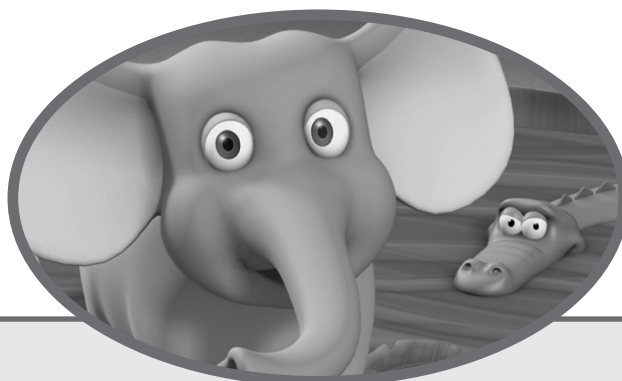


# The Elephant's Child



## The story

This is an adaptation of a famous Rudyard Kipling story, which explains how the elephant got its trunk. The story is set in Africa, when the world was new and elephants did not have trunks.

The elephant's child lived with Father, Mother and Baby Elephant. He wanted to know all about the world, and was always asking the other animals difficult questions. They usually told him to go away!

One day, the elephant's child asked a question that none of the animals wanted to answer. He asked what Crocodile had for his dinner. The animals were afraid of Crocodile. Parrot told the elephant's child that he must go to the green, green river and ask Crocodile himself.

The elephant's child set out on the long journey to the river. He took some melons to eat on the way. He met Python on his journey, but when he asked him about Crocodile, Python was afraid, and slithered away.

At last the elephant's child came to the green, green river where Crocodile lived. When the elephant's child nervously asked Crocodile his question, Crocodile pretended not to hear clearly. He asked the elephant's child to come closer. Then he grabbed the elephant's child's nose with his teeth!

The elephant's child squeaked loudly. Python, Parrot and Aunt Hippopotamus heard the noise and came to help him. They pulled the elephant's child in one direction, as Crocodile pulled in the other. The elephant's child's nose stretched as they pulled. It grew longer and longer, until Crocodile gave up and let go.

Aunt Hippopotamus helped the elephant's child soothe his sore nose. It stopped hurting, but it was still very long. The elephant's child was unhappy with his new nose. He set off for home sadly.

On his journey home, the elephant's child discovered that having a long nose was actually very useful – he could flick flies away with it; pick grass with it; squirt mud with it; pick bananas with it; squirt water with it and sing with it!

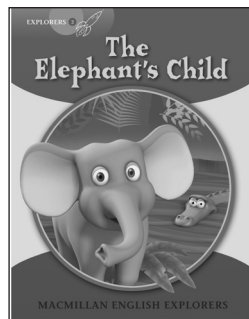
When the elephant's child arrived home, Father, Mother and Baby Elephant thought his nose looked very odd. So he showed them what he could do with it – he pulled Father's tail, poked Mother and picked up Baby Elephant and threw him into a thorn bush! He made lots of trouble with his new nose.

Eventually the family decided that something must be done. They went to see Crocodile. They promised to pick bananas every day for him if he stretched their noses like he had the elephant's child's nose! Crocodile agreed.

When the elephants got home, they all lived together peacefully. So now all elephants have long noses.

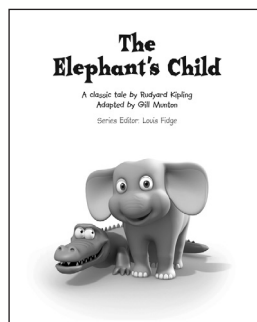
## Introducing the book

### The cover



- Hold up the cover. Read the book's title to and with the class.
- Point to the elephant's child. Ask *What sort of animal is this?* Elicit from the class anything they already know about elephants.
- Talk about the picture. Ask the class to describe the elephant. Ask *Where is the elephant?* (near a river in a jungle). *What other animal can you see?* (a crocodile).
- Ask *What do you think the story is going to be about?*

### The title page



- Ask the children to turn to the title page. Hold up your own book and point to the picture. Ask *What is different about this elephant?* (It hasn't got a trunk). Ask *What do you think the story is going to be about now?*

- Explain that the story is a classic (famous) tale (story) by Rudyard Kipling. Point to his name. Explain that the story has been adapted (made simpler) by another writer. Point to her name.

### The contents page

Contents	
1 The elephant's child	3
2 At the river	7
3 Dinner time!	11
4 Python comes to help	15
5 A very sore nose	19
6 A very useful nose	23
7 A bath in the mud	27
8 The elephant's child's song	31
9 Don't pull my tail!	35
10 The elephants solve the problem	39
Circus Elephant	42
Elephant facts	44
Elephants in danger	46

- Ask the children to turn to the contents page. Explain that the Contents list tells us what is in the book.
- Ask *How many chapters are there?* Read the chapter titles to and with the class. Briefly explain any unfamiliar words (most will be covered in the chapter notes). Ask the children what page each chapter starts on.
- Point out that at the end of the book there is a poem (on page 42) and some facts about elephants (beginning on page 44).
- Discuss the pictures on the contents page. Ask *What can you see?*
- Ask questions about each chapter title to stimulate the children's interest, for example:  
Chapter 1: Show the cover again. Ask *Who do you think this is?*  
Chapter 2: *What animal do you think lives at the river?*  
Chapter 3: *What do you think happens at the river?* etc.
- Tell the children to do the related activity on page 1 of their Workbook.




You can play the story on the audio cassette/CD at any time you choose.

# Chapter 1

## The elephant's child

Pages 3 to 6

Chapter 1  
The elephant's child




The elephant's child lived in Africa with Father Elephant, Mother Elephant, and Baby Elephant.

When the world was new, and Africa was new, and the green, green river was new, elephants did not have trunks. Yes, it's true! Elephants did not have trunks! But read the story and you will discover how the elephant's child changed this.

The elephant's child wanted to know all about the world. He wanted to know – everything!

'Why do you have so many feathers?' he asked his Aunt Ostrich.

'Stop asking questions, child,' said Aunt Ostrich. 'Go away! Go and see your Uncle Giraffe.'



The elephant's child went to see his Uncle Giraffe.

'Why are you so spotty?' he asked.

'Stop asking questions, child,' said Uncle Giraffe. 'Go away! Go and see your Aunt Hippopotamus.'

The elephant's child went to see his Aunt Hippopotamus.

'Why are your eyes red?' he asked.

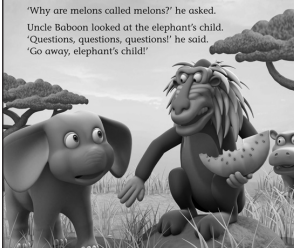
'Stop asking questions, child,' said Aunt Hippopotamus. 'Go away! Go and see your Uncle Baboon.'

The elephant's child went to see his Uncle Baboon.

'Why are melons called melons?' he asked.

Uncle Baboon looked at the elephant's child.

'Questions, questions, questions!' he said. 'Go away, elephant's child!'



One day, the elephant's child had a new question.


'What does Crocodile have for his dinner?' 'Sshh!' said Aunt Ostrich.

All the animals were afraid of Crocodile. But the elephant's child still wanted to know. He went to see Parrot.

'What does Crocodile have for his dinner?' he asked.

Parrot was afraid of Crocodile. He tidied his red and blue feathers with his beak.

'If you want to know that,' he said, 'you must go to the green, green river, and ask Crocodile.'



### Active vocabulary

<i>afraid</i>	point out the 'ai', as in <i>rain</i>
<i>aunt</i>	pronounced like 'aren't'
<i>child</i>	the 'i' here has a long sound – unlike its short sound in <i>children</i>
<i>dinner</i>	both <i>dinner</i> and <i>river</i> (see below) have the common 'er' ending
<i>elephant</i>	the 'ph' sounds like 'f', as it does in words such as <i>alphabet</i> , <i>photo</i> and <i>telephone</i>
<i>new</i>	some other 'ew' words include: <i>dew</i> , <i>few</i> , <i>grew</i> , <i>stew</i> , <i>crew</i> , <i>threw</i> and <i>drew</i> .
<i>question</i>	the letter 'q' is always followed by 'u'

*river*

*trunk* a homonym – it can also mean a large chest or box

*uncle* the 'le' ending is very common: as in *table*, *candle*, *apple*

### Passive vocabulary

<i>beak</i>	<i>discover</i>	<i>feathers</i>
<i>lived</i>	<i>melon</i>	<i>spotty</i>
<i>true</i>	<i>world</i>	

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 2 of their Workbook to practise the new vocabulary.
- Tell the children to look at the picture on page 3. Read the Chapter 1 title again. Ask *Which elephant do you think is Father Elephant? Which is Mother Elephant? Which is Baby Elephant? Which one is the elephant's child? Why do the elephants look strange?*
- Tell the class to look at the picture on page 4. Ask *What animal is the elephant's child talking to? (an ostrich). Ask the children to describe the ostrich. Discuss how both animals look: Are they happy, sad, angry?*
- Ask *Where are the animals? (Africa). Talk about what you can see in the background of the picture. Ask What other animal can you see? What is it doing?*
- Tell the children to look at the picture on page 5. Ask *What animal is the elephant's child talking to now? (a baboon). Ask the children to describe the baboon. Ask What is the baboon eating? (a melon). Does he look happy? How does the elephant's child look? What other animal can you see in the background?*

- Tell the children to look at the picture on page 6. Ask *What animal is the elephant's child talking to now?* (a parrot). Ask the class to describe the parrot. Discuss how both animals look: *Are they happy? Sad?* Point out that the parrot has one wing around the elephant's child's shoulders in a friendly manner.

