‘Put your books away quietly and go out to play,’ Mr Graham said. ‘You have all worked hard this morning. Well done!’

The children quickly put their things in their desks and headed towards the playground. They were glad it was time for a break. It was hot and sticky in the classroom.

Soon the classroom was quiet and empty. Mr Graham sat at his desk and enjoyed the quietness for a few moments. He could hear the noise of children shouting and playing outside. Mr Graham got up, stretched and went to the staff room for his break.

In the playground children were having a great time. Some children were standing in the shade of the trees, chatting and joking. Others were racing and chasing each other in the bright sunshine. Sam, Ben, Dan and Sarah were playing with a ball. It was so hot, they were all sweating.

‘I’m too hot,’ Sam said. ‘Let’s stop and have a rest.’

Ben agreed. ‘Good idea. I’m getting fed up with this game, anyway.’

‘Let’s sit down for a while,’ Dan suggested. He ran towards the shade of the tree where it was cooler.

‘I’ve got a can of drink in my bag in the classroom,’ Sarah said. ‘I’ll go in and get it.’

‘Hurry up,’ Sam said, ‘before I die of thirst!’
Sarah smiled as she went into the school. It was dark and cool inside. It took a moment or two for her eyes to get used to the darkness. Sarah walked down the corridor. It was strange to be in school on her own. Everywhere was so quiet. Her footsteps echoed on the wooden floor. She glanced into each empty classroom as she walked along.

Just before Sarah got to her classroom, she stopped to look at her painting on the wall outside. She was very proud of it. Sarah turned to go into her classroom but a sudden movement inside the room made her stare. She stopped in amazement. There, standing at Mr Graham’s desk, was Wayne. He was looking in it. He did not look up. He did not see or hear Sarah at the door. What was he doing? Why was he looking in Mr Graham’s desk? Why wasn’t he outside?

Sarah’s heart beat fast. She didn’t know what to do. Her mind buzzed with all sorts of questions and thoughts.

‘Shall I go in and ask him what he’s doing?’
‘Shall I go and get Mr Graham?’
‘Shall I pretend I haven’t seen anything and go outside again?’

Then all of a sudden Sarah knew what to do …
Comprehension

1 Answer these questions with proper sentences.

1 What was the name of the teacher?
2 Why were the children glad it was time for a break?
3 Who was playing with a ball in the playground?
4 Who said he was too hot?
5 Why did Sarah go back into school?
6 Was it bright or dark inside school?
7 What did Sarah look at on the wall?
8 Who was looking in Mr Graham’s desk?

2 Discuss your answers to these questions.

1 What was the weather like? How do you know?
2 Why do you think Mr Graham sat at his desk when the children went outside?
3 How can you tell the children were having a great time at break?
4 Why did Dan run towards the shade of the tree?
5 Why did Sarah’s footsteps echo as she walked along?
6 Why do you think Wayne was looking inside Mr Graham’s desk?
7 What do you think Sarah will do?

Vocabulary

A synonym is a word that means the same, or nearly the same, as another word: ‘pleased’ means the same as ‘glad’.
An antonym is a word that means the opposite of another word: ‘miserable’ is the opposite of ‘glad’.

Find each adjective in the text on pages 8–9. Write a synonym and an antonym for each adjective. Use the thesaurus on page 167.

<table>
<thead>
<tr>
<th>adjective</th>
<th>synonym</th>
<th>antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>cool</td>
<td>a</td>
<td>a</td>
</tr>
<tr>
<td>quiet</td>
<td>b</td>
<td>b</td>
</tr>
<tr>
<td>bright</td>
<td>c</td>
<td>c</td>
</tr>
<tr>
<td>sticky</td>
<td>d</td>
<td>d</td>
</tr>
<tr>
<td>empty</td>
<td>e</td>
<td>e</td>
</tr>
<tr>
<td>glad</td>
<td>f</td>
<td>f</td>
</tr>
<tr>
<td>difficult</td>
<td>g</td>
<td>g</td>
</tr>
<tr>
<td>strange</td>
<td>h</td>
<td>h</td>
</tr>
</tbody>
</table>
Language building

Remember! A **pronoun** may be **singular** (one) or **plural** (more than one).

**First person**
First person pronouns refer to the person (or persons) **who is** (or are) **speaking**.
I waited for Sarah and **we** went out to play.

**Second person**
Second person pronouns refer to the person (or persons) **we are speaking to**.
Will **you** bring me a can of drink?

**Third person**
Third person pronouns refer to the person (or persons) **we are speaking about**.
**They** sat under the tree and ate **their** sandwiches.

<table>
<thead>
<tr>
<th>First person pronouns</th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, me, mine</td>
<td>we, us, ours</td>
<td></td>
</tr>
<tr>
<td>Second person pronouns</td>
<td>you, yours</td>
<td>you, yours</td>
</tr>
<tr>
<td>Third person pronouns</td>
<td>he, him, his, she, her, hers, it, its</td>
<td>they, them, theirs</td>
</tr>
</tbody>
</table>

1 **Underline the pronouns** in each sentence. **Say if they are first, second or third person pronouns.**

1 Mr Graham smiled when he said, ‘You have all worked hard.’
2 It was hot and they were all sweating.
3 ‘We can sit here,’ Sarah said as she ran to the tree.
4 ‘Will you sit next to me?’ Sam asked Ben.
5 ‘Is this book yours?’ Wayne asked Sarah.

