

Year 3

Teaching unit
Modelling slides



- Unit 1** The Pebble in My Pocket
- Unit 2** Stone Circles
- Unit 3** My Brother Is a Superhero
- Unit 4** The Magic Finger
- Unit 5** Sugar: The Facts
- Unit 6** Prawn Pizza
- Unit 7** The Iron Man
- Unit 8** The Ice Palace
- Unit 9** A House of Snow and Ice
- Unit 10** The Heavenly River
(Chinese Myths and Legends)
- Unit 11** New Year Celebrations

- Unit 12** Night Comes Too Soon
- Unit 13** Tom's Midnight Garden
- Unit 14** The Story of Tutankhamun
- Unit 15** The Butterfly Lion
- Unit 16** Wild Animals to Be Banned from Circuses
in England by 2020, Says Government
- Unit 17** Alice's Adventures in Wonderland
- Unit 18** The Madhatters
- Unit 19** Stig of the Dump (Extract 1)
- Unit 20** Stig of the Dump (Extract 2)
- Unit 21** Norse Mythology

Question 1

Look at the first two paragraphs.

What is the main point of these paragraphs?

Question 1

Look at the first two paragraphs.

What is the main point of these paragraphs?

A glacier has formed which moves everything in its way.



Question 2

Which sentence best summarises the content of the fourth paragraph? Tick **one**.

The weather gets warmer.

☐

The glacier melts.

☐

Rocks form under the crust of the Earth.

☐

People drop boulders, pebbles, rocks and sand on the ground.

☐

Question 2

Which sentence best summarises the content of the fourth paragraph? Tick **one**.

The weather gets warmer.

☐

The glacier melts.

☒

Rocks form under the crust of the Earth.

☐

People drop boulders, pebbles, rocks and sand on the ground.

☐



Question 3

Write a subheading for the paragraph beginning
The cold comes back.



Question 3

Write a subheading for the paragraph beginning
The cold comes back.

Another ice age



Question 4

Number the statements to show the order in which they appear in the text.

Bison, sabre-tooth tigers and people hunt for food.

There are two more ice ages.

The glacier moves all the rocks.

The glacier melts, leaving boulders and rocks everywhere.



Question 4

Number the statements to show the order in which they appear in the text.

Bison, sabre-tooth tigers and people hunt for food.

4

There are two more ice ages.

3

The glacier moves all the rocks.

1

The glacier melts, leaving boulders and rocks everywhere.

2



Question 1

In what period of history were the oldest stone circles put up?



Question 1

In what period of history were the oldest stone circles put up?

Neolithic period



Question 2

How many stone circles are there in the UK?



Question 2

How many stone circles are there in the UK?

over 1300



Question 3

What did the nearby landscapes have on them when stone circles were built? Tick **one**.

nothing, it was empty

☐

farmland

☐

forest

☐

busy settlements

☐



Question 3

What did the nearby landscapes have on them when stone circles were built? Tick **one**.

nothing, it was empty

☐

farmland

☐

forest

☐

busy settlements

☒

Question 4

Look at the section ‘Why were stone circles built?’.

Tick to show whether each statement is fact or opinion.

	Fact	Opinion
Stone circles were built to mark the edges of land.		
Bones and burials are found at some stone circles.		

Question 4

Look at the section ‘Why were stone circles built?’.

Tick to show whether each statement is fact or opinion.

	Fact	Opinion
Stone circles were built to mark the edges of land.		✓
Bones and burials are found at some stone circles.	✓	

Question 1

Explain why the opening sentences are humorous.

Question 1

Explain why the opening sentences are humorous.

Because the items the brothers are holding are so different, one is really important and one is just a vegetable.

Question 2

Why do you think the author has included a scene about peeling vegetables in a story about superheroes?

Question 2

Why do you think the author has included a scene about peeling vegetables in a story about superheroes?

To help to show the different characters of the two brothers.

Question 3

... with great power comes great responsibility.

Why is this idea important to the story as a whole?

Question 3

... with great power comes great responsibility.

Why is this idea important to the story as a whole?

Because Zack needs to realise that he has to use his superpowers carefully.

Question 4

What event caused Zack to stop peeling potatoes using his special powers?