### During reading

- Read the chapter expressively to the class (or play the audio cassette/CD). Do not stop to explain anything or to ask questions. Ensure the children are following in their books.
- Choose whichever of the following options is most appropriate for your class:
  - Read the chapter again and encourage the class to read it with you.
  - Read the chapter again, a paragraph at a time, and ask the class (or individuals) to read each paragraph aloud after you.
  - Do not read again yourself. Ask groups or individuals to read the chapter aloud, a paragraph at a time.
- Read (or play) the chapter again, a paragraph at a time. Explain the meaning and pronunciation of the words listed as passive vocabulary, and any other unfamiliar words.
- Discuss how the pictures can help the reader guess the meaning of the text.

#### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 3 of their Workbook.

- 1 *Where did the elephant's child live?*
- 2 *Who did he live with?*
- 3 *Was the world new or old at this time?*
- 4 *Elephants did not have \_\_\_\_\_ .*

- 5 *What did the elephant's child want to know?*
- 6 *What did the elephant's child ask Aunt Ostrich?*
- 7 *What did Aunt Ostrich say to him?*
- 8 *Who did the elephant's child go to see next?*
- 9 *What did the elephant's child ask Uncle Giraffe?*
- 10 *What did Uncle Giraffe say to him?*
- 11 *Who did the elephant's child go to see after Uncle Giraffe?*
- 12 *What did the elephant's child ask Aunt Hippopotamus?*
- 13 *What did Aunt Hippopotamus say to him?*
- 14 *Who did the elephant's child go to see after Aunt Hippopotamus?*
- 15 *What did the elephant's child ask Uncle Baboon?*
- 16 *What did Uncle Baboon say to him?*
- 17 *What did the elephant's child want to know about Crocodile?*
- 18 *All the animals were \_\_\_\_\_ of Crocodile.*
- 19 *Why did the elephant's child go to see Parrot?*
- 20 *What did Parrot do with his beak?*
- 21 *What did Parrot say to the elephant's child?*

- Ask the children to find examples of questions and exclamations in the chapter. Draw attention to their punctuation. Read each one aloud, and draw attention to how your tone of voice changes.
- Point out how the animals' names begin with capital letters.
- Ask the children to find and read aloud examples of words containing: 'ee'; 'ea'; 'oo'; 'ow'.



- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *How do you know that the elephant's child was not the youngest child in the family?*
- 2 *Do you think elephants look strange without trunks?*
- 3 *Why do you think the elephant's child wanted to know all about the world?*
- 4 *Which animal did the elephant's child talk to first? Second? Last?*
- 5 *Was Aunt Ostrich cross with the elephant's child? How do you know?*
- 6 *Why do you think she sent him to see Uncle Giraffe?*
- 7 *How do you know that the elephant's child had asked the giraffe some questions before?*
- 8 *Who did the elephant's child see before Uncle Baboon?*
- 9 *Why do you think the elephant's child asked Uncle Baboon about melons?*
- 10 *Why do you think everyone was afraid of Crocodile?*
- 11 *Why do you think Aunt Ostrich said 'Sshh!' to the elephant's child?*
- 12 *Why do you think Parrot tidied his feathers with his beak when the elephant's child asked him about Crocodile?*

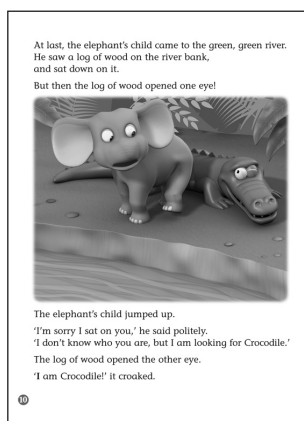
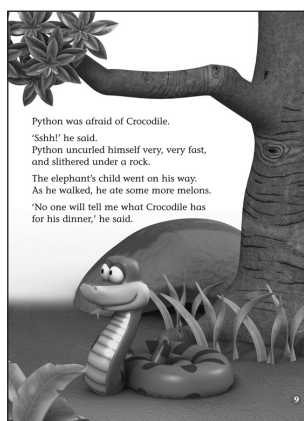
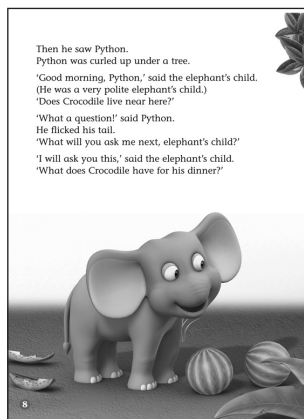
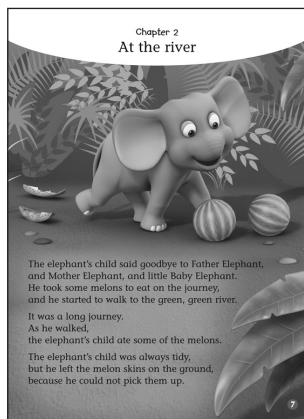
13 *Do you think the elephant's child was afraid of Crocodile?*

14 *Do you think he was sensible to go and look for Crocodile?*

- Write some words from the chapter on the board and ask the children to find any smaller words 'hiding' inside each longer word (for example, *trunk*.)
- Choose a word from the text and brainstorm as a class other words that rhyme with it. Write the rhyming words on the board and discuss which ones have the same letter patterns and which don't (for example, *true*: *blue/glue*; *new/chew*; *too/zoo*)
- Ask the class what else they know about the animals mentioned in the text. Ask *What other animals might there be in Africa?* Ask *Are you afraid of any animals? Why?*
- Ask the children to suggest other questions the elephant's child might have asked each animal. Ask *Do you think the elephant's child was rude to ask so many questions?* Talk about why we ask questions. Discuss the fact that it is quite usual for young children to ask lots of questions about the world. Ask *Why do you think this is?*
- The animals were all fed up and impatient with the elephant's child. Discuss the importance of being patient with young children (such as younger siblings).
- Remind the children that the story will explain how elephants got their trunks. Ask *Can you guess how?*
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next? Who do you think the elephant's child will meet on his way to find Crocodile?*

## Chapter 2 At the river

Pages 7 to 10



<i>rock</i>	the two letters 'ck' make one sound
<i>tail</i>	words with the 'ai' vowel digraph are quite common, and include: <i>sail, rail, nail, snail, rain, train, brain, wait, paint, afraid</i>
<i>tidy</i>	the 'y' is pronounced 'ee', as in <i>baby, lady, copy, empty</i> etc.
<i>wood</i>	the 'oo' here has a short sound, as in <i>good, hood, cook</i> and <i>book</i>

### Passive vocabulary

<i>croaked</i>	<i>curled up</i>	<i>flicked</i>
<i>ground</i>	<i>log</i>	<i>melon skin</i>
<i>python</i>	<i>slithered</i>	

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 4 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 2. Ask *What do you think the chapter is going to be about? Who do you think lives at the river?*
- Tell the children to look at the picture on page 7. Ask *Where do you think the elephant's child is going? Point out that he is walking on a path. Ask How does he look? What has he got with him? (some melons) Why, do you think? (Draw attention to the melon skins on the path which show he has been eating some of the melons.)*

### Active vocabulary

<i>eye</i>	a palindrome (it is spelt the same backwards and forwards); other palindromes include: <i>bib, dad, mum, did, level, madam, noon, peep, pop</i>
<i>journey</i>	the 'our' sounds like 'er'
<i>know</i>	the 'k' is a silent letter and is not pronounced; other similar words include: <i>knee, knife, knock, knot</i>
<i>long</i>	the two letters 'ng' make one sound
<i>near</i>	contains the 'hidden' word <i>ear</i>
<i>polite</i>	a two syllable word (as are <i>journey</i> and <i>tidy</i> )

- Tell the children to look at the picture on pages 8 and 9. Ask *Who is the elephant's child talking to?* (a snake). Introduce the word for this particular type of snake: *python*. Ask *What do you think the elephant's child is asking? Does he look afraid of the snake? Where is the snake?* (under a tree, near a rock) Ask children to describe the python, and elicit the phrase 'curled up'. Ask *How long do you think the snake's body is?*
- Tell the children to look at the picture on page 10. Ask *Who is the elephant's child talking to now? Does he look frightened? Is the crocodile completely awake?* (Draw attention to the fact that he only has one eye open.) Ask the class to describe the crocodile. Ask *What are they near?* (a river) *What colour is it? Why do you think the crocodile is on the river bank and not in the water?*

### During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

#### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 5 of their Workbook.

- 1 *Who did the elephant's child say goodbye to?*
- 2 *Where was he going?*
- 3 *What did he take with him?*
- 4 *Was it a long or a short way to the river?*
- 5 *What did he eat on his journey?*
- 6 *Why didn't he pick up the melon skins?*
- 7 *Who did the elephant's child see under a tree?*

- 8 *What did he ask Python?*
- 9 *What did Python do to his tail?*
- 10 *What did the elephant's child ask Python next?*
- 11 *What did Python do after he said 'Sssh!'?*
- 12 *Did Python tell the elephant's child what crocodile had for his dinner?*
- 13 *What did the elephant's child do when he saw a log on the river bank?*
- 14 *What did the elephant's child do when the log opened one eye?*
- 15 *What did the log of wood say when it opened its other eye?*

- Ask the children to find examples of animals speaking in the text. Draw attention to the speech marks and discuss how they are used. Ask *Which words go inside the speech marks?*
- Ask the children to find and read aloud examples of verbs which end with 'ed' (the suffix which indicates that the verb has a 'regular' past tense).
- Ask children to find examples of the word *very* in the text. Discuss how this modifies the meaning of the adjectives it precedes.
- Read a selection of multi-syllabic words from the text and ask children to tap out the syllables and say how many each word contains, for example, *a-fraid* (2); *cro-co-dile* (3).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 How do you think the elephant's child felt when he said goodbye to his family?
- 2 Do you think it was a good idea to take some melons? Why?
- 3 How do you know the elephant's child didn't like to leave his melon skins on the ground?
- 4 Why do you think snakes curl up?
- 5 How do you know the elephant's child was polite?
- 6 Why do you think Python did not answer the elephant's child's questions?
- 7 Why do you think Python flicked his tail?
- 8 Why do you think Python slithered under a rock?
- 9 Why do you think the elephant's child sat down on the log of wood?
- 10 Why do you think the elephant's child didn't know the log of wood was a crocodile?
- 11 How do you think the elephant's child felt when the log of wood opened one eye?
- 12 How did Crocodile speak?

