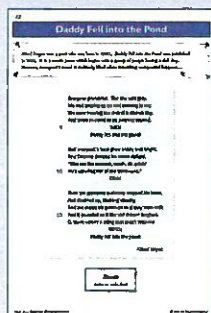


# Daddy Fell into the Pond



**Question Book:**  
Year 3, pages 12-13

**Author / Source:**  
Alfred Noyes

**Genre:**  
Classic poetry

**Cross-curricular links:**

- Drama (performance)

## Introduction

Alfred Noyes (1880-1958) was an English writer and poet. He is best known for his ballad, *The Highwayman*. *Daddy Fell into the Pond* is a comic poem which was first published in 1952. The characters' dull mood at the start of the poem is lifted when "Daddy" falls into the pond. As you read the poem with the class, ask them to pay particular attention to Noyes' use of rhythm and rhyme.

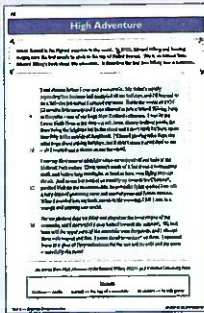
## Answers

1. E.g. No. They are grumbling and they don't have anything to do.
2. E.g. To show how bored everyone is.
3. E.g. To show that something important and completely different is about to happen.
4. E.g. The noise the camera makes when the photograph is taken.
5. E.g. He felt amused. You can tell because he "slapped his knee" and he shook with laughter.
6. beyond and respond (1 mark for both correct)
7. Any appropriate answer. E.g. I think I would laugh and try to take a photo. Then I might try to help the person to get out of the pond and check that they are okay.

## Extra Activities

- With the whole class, explore the rhythm of the poem. What is the rhythm like at the start of the poem? How does it change after "Daddy" falls into the pond? How do the changes in rhythm mirror changes in the characters' moods?
- As a class, identify all the rhyming words in the poem. Split the class into groups and assign each group a rhyme from the poem. Ask them to come up with as many words as possible that have the same rhyme.
- Ask pupils to come up with their own poem which starts with a dull atmosphere and features an amusing event and a mood shift. They should try and use rhyming couplets and triplets, like in *Daddy Fell into the Pond*.
- Ask the class to write a story based on the poem's events, from the father's perspective. Ask them to include details about the setting, the characters, why everyone is so bored, how he fell into the pond and his reaction to falling in and everyone laughing at him.
- Split the class into groups and ask them to stage a performance of the poem. One person in each group should be the narrator, while the others act out the poem. Encourage pupils to think about how they can convey the suddenness of the father falling into the pond.

# High Adventure



**Question Book:**  
Year 3, pages 18-19

**Author / Source:**  
Sir Edmund Hillary

**Genre:**  
Non-fiction — memoir

**Cross-curricular links:**

- Art (illustrating a text)
- Geography (tourism)
- Maths (ordering numbers)

## Introduction

On 29 May 1953, Edmund Hillary and Tenzing Norgay made history when they became the first people to reach the summit of Mount Everest. In this extract, Hillary describes how he fell in love with mountains when he went on his first skiing holiday at the age of sixteen. Before pupils read the extract, make sure they read the introduction so that they are aware of Hillary's subsequent career as one of the twentieth century's most famous mountaineers.

## Answers

1. E.g. Because he had never been very far from Auckland before, and he wanted to see the world.
2. E.g. He felt excited and happy because he was seeing snow for the first time — he says it was “a tremendous thrill”.
3. “as hard as iron”
4. E.g. Because it makes the mountain sound magical, like in a fairy tale, and helps you imagine how beautiful it was.
5. E.g. Because he had been told that they were dangerous. OR Because he was scared of them.
6. Any appropriate answer. E.g. Yes, because this ski trip was the first time that he saw snow and mountains. It gave him a “fiery enthusiasm” for them, which probably made him want to be a mountaineer.

