

# Photocopiable Resources

## Macmillan Children's Readers Worksheets and Teacher's Notes

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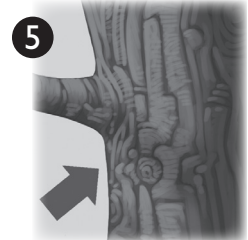
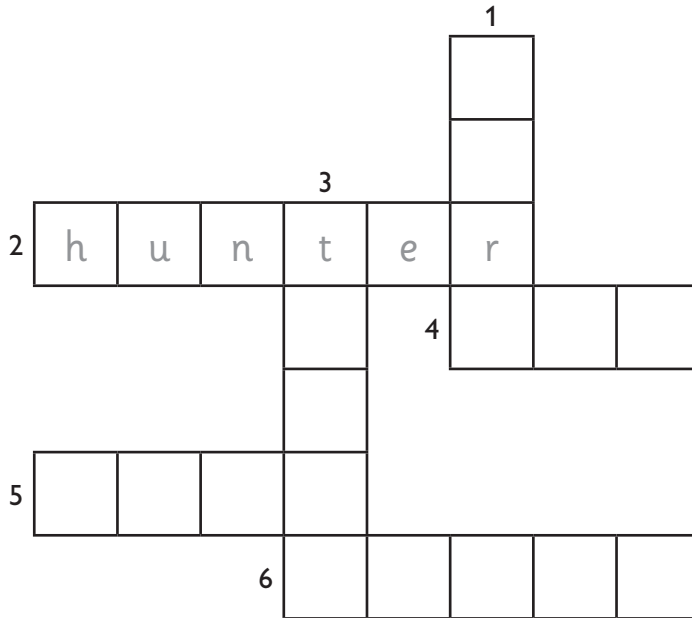
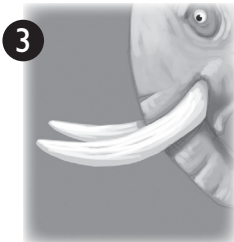
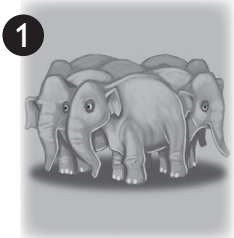
Lauri Kubuitsile

Name: \_\_\_\_\_

Class: \_\_\_\_\_

# Elephants Worksheet 1

1 Complete the crossword.



2 Read, write and match.



Omar King Daman Bindah ~~Jay~~

- 1 Jay has got beautiful black and white fur.
- 2 \_\_\_\_\_ is worried about his elephant.
- 3 \_\_\_\_\_ sells Jay to a man with a moustache.
- 4 \_\_\_\_\_ sees paw prints and asks Omar a question.



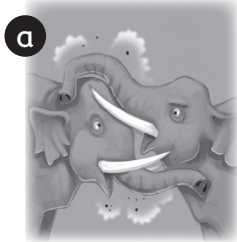
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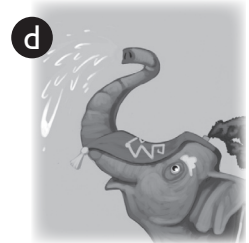
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## Elephants Worksheet 2

1 Match to make words. Then match the words to the pictures.



- 1 squ igh \_\_\_\_\_  
2 fe ry \_\_\_\_\_  
3 tr ght \_\_\_\_\_  
4 car unk \_\_\_\_\_  
5 fi irt d \_\_\_\_\_  
6 we male \_\_\_\_\_



2 Read *The Elephant's Friend* again. Write T for true and F for false.

- 1 King Daman loves Ela.  T
- 2 Jay doesn't like Ela's food.
- 3 Bindha sells Jay.
- 4 Ela is happy when Jay leaves.
- 5 The man with the moustache is not a thief.
- 6 Jay and Ela are happy when they are together again.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