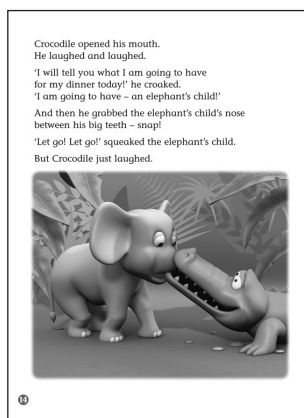
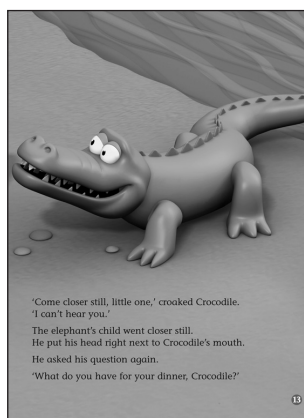
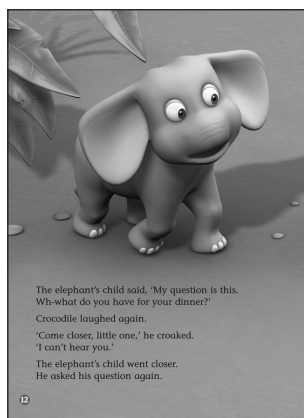
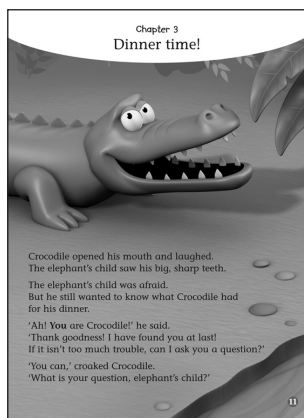
- Write some irregular past tenses from the text on the board, such as *ate*, *said*, *was*, *took*, *left*, *saw*, *went*, *came*, *sat*. Ask the children to find and read a sentence from the text which contains each verb and discuss its meaning.

- Write the word *at* on the board and ask the children to read it aloud. Now add 'e' to the end to make *ate*. Ask the class to read the word again. Discuss what difference the 'magic e' makes to the pronunciation of the 'a'. Make some more magic 'e' words by adding 'd', 'g', 'h', 'l', and 'pl' to the beginning of *ate*.
- Write some common question words – *who*, *what*, *when*, *why*, *where* – on the board. Ask the class to make up questions of their own using these words, either about the text or things in the classroom.
- Ask *Has anyone been on a long journey? Where did you go? Did you take anything with you to eat? Did anything interesting happen?*
- Discuss ways in which different animals camouflage themselves so they are hard to see, like Crocodile in the story.
- Point out that we make the opposite of *curled* – *uncurled* – by adding the prefix 'un'. Give other examples, such as *happy*, *tidy*, *comfortable*, *well*, *fair*, *pack*, *cover*, *do*, or *wrap*.
- Discuss anything else the children know about parrots or crocodiles.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*



# Chapter 3 Dinner time!

Pages 11 to 14



## Active vocabulary

**closer** when we make the comparative form of an adjective ending with a consonant + 'e' (like *close, brave, safe, wide, cute* etc.) we take off the 'e' before adding the 'er' suffix

**grabbed** when we add 'ed' to a short single-syllable word which ends with a short vowel + consonant, we double the final consonant of the word: *grab - grabbed*  
Other examples are: *rob/robbed; hop/hopped; beg/begged*

<i>mouth</i>	other words with the common 'ou' vowel digraph include: <i>out, shout, cloud, loud, sound, round, found, count, mouse, house</i>
<i>next to</i>	many prepositions are single words - <i>on, under, etc.</i> - but this preposition is made of two words
<i>nose</i>	note the difference in the pronunciation of <i>close</i> and <i>nose</i>
<i>sharp</i>	contains the common 'ar' sound
<i>teeth</i>	we must put the tongue between our teeth to say the 'th' at the end of 'teeth'!
<i>want</i>	the 'a' sound likes 'o'

## Passive vocabulary

*snap*      *squeaked*

## Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 6 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 3. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 11. Discuss the expression on Crocodile's face. Ask *Why do you think he has got his mouth open? What are his teeth like? How many can you see?*
- Tell the children to look at the picture on pages 12 and 13. Ask *How does the elephant's child look? What do you think Crocodile might be saying to the elephant's child? (He is asking him to come closer.) Is he being friendly, or is it for another reason? Does Crocodile look friendly? Will the elephant's child go closer?*

- Tell the children to look at the picture on page 14. Ask *What is happening? What part of the elephant's child's face has Crocodile grabbed? Why? How does the elephant look? What do you think he will do?*

### During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

#### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 7 of their Workbook.

- 1 Crocodile opened his mouth and \_\_\_\_\_.
- 2 What were Crocodile's teeth like?
- 3 Was the elephant's child afraid of Crocodile?
- 4 Did the elephant's child run away?
- 5 What did the elephant's child want to know about Crocodile?
- 6 What did Crocodile do when the elephant's child asked him what he ate for dinner?
- 7 Why did Crocodile tell the elephant's child to come closer?
- 8 How many times did Crocodile ask the elephant's child to come closer?
- 9 Did the elephant's child go closer to Crocodile?
- 10 What did Crocodile say he was going to have for his dinner today?
- 11 What did Crocodile grab?
- 12 What did the elephant's child squeak?
- 13 What did the crocodile do when the elephant's child squeaked?

- Ask the children to find some full stops in the text. Discuss their purpose. Remind children that they are like red traffic lights – they tell you to stop! Read a few sentences again to demonstrate. Discuss what other punctuation marks may be used to end a sentence (question or exclamation marks).
- Point out how the word *You* on page 11 is in bold print. Read the whole sentence in which it appears to demonstrate how to emphasise the word when you read it. Also point out how the writer uses *Wh-what* on page 12 to suggest that the elephant stutters when he is afraid.
- Draw attention to any contractions used in the text, such as *isn't*, *can't*. Read the sentences in which they appear to make sure the children understand how they are used, and what they mean.
- Ask children to find and read any words that contain double consonants, such as *dinner*, *still*, and *little*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *Why do you think Crocodile laughed in the first sentence?*
- 2 *What made the elephant's child afraid of Crocodile?*

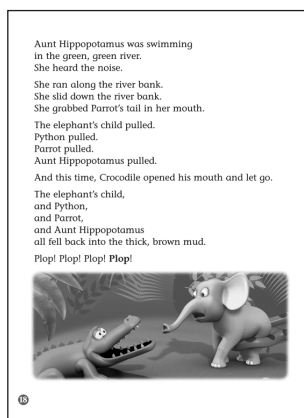
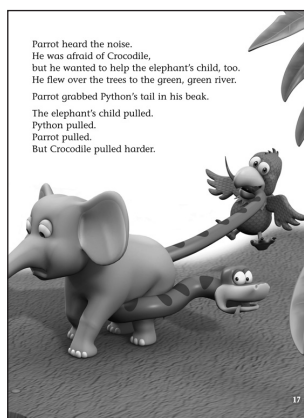
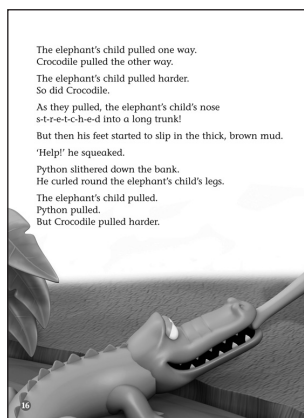
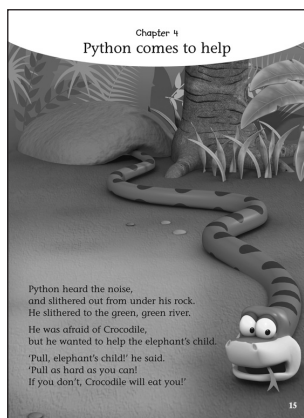
- 3 *The elephant's child did not run away when he saw Crocodile's sharp teeth. Do you think he was brave or silly?*
- 4 *Which expression tells you that the elephant's child was pleased to see Crocodile?*
- 5 *What words on page 11 tell you that the elephant's child has been looking for Crocodile for a long time?*
- 6 *Which words on page 11 show that the elephant's child was very polite?*
- 7 *Why do you think Crocodile laughed when the elephant's child asked him what he had for dinner?*
- 8 *Why do you think Crocodile really asked the elephant's child to come closer?*
- 9 *Why did Crocodile call the elephant's child 'little one'?*
- 10 *Why did Crocodile grab the elephant's child's nose?*
- 11 *How do you think the elephant's child felt when Crocodile grabbed his nose?*

- Ask the class what gesture Crocodile might have used when he said 'Come here.' (Beckon with your finger.) Do some other hand gestures and ask the class what they mean, for example be quiet; sit down; stand up; stop; hello; open your book etc.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

- Find and read the two imperatives in the text: '*Come closer*' and '*Let go!*'. Discuss the context in which they occur. Use some imperatives in the classroom and get the children to respond appropriately, for example *Stand up. Sit down. Take out your books. Shut the door.* etc.
- Demonstrate the meaning of the prepositions *next to* and *between* with classroom objects.
- Write the word *head* on the board and read it aloud. Alter the spelling to make some new words, and ask the class to read each one: add 'r' after the 'a' (*heard*); rub out the 'd' (*hear*); rub out the 'a' (*her*); add 'e' to the end (*here*); add 'w' to the beginning (*where*) etc.

