

A New Home

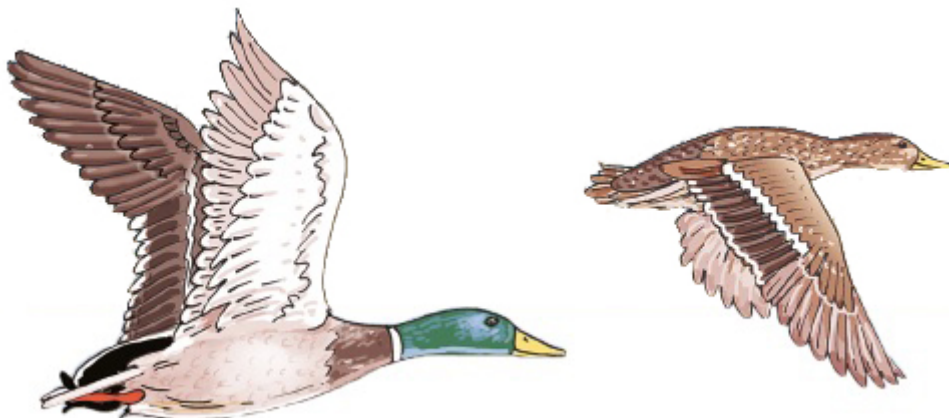
Past the last house, past the factory gates, past the edge of town, there, hidden at the feet of ancient trees, sparkled a small, green pond.

Tall reeds rustled around its edge, hiding croaking frogs and clouds of buzzing insects.

The pond was home for two small, wild ducks who spent their days swimming and diving for food, and their nights sleeping safely on a small island.

One day, huge, rumbling, grumbling machines crawled towards the pond. With a roar and a gurgle, out poured the pond's precious water.

Now the pond and island were gone forever. The ducks would have to find another place to live. The ducks needed water, where they could swim and find food, and a safe place to sleep.



All day the two ducks flew, leaving the town and its grumbling machines far behind. At last, very tired, they came to the sea. But the waves were frightening, the water was salty, and they couldn't find any food.

Grumpy seagulls squawked and chased them away. When the sun went down, the two ducks slept in a silent fairground.

The fair and the beach could not be a home for wild ducks. So the next day, they flew on and on until they found a busy river.

That night, two tired little ducks slept on a small, bobbing boat, but almost went out to sea in the morning.

The homeless ducks flew and flew. Then, just before the sun set, they found another pond.

The ducks hid in some thick reeds. But they were found, pushed into a dark box, and jolted around for a long time.

At last, they were set free on a lake where tall reeds rustled, frogs croaked, and clouds of insects buzzed over the clear water. A new home at last!



These questions are about *A New Home*

(page 1)

- 1 What other creatures lived by the pond?

Write **two** answers.

1. _____

2. _____

(page 1)

- 2 *One day, huge, rumbling, grumbling machines crawled towards the pond.*

What does this sentence tell you about the machines?

Tick **one**.

They moved quickly.

They were noisy.

They were small.

They were silent.

(page 1)

- 3 Why did the ducks leave their home?

Tick **one**.

It was too small.

It was destroyed.

They wanted to live in the sea.

They wanted to explore.

(page 2)

- 4 The ducks did not like the sea. Why not?

Write **two** reasons.

1. _____

2. _____

5 Why did someone put the ducks in a box?

Tick **one**.

to take them to a new home

to protect them from seagulls

to live in the box

to take them back to their old pond

(pages 1-2)

6 Number the following from 1 to 5 to show the order things happen in the story.

The first one has been done for you.

Machines destroyed the pond.

The ducks lived happily in the pond.

The ducks were set free on a lake.

The ducks were rescued by a helper.

The ducks hid in some thick reeds.

Cobweb Morning



Most of the time, spiders' webs are almost invisible. But sometimes, if it is frosty or damp, you can see the webs almost everywhere you look. This is because ice or water drops have stuck to the fine threads of the webs.

On a Monday morning
We do spellings and maths.
And silent reading.

But on the Monday
After the frost
We went straight outside.

Cobwebs hung in the cold air,
Everywhere.
All around the playground,
They clothed the trees,
Dressed every bush
In veils of fine white lace.