Question 4

What event caused Zack to stop peeling potatoes using his special powers?

Luke reminded him that Zorbon the Decider would not want him using his superpower to peel potatoes.

Question 1

Then I got cross, and I saw red,

What made the girl cross?

Question 1

Then I got cross, and I saw red,

What made the girl cross?

The teacher called her stupid and made her stand in the corner.

Question 2

Whiskers began growing out of her face!

Why do you think the Magic Finger made Mrs Winter look like a cat?

Question 2

Whiskers began growing out of her face!

Why do you think the Magic Finger made Mrs Winter look like a cat?

Mrs Winter insulted the girl for not being able to spell the word 'cat', so as a punishment she ended up looking like one.

Question 3

Of course the whole class started screaming with laughter,

How do you think Mrs Winter felt at this point?
Explain your answer using evidence from the text.

Question 3

Of course the whole class started screaming with laughter,

How do you think Mrs Winter felt at this point?
Explain your answer using evidence from the text.

Embarrassed because it is awkward when everyone starts laughing at you and you don't know why, especially if you are the teacher.

Question 4

... if any of you are wondering whether Mrs Winter is quite all right again now, the answer is No. And she never will be.

What does the girl suggest has happened to Mrs Winter?

Question 4

... if any of you are wondering whether Mrs Winter is quite all right again now, the answer is No. And she never will be.

What does the girl suggest has happened to Mrs Winter?

Mrs Winter will have cat whiskers and a tail for the rest of her life.



Question 1

Summarise the main problems caused by eating too much sugar.



Question 1

Summarise the main problems caused by eating too much sugar.

You can get tooth decay and gain weight.



Question 2

Write **one** sentence to summarise what free sugars are.



Question 2

Write **one** sentence to summarise what free sugars are.

Free sugars are sugars that are added to food and drink, as well as some naturally occurring sugars.



Question 3

Look at the table in the text.

What is the maximum amount of sugar young children should have each day?

Question 3

Look at the table in the text.

What is the maximum amount of sugar young children should have each day?

19 grams/5 cubes



Question 4

Draw lines to match each part of the text to its content.

section 1

section 2

section 3

section 4

recommended daily sugar intakes

explanation of free sugars

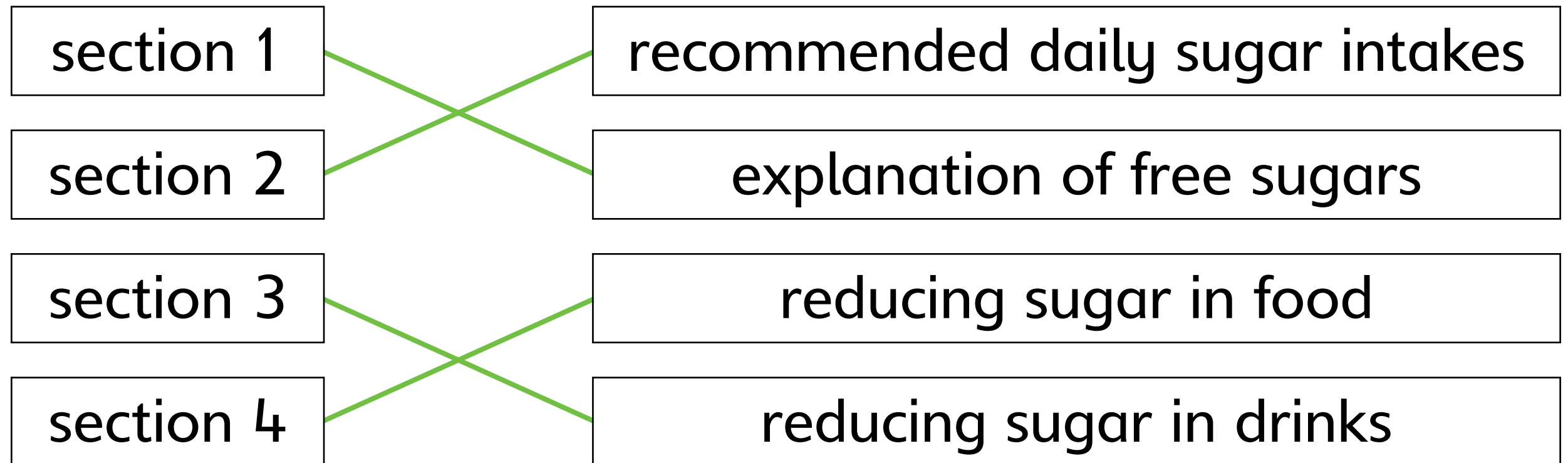
reducing sugar in food

reducing sugar in drinks



Question 4

Draw lines to match each part of the text to its content.