# Chapter 4 Python comes to help

Pages 15 to 18



*swimming* we double the final consonant in *swim* when we add the suffix 'ing' to make *swimming*

*thick* *thick* and its opposite *thin* both begin with the consonant digraph 'th'

### Passive vocabulary

*one way* *slip*

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 8 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 4. Ask *What do you think this chapter is going to be about?*
- Tell the class to look at the picture on page 15. Ask *Why do you think Python has come out from under the rock? How does he look? Where do you think he's going?*
- Tell the children to look at the picture on pages 16 and 17. Ask *Where is Crocodile? What is he doing? What is happening to the elephant's nose? Who are helping the elephant's child? How are they helping? Will Crocodile pull the elephant's child into the river?*
- Tell the children to look at the picture on page 18. Ask *What has happened? Has Crocodile let go? What is the elephant's child's nose like now?*

### Active vocabulary

*bank*

*hard*

*heard* note the difference in the way *hear* and *heard* are pronounced, despite the similar spelling pattern

*mud*

*noise* have fun saying the following: a *noisy noise annoys the boys*

*pull*

note the sound of the 'u': other similar words include *put, push, bush, bull, full*

*stretched*

here the 'ed' ending sounds like 't'



### During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

#### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 9 of their Workbook.

- 1 Who heard the noise?
- 2 He slithered out from under his \_\_\_\_\_.
- 3 What did Python want to do?
- 4 What did Python tell the elephant's child to do?
- 5 What did Crocodile do when the elephant's child pulled harder?
- 6 What happened to the elephant's child's nose as they pulled?
- 7 What happened to the elephant's child's feet in the mud?
- 8 What did Python curl round?
- 9 Who came to help next? Why?
- 10 What did Parrot grab hold of?
- 11 What was Aunt Hippopotamus doing when she heard the noise?
- 12 What did she do?
- 13 When Aunt Hippopotamus, Parrot, Python and the elephant's child pulled, what happened?
- 14 What did Aunt Hippopotamus, Parrot, Python and the elephant's child fall back into?
- 15 What noise did it make?

- Tell the children to find examples of exclamation marks in the text. Read the sentences in which they appear and talk about when we use them.
- Ask the children why they think the word *s-t-r-e-t-c-h-e-d* is shown as it is.
- Ask the children why they think the fourth *Plop!* on page 18 is in bold print. (It refers to Aunt Hippopotamus, who is much heavier than the other animals.)
- Tell the children to find words that are repeated a lot in the chapter, such as *pulled* or *and*. Ask them to find as many of each as they can.
- Ask the children to find and read any verbs which show movement, such as *slithered*, *pulled*, *stretched*, *slip*, *curled*, *flew*, *swimming*, *ran*, *slid*, *grabbed*, *opened*, *fell*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 What noise did Python hear?
- 2 Why do you think it was brave of Python to go to help the elephant's child?
- 3 Who do you think was stronger – Crocodile or the elephant's child?
- 4 Why did the elephant's child's nose get longer?

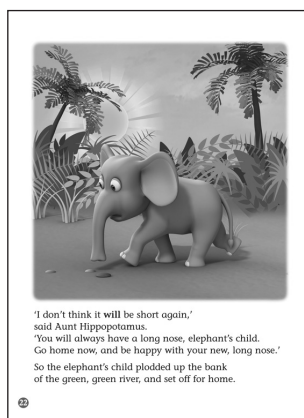
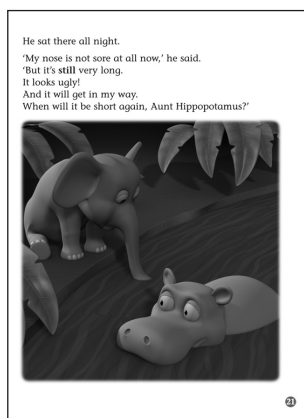
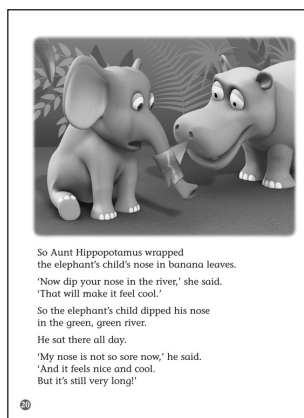
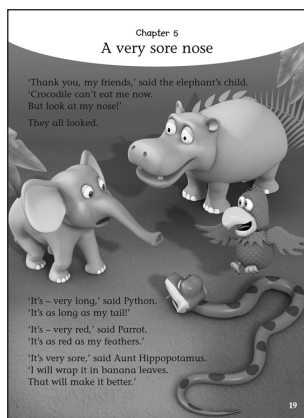
- 5 *What do you think the elephant's child felt like when his feet started to slip in the mud?*
- 6 *Do you think the elephant's child was happy to see Python?*
- 7 *Why do you think it was brave of Parrot to go to help the elephant's child?*
- 8 *How do you know that Crocodile was stronger than the elephant's child, Python and Parrot?*
- 9 *Who were pulling when Crocodile opened his mouth and let go?*
- 10 *Why do you think Crocodile let go of the elephant's child's trunk?*
- 11 *How do you think Crocodile felt when he let go?*
- 12 *How do you think the elephant's child felt when Crocodile let go?*

- Discuss the noises that various animals make, for example lions roar, snakes hiss, elephants trumpet etc.
- Explain that the word *plop* in the text is an example of onomatopoeia – a sound word. Other such words are *crash*, *bang*, and *splash*. Ask the class what they associate these words with.
- Ask *Why did the animals come to help the elephant's child?* Point out that they did so despite being afraid of Crocodile themselves, and discuss what this shows about them.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

# Chapter 5

## A very sore nose

Pages 19 to 22



### Active vocabulary

<i>better</i>	the comparative and superlative forms of <i>good</i> – <i>better</i> and <i>best</i> – are irregular (compare with the standard adding of 'er' and 'est' as in <i>loud</i> – <i>louder</i> – <i>loudest</i> )
<i>cool</i>	change the 'c' to 'f', 'p', or 'st' to make some other words
<i>friends</i>	remember the 'i', which is silent
<i>leaves</i>	the singular of <i>leaves</i> is <i>leaf</i>
<i>night</i>	the 'igh' is pronounced as a single sound (as in <i>bright</i> , <i>fright</i> , <i>tight</i> , <i>light</i> , <i>might</i> , <i>right</i> , <i>sight</i> )

*short* by changing the 't' to an 'e', we can spell *shore* (which rhymes with *sore*!)

*sore*

*ugly* look back at *tidy* in Chapter 2 and listen to the similar 'y' sound that ends both words

### Passive vocabulary

*dip*      *get in the way*      *plodded*  
*wrap*

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 10 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 5. Tell the class to look at the picture on page 19. Ask *Whose nose does the title refer to? Why? How does the elephant's child look? Happy? Upset? What do the class think the other animals are saying to the elephant's child about his nose?*
- Tell the children to look at the picture on page 20. Ask *How can you tell that the elephant's nose is very sore? (It is very red and looks painful.) What is Aunt Hippopotamus wrapping round his nose? (a banana leaf) Why do you think she is doing this? How does the elephant's child look?*
- Tell the children to look at the picture on page 21. Ask *Why do you think the elephant's child has got his trunk in the water? What time of day is it?*

- Tell the children to look at the picture on page 22. Ask *What time of day is it now? Where do you think the elephant's child is going?* (Look back at page 7 when he is on the path leading away from his home.) *Why do you think the elephant's child is sad? Does his nose still look sore? Is it still long?*

### During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

#### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 11 of their Workbook.

- 1 *Did the elephant's child remember to thank his friends for helping him?*
- 2 *What did Python say about the elephant's child's nose?*
- 3 *What did Parrot say about the elephant's child's nose?*
- 4 *What did Aunt Hippopotamus say about the elephant child's nose?*
- 5 *What did Aunt Hippopotamus wrap the elephant's child's nose in?*
- 6 *Where did she tell him to dip his nose? Why?*
- 7 *How long did the elephant's child have his nose in the water?*
- 8 *How did the water make his nose feel?*
- 9 *The elephant's child thought his nose looked \_\_\_\_\_.*
- 10 *Did the elephant's child want a short or a long nose?*

11 *What did Aunt Hippopotamus say to the elephant's child about his nose?*

12 *The elephant's child set off for \_\_\_\_\_.*

- Find and point out examples of pronouns in the text. Ask the children who each pronoun refers to.
- Find the word *hippopotamus* in the text. Ask the class how many small words they can find within it (*hip, pop, pot, am, us*).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *What did Python notice when he looked at the elephant's child's nose?*
- 2 *What did Parrot notice when he looked at the elephant's child's nose?*
- 3 *What did Aunt Hippopotamus notice when she looked at the elephant's child's nose?*
- 4 *How was Aunt Hippopotamus kind to the elephant's child?*
- 5 *Why do you think she told the elephant's child to dip his nose in the river?*
- 6 *Do you think Crocodile was still nearby in the river?*
- 7 *Why do you think the elephant's child kept his nose in the water for so long?*