2 **This text is written in the third person. Underline the third person pronouns.**

Sarah did not like the empty school. She heard footsteps echoing all around her. The darkness frightened her. She decided to stop and look at the paintings on the wall. Hers was near the top. Then Sarah looked in the classroom. She stopped and stared at what she saw.

Now imagine you are Sarah. **Tell the story in the first person.** Begin like this:
I did not like the empty school.
Grammar

The children in Mr Graham’s class have a break every morning. If the weather is fine, they go outside into the playground. Today the sun is shining so the children are playing outside.

Yesterday it was raining so the children did not go outside. They stayed in the classroom. They were playing quietly when suddenly Dan shouted, ‘Look!’ The sun was shining through the rain. They saw a rainbow in the sky.

Answer these questions.

1. What do the children have every morning? Where do they go if the weather is fine?
2. What are the children doing now? What is the weather like?
3. What was the weather like yesterday? Did the children go outside?
4. What were they doing when Dan shouted?
5. What did they see? Why?

Look, ask and answer.

<table>
<thead>
<tr>
<th>Now</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑️ Sun – shine</td>
<td>☒️ Every day</td>
</tr>
<tr>
<td>☑️ Rain – rain</td>
<td>☑️ Every day</td>
</tr>
<tr>
<td>☑️ Boys – laugh</td>
<td>☑️ Every day</td>
</tr>
<tr>
<td>☑️ Girls – sing</td>
<td>☑️ Every day</td>
</tr>
<tr>
<td>☑️ Dog – bark</td>
<td>☑️ Every day</td>
</tr>
</tbody>
</table>

Is the sun shining? Yes, it is. Does it shine every day? No, it doesn’t.

Look at the picture and answer the questions.

1. What were the children doing when the teacher came into the classroom? (Say three things.)
2. What did the children do when the teacher came into the classroom? (Think of three things.)
In words of one-syllable which contain a short vowel in the middle, we double the last consonant before we add a suffix which begins with a vowel.

Sarah is chatting with her friends. Yesterday she chatted with her Mum.

chat + ing = chatting  chat + ed = chatted

1 Complete the chart.

<table>
<thead>
<tr>
<th>stop</th>
<th>+ ing</th>
<th>+ ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>drum</td>
<td>stopping</td>
<td>drummed</td>
</tr>
<tr>
<td></td>
<td>planning</td>
<td>wagged</td>
</tr>
<tr>
<td>jog</td>
<td>patting</td>
<td>wrapped</td>
</tr>
<tr>
<td>slip</td>
<td></td>
<td>hugging</td>
</tr>
<tr>
<td>hum</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Write the correct form of the verb in each sentence.

1 Sarah __________ (stop) and looked in the classroom.
2 The man was __________ (drum) very loudly.
3 Sarah __________ (plan) to get her can of drink from her bag.
4 When I __________ (pat) the dog it __________ (wag) its tail with happiness.
5 The athlete was __________ (jog) around the stadium.
6 My Mum was __________ (wrap) my birthday present.
7 When it was icy I __________ (slip) and hurt my leg.
8 The small child __________ (hug) his teddy.
9 Last night I was __________ (hum) in the bath.
Class writing

Read the three possible endings.

**Ending one – story plan**

Paragraph 1  Sarah asked Wayne what he was doing.
Paragraph 2  Wayne answered. Was he angry? What did he say? Did Wayne have a good reason?
Paragraph 3  What happens now?

**Ending two – story plan**

Paragraph 1  Sarah went to get Mr Graham.
Paragraph 2  What did Mr Graham do? Did he go and see Wayne? What did he say to Wayne? What did Wayne do?
Paragraph 3  What happens now?

**Ending three – story plan**

Paragraph 1  Sarah pretended she hadn’t seen anything. She went outside again.
Paragraph 2  Did she say anything to her friends? Did she tell them? Did they decide to do nothing or did they decide to trap Wayne?
Paragraph 3  What happens now?

Have a class vote and choose which ending you want to use.

Follow the story plan for the ending you chose. Brainstorm your ideas. Write some notes for each of the three paragraphs on the board.

Now write your ending together in three paragraphs on the board.

**Writing** choosing how to complete the story and composing the ending as a class
Bird and Boy

So you want to fly. Why? 
You haven’t any feathers. 
Do you think it’s good fun 
Being out in all weathers? 
Said Bird to Boy.

You haven’t any wings, 
You can’t build a nest. 
Why aren’t you satisfied 
With the things you do best? 
Said Bird to Boy.

What would it be like? 
A sky full of boys, 
Their arms flapping, their big feet— 
And the noise! 
Said Bird to Boy.

Have you ever tried perching 
In some old tree 
When it’s snowing? It’s not funny, 
Believe me! 
Said Bird to Boy.

Be comfortable, do your own thing, 
Your skateboard, your bike, 
Your football, all the other 
Things you like. 
Why try to fly? 
Stay out of the sky, 
Said Bird to Boy.

Yes, you’re right, I can’t just 
Flap my arms and fly. 
But I dream about it often, 
Winging through the sky, 
Above the houses, the streets. 
I’d like to try. 
Said Boy to Bird.

Leslie Norris