Question 1

Does the author's family prefer shop-bought or homemade pizza?



Question 1

Does the author's family prefer shop-bought or homemade pizza?

homemade pizza



Question 2

Why does the oven need to be preheated?



Question 2

Why does the oven need to be preheated?

To make sure that the pizza cooks right through.



Question 3

What is the main ingredient in the pizza base?



Question 3

What is the main ingredient in the pizza base?

flour



Question 4

Which ingredient is needed for the pizza topping?
Circle **one**.

pepper

sugar

yeast

olive oil



Question 4

Which ingredient is needed for the pizza topping?
Circle **one**.

pepper

sugar

yeast

olive oil

Question 1

How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows.

How does the author's choice of words here add to the atmosphere at the beginning of the story?

Question 1

How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows.

How does the author's choice of words here add to the atmosphere at the beginning of the story?

By repeating the words 'Nobody knows' the author makes the story more mysterious. The question marks help to show that no-one knows anything about the Iron Man.

Question 2

His eyes, like headlamps, glowed white, then red, then infra-red, searching the sea.

Give **two** ways in which the language in this sentence shows that the Iron Man is like a machine.

Question 2

His eyes, like headlamps, glowed white, then red, then infra-red, searching the sea.

Give **two** ways in which the language in this sentence shows that the Iron Man is like a machine.

His eyes are compared to headlamps and he can see in infra-red.

Question 3

There are some unusual descriptions of nature in this story: the wind *sang* and the sea was *chewing*.

What effect do you think the author is trying to create? Explain your answer.

Question 3

There are some unusual descriptions of nature in this story: the wind *sang* and the sea was *chewing*.

What effect do you think the author is trying to create? Explain your answer.

The author is trying to show that this story is set in a wild place where nature is very powerful, so he describes nature as behaving like a person.



Question 4

Only one of the iron hands, lying beside an old sand-logged washed-up seaman's boot, waved its fingers for a minute, like a crab on its back.

Why do you think the author chose to use the group of words *crab on its back* to describe the Iron Man's broken hand? Explain your answer.

Question 4

Only one of the iron hands, lying beside an old sand-logged washed-up seaman's boot, waved its fingers for a minute, like a crab on its back.

Why do you think the author chose to use the group of words *crab on its back* to describe the Iron Man's broken hand? Explain your answer.

It makes the reader think how a crab would look lying on its back – it would be helpless and at risk. This would make the reader feel sorry for the Iron Man because he is broken and alone.

Question 1

... if you could see for ever you would see Ivan's land.

What does this tell you about Ivan's land?

Question 1

... if you could see for ever you would see Ivan's land.

What does this tell you about Ivan's land?

That it is a long way away.

Question 2

Look at the first paragraph.

Where is Ivan now?

Question 2

Look at the first paragraph.

Where is Ivan now?

Ivan is dead. *OR* He died a long time ago.

Question 3

They remember him all the time, but most of all they remember him in winter because they are not afraid of winter any more.

What does this sentence tell you about the story? Tick **one**.

The story is sad.

☐

The story has a happy ending.

☐

The story includes magic.

☐

The story is about winter.

☐

Question 3

They remember him all the time, but most of all they remember him in winter because they are not afraid of winter any more.

What does this sentence tell you about the story? Tick **one**.

The story is sad. ☐

The story has a happy ending. ☒

The story includes magic. ☐

The story is about winter. ☐

Question 4

Look at the third paragraph.

Why was Starjik greasing the runners on his sled?

Question 4

Look at the third paragraph.

Why was Starjik greasing the runners on his sled?

He was getting ready to come to the villages and take the children.

Question 1

Tick to show whether each statement is true or false.