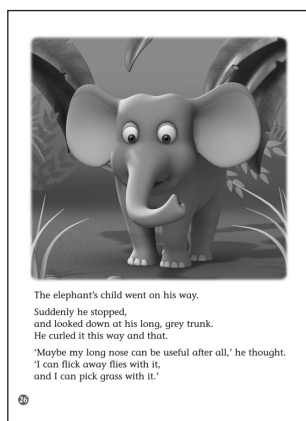
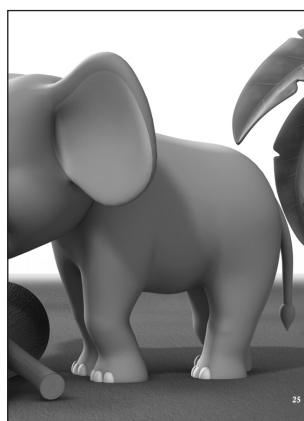
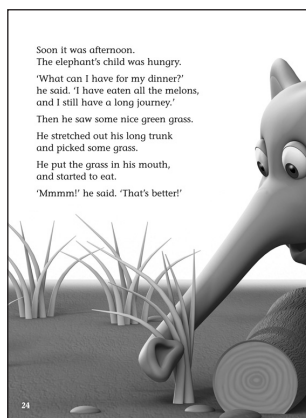
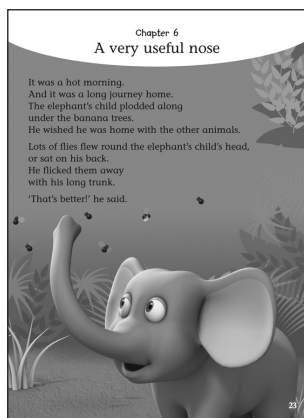
- 8 *Why didn't the elephant's child like his long nose?*
- 9 *Aunt Hippopotamus told the elephant's child 'Be happy with your new, long nose.' Do you think this was a good thing to say?*
- 10 *How do you think the elephant's child felt when he set off for home?*
- 11 *What word tells you that he walked slowly?*

- Write down several words from the text on the board, for example *thank, eat, nose, long, tail, red* etc. Ask the class to think of another word that rhymes with each.
- Write the word *will* on the board. Change the 'w' to 'h', 'f', 'p', and 'st' and read the new word you make each time.
- Write the word *wrap* on the board and read it aloud. Point out that the 'w' at the beginning is silent and is not pronounced. Give other examples, such as *write, wrist, wriggle, wrong*.
- Discuss how the elephant's child badly wanted his nose to be short again. Ask children to name something they want 'more than anything'.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

## Chapter 6

### A very useful nose

Pages 23 to 26



#### Active vocabulary

<i>back</i>	think of rhyming words: <i>black, sack, pack, track, etc.</i>
<i>grass</i>	change the 'r' to 'l' to make a new word
<i>head</i>	here, the 'ea' makes a short sound (as in <i>dead, thread, bread, tread, and spread</i> )
<i>home</i>	discuss the difference between a 'home' and a 'house'
<i>hungry</i>	note how both <i>hungry</i> and <i>thirsty</i> end with the same sound
<i>lots of</i>	

<i>morning</i>	discuss other words for times of the day ( <i>afternoon, evening, etc.</i> )
<i>soon</i>	think of rhyming words: <i>moon, noon, spoon, etc.</i>
<i>suddenly</i>	contains three syllables – say the word slowly and ask the children to clap the syllables as you say them
<i>wished</i>	here the 'ed' ending sounds like 't' (as in <i>stretched</i> in Chapter 4)

#### Passive vocabulary

*flies*                      *useful*

#### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 12 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 6. Discuss what the chapter might be about.
- Tell the children to look at the picture on page 23. Point out that there are a lot of flies flying around the elephant's child's head. Discuss with the class how annoying this can be. Ask *What is the elephant's child using his new long trunk for?* (He is flicking the flies away with it.) Compare the pictures on pages 22 and 23. Ask *Does he look happier on page 23? Why?*
- Tell the children to look at the picture on pages 24 and 25. Ask *How is the elephant's child using his trunk now?* (He is picking some grass with it.) *Why do you think he's doing this?* Point out the log lying on the ground. Ask the class to suggest how it might have got there.

- Tell the children to look at the picture on page 26. Point out that the elephant's child has stopped and is looking down at his trunk. Draw attention to how flexible it is. Look back at the previous two pictures. Ask *What do you think the elephant's child is thinking?*

### During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

#### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 13 of their Workbook.

- 1 *What was the weather like?*
- 2 *Was the elephant's child near his home?*
- 3 *What sort of trees did the elephant's child plod under?*
- 4 *What did he wish?*
- 5 *What flew around his head?*
- 6 *Where did some flies sit?*
- 7 *What did the elephant's child do to the flies with his trunk?*
- 8 *When did he feel hungry?*
- 9 *Did he have any melons left?*
- 10 *What did he eat for his dinner?*
- 11 *How did he pick the grass?*
- 12 *What did he say when he ate the grass?*
- 13 *What did he do after he finished eating the grass?*
- 14 *What did the elephant's child do to his trunk when he stopped?*
- 15 *What did he think about his trunk now?*

- Ask the class to find and read any words in the text that begin with the following consonant blends: 'fl', 'pl', 'gr', or 'tr'.
- Find and read some examples of compound sentences in the text and discuss how each sentence is really made from two sentences that are joined together with the conjunction *and*. For example: *He stretched out his long trunk and (he) picked some grass.*
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *Do you think it was a sunny day?*
- 2 *How do you know the elephant's child walked slowly along?*
- 3 *How do you know he missed his family and friends at home?*
- 4 *Why do you think the elephant's child flicked away the flies with his trunk?*
- 5 *Why do you think the elephant's child said, 'That's better!'?*
- 6 *Why do you think the elephant's child was hungry?*
- 7 *Where was the grass?*
- 8 *How did the elephant's child put the grass in his mouth?*
- 9 *Why do you think the elephant's child stopped and looked down at his trunk?*

10 *Why do you think the elephant's child was getting to like his trunk?*

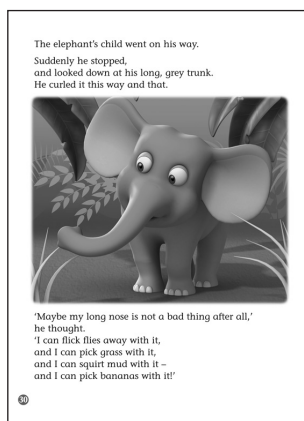
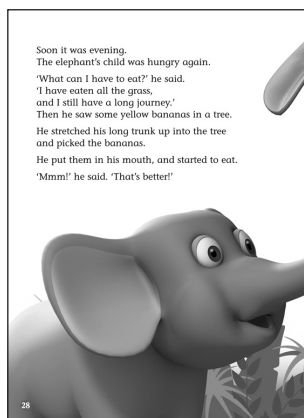
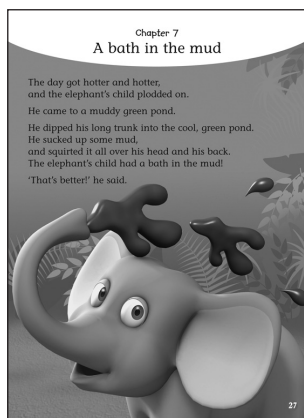
- Write the verbs *wish*, *flick*, *stretch*, *pick*, *look*, and *curl* on the board and read them. Add 'ed' to the end of each to change them into the past tense. Ask the children to make up some oral sentences that use each verb correctly.
- Now write the verbs *stop* and *plod* on the board and read them. Write the past tense of each (*stopped* and *plodded*) and ask the class to explain what changes are necessary when we add 'ed' in these instances.
- Write the word *elephant* on the board and say it. Note the sound of 'ph'. Write these words on the board: *al\_ \_abet*; *\_ \_ one*; *\_ \_otogra\_ \_*; *dol\_ \_in*. Ask the children to complete each with 'ph' and read the words they have made.
- Write *some* and *home* on the board. Ask *What is the same about these words?* Read both words, and point out how they are pronounced differently, despite their common spelling.
- Play a word-changing game, starting with *hot*. Tell the children to change a letter to make a new word, as many times as possible, for example *hot*, *hat*, *sat*, *sad*, *bad*, *bud*, *bug*, *rug*, *hug* etc.
- Ask the class to suggest some other ways in which the elephant's child's new long nose (his trunk) might be useful.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*



## Chapter 7

### A bath in the mud

Pages 27 to 30



#### Active vocabulary

**bad** play a word game with *bad*, changing one letter at a time to make a new word at each stage, for example *bad* to *mad* to *mud* to *bud* to *bed* to *red* etc.

**bath** think of as many words as possible that end with 'th' (*path*, *moth*, *with*, *cloth*, *tooth*, *both*, etc.)

**evening** the second 'e' is an unstressed vowel – we pronounce the word as 'eevning'.

**pick** short, single syllable words end with 'ck', rather than 'c'; other 'ick' words include *kick*, *lick*, *sick*, *tick*, *thick*, *quick*, and *stick*

**pond**

**stopped** when we add 'ed' to a short single-syllable word which ends with a short vowel + consonant, we double the final consonant of the word: *stop* – *stopped*; (see *grab/grabbed* in Chapter 3)

**thought** the irregular past tense of the verb 'to think'; the 'ought' is pronounced like the end of *sport*

#### Passive vocabulary

**squirted**      **sucked**

#### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 14 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 7. Ask *What do we usually have a bath in?* (water). Talk about what *mud* is.
- Tell the children to look at the picture on page 27. Ask *What is the elephant's child doing?* (squirted mud over himself). Ask *Where do you think the elephant's child is getting the mud from? How is he using his trunk to get the mud onto his back? Why do you think he is doing this?* (Discuss the fact that when it is hot, elephants like to bathe in water or mud to keep themselves cool.) Ask *Does the elephant's child look as if he is enjoying himself?*

- Tell the children to look at the picture on pages 28 and 29. Ask *What is the elephant's child doing now?* (reaching up with his trunk to pick a bunch of bananas from a tree.) *What is growing on the tree? Will his trunk be long enough to reach the bananas? Why do you think he is trying to get the bananas? Does he look happy with his long trunk now? Why?*
- Tell the children to look at the picture on page 30, and then compare it with the picture on page 26. Ask them what differences and similarities they notice. Ask *What do you think the elephant's child is thinking?*

### During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

#### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 15 of their Workbook.

