

The Golden Nugget

Once upon a time, many years ago, there lived two friends named Hamish and Robbie. These two young men loved each other dearly and were always together. No cross words passed between them and no unkind thoughts marred their friendship.

It was a bright, beautiful day in early spring when Hamish and Robbie set out for a stroll together for they were tired of the city and its noises.

“Let us go into the heart of the pine forest,” said Hamish lightly. “There we can forget our cares, breathe the sweetness of the flowers and lie on the moss-covered ground.”

“Good idea,” said Robbie, “I, too, am tired. The forest is the place for a rest.”

Happily, they passed along the winding road and their eyes turned towards the distant tree-tops. Their hearts beat faster as they drew nearer and nearer to the woods.

“For thirty days I have worked hard,” sighed Hamish. “For thirty days I have not had a rest. My head is stuffed so full of learning, that I am afraid it will burst. I cannot wait for a breath of the pure air blowing through the trees.”

Now they came to the border of the forest, crossed a little stream and walked amongst the trees and shrubs. For many hours they rambled on, talking and laughing merrily, when suddenly they saw something shining in the pathway directly in front of them.

“Look!” said both men, speaking at the same time, and pointing toward the treasure.



1. ‘...no unkind thoughts marred their friendship.’ What might the word ‘marred’ mean in this sentence?



2. How long had Hamish been working for without a rest?



3. How did Hamish and Robbie feel about each other? Use evidence from the text to support your answer.



4. What do you think the men saw on the pathway?

The Golden Nugget Answers

1. '...no unkind thoughts marred their friendship.' What might the word 'marred' mean in this sentence?

Accept any reasonable answer referring to spoiling or ruining their friendship.

2. How long had Hamish been working for without a rest?

Thirty days.

3. How did Hamish and Robbie feel about each other? Use evidence from the text to support your answer.

Accept any reasonable answer referring to the fact that Hamish and Robbie care about each other, providing it has supporting evidence from the text, e.g.:

They loved each other: 'these two young men loved each other dearly'.

They were very good friends: 'no unkind thoughts marred their friendship'.

They enjoyed each other's company: 'were always together', 'set out for a stroll together', 'happily they passed' or 'talking and laughing merrily'.

4. What do you think the men saw on the pathway?

Accept the answer 'a golden nugget' or 'golden treasure' as it is implied in the title of the text.

'Camping for Boys' by H.W. Gibson (1913)

The Site

When selecting a camp site, bear in mind these things:

1. Avoid very sandy soil. Sand provides little hold for tent pegs and there is a big risk of damage should it become windy.
2. Choose an open field, surrounded by hills or sheltering trees, and facing the water.
3. Choose a place with plenty of good drinking water and water for swimming.
4. Set up a base in which supplies can be kept within a short distance, not more than four miles away.

Avoid Swamps

The location chosen for a camp should be away from swamps. Avoid swampy and low places. Damp places where there are mosquitoes should be well-drained and open to an abundance of sunshine. Mosquitoes breed only in water but merely two inches of water standing in an old tin can will breed hundreds. They are not only a nuisance, but dangerous, as they can spread malaria and typhoid with their poisonous stings.

Rubbish

Rubbish, including the waste from the table, soon becoming the ideal breeding place for flies if stored in open bins in warm weather. Keep rubbish covered in a metal bin, which should be washed and dried after emptying. If the camp is located near a farm, give the food waste to the farmer. It is the natural food of pigs and chicken. Where this is not possible, the rubbish should be disposed of in the bins provided every day, or safely buried in the earth and covered with 10cm of dirt. Do not throw dirty dish water carelessly upon the ground. Dig a trench and put the water in this trench.



1. '...open to an abundance of sunshine.' What do you think the word 'abundance' means in this sentence?



2. Give two reasons from the text why campers need to avoid mosquitoes.



3. Why do you think the author advises not to 'throw dirty dish water carelessly upon the ground'?



4. Summarise the main point from each section of text.

Sub-heading 1) _____

Sub-heading 2) _____

Sub-heading 3) _____

'Camping for Boys' by H.W. Gibson (1913) Answers

1. '...open to an abundance of sunshine.' What do you think the word 'abundance' means in this sentence?

Accept any reasonable answer referring to a plentiful supply, e.g. lots of, plenty of.

2. Give two reasons from the text why campers need to avoid mosquitoes.

Accept two of the following answers:

They are a nuisance.

They are dangerous because they spread diseases (malaria and typhoid).