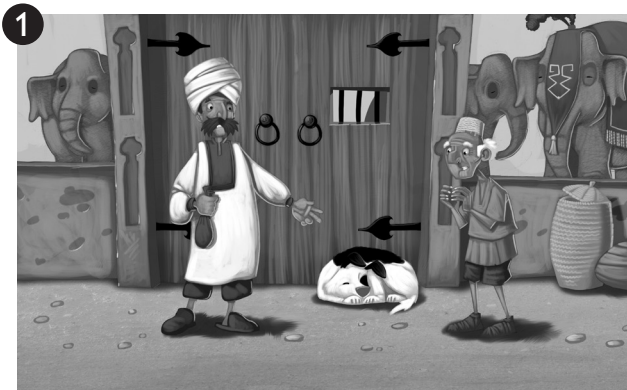
## Elephants Worksheet 3

### 1 Complete the sentences.

tusks roots herd ears ~~cow~~ trunks

- 1 A female elephant is called a COW .
- 2 Elephants drink water with their \_\_\_\_\_ .
- 3 When elephants are hot, they wave their \_\_\_\_\_ .
- 4 Elephants eat plants, seeds and \_\_\_\_\_ .
- 5 There are a lot of elephants in a \_\_\_\_\_ .
- 6 Hunters kill elephants for their \_\_\_\_\_ .

### 2 Look at the pictures. Use words from each column to make sentences.



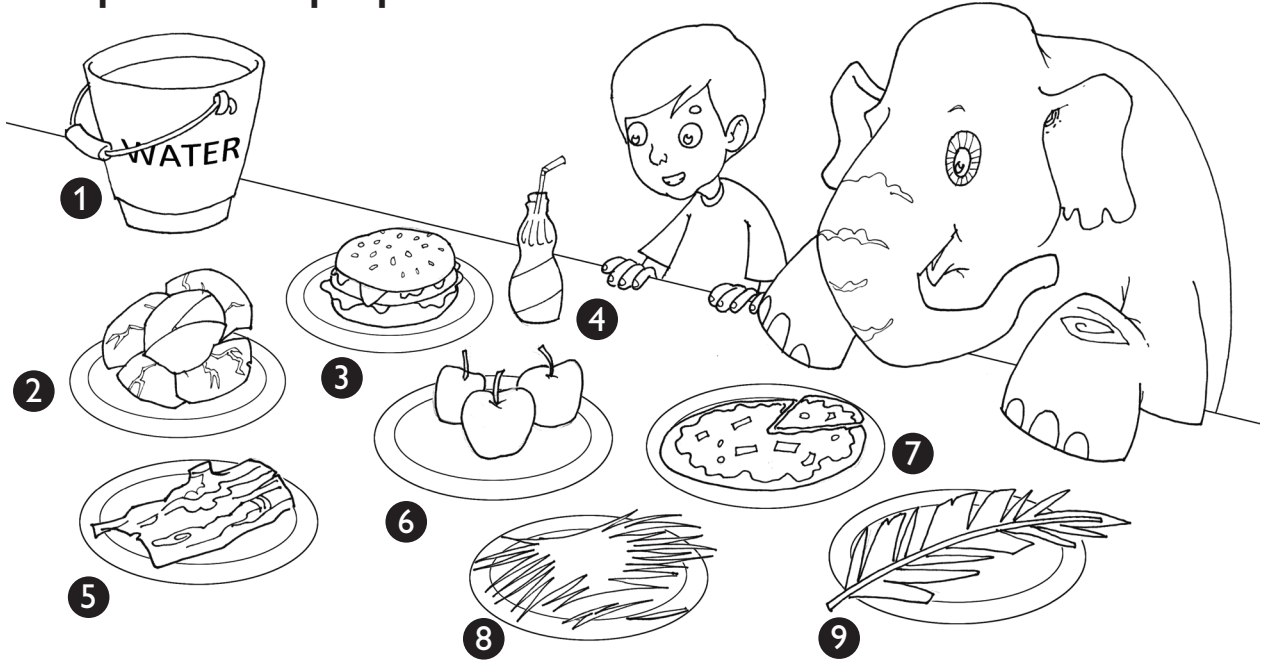
- |              |         |             |
|--------------|---------|-------------|
| 1 Omar       | is      | paw prints. |
| 2 King Daman | doesn't | Jay.        |
| 3 Bindah     | finds   | very angry. |
| 4 Ela        | sells   | eat.        |

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## Elephants Worksheet 4

1 Circle the things an elephant eats and drinks. Put a square around the things you eat. Colour in the things that both elephants *and* people eat.



2 Elephants are in danger. Make a badge.

Draw a picture and write ...

- why elephants are in danger.
- why it is good to save elephants.