- 1 *Did the day get hotter or colder?*
- 2 *What was the pond like?*
- 3 *Where did the elephant's child dip his trunk?*
- 4 *What did he suck up?*
- 5 *Where did he squirt the mud?*
- 6 *What did he say after his mud bath?*
- 7 *When did the elephant's child get hungry again?*
- 8 *What did he see in a tree?*
- 9 *How did he pick the bananas?*
- 10 *What did he say when he ate the bananas?*
- 11 *What did he do after he finished eating the bananas?*

12 *What did the elephant's child do to his trunk when he stopped?*

13 *What did he think about his trunk now?*

- Find and read all the words in Chapter 7 that contain a double consonant.
- Find and read the sentence *Soon it was evening*. Discuss with the class what this means.
- Find and read the sentence *The elephant's child was hungry again*. Discuss the meaning of *again* with the class. Make up some oral sentences with the class to practise and reinforce its meaning.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask individuals to read the parts of the narrator and the elephant's child.)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *How do you know it was a sunny day?*
- 2 *What do you think the elephant's child thought when he came to the pond?*
- 3 *How useful was his trunk at the pond?*
- 4 *Why do you think the elephant's child enjoyed the bath in the mud?*
- 5 *Why do you think the elephant's child was hungry again?*
- 6 *How do you know that the elephant's child was a long way from home?*
- 7 *Where do bananas grow?*

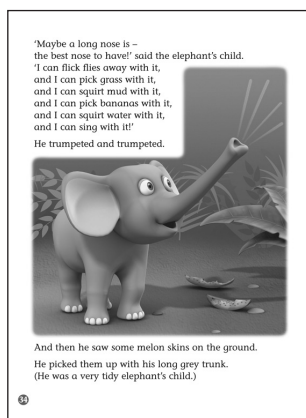
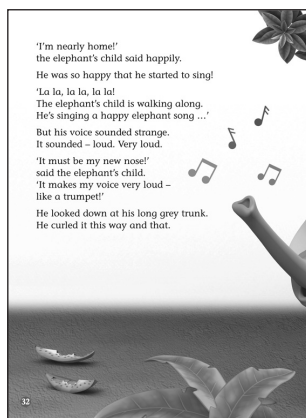
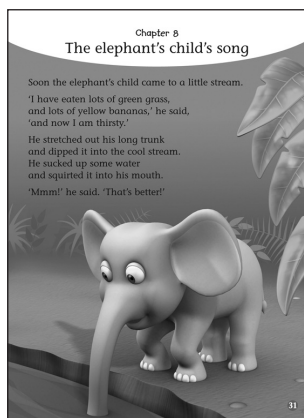
- 8 *How do you know that the bananas were high up in the tree?*
- 9 *How did the elephant's child put the bananas in his mouth?*
- 10 *Why do you think the elephant's child stopped and looked down at his trunk?*
- 11 *Why do you think the elephant's child was getting to like his trunk?*

- Ask *Where do you have a bath?* Write the word *bathroom* on the board and show how it is made of two separate words, *bath* and *room*. Write the first word of some other compound words and ask children to suggest the second words to complete them, for example *foot* (*ball, step*); *hair* (*brush*); *sun* (*shine, light*); *sea* (*side, shore, shell*); *book* (*case, shop*); *rain* (*fall, drop*).
- Write the words *hot* and *hotter* on the board. Use them in sentences: *It was a hot day. In the afternoon it got hotter.* Point out how the spelling changes.
- The elephant's child listed some things he could do with his trunk. Brainstorm things we can do with parts of our bodies – our hands, for example – as a class. Ask the children to suggest some sentences, for example *I can eat with them. I can pick up a pencil with them.* etc.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

## Chapter 8

# The elephant's child's song

Pages 31 to 34



### Active vocabulary

**best** the comparative and superlative forms of good – *better* and *best* – are irregular (compare with the standard adding of 'er' and 'est' as in *loud* – *louder* – *loudest*)

**happy** we change the adjective *happy* into an adverb by changing the 'y' into an 'i' and adding 'ly' to give *happily*

**loud** change the 'l' to 'cl' and 'pr' to make other words

**nearly** ask children to spot the body part 'hidden' in this word: *nearly*

**sing** 'ing' is a common word ending, as in *sing, king, ring, swing, thing, wing, sting, string*

**song** for fun, ask the children to say 'sing a song' several times as quickly as they can

**stream** other words beginning with the consonant blend 'str' include: *straight, strange, straw, street, strong, stretch, string, stroke*

**thirsty** 'ir', 'er' and 'ur' spellings can sound very similar; other 'ir' words include *bird, girl, first, skirt, shirt, third, squirt, dirty, stir*

**voice** say the sentence 'Your voice makes a noise' and note the common letter pattern in *voice* and *noise*

### Passive vocabulary

*strange trumpet*

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 16 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 8. Ask *What do you think this chapter is going to be about?*
- Tell the children to look at the picture on page 31. Ask *Where is the elephant's child? (Elicit the word stream.) What is he doing? Why?*



- Tell the children to look at the picture on pages 32 and 33. Remind the class where the elephant's child is going. Draw attention to the melon skins that he left on the ground on his outward journey – this is the same path he walked along earlier, on his way to see Crocodile. (Read the last sentence on page 7 again and point out the melon skins in the picture on page 8.) Ask *Does he look happy? How can we tell? What is he doing?* (The picture and the chapter title should both help suggest that he is singing. Point out the musical notes coming from his trunk.) Ask *Why do you think he is singing?*
- Tell the children to look at the picture on page 34. Ask *Do you think the elephant's child is making a loud or quiet noise?*

### During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

#### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 17 of their Workbook.

- 1 *What did the elephant's child soon come to?*
- 2 *Was he hungry or thirsty?*
- 3 *Where did he dip his trunk?*
- 4 *Was the water in the stream hot?*
- 5 *What did he use his trunk to do?*
- 6 *The elephant's child said, 'I'm \_\_\_\_\_ home!'*
- 7 *Was he happy or sad?*
- 8 *What did he start to do?*

- 9 *How did his voice sound? Strange? Quiet? Loud?*
- 10 *What did the elephant's child say his voice was like?*
- 11 *He said, 'Maybe a long nose is the \_\_\_\_\_ nose to have!'*
- 12 *How many things did the elephant's child say that he could do with his trunk?*
- 13 *What did he see on the ground?*
- 14 *What did he do to the melon skins?*

- Ask the class to find and read all the two- and three-letter words in the chapter.
- Ask the class to find a word in the text which means the opposite of: *big (little); hungry (thirsty); short (long); down (up); warm (cool); sad (happy); quiet (loud); old (new); untidy (tidy).*
- Read several multi-syllabic words from the text, for example *squirted, trumpeted, melon* etc. Say them clearly and slowly to stress each syllable. Ask the children to tap out or clap the syllables as you say them, and count how many there are in each word.
- Write a random sample of longer words from the text on the board, and ask children to see if they can find any smaller words 'hiding' in them, for example *mouth*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (They can have fun making up a tune to the elephant's child's song!)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *How do you know the elephant's child was not hungry?*
- 2 *How did the elephant's child's trunk help him at the stream?*
- 3 *How do you know he enjoyed his drink of water?*
- 4 *Why do you think the elephant's child was happy to be nearly home?*
- 5 *Do you like to sing when you are happy?*
- 6 *Which words rhyme in the elephant's child's song?*
- 7 *Why do you think he said his voice was like a trumpet?*
- 8 *What was the a) first b) third c) last thing that the elephant's child found that he could do with his trunk?*
- 9 *How did the melon skins get on the ground?*
- 10 *How do you know the elephant's child was tidy?*

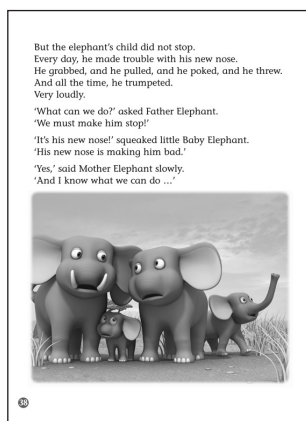
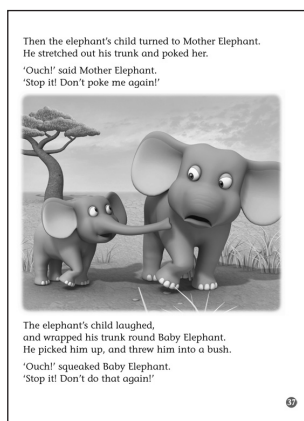
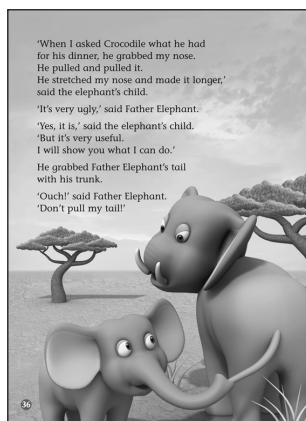
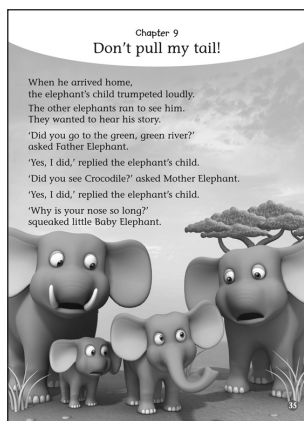
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

- Ask the class to talk about things that make them happy. Ask *What do you do to show you are happy?*
- Point out that the elephant's child's song rhymes. Choose other words from the chapter and ask the class to suggest words that rhyme, for example *soon* (*spoon, moon*); *out* (*shout, about*); *cool* (*pool, school*) etc.
- Brainstorm things that make loud noises.

