve days, the old man told King Midas that he could grant him a wish to reward him for his kindness. King Midas thought and thought and finally he wished that everything he touched would turn to gold. The old man sighed and told him that this was not a good wish, but if that was what he really wanted then he would grant his wish.

"Yes, yes, I love everything that is gold!" cried King Midas.

With that, the old man disappeared.

Midas stretched out his hand and touched a leaf on a tree. As he did so, it changed from a soft, living leaf to a stiff, heavy, glittering, gold leaf. Midas was so excited and ran to find his wife and daughter.

"I have amazing news!" he cried. "Bring me food and wine, we must celebrate."

As he put the wine to his mouth, it turned to gold and the ham glittered in his hand before he could eat it. The Queen and Princess were amazed to see the food turn to gold. King Midas quickly explained about the old man.

Helena reached out to hold her father's hand. The girl instantly turned into a solid, golden statue. The King and Queen stared in amazement at their only daughter. Bitterly, they wept, when they realised that no longer would they hear her lovely voice, or see her run through the palace.

In the next few days, no one would come near the King for fear of being turned into gold. Even the Queen would not go near him. The King could not eat or drink and even his bed had turned to hard, cold gold. King Midas knew that he must find the old man and ask him to take the wish away.

The King travelled throughout his country for a year and a day and finally found the old man in a hut, high in the mountains. King Midas begged the old man to take back the wish. The old man saw that Midas had suffered greatly, and agreed to take back the wish. Midas hurried home to his palace, where his wife and daughter were waiting for him. All that he had turned to gold had become itself again.

Midas knew his wish had been a foolish one and was glad that, once again, he could feel living things.



YEAR  
3

UNIT  
4

Sheet  
B

Name .....

King Midas

## King Midas (Playscript)

### The Characters

King Midas

Old man

Queen

Princess Helena

Servant

*The scene is set in Ancient Greece. King Midas is in his bedroom at the palace. A servant comes in with an old man.*

### SCENE 1

**Servant** *(Bowing to the King.)* My Lord, this old man has been found wandering by the palace gates. He is tired and hungry.

**King Midas** Come in, old man, and take some rest.

**Old Man** That is very kind of you, sir.  
*(The old man sits on a chair.)*

**King Midas** Do not worry, we will take care of you and treat you well. Old people are very welcome in this palace.

**Old Man** You are too kind, sir.

### SCENE 2

*12 days later, the old man looks stronger and healthier and is about to leave the palace.*

**Old Man** You have been very kind to me and I want to reward you for your kindness. I have it in my power to grant you one wish. You may wish for anything you want.

**King Midas** Oh, goodness me, what shall I wish for? *(Talking to himself.)* Perhaps I should wish for another palace. But no, what would I do with two palaces? I know, I'll ask for a golden coach. No, wait, I have a better idea.  
*(He turns to talk to the old man.)* I wish that all I touch turns to gold.

**Old Man** Are you sure sir? That is not a very wise wish.

**King Midas** Yes, yes, I love everything that is gold.

**Old Man** Very well, your wish is granted. *(The old man disappears.)*

**King Midas** *(To himself.)* Well, how strange, I don't feel any different. What shall I touch first? This leaf will do. *(He touches the leaf and it turns to gold.)* Golly gosh, my stars! It really is. I must hurry home and tell my wife and daughter Helena about this.

### SCENE 3

*The King rushes into the sitting room where his wife and Helena are sewing busily.*

**King Midas** I have amazing news. Something so strange has happened.

*(To servant)* Bring me food and wine, we must celebrate.

**Helena** What is this news, papa? Do tell us.

**Queen** Yes dear, what are you so excited about?

*The servant brings in the food and the wine.*

With a partner, finish writing the playscript for the story of King Midas.  
You need to use the back of this sheet to write on as well.

Playscripts and stories are written down in different ways. Here is a list of some of the differences. Sort them into two lists by writing the numbers in the correct columns. Some of the sentences may fit into both lists.

- |   |   |
|---|---|
| 1 | It has a list of all the character's names.                         |
| 2 | When people speak, there are speech marks round what they say.      |
| 3 | The person who is speaking has their name at the start of the line. |
| 4 | The characters are told where to move to and what they must do.     |
| 5 | It is written in paragraphs.  |
| 6 | It describes where the story is happening.                          |

| Playscript | Story (prose) |
|------------|---------------|
|            |               |

The words written in *italics* in the playscript are to set the scene or to tell the actors where to move to or what to do. Look at the playscript and find some of the words in *italics*. Copy some of them down here.