	True	False
All the people of the Arctic build igloos.		
The Inuit used to live in igloos all the time.		
Today most Inuit people live in wooden houses.		
Sometimes igloos housed more than one family.		

Question 1

Tick to show whether each statement is true or false.

	True	False
All the people of the Arctic build igloos.		✓
The Inuit used to live in igloos all the time.		✓
Today most Inuit people live in wooden houses.	✓	
Sometimes igloos housed more than one family.	✓	



Question 2

Why do some Inuit still build igloos today?



Question 2

Why do some Inuit still build igloos today?

They use them when they are hunting far away from home.



Question 3

Give **two** reasons why a house made from ice works surprisingly well.



Question 3

Give **two** reasons why a house made from ice works surprisingly well.

It blocks out the wind and traps in the heat.



Question 4

Name **two** sources of heat that can keep igloos warm, according to the text.



Question 4

Name **two** sources of heat that can keep igloos warm, according to the text.

a candle **OR** body warmth of the people **OR** a lamp

Question 1

Look at the first sentence.

What do the words *At first* tell you about how the cowherd and the maid will behave in this story?

Question 1

Look at the first sentence.

What do the words *At first* tell you about how the cowherd and the maid will behave in this story?

That they aren't going to keep up with their duties.

Question 2

At the end of the day the cowherd and the maid
could barely tear themselves apart.

What does this tell you about how the characters
feel about each other?

Question 2

At the end of the day the cowherd and the maid
could barely tear themselves apart.

What does this tell you about how the characters
feel about each other?

That they love each other and want to be together
all the time.

Question 3

In your own words, explain why there was chaos on Earth.

Question 3

In your own words, explain why there was chaos on Earth.

The cowherd and the weaving maid stopped doing their duties so that they could spend all their time together. As a result, everything started to go wrong on Earth.

Question 4

The Celestial Ruler *commanded the cowherd and the weaving maid to appear before him in his imposing palace.*

Find and copy **two** words that tell you this was not going to be a friendly meeting.

Question 4

The Celestial Ruler *commanded the cowherd and the weaving maid to appear before him in his imposing palace.*

Find and copy **two** words that tell you this was not going to be a friendly meeting.

commanded and **imposing**

Question 1

What is different about the dates of Chinese New Year and New Year in the UK?

Question 1

What is different about the dates of Chinese New Year and New Year in the UK?

In the UK the date is always 1st January; in Chinese New Year it is on a different date each year depending on the cycle of the moon.

Question 2

Compare the amount of time people spend celebrating New Year in the UK and Chinese New Year. Explain your answer using the text.

Question 2

Compare the amount of time people spend celebrating New Year in the UK and Chinese New Year. Explain your answer using the text.

People spend more time celebrating Chinese New Year, because they get seven days off and there are lots of different events. In the UK, the celebration only lasts one night.

Question 3

Give **two** ways that Chinese New Year is similar to New Year in the UK.

1

2

Question 3

Give **two** ways that Chinese New Year is similar to New Year in the UK.

- 1 **People stay up until midnight.**
- 2 **People think the New Year brings good luck.**



Question 4

Why is the back door important in Chinese and British New Year celebrations? Tick **one**.

In both you need to clean the back door.

☐

In both you get rid of the old year through the back door.

☐

In both you let the new year come in through the back door.

☐

In both the back door is lucky.

☐



Question 4

Why is the back door important in Chinese and British New Year celebrations? Tick **one**.

In both you need to clean the back door.

☐

In both you get rid of the old year through the back door.

☒

In both you let the new year come in through the back door.

☐

In both the back door is lucky.

☐

Question 1

Look at the first verse.

Find and copy **one** word that means the light is fading.

Question 1

Look at the first verse.

Find and copy **one** word that means the light is fading.

paled *OR* **dusk**

Question 2

Look at the line beginning *Tethered pigs are lounging ...* .

Which word is closest in meaning to *lounging*? Tick **one**.

sitting ☐

standing ☐

lazing ☐

sleeping ☐

Question 2

Look at the line beginning *Tethered pigs are lounging ...* .

Which word is closest in meaning to *lounging*? Tick **one**.

sitting ☐

standing ☐

lazing ☒

sleeping ☐

Question 3

What does *lovable embryos* refer to?

Question 3

What does *lovable embryos* refer to?