## Chapter 9

# Don't pull my tail!

Pages 35 to 38



### Passive vocabulary

made trouble      poke

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 18 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 9. Ask *Who do you think says this in the story?*
- Tell the children to look at the picture on page 35. Ask the children to name each member of the elephant's child's family. Ask *Does the elephant's child look happy to be home? Why do you think his family are looking at him in such a surprised way? What do you think they will say about his new nose?*
- Tell the children to look at the picture on page 36. Ask *What is the elephant's child doing to Father Elephant's tail? What do you think Father Elephant is saying?* (Remind the class of the title of the chapter!)
- Tell the children to look at the picture on page 37. Discuss what is happening in this picture. Ask *Why do you think the elephant's child is doing these things? Will his parents be happy with him?*
- Tell the children to look at the picture on page 38. Ask *What is the elephant's child doing now? How do the rest of his family look? Are they enjoying it? What do you think they are saying to each other?*

### Active vocabulary

**arrived** note how the spelling of the past tenses *arrived*, *asked* and *replied* are made: (*ask* + *ed* = *asked*; *arrive* + *ed* = *arrived*; *reply* + *ed* = *replied*)

**asked**

**bush** other words with the same 'u' sound include: *push*, *put*, *pull*, *bull*, *full*

**replied**

**show** brainstorm other rhyming 'ow' words, for example *blow*, *crow*, *flow*, *grow*, *low*

**threw** compare this irregular past tense of the verb 'to throw' with the regular 'ed' past tenses above

### During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

#### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 19 of their Workbook.

- 1 What did the elephant's child do when he arrived home?
- 2 Who ran to see him?
- 3 What did Father Elephant ask?
- 4 What did Mother Elephant ask?
- 5 What did Baby Elephant ask?
- 6 What did the elephant's child reply to Baby Elephant's question?
- 7 Who said a) 'It's very ugly'? b) 'It's very useful'?
- 8 What did the elephant's child do to Father Elephant's tail?
- 9 What did Father Elephant say?
- 10 What did the elephant's child do to Mother Elephant?
- 11 What did Mother Elephant say?
- 12 What did the elephant's child do to Baby Elephant?
- 13 What did Baby Elephant say?
- 14 How did the elephant's child make trouble with his new nose?
- 15 Who said: a) 'We must make him stop'? b) 'His new nose is making him bad'? c) 'I know what we can do...'?

- Ask the class to find and read words in the text containing the consonant digraphs 'ch' (*child, stretched, ouch*); 'sh' (*show, bush*); 'th' (*the, other, they, with, then, threw*); 'wh' (*when, why, what*); and 'ph' (*elephant*).
- Ask children to find all the speech marks in the chapter. In each instance, discuss who is speaking, and what the exact words they said are. Ask *How many times is the word 'said' used?* (six). Point out the words *asked, replied* and *squeaked* and discuss their meanings.
- Draw attention to the last sentence on page 38: *And I know what we can do...* Explain to the class that the ellipsis (...) at the end of the sentence signifies that Mother Elephant went on to explain her idea to the others, but the reader is left to wonder what her idea might be.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 Why do you think the elephant's child trumpeted loudly when he got home?
- 2 How do you think he felt when he arrived home?
- 3 How can you tell his family were pleased to see him when he arrived home?
- 4 Why do you think Baby Elephant squeaked?

- 5 *Why do you think Father Elephant thought the elephant's child's nose was very ugly?*
- 6 *Why did the elephant's child grab Father Elephant's tail?*
- 7 *Did Father Elephant think this was a good idea?*
- 8 *Why do you think the elephant's child poked Mother Elephant?*
- 9 *How can you tell that she didn't like it?*
- 10 *How can you tell the elephant's child thought it was funny?*
- 11 *Do you think it was kind to throw Baby Elephant into a bush?*
- 12 *How do you know the elephant's child made trouble with his nose the next day?*
- 13 *How do you know he made a lot of noise?*
- 14 *Did Father Elephant know how to stop the elephant's child?*
- 15 *Did Mother Elephant have an idea how to stop him?*

- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

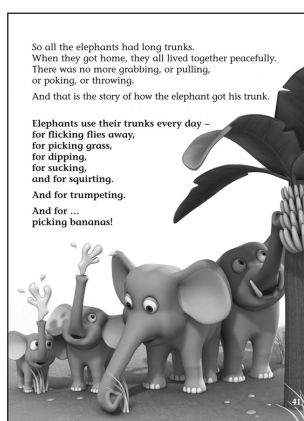
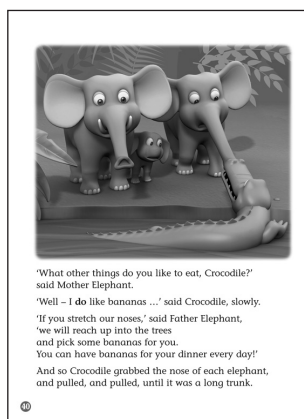
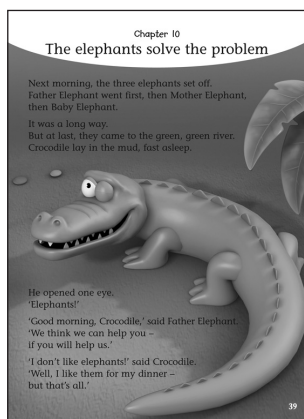
- Write the words *show* and *know* on the board and underline the 'ow' in each. Say the words and point out that the 'ow' makes a long sound. Ask children to suggest other rhyming words that end with 'ow', such as *grow, snow, blow, throw, low, mow, yellow, window*.
- Ask the children to think of things they are not allowed to do at school or at home. Ask what adults would say if they did them, for example *Don't shout! Don't run! Don't jump on the beds! Don't fight!*
- Ask *Why do you think the elephant's child was so naughty when he got home? Why didn't he show his family all the helpful things he could do with his trunk instead?*



## Chapter 10

# The elephants solve the problem

Pages 39 to 41



## Before reading the Teacher's Notes Introduction

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13) and the Glossary. Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 20 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter. Ask *What was the problem?*
- Read the title of Chapter 10. Explain what *solve the problem* means. Ask *What do you think this chapter is going to be about?*
- Tell the children to look at the picture on page 39. Ask *Why do they think there is a picture of Crocodile? Can he help to solve the problem, do you think?*
- Tell the children to look at the picture on page 40. Ask *What is Crocodile doing to Mother Elephant's nose? What has happened to Father Elephant's nose? Why do you think Baby Elephant looks so worried? Do you think it looks as if the elephants are letting Crocodile stretch their noses? Why, do you think?*
- Tell the children to look at the picture on page 41. Ask *Do the elephant family look happy? Why do you think this is? What do you notice about their noses? What is each elephant doing?*

### Active vocabulary

<i>asleep</i>	both <i>asleep</i> and its opposite <i>awake</i> begin with the prefix 'a'
<i>first</i>	both <i>first</i> and its opposite <i>last</i> end with 'st'
<i>think</i>	by removing the final 'k', we can make a new word - <i>thin</i>

### Passive vocabulary

*peacefully*      *reach up*

### During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

#### Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 21 of their Workbook.

- 1 *When did the three elephants set off?*
- 2 *Who went first? Who went last?*
- 3 *Where did they go?*
- 4 *Who did they go to see?*
- 5 *Where was Crocodile?*
- 6 *Was he awake or asleep?*
- 7 *Did he open both his eyes?*
- 8 *What did Father Elephant say to Crocodile?*
- 9 *Did Crocodile like elephants?*
- 10 *Did Crocodile like to eat elephants?*
- 11 *What else did Crocodile like to eat?*
- 12 *What did Father Elephant ask Crocodile to do?*
- 13 *What did Father Elephant say he would do for Crocodile every day?*
- 14 *Whose noses did Crocodile pull and make longer?*
- 15 *When they got home they all lived together*  
\_\_\_\_\_.
- 16 *Was there any more trouble after this?*
- 17 *Are elephants' trunks useful?*

- Ask the class to find the following phrases: 'Next morning'; 'But at last'; 'And so'; 'When they got home'. Explain that these are all 'time markers' and tell the reader when different things happen in the story.
- Ask the children to find and read all the words ending with 'ing'.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

### After reading

#### Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *Do you think the elephants told the elephant's child where they were going?*
- 2 *How do you know it took a long time to get to the green, green river?*
- 3 *Why do you think Crocodile said 'Elephants!'*
- 4 *Do you think he was surprised to see them?*
- 5 *Do you think he knew why they had come to see him?*
- 6 *How can you tell Father Elephant was polite?*
- 7 *Why do you think Crocodile didn't like elephants?*
- 8 *How can you tell it made Father Elephant's nose very sore when Crocodile stretched it?*
- 9 *Do you think what the elephants arranged with Crocodile was fair?*
- 10 *What was Mother Elephant's idea?*

11 Do you think her idea was a good one?

12 Why do you think it worked?

- Discuss the idea that if you help someone, they will help you. Relate this to the story. Draw attention to the language construction in the story that describes this – ‘If you stretch our noses we will reach up into the trees and pick some bananas for you.’
- Write the word *useful* on the board. Point out that when we use ‘full’ as a suffix, it is spelt with only one ‘l’. Write some other ‘ful’ adjectives on the board and discuss their meanings, for example *peaceful*, *careful*, *painful*, *colourful*, *helpful*, *thoughtful*, *powerful*.
- If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).

## Circus Elephant

### Pages 42 and 43

#### Before reading

- Ask *Has anyone been to an animal circus?* If so, ask children to recount their experiences. If not, explain what an animal circus is. Explain that wild animals are taken from their natural environments and kept in captivity. They are then trained to do tricks to entertain the public.
- Tell the children to look at the picture that accompanies the poem. Ask *Where do you think the elephant is? How is it dressed? What is it dreaming about? Do you think it is happy being in a circus?*

#### During reading

- Read the entire poem to the class.
- Read it again, stopping to explain any unfamiliar vocabulary.

#### Vocabulary notes

<i>dawn</i>	day break
<i>beasts</i>	animals
<i>feasts</i>	large meals (here, when the lion is eating its prey)
<i>mighty</i>	enormous
<i>His Majesty</i>	how we refer to a king – in this case the elephant
<i>stir himself</i>	make himself remember
<i>dream</i>	our thoughts when we are asleep

- Ask groups or individuals to read a verse of the poem each.