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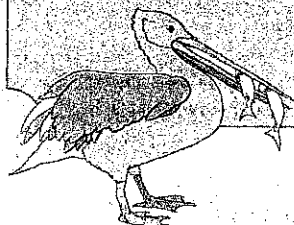
YEAR 3 UNIT 15 Sheet A

Name \_\_\_\_\_

Roam Around Zoo

# Roam Around Zoo

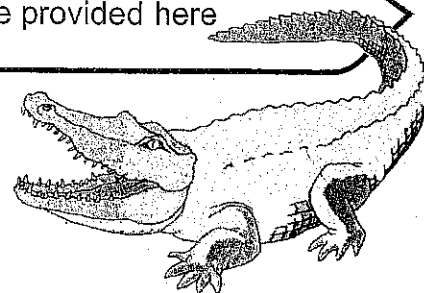
**OPENING TIMES:-** MAY - SEPTEMBER - EVERY DAY - 9.30am - 7.00pm  
 OCTOBER - APRIL - MONDAY - FRIDAY - 10.00am - 5.00pm  
 SATURDAY & SUNDAY - 9.30am - 5.30pm



Welcome to Roam Around Zoo. Below you will find a few simple rules which we ask you to abide by, in order to make your visit as pleasant as possible for you, the visitor, and us animals, the residents.

- ✗ Do not feed the animals
  - we feed them a balanced diet that keeps them healthy
- ✓ Put any litter in the bins provided or take it home with you
  - litter can pose a threat to our livestock
  - other visitors will not enjoy a litter strewn park
- ✗ Do not make sudden movements or loud noises near the animals
  - a frightened animal can be aggressive
- ✓ Open and close aviary doors with care as instructed
  - this will keep our birds in their safe environment
- ✗ Do not attempt to climb extra fences placed near large cat enclosures
  - to a lion or tiger you could prove to be a fast snack
- ✓ Picnic and Bar-b-que areas are clearly marked, please only use these areas to enjoy your meals
  - litter bins and cooking facilities are provided here

## ENJOY YOUR VISIT!



In order to help you enjoy your visit to the full, a timetable of special activities and a map of the zoo can be found on the following page.