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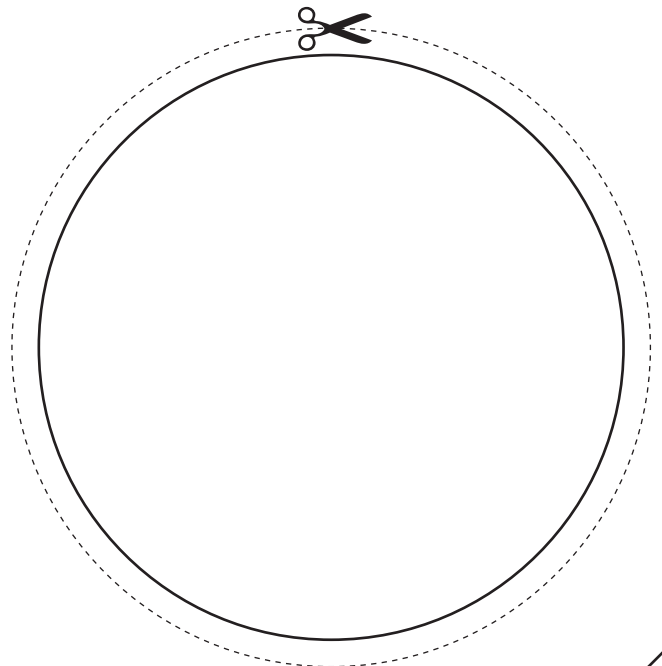
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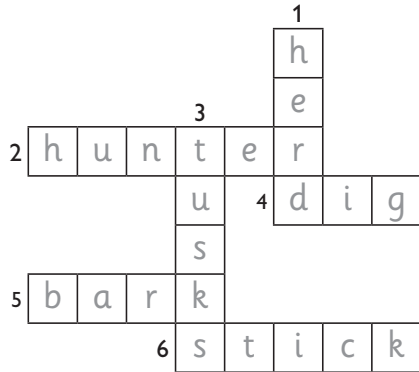
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# Worksheet Answer Key

## Worksheet 1

1 Complete the crossword



2 Read, write and match.

1 Jay (picture c), 2 King Daman (picture d), 3 Omar (picture a), 4 Bindah (picture b)

## Worksheet 2

1 Match to make words. Then match the words to the pictures.

- |                      |                     |
|----------------------|---------------------|
| 1 squirt (picture d) | 4 carry (picture e) |
| 2 female (picture f) | 5 fight (picture a) |
| 3 trunk (picture b)  | 6 weigh (picture c) |

2 Read *The Elephant's Friend* again. Write T for true and F for false.

1 T, 2 F, 3 F, 4 F, 5 T, 6 T

## Worksheet 3

1 Complete the sentences.

1 cow, 2 trunks, 3 ears, 4 roots, 5 herd, 6 tusks

2 Look at the pictures. Use words from each column to make sentences.

1 Omar sells Jay. 2 King Daman is very angry. 3 Bindah finds paw prints. 4 Ela doesn't eat.

## Worksheet 4

1 Circle the things an elephant eats and drinks. Put a square around the things you eat. Colour the things both elephants and people eat.



2 Elephants are in danger. Make a badge. Draw a picture and write.

Children's own answers.

# Teacher's Notes (1 of 3)

## Elephants

### Subject links

Biology, Geography

### Before reading

- 1 Before starting the reader, ask the class what they know about elephants already. Ask: *Do you like elephants? Where do elephants live? What do they eat?* In the children's own language, (L1), let them tell stories about their own experiences with elephants. For example, have they ever seen an elephant at a zoo?
- 2 In pairs or groups, ask the children to draw an elephant. Ask them to write words that they associate with an elephant around their pictures to make a poster. You may like to put the posters up on the classroom walls.

### Cover

Ask the children to look at the front cover of the Reader. Ask: *What can you see? What are the elephants doing? Where do you think they are?*

### Contents page

- 1 Ask the children to turn to page 1 in the Reader. Ask questions to reinforce the contents of the book. For example: *On which page will we find out about elephant families? What is the title of the story? What will we read about on page 4?*
- 2 In L1, ask the children if there is anything they would like to know about elephants. Ask them to write down their questions, and put these questions on the board. Ask children if they can answer any of the questions in L1 before they start the Reader.