The part-made toys (such as the bats and balls or the wheels and tops) that were being made when night fell.

Question 4

Look at the last verse.

What does the group of words *palmtree village* suggest about the setting for this poem? Circle **one**.

It is set in a city with
lots of trees.

It is set in the
countryside.

Question 4

Look at the last verse.

What does the group of words *palmtree village* suggest about the setting for this poem? Circle **one**.

It is set in a city with
lots of trees.

It is set in the
countryside.

Question 1

Look at the first paragraph.

What do the words *Slow silence* tell you about how Tom is feeling at the beginning of the story?

Question 1

Look at the first paragraph.

What do the words *Slow silence* tell you about how Tom is feeling at the beginning of the story?

Tom is bored/grumpy because time is going really slowly/he is the only one awake.

Question 2

What do the words *imprisoned in wakefulness* tell you about how Tom feels about being awake? Tick **one**.

Tom went to prison.

☐

Tom was wide awake.

☐

Tom was sleepy.

☐

Tom felt he couldn't escape being awake.

☐

Question 2

What do the words *imprisoned in wakefulness* tell you about how Tom feels about being awake? Tick **one**.

Tom went to prison.

☐

Tom was wide awake.

☐

Tom was sleepy.

☐

Tom felt he couldn't escape being awake.

☒

Question 3

Even in his irritation, Tom could not stop counting; it had become a habit with him at night. Seven! Eight!

Underline **one** word that tells you that this is not the first time Tom has been unable to sleep at night.

Question 3

Even in his irritation, Tom could not stop counting; it had become a habit with him at night. Seven! Eight!

Underline **one** word that tells you that this is not the first time Tom has been unable to sleep at night.

habit

Question 4

Look at the second paragraph.

How many times should Tom have heard the clock strike at one o'clock?

Question 4

Look at the second paragraph.

How many times should Tom have heard the clock strike at one o'clock?

one

Question 1

Look at the first paragraph.

Find and copy **two** words that mean 'kept in its original state'.

Question 1

Look at the first paragraph.

Find and copy **two** words that mean 'kept in its original state'.

mummified and **preserved**

Question 2

Anubis was responsible for conducting the dead through the underworld.

Which of the following words is a synonym for *conducting*?
Tick **one**.

guiding ☐

stopping ☐

jumping ☐

swimming ☐

Question 2

Anubis was responsible for conducting the dead through the underworld.

Which of the following words is a synonym for *conducting*?
Tick **one**.

- | | |
|----------|-------------------------------------|
| guiding | <input checked="" type="checkbox"/> |
| stopping | <input type="checkbox"/> |
| jumping | <input type="checkbox"/> |
| swimming | <input type="checkbox"/> |

Question 3

Tick to show whether each statement is true or false.

	True	False
Mummification was quick and easy.		
Mummification took place in a tent.		
The heart was put in a jar.		
The body was washed with wine.		

Question 3

Tick to show whether each statement is true or false.

	True	False
Mummification was quick and easy.		✓
Mummification took place in a tent.	✓	
The heart was put in a jar.		✓
The body was washed with wine.		✓

Question 4

Next, the brain was removed. A long hook was used to smash it up

What does the word *smash* tell you about what the Egyptians thought of the brain?

Question 4

Next, the brain was removed. A long hook was used to smash it up

What does the word *smash* tell you about what the Egyptians thought of the brain?

They didn't think it was very important.



Question 1

A man was lying there, propped up on a pile of cushions.

What does the use of the group of words *propped up* suggest about the man?

Question 1

A man was lying there, propped up on a pile of cushions.

What does the use of the group of words *propped up* suggest about the man?

That the cushions were holding him up. **OR** He couldn't support himself without the cushions because he was too ill/weak.

Question 2

... the white blanket at the end of the bed became a lion, rose from the bed, sprang down and was padding towards us, a terrible rumble in his throat.

How does the author's choice of words here suggest that Millie is shocked and terrified? Explain your answer using evidence from the text.

Question 2

... the white blanket at the end of the bed became a lion, rose from the bed, sprang down and was padding towards us, a terrible rumble in his throat.

How does the author's choice of words here suggest that Millie is shocked and terrified? Explain your answer using evidence from the text.

