

Photocopiable Resources

Macmillan Children's Readers Worksheets and Teacher's Notes

Contents

Horses Worksheet 1

Horses Worksheet 2

Horses Worksheet 3

Horses Worksheet 4

Answer Key

Teacher's Notes

Kerry Powell

Name: _____

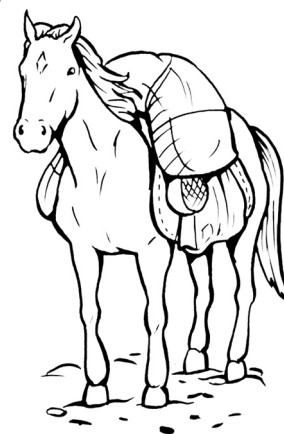
Class: _____

Horses Worksheet 2

1 Complete the sentences with the words in the box.

nomadic ~~Pit~~ Camargue strong Greeks
Shire wooden small oldest transport

- 1 Pit ponies worked in the coal mines because they were _____ .
- 2 _____ horses worked on farms because they were tall and _____ .
- 3 The horses of the _____ are one of the _____ breeds.
- 4 The ancient _____ used a _____ horse to hide in.
- 5 The _____ people of Mongolia use horses for _____ , food and milk.



2 Think about horses. Write your own answers. Draw.

My favourite horse in the book is _____ because

Name: _____

Class: _____

Horses Worksheet 3

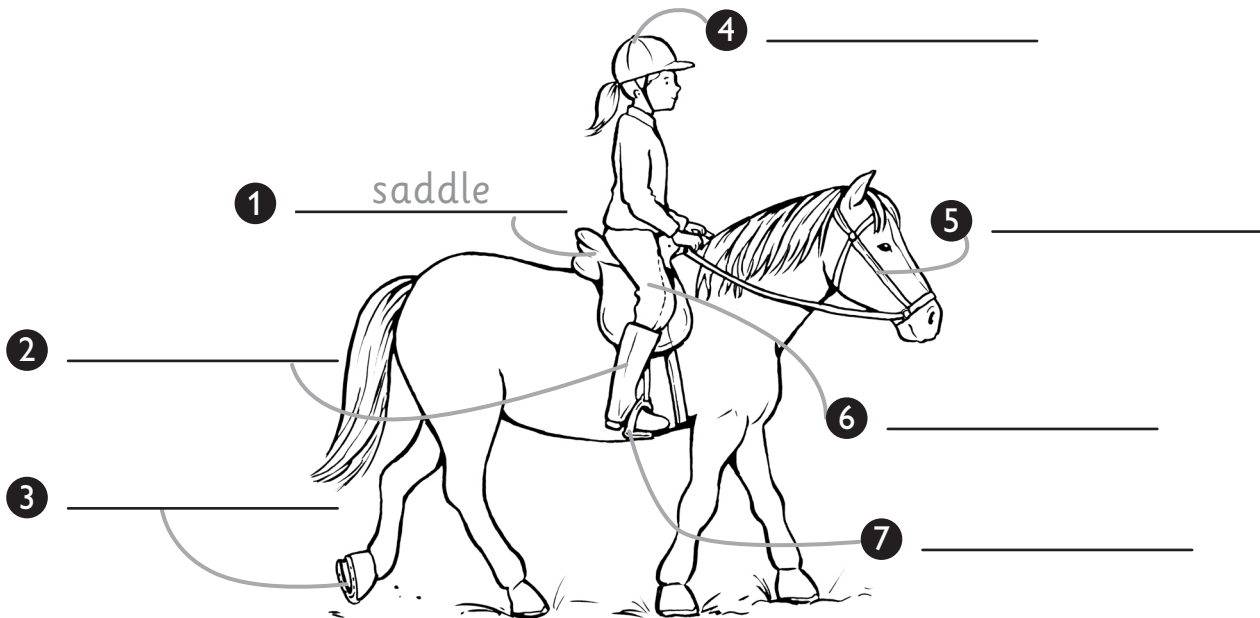
1 Number the sentences in the correct order.

- a When they reached the top, they could see the hut.
- b The next day, Sam wasn't at school.
- c Sam was cold and hungry.
- d Mr Carter showed them his new tractor.
- e Mr Carter felt guilty.
- f After a while, the horseshoe was ready.
- g Sam saw the tractor.

1

2 Label the horse and rider with the words in the box.

~~saddle~~ stirrup bridle horseshoe jodhpurs riding hat riding boot



3 Read the story and write some questions. Then ask your partner.

- 1 What is Sam's dad called? _____
- 2 _____
- 3 _____

PHOTOCOPIABLE

Name: _____

Class: _____

Horses Worksheet 4

1 Complete Sam's letter to his teacher with the words in the box.

decided look after ~~come~~ told sell heard saw found

Dear Miss Ashton,

I'm sorry I didn't ① come to school yesterday.

I thought my dad was going to

② _____ our horse, Cleo.

I ③ _____ a tractor in the farm.

Then I ④ _____ my dad arranging for

Harry, a neighbour, to take