#### After reading

- Ask questions to check the children's understanding.
- Ask the children to give (and explain) their opinions of the poem.
- Ask about features of the poem – the name of the poet, the words that rhyme, the number of verses.
- Discuss whether it is fair to keep animals in captivity.

## Elephant facts

Pages 44 and 45

### Before reading

- Ask *What animal was the story all about?*
- Discuss what facts the children have learned about elephants from the story, and anything else they already know about elephants.

### During reading

- Read the information text. Explain any unfamiliar vocabulary as you do so.
- Draw attention to the accompanying pictures to clarify the meaning of the text.
- Ask individuals to read sections of the text.

### After reading

- Discuss which of the facts the class already knew.
- Ask *Which facts did you find most interesting? Why?*

## Elephants in danger

Pages 46 and 47

### Before reading

- Explain that many people are worried because there are fewer and fewer of some types of animal. These animals are called 'endangered' because they are in danger of disappearing.
- Ask *Why do you think elephants are in danger?*
- Explain that the information text is about why elephants are endangered, and about one scheme that is trying to help them.

### During reading

- Read the information text. Explain any unfamiliar vocabulary as you do so.
- Draw attention to the accompanying pictures to clarify the meaning of the text.
- Ask individuals to read sections of the text.

### After reading

- Discuss what the class think about the elephants' situation, and about the work being done at the elephant sanctuary.
- Ask *Do you know any other endangered animals?*



## After reading the book

These questions are intended for oral use in class, but you may ask children for written responses if you feel it is appropriate. There are written after-reading activities (a Story Summary and Character Profiles) on pages 22 to 24 of the Workbook.

### Response to the story

- Ask *Did you like the story? Why? Why not? Did you think it was interesting, or boring? Was it exciting, or too predictable? Which part of the story did you like best? What did you think of the ending?*
- Talk about the way each chapter ended in a thrilling way. Look back at some of the chapter endings together. Ask *Did this make you want to read on?* Talk about how this technique is used elsewhere, such as in TV soaps, where episodes often end with an unresolved drama.
- Ask *Did you like the author's style? Did you think she wrote well? Did she use exciting words?*

### Characters

- Ask the children about the main story characters: *Did you like Crocodile? What did he do? What did he say?* Ask about how the characters behaved: *What did you think of the elephant's child in Chapter 9?* (See the activity on page 24 of the Workbook.)

### Plot

- Encourage the class to re-tell the basic story, in their own words. (See the activity on page 22 of the Workbook.)

### Settings

- Ask *Where did the story take place?* Go through the book with the class and ask them to identify each of the story settings.

### Moral issues and themes

- Use any of these themes from the story as the basis for a class discussion:
  - *Don't judge something by its appearance:* The elephant's child thought his trunk was strange at first – and so did his family, but when they got used to it, they discovered how useful it could be.
  - *Friendship:* The animals in the story came to the elephant's child's rescue when he was in trouble with the Crocodile. It is good to help your friends.
  - *Kindness:* When the elephants helped Crocodile, he also helped them. Discuss how kind behaviour brings out the best in others.

### Vocabulary

- Pick one or more words from the active vocabulary list for each chapter. Ask the children if they can remember the meanings of all the words.

## Follow-up ideas

**Composing a story sequel** The story is a good model on which to develop other similar stories – for example *How the Giraffe Got its Long Neck*; *How the Hyena Got its Laugh*; *How the Zebra Got its Stripes*. Select one of these titles (or one of your own, or the class's) and brainstorm ideas with the class to make up your own class story. It can be purely oral, or written.

**Lists** On page 41 of the story there is a list of the uses of trunks. Choose a body part – mouth, hand, leg, foot – and ask the class to list as many ways as possible in which we can use this particular body part. Encourage the children to make their own 'Top Ten Uses for the ...' lists. You can extend this activity to include ways in which we use different objects (a brick, a paper clip, or whatever). Give some obvious uses and then encourage the children to suggest more creative ones, for example: *We could stand on a brick to make ourselves taller. We could use a brick as a paperweight to stop paper blowing away in the wind.*

**Art** Ask each child to draw a picture of a jungle animal with something missing or very unusual about it, like the elephant without a trunk. You could ask children to write a simple caption under their animal and explain what is unusual about it.

**Alphabetical animals** Challenge the class to think of a different animal for each letter of the alphabet (**ant**, **bear**, **cat**, **dog**, etc.) The letters 'u' and 'x' are difficult, but possible answers are 'unicorn' (a mythical animal that looks like a horse and has a single horn, sometimes seen in fairy stories) and 'X-ray fish' (a particular kind of fish).

**Drama** Encourage the children to act out the story. Give individuals a role to play, then ask them to mime their characters' actions as you read the story, or play the audio cassette/CD. You can help the class make simple props, if you like, as an associated activity.

**Tug o' war** The animals in the story had a 'tug of war' with the elephant's child's nose. Crocodile pulled one way and the other animals pulled in the other direction. Why not have a tug of war in the class? Have two teams of about five and a long rope. One team holds one end of the rope and the other team holds the other end of the rope. Each team has to try and pull the opposing team over a line drawn between them.

**Musical instruments** The elephant child's voice sounded like a trumpet. Brainstorm and list as many different musical instruments as possible. Discuss ways of categorising them and divide them into sets, for example instruments you blow; instruments you strike; instruments with strings: metal instruments etc.

**Vocabulary groups** There are three distinctive vocabulary groups in the story which you could remind the children of, or practise with them. They are:

colours: *red, blue, green, grey, brown, yellow*

animals: *elephant, giraffe, parrot, crocodile, baboon, hippopotamus, ostrich, python*

animal body parts: *feet, legs, nose, head, back, eyes, mouth, teeth, beak, trunk, tail*

## Glossary of vocabulary

The glossary below includes explanations for all the active and passive vocabulary introduced in *The Elephant's Child*. Active vocabulary items are shown in *italic print*.

**afraid** scared, frightened, worried that something bad might happen  
**arrived** reached a place  
**asked** spoke to someone to get information from them  
**asleep** opposite of awake  
**aunt** the sister of your mother or father  
**back** the part of the body opposite the chest  
**bad** opposite of good  
**bank** side of the river  
**bath** when you wash your whole body  
**beak** the hard part of a bird's mouth  
**best** the most satisfactory (superlative: good – better – best)  
**better** more than good (good – better – best)  
**bush** a plant like a small tree  
**child** a young person under the age of fourteen  
**closer** nearer  
**cool** between cold and warm  
**croaked** made a noise in a low rough voice  
**curled up** to make a curved or round shape (opposite = uncurled)  
**dinner** the main meal of the day, eaten in the evening  
**dip** to put into water  
**discover** find out  
**elephant** a large wild animal with a trunk  
**evening** the part of the day between afternoon and night  
**eyes** you see with your eyes  
**feathers** they cover a bird's body  
**first** at the beginning  
**flicked** moved quickly and suddenly  
**flies** insects that fly  
**friends** people who like each other

**get in the way** to prevent something from happening  
**grabbed** took hold of something in a rough way  
**grass** thin green leaves that cover the ground  
**ground** the surface of the Earth  
**happy** in a good mood (opposite of sad)  
**hard** in a strong way  
**head** top part of the body  
**heard** realised someone or something was making a sound  
**home** the place where you live  
**hungry** need food  
**journey** when you travel from one place to another  
**know** to have information about something  
**leaves** flat, thin green part of a plant  
**lived** had a home in a particular place  
**log** a thick piece of wood from a tree  
**long** not short  
**lots** of a large number  
**loud** opposite of quiet  
**made trouble** caused problems  
**melon** a large round fruit  
**melon skin** the hard outer part of a melon  
**morning** the part of the day from sunrise to midday  
**mouth** we eat with this  
**mud** very soft wet earth  
**near not far;** close by  
**nearly** almost  
**new not old;** recently made  
**next to** very close to someone or something  
**night** the time of the day when it is dark  
**noise** a sound  
**nose** we breathe through this and smell with it  
**one way** in one direction  
**peacefully** calmly and quietly  
**pick** to collect fruit from a tree  
**plodded** walked slowly and heavily  
**poke** to push something or someone  
**polite** behave towards others in a pleasant way

- pond** a small area of water
- pull** to try and move something towards you
- python** a type of snake
- question** you ask this when you want to know something
- reach up** to move your hand up to touch something
- replied** answered
- river** a large stream of water that flows towards the sea
- rock** a large stone
- sharp able to cut;** pointed
- short not long;** small in height
- show** let someone see something
- sing** to make a musical sound with your voice
- slip** slide
- slithered** moved like a snake
- snap** break in two
- song** music with words that you sing
- soon** in a short time
- sore** painful and uncomfortable
- spotty** with lots of spots
- squeaked** made a short, high noise
- squirted** came out suddenly
- stopped** no longer moved
- strange** unusual
- stream** a small narrow river
- stretched** made something longer; made your arms and legs as long as possible
- sucked** took in liquid from something
- suddenly** quickly, without warning
- swimming** moving in the water
- tail** a part that sticks out the back of an animal's body
- teeth** what you use for biting and chewing
- thick** opposite of thin
- think** to have an idea, use your mind
- thirsty** when you need a drink
- thought** a word or idea that comes into your mind (or the past tense of 'to think')
- threw** sent through the air (past tense of 'throw')
- tidy** put things in the correct place; neat and clean
- true** not false; real
- trumpet** a musical instrument you blow
- trunk** an elephant's nose
- ugly** not attractive or nice
- uncle** the brother of your mother or father
- useful** helpful
- voice** the noise you make when you speak
- want** to feel you would like to have or do something
- wished** wanted something to happen
- wood** trees are made of this
- world** the place where we all live
- wrap** to cover with something like paper or material



### The Wonderful World of Words

Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_ Chapter \_\_\_\_\_

Word	Meaning