She is shocked because she says that the blanket 'became' a lion which shows that it happened quickly. She is terrified because she says that the lion's rumble is 'terrible'.

Question 3

Why do you think the author uses the word *padding* to describe the lion's movements?

Question 3

Why do you think the author uses the word *padding* to describe the lion's movements?

It shows that the lion is making a soft sound when he walks.



Question 4

... the lion turned his attention on me, licking my hand with his rough warm tongue. I just gritted my teeth

What does the group of words *gritted my teeth* tell you about how Millie feels when the lion licks her hand? Tick **two**.

She is enjoying it.

☐

She is trying to be brave.

☐

Her teeth are chattering.

☐

She is not enjoying it.

☐



Question 4

... the lion turned his attention on me, licking my hand with his rough warm tongue. I just gritted my teeth ...

What does the group of words *gritted my teeth* tell you about how Millie feels when the lion licks her hand? Tick **two**.

She is enjoying it.

☐

She is trying to be brave.

☒

Her teeth are chattering.

☐

She is not enjoying it.

☒



Question 1

Look at the paragraph beginning, *Activists have long accused ...*

According to the activists, what do circuses do to animals? Give **two** things.



Question 1

Look at the paragraph beginning, *Activists have long accused ...*

According to the activists, what do circuses do to animals? Give **two** things.

beat OR starve OR keep their animals in unclean conditions



Question 2

How long have Animal Defenders International been campaigning to stop circus suffering?



Question 2

How long have Animal Defenders International been campaigning to stop circus suffering?

(for) over 20 years



Question 3

This article tells us that England is going to ban wild animals in travelling circuses. Which **two** other countries have already done this?



Question 3

This article tells us that England is going to ban wild animals in travelling circuses. Which **two** other countries have already done this?

Ireland and Scotland



Question 4

When the article was written, which type of animal could still be found in circuses in England? Tick **one**.

elephants ☐

foxes ☐

lions ☐

sea lions ☐



Question 4

When the article was written, which type of animal could still be found in circuses in England? Tick **one**.

elephants

☐

foxes

☒

lions

☐

sea lions

☐

Question 1

Look at the first sentence.

Find and copy **one** word that tells you the characters are sitting very near to each other.

Question 1

Look at the first sentence.

Find and copy **one** word that tells you the characters are sitting very near to each other.

crowded

Question 2

“Have some wine,” the March Hare said in an encouraging tone.

Which word tells you that the March Hare is trying to persuade Alice to have some wine?

Question 2

“Have some wine,” the March Hare said in an encouraging tone.

Which word tells you that the March Hare is trying to persuade Alice to have some wine?

encouraging

Question 3

*“It wasn’t very civil of you to sit down without being invited,”
said the March Hare.*

Which word or group of words has the same meaning as *civil*?
Tick **one**.

- | | |
|----------|--------------------------|
| kind | <input type="checkbox"/> |
| grown up | <input type="checkbox"/> |
| rude | <input type="checkbox"/> |
| polite | <input type="checkbox"/> |

Question 3

*“It wasn’t very civil of you to sit down without being invited,”
said the March Hare.*

Which word or group of words has the same meaning as *civil*?
Tick **one**.

- | | |
|----------|-------------------------------------|
| kind | <input type="checkbox"/> |
| grown up | <input type="checkbox"/> |
| rude | <input type="checkbox"/> |
| polite | <input checked="" type="checkbox"/> |

Question 4

... he had taken his watch out of his pocket, and was looking at it uneasily, shaking it every now and then, and holding it to his ear.

Underline **one** word that tells you that the Hatter was worried about his watch.

Question 4

... he had taken his watch out of his pocket, and was looking at it uneasily, shaking it every now and then, and holding it to his ear.

Underline **one** word that tells you that the Hatter was worried about his watch.

uneasily

Question 1

Find and copy a group of words in the first three lines that tells you this poem is written from a child's perspective.

Question 1

Find and copy a group of words in the first three lines that tells you this poem is written from a child's perspective.

us kids

Question 2

... their front room remains continually lost in the romance of candlelight.

Why do you think the poet says that candlelight is romantic?

Question 2

... their front room remains continually lost in the romance of candlelight.

Why do you think the poet says that candlelight is romantic?