YEAR 3 UNIT 15 Sheet B

Name \_\_\_\_\_

Roam Around Zoo

# Roam Around Zoo

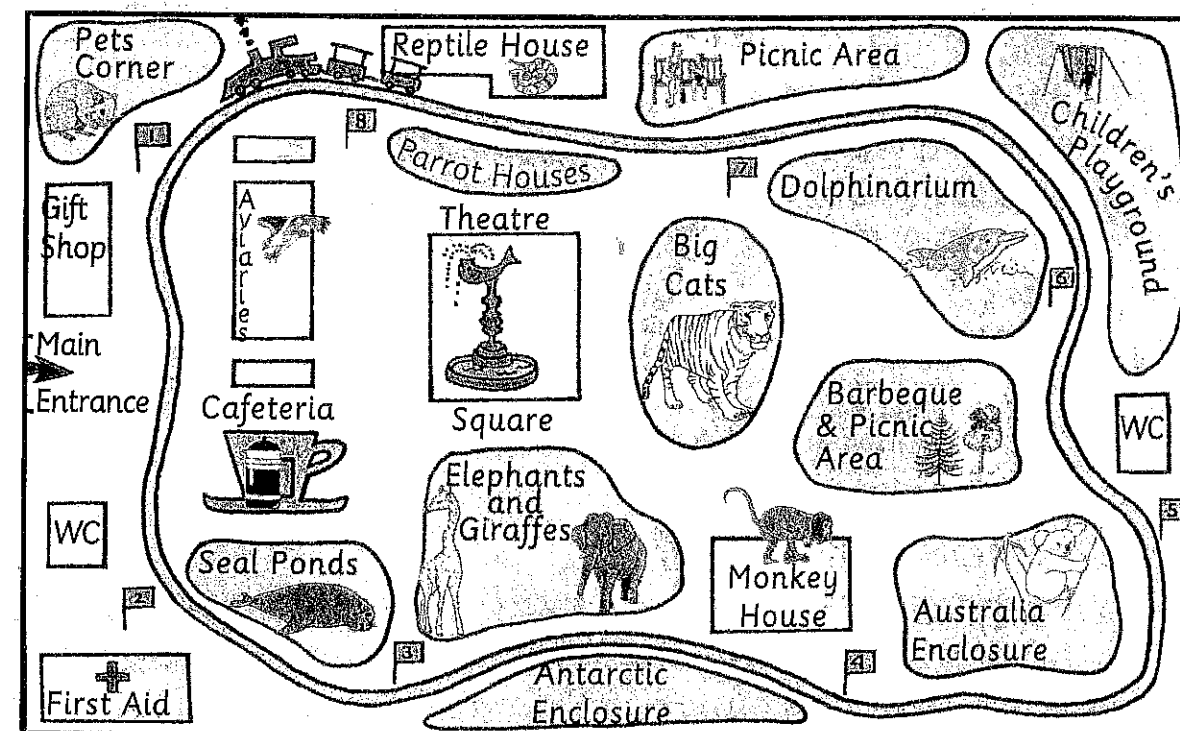
## Daily Special Activities



| TIME     | EVENT  | PLACE               |
|----------|--|---------------------|
| 10.00 am | Talk about seals, and feeding                  | Seal Pond           |
| 10.30 am | Bird Feeding                                   | Main Aviary         |
| 11.00 am | Find out about Kangaroos, Wallabies and Koalas | Australia Enclosure |
| 11.30 am | Feeding time for big cats                      | Big Cat Arena       |
| Midday   | Dolphin Spectacular                            | Dolphinarium        |
| 2.00pm   | Parrot Antics                                  | Theatre Square      |
| 2.30pm   | Talk about seals, and feeding                  | Seal Pond           |
| 3.00pm   | Care of pets, talk for children                | Pets Corner         |
| 4.00pm   | Dolphin Spectacular                            | Dolphinarium        |
| 4.30pm   | Penguin talk and feeding                       | Arctic Enclosure    |



The Roam Around Railway runs every ten minutes. This is free for the use of our visitors, and provides an easy way to get around the park. There are eight stops placed around the zoo.





Answer these questions  
about the zoo.

- ❖ What is the name of the zoo? \_\_\_\_\_
- ❖ How many zoo rules are there? \_\_\_\_\_
- ❖ Why should you **not** feed the animals?  
\_\_\_\_\_
- ❖ What happens at three in the afternoon at Pets Corner?  
\_\_\_\_\_
- ❖ Where would you go to buy a drink and a cake?  
\_\_\_\_\_
- ❖ What should you do with your litter?  
\_\_\_\_\_
- ❖ How many stops are there on the Roam Around Railway?  
\_\_\_\_\_
- ❖ Which stop would you get off at, if  
you wanted to visit the Monkey House? \_\_\_\_\_
- ❖ a) What special activity happens at 4.30pm?  
\_\_\_\_\_
- b) Where would you go to see this?  
\_\_\_\_\_

- ❖ **On the back of the sheet.**  
**Not everyone can read - so make a set of clear picture signs**  
**for the rules. (One sign for each rule.) That way everyone**  
**will know how to behave at Roam Around Zoo.**



Now answer these  
questions about the zoo.

- ❖ Look at the way the zoo rules have been presented. There is a bullet point for each rule, and extra remarks to indicate the reason for each rule. Why do you think they have been done in this way?  
\_\_\_\_\_
- ❖ In your own words, (do not use the words in the rules) explain why you should not make a sudden loud noise near the animals.  
\_\_\_\_\_
- ❖ What creatures might you find in the Reptile House?  
\_\_\_\_\_
- ❖ What would you find in the places marked **W.C.**? \_\_\_\_\_
- ❖ Where would you go to buy a souvenir  
of your visit to Roam Around Zoo? \_\_\_\_\_
- ❖ How many **different** special  
activities take place during the day? \_\_\_\_\_
- ❖ A visitor arrived at Roam Around Zoo especially to see the seals being fed. Unfortunately he missed the 10.00am seal feeding - what should he do?  
\_\_\_\_\_
- ❖ Name three animals you might find in the Australia Enclosure.  
\_\_\_\_\_
- ❖ **On the back of the sheet, work on your own or with a friend to make a clearly presented set of rules for a swimming pool, a museum or children's playground.**



This unit addresses the Literacy Strategy:

Term 1 objective 1: to compare a range of story settings, and to select words and phrases that describe scenes.  
 Term 1 objective 8: to express their views about a story or poem, identifying specific words and phrases to support their viewpoint.  
 Term 3 objective 5: to discuss (i) characters' feelings (ii) behaviour, e.g. fair or unreasonable, brave or foolish, (iii) relationships, referring to the text and making judgements.