Each web,

A wheel of patient spinning.
Each spider,
Hidden,
Waiting.

Inside,
We worked all morning
To capture the outside.

Now
In our patterns and poems
We remember
The cobweb morning.

These questions are about *Cobweb Morning*

1 The children saw the cobwebs in...

Tick **one**.

a park

a street

a garden

a playground.

2 (a) What did the children usually learn on a Monday morning?

(b) What did the children learn about **this** Monday morning when they went outside?

3 The poem explains how cold weather...

Tick **one**.

damages cobwebs.

changes how cobwebs look.

makes cobwebs stronger.

helps spiders to make webs.

Mark schemes

A New Home Answers

- 1 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for **both** of the following:

- frogs
- insects.

Also accept bugs instead of insects.

1 mark

- 2 **Content domain:** 1a – draw on knowledge of vocabulary to understand texts.

Award 1 mark for:

- They moved quickly.
- They were noisy.
- They were small.
- They were silent.

<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

1 mark

- 3 **Content domain:** 1d – make inferences from the text.

Award 1 mark for:

- It was too small.
- It was destroyed.
- They wanted to live in the sea.
- They wanted to explore.

<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

1 mark

- 4 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for reference to any of the following acceptable points, up to a **maximum of 2 marks:**

- the waves being frightening, e.g.
 - *because the waves were scary*
 - *because of the waves.*
- the water being salty, e.g.
 - *it was too salty.*
- there not being any food for the ducks to eat, e.g.
 - *they couldn't find any food.*

- the seagulls were frightening / grumpy / chased them away, e.g.
 - *the seagulls chased them*
 - *because there were grumpy seagulls.*

Up to 2 marks

- 5 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Secondary content domain: 1d – make inferences from the text.

Award 1 mark for:

- | | |
|-------------------------------------|-------------------------------------|
| to take them to a new home | <input checked="" type="checkbox"/> |
| to protect them from seagulls | <input type="checkbox"/> |
| to live in the box | <input type="checkbox"/> |
| to take them back to their old pond | <input type="checkbox"/> |

1 mark

- 6 **Content domain:** 1c – identify and explain the sequence of events in texts.

Award 1 mark for: all four boxes numbered correctly:

- | | |
|--------------------------------------|--------------------------------|
| Machines destroyed the pond. | <input type="text" value="2"/> |
| The ducks lived happily in the pond. | <input type="text" value="1"/> |
| The ducks were set free on a lake. | <input type="text" value="5"/> |
| The ducks were rescued by a helper. | <input type="text" value="4"/> |
| The ducks hid in some thick reeds. | <input type="text" value="3"/> |

1 mark

Cobweb Morning Answers

- 1 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for:

- | | |
|---------------|-------------------------------------|
| a park. | <input type="checkbox"/> |
| a street. | <input type="checkbox"/> |
| a garden. | <input type="checkbox"/> |
| a playground. | <input checked="" type="checkbox"/> |

1 mark

- 2 (a) **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for reference to any of the following acceptable points:

- spellings
- maths
- (silent) reading.

1 mark

(b) **Content domain:**1d – make inferences from the text.

Award 1 mark for reference to any of the following acceptable points:

- seeing the invisible, e.g.
 - *they could easily see the cobwebs in the frost*
 - *on a frosty morning you can see the cobwebs*
 - *they learned that when it was cold cobwebs show better*
 - *cobwebs are everywhere but you can't always see them.*
- learning about cobwebs (in the frost), e.g.
 - *they learned about cobwebs hiding*
 - *the cobwebs were everywhere*
 - *the cobwebs.*
- learning about / appreciating spiders, e.g.
 - *spiders work hard*
 - *spiders are good at hiding*
 - *they learned about spiders.*
- learning about nature / the outside, e.g.
 - *to capture the outside*
 - *she wanted them to know more about nature.*

Also accept reference to learning to write poetry / create patterns, e.g.

- *they made patterns and poems.*

Do not accept references to spellings, maths or (silent) reading.

1 mark

3 **Content domain:**1d – make inferences from the text.

Secondary content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for:

- damages cobwebs.
- changes how cobwebs look.
- makes cobwebs stronger.
- helps spiders to make webs.

<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

1 mark