Because candlelight is only used on special occasions.

Question 3

... faded yellow prints ...

What does this tell you about the magazines and newspapers?

Question 3

... faded yellow prints ...

What does this tell you about the magazines and newspapers?

They are old. **OR** They have been there for a long time.

Question 4

How do you think Sara feels when the children come round? Explain your answer.

Question 4

How do you think Sara feels when the children come round? Explain your answer.

Sara enjoys her time with the children because she starts to tell her stories enthusiastically/with animation.

Question 1

Look at the first paragraph.

Give **two** pieces of evidence that suggest that it is extremely cold.

Question 1

Look at the first paragraph.

Give **two** pieces of evidence that suggest that it is extremely cold.

There are frozen leaves and icy tree roots.

Question 2

Look at the second paragraph.

What did Barney think when he saw the ashes and smelt the wood smoke?

Question 2

Look at the second paragraph.

What did Barney think when he saw the ashes and smelt the wood smoke?

That someone (Stig) had been there recently.

Question 3

How did Barney feel when he saw Stig's *strange expression*? Tick **one**.

confused ☐

nervous ☐

annoyed ☐

amused ☐

Question 3

How did Barney feel when he saw Stig's *strange expression*? Tick **one**.

confused ☐

nervous ☒

annoyed ☐

amused ☐

Question 4

Look at the paragraph beginning *He looked around the shelter and the cave.*

Why do you think Stig has not gone to get more wood to make a new fire?

Question 4

Look at the paragraph beginning *He looked around the shelter and the cave.*

Why do you think Stig has not gone to get more wood to make a new fire?

Stig's axe was blunt and so he couldn't cut any wood for the fire.

Question 1

Do you think Lou will come and help Barney and the rest of the men to move the rock before sunrise?

Question 1

Do you think Lou will come and help Barney and the rest of the men to move the rock before sunrise?

No, because she says she can't leave Dinah. *OR* Yes, if someone else can look after Dinah/if all the women and children decide to join in as well.

Question 2

Look at the paragraph beginning *Now, although it was the steepest part of the track, they seemed to be going quicker.*

Do you think the men would have sped up if the chief wasn't there watching them?

Question 2

Look at the paragraph beginning *Now, although it was the steepest part of the track, they seemed to be going quicker.*

Do you think the men would have sped up if the chief wasn't there watching them?

Yes, because they don't want to let the chief down. *OR*
No, because they are very tired from moving the rocks/
they wouldn't be worried about being punished by
the chief.

Question 3

Can you think of another story about people working together to achieve a difficult task?

Do you think this story will go the same way?
Explain your answer.

Question 3

Can you think of another story about people working together to achieve a difficult task?

Do you think this story will go the same way?
Explain your answer.

This story will be like 'The Enormous Turnip' – if the men carry on working together as a group, they will be able to move the rock for the king.

Question 4

Which of the following would be the most appropriate title for the next chapter in the story? Tick **one**.

The Men Attack the King

☐

The King Falls on His Face

☐

Barney and Lou Steal the Slab

☐

Waking from the Dream

☐

Question 4

Which of the following would be the most appropriate title for the next chapter in the story? Tick **one**.

The Men Attack the King

☐

The King Falls on His Face

☐

Barney and Lou Steal the Slab

☐

Waking from the Dream

☒



Question 1

Look at the first sentence.

What caused the ice to melt?



Question 1

Look at the first sentence.

What caused the ice to melt?

the fire



Question 2

Look at the first paragraph.

Write down **three** things this paragraph tells you about Ymir.



Question 2

Look at the first paragraph.

Write down **three** things this paragraph tells you about Ymir.

It looked like a person. It was huge/bigger than worlds.
It was (both) male and female.



Question 3

Look at the third paragraph.

What food and drink did the cow have?



Question 3

Look at the third paragraph.

What food and drink did the cow have?

salty blocks of ice



Question 4

What was the first thing that was revealed when the cow licked the blocks of ice? Tick **one**.

a person

☐

Ymir

☐

a man's hair

☐

milk

☐



Question 4

What was the first thing that was revealed when the cow licked the blocks of ice? Tick **one**.

a person

☐

Ymir

☐

a man's hair

☒

milk

☐