## The factual section

### Facts about elephants

- 1 As you read with the class refer back to the questions that you put up on the board when you looked at the contents page, and see if you can now answer any of them. Stop and ask the children questions to relate the information that they are reading about to other animals. For example: *Do you know of any other big animals? Where do they live? What other animals eat plants?*
- 2 Put new words and phrases up on a wall to make a 'word wall'. As you go through the Reader, keep adding new words and phrases to this wall.

## Photos

### Specific pages

#### Page 5

Note that tusks are actually overgrown incisors. It would be useful to show the children which teeth are the incisors. They are the teeth at the front of your mouth.

#### Page 7

When reading about African and Asian elephants, it might be helpful to have a map or globe to show where the different types of elephants live. (African elephants live south of the Sahara Desert. Asian elephants live in Asia from India in the west, to Borneo in the south east, and north into China. They are also found in Sumatra (Indonesia) and in Sri Lanka.)

#### Page 8

It might be good to compare elephant families with children's families here. Ask: *How is the elephant's family different from yours?*

## Teacher's Notes (2 of 3)

Page 10

Encourage children to find out more about why elephants are in danger, and how people can protect them.

### The story

#### Before reading

- 1 Look at the title page and ask the children in L1 to predict what the story might be about. How might it be linked to the factual pages?
- 2 Explain that this story is based on a traditional Indian story. In L1, explain that traditional stories often have morals. Let the children brainstorm what they think the moral of the story might be.

#### While reading

- 1 As they read, ask children to think of any questions they would like to ask the different characters in the story. Ask them to imagine the characters' answers.
- 2 Ask children what different characters might be thinking or feeling at different points in the story.
- 3 Ask children to act out or mime scenes from the story.
- 4 At the end of the story, ask children to discuss the moral of the story. Were their pre-reading predictions correct? (The moral of this story is that a good friend is important and should be valued. However, children might find other morals, and this is fine too, e.g. greed is not good.)

### After finishing the Reader

#### Project work

Ask the class to find out more about elephants and produce a project. For example, you could do one of the following:

- Visit a local zoo and find out about one real elephant. Make a poster about this elephant, using information such as its name, where it came from, how old it is, what it likes to eat, etc.
- Produce a Powerpoint™ presentation about elephants for the class.
- Make a 'Save the elephants' poster for the classroom wall.

### Using the picture dictionary

The picture dictionary includes words that may be new to the children. They appear in the order that they appear in the story.

- 1 Encourage the children to play guessing games with the picture dictionary. For example, one child describes the picture and the other guesses the word. The words could be revised through a game of *hangman*.
- 2 The children could produce flashcards for words in the picture dictionary, using the words and their own drawings or photos from the internet.

### Using the activities and worksheets

The activities and worksheets focus on vocabulary, spelling and reading comprehension tasks. The children will need to refer back to the Reader.



## Teacher's Notes (3 of 3)

### Activities answer key

**1 Complete the sentences with the words *African* or *Asian*.**

1 African, 2 Asian, 3 African, 4 Asian, 5 African

**2 Complete the crossword and find the secret word.**

1 hunter, 2 trunk, 3 stick, 4 bark

Secret word: tusk

**3 Match the sentences to the pictures.**

1 c, 2 d, 3 a, 4 b

**4 Complete the sentences.**

1 ears, 2 Tusks, 3 trunks, 4 bark, 5 herds

**5 Who says it? Match the speech bubbles to the characters.**

1 c, 2 a, 3 b, 4 a, 5 c, 6 b

**6 Circle T (true) or F (false).**

1 F, 2 T, 3 F, 4 T, 5 F

**7 Put the story in the correct order. Write the number.**

1 Ela and Jay become friends.

2 Omar sells Jay to a man with a moustache.

3 Ela stops eating.

4 King Daman asks Bindah to help Ela.

5 Bindah asks Omar about Ela's friend.

6 King Daman tells the people to find the man with the moustache.

7 Omar tells the truth.

8 Jay comes home to Ela.

**8 Look at the picture and write the words.**

1 teeth, 2 nose, 3 tusks, 4 ears, 5 trunk

**9 Answer the questions.**

1 Yes, he has.

2 Yes, he has.

3 No, he hasn't.

4 No, she hasn't.

5 No, she hasn't.

**10 Unscramble the words. Then match them to the pictures.**



hunter



moustache



seed



thief