YEAR  
3

UNIT  
19

Sheet  
A

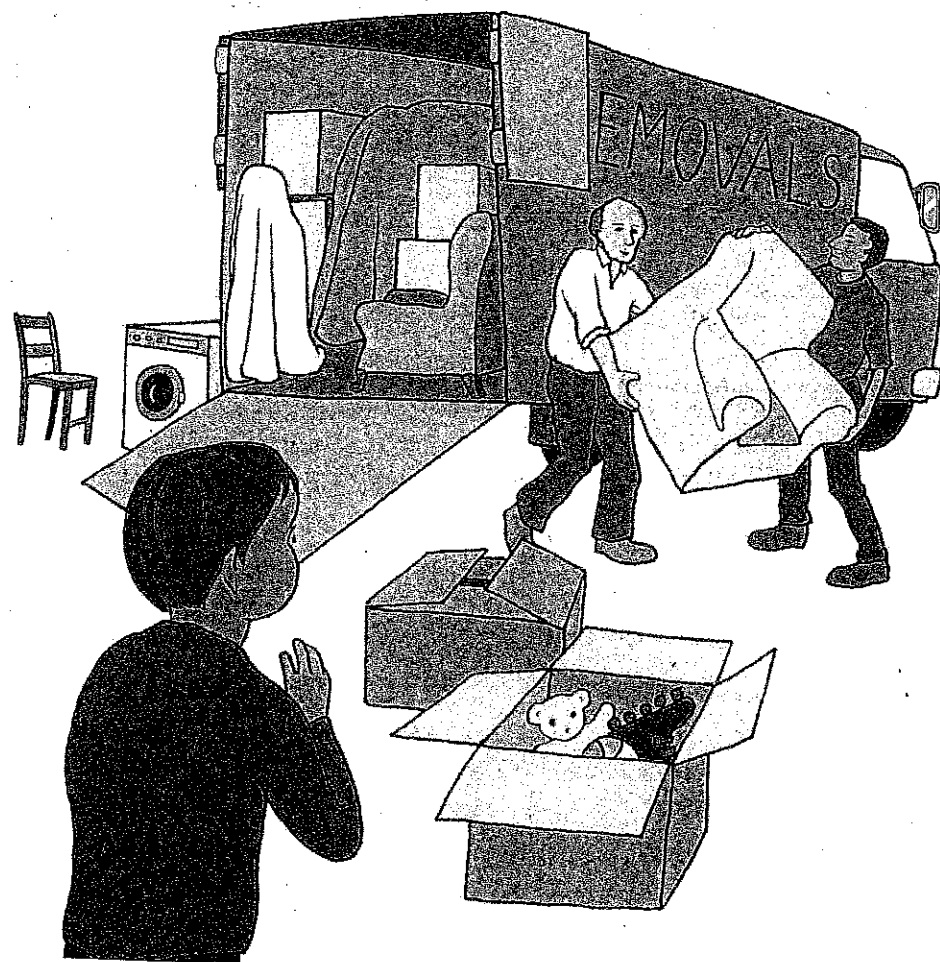
Name

Josh Moves House

## Josh Moves House

Josh was a cheerful nine year old, with dark glossy hair, sparkling brown eyes and a grin that seemed to spread from ear to ear. Today, however, his eyes lacked their usual sparkle and he wore a worried frown. The problem was that Josh and his family were moving.

His parents and his elder brother and sister all seemed very excited at the prospect of a new home. It was bigger than the apartment they were leaving, so the children would be able to have a bedroom each, and there would be a garden to play in. Mum and Dad talked excitedly about having summer barbeques and the older children were planning what colours to decorate their new bedrooms. Josh was the only one who did not relish the imminent move. He knew he should have felt pleased, but he didn't. Josh had always lived in the cosy little apartment, and he simply couldn't believe that anywhere else could ever feel like home.



Moving day arrived. Josh was filled with sadness as he watched the removal men packing everything up. By midday it had all been loaded into the large lorry, and it was time to go to the new house. The family piled into the car with Josh as the small car began to move.