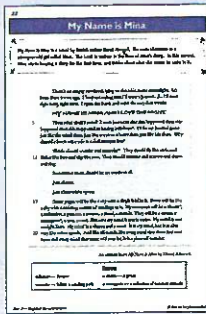
## Extra Activities

- With the whole class, discuss the conventions of autobiographies and memoirs, encouraging pupils to identify features of this text which show that it is an example of autobiographical writing.
- Get pupils to write a short autobiographical passage or memoir describing the first time they did a favourite activity.
- Focusing on lines 11-18, ask pupils to identify the techniques that Hillary uses to describe the mountains. With the whole class, discuss the way these techniques help to build up a vivid image of the scene.
- Ask pupils to suggest other ways to describe a snowy scene. Get them to write and illustrate their own short passage, using descriptive language to create a vivid image of a snowy scene.
- Using the information in the extract, their own imaginations and online research if possible, get pupils to create a tourist brochure that will persuade people to visit Ruapehu. They may want to include a description of the natural beauty of the volcano, and suggestions for activities that people could do during their visit.
- Give pupils an alphabetical list of the ten highest mountains in the world and their heights in metres. Challenge pupils to arrange the list into height order.

Annapurna I — 8091 m  
Cho Oyu — 8188 m  
Dhaulagiri I — 8167 m  
Everest — 8848 m  
K2 — 8611 m  
Kangchenjunga — 8586 m  
Lhotse — 8516 m  
Makalu — 8485 m  
Manaslu — 8163 m  
Nanga Parbat — 8126 m



# My Name is Mina



**Question Book:**  
Year 3, pages 22-23

**Author / Source:**  
David Almond

**Genre:**  
Fiction — novel extract

**Cross-curricular links:**

- Art (illustrating imagery)
- Science (the mind)

## Introduction

*My Name is Mina*, first published in 2010, is the prequel to David Almond's *Skellig* — a very popular children's novel. Written in the form of a diary, *My Name is Mina* gives the reader a first-hand insight into nine-year-old Mina's unique view of the world. In this extract, Mina starts writing her diary, and explores what words and storytelling mean to her. Rich in similes, metaphors and other literary devices, this extract provides an ideal opportunity for pupils to start exploring creative writing and its effect on the reader.

## Answers

1. Night-time. E.g. You can tell because there's moonlight.
2. E.g. To show how Mina wrote the words in her diary.
3. E.g. She means a blank page with no words written on it.
4. E.g. It would only have one word written on it.
5. c. a collective noun
6. E.g. Because the way she thinks isn't organised and tidy like straight lines — it's messy and disorganised.
7. Any appropriate answer. E.g. Imaginative. The way she writes shows that she sees lots of interesting images in her mind, and she uses language in creative ways to help the reader see those images too.

## Extra Activities

- As a class, discuss the characteristic features of diary entries. What features does Mina's diary have in common with more conventional diaries? In what ways is it different?
- In this extract, Mina uses imaginative imagery to describe the way animals move (e.g. "flicker like bats"). Get pupils to think of other animals that they are familiar with, and challenge them to think of verbs to describe the way they move. Encourage them to be creative in their suggestions.
- Explain that in the phrase "a swirling swarm of starlings", the author has deliberately chosen words that start with the same 's' sound. Give pupils a list of collective nouns for other groups of animals, and ask them to suggest alliterative phrases to describe them (e.g. a fluttering flamboyance of flamingos).
- The language in this extract creates vivid images in the reader's mind. Focusing on lines 5-21, ask pupils to identify examples of imagery, such as similes, and to describe the pictures that they create. Get pupils to choose an example of imagery, and ask them to draw a picture to represent it.
- Ask pupils to write an opening paragraph for their own diary that uses language creatively.
- Mina describes the mind as "a place of wonder". As a class, explore why the mind might be viewed in this way. Make sure pupils are aware that their minds control both their mental and their physical functions, and encourage them to explore all the things that their minds enable them to do.