They have a poisonous sting.

3. Why do you think the author advises not to 'throw dirty dish water carelessly upon the ground'?

Accept any reasonable answers regarding safety, hygiene and cleanliness, e.g.

The ground will become soggy and muddy.

The dish water will attract mosquitoes.

It is unhygienic and may spread diseases.

Somebody may slip in the mud it causes and hurt themselves.

4. Summarise the main point from each section of text.

Accept any reasonable answers which summarise the key point of the paragraphs, e.g.

Sub-heading 1) Choose an open field with a good water supply.

Pitch your tent in an open field which does not have sandy soil.

Set up your tent in a good field which is near water and supplies.

Sub-heading 2) Stay away from swamps to avoid mosquitoes.

Stay away from mosquitoes by avoiding swamps / open water.

Sub-heading 3) Dispose of rubbish safely / sensibly.

Get rid of rubbish regularly to avoid flies.

Christmas Gifts

Ten Christmas presents standing in a line;
Robert took the bicycle, then there were nine.
Nine Christmas presents arranged in order straight;
Bob took the steam engine, then there were eight.
Eight Christmas presents and one came from
Devon;
Robbie took the jack-knife, then there were seven.
Seven Christmas presents direct from St. Nick's;
Bobby took the candy box, then there were six.
Six Christmas presents, one of them alive;
Rob took the puppy dog, then there were five.
Five Christmas presents, still on the floor;

Bobbin took the soldier cap, then there were four.
Four Christmas presents underneath the tree;
Bobbet took the writing desk, then there were three.
Three Christmas presents still in full view;
Robin took the chess board, then there were two.
Two Christmas presents, promising fun,
Bobbles took the picture book, then there was one.
One Christmas present and now the list is done;
Bobbinet took the sled, and then there were none.
And the same happy child received every toy,
So many nicknames had one little boy.



1. How many children receive presents in this poem? Find evidence from the text to support your answer.



2. Discuss the main point of this poem in 10 words or less.



3. 'Seven Christmas presents direct from St. Nick's...'
What does this line of the poem mean?



4. What do you notice about the different names of children in the poem?

Christmas Gifts Answers

1. How many children receive presents in this poem? Find evidence from the text to support your answer.

Only accept: One child (Robert) receives the presents.

Supporting evidence: 'and the same happy child received every toy' or 'so many nicknames had one little boy'.

2. Discuss the main point of this poem in 10 words or less.

Accept any reasonable attempt, of ten words or less, at summarising the poem, e.g.

One little boy received lots of different Christmas presents.

A boy with different nicknames got many presents for Christmas.

3. 'Seven Christmas presents direct from St. Nick's...'

What does this line of the poem mean?

Accept any reasonable answer relating to Father Christmas / Santa Claus, e.g.

The boy got seven presents from Father Christmas because St Nick is another name for Father Christmas.

The boy's Christmas presents came from St Nicholas, who is often known as Santa Claus.

4. What do you notice about the different names of children in the poem?

Accept any reasonable answer relating to the similarity of the names and their use as nicknames for Robert, e.g.

They are all made up of similar letters.

Many of them sound like they contain 'Bob'.

They are all nicknames for the name Robert.

Reading Revision Mat Guidance

To complete each reading revision mat, you will need to read a short passage of writing; these will be taken from either a fiction text, a non-fiction text or a poem. Once you have read and understood the passage, you will have to answer seven different types of question based on what you have read.

Each of the seven areas has an accompanying canine character to hopefully remind you of the skills you need to answer that particular type of question:

Vocabulary Questions

Vocabulary Victor is there to help you work out the meaning of unknown words and phrases using context clues.

2a: Give / explain the meaning of words in context.



Retrieval Questions

Rex Retriever is there to help you to go into a text and just simply retrieve the facts and key details.

2b: Retrieve and record information / identify key details from fiction and non-fiction.



Summary Questions

Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text.

2c: Summarise main ideas from more than one paragraph.



Inference Questions

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

2d: Make inferences from the text / explain and justify inferences with evidence from the text.



Prediction Questions

Predicting Pip tries to see the future and she will help you to work out what might happen next from clues in the text.

2e: Predict what might happen from details stated and implied.



Compare, Contrast & Comment Questions

Cassie the Commentator discusses the content of a paragraph/text and compares events and characters. Can you do the same?



2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.

Author Choice Questions

Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how these words/phrases add to the meaning of the text.



2g: Identify/explain how meaning is enhanced through choice of words and phrases.