YEAR  
3

UNIT  
19

Sheet  
B

Name

Josh Moves House

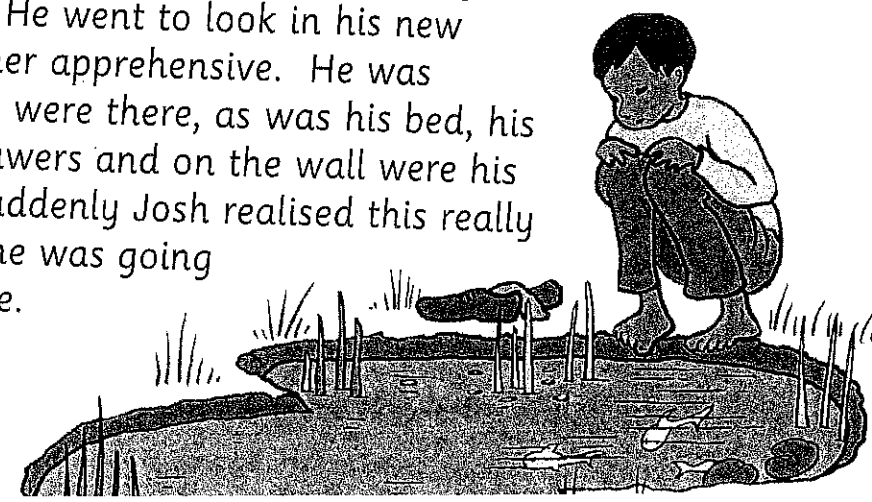
There were last minute odds and ends packed in the car with them, making Josh feel hot, uncomfortable, and more miserable than ever. He closed his eyes tightly as he couldn't bear to look back at the home he had always felt so happy in. His eyes stung as he fought to hold back the tears that were threatening to flow freely down his cheeks.

After what seemed like an eternity, but in reality was about two hours, the car came to a halt in the driveway of the new house. The removal lorry was already there waiting, and Mum went happily to unlock the doors.

Whilst all the family's belongings were unloaded again, Josh mooched around the new garden feeling very lonely. He felt quite sure he would never belong in this new house.

In the corner of the garden was a small pond. Josh looked down into the water where he spotted three small goldfish. He became absorbed, watching them darting in and out of the weeds. As he sat there, still and quiet, he realised that hiding timidly amongst the marginal plants growing in the shallow water at the edge of the pond were a number of very tiny young fish, which he later learned were called fry. It was simply amazing what a lot there was to see in such a small pond. Josh made a mental note to ask Mum if they could buy some fish food when they next went shopping.

Before he knew it, it was time to go in for tea. He was surprised to see how warm and welcoming the kitchen looked with their old table in it. In fact all their things already looked quite comfortable in their new places. He went to look in his new bedroom feeling rather apprehensive. He was astonished. His toys were there, as was his bed, his desk, his chest of drawers and on the wall were his favourite posters. Suddenly Josh realised this really was home now and he was going to be very happy here.



### Basic Comprehension

Ring the correct answer:

- What is the name of the central character in the story?  
☐ Jess    ☐ John    ☐ Josie    ☐ Josh
- How many people are in the family?  
☐ three    ☐ four    ☐ five    ☐ six
- How did Josh feel at the beginning of the story?  
☐ excited    ☐ cheerful    ☐ mad    ☐ worried
- What type of home were the family leaving?  
☐ house    ☐ apartment    ☐ bungalow    ☐ castle
- What type of home were the family moving to?  
☐ house    ☐ apartment    ☐ bungalow    ☐ castle

Write the answers to the following questions.

- Which 2 words in the text are used to describe Josh's hair?  
 \_\_\_\_\_
- How many goldfish did Josh first see darting in and out of the weeds?  
 \_\_\_\_\_
- Which phrase in the last paragraph tells you that time had passed quickly for Josh while he was watching the fish?  
 \_\_\_\_\_
- What were on the walls of Josh's new bedroom?  
 \_\_\_\_\_
- How did Josh feel at the end of the story?  
 \_\_\_\_\_

### Advanced Comprehension

- In the opening paragraph of the story, which phrases tell you that Josh is not looking forward to moving house?  
 \_\_\_\_\_  
 \_\_\_\_\_
- At least how many bedrooms were there in the new house? \_\_\_\_\_
- How did you know this?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Which sentence in the text tells us that Josh nearly cried in the car?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Which of the following phrases means the same as 'imminent'.  
 Ring the correct answer?  
☐ very nasty    ☐ very close to happening    ☐ very distant
- How did Josh's feelings change during the story?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Which word in the text tells you that Josh felt nervous about looking in his new bedroom? \_\_\_\_\_
- Which word tells you that what he sees is a big surprise?  
 \_\_\_\_\_
- On the lines below, write about whether you enjoyed the story.  
 Give reasons for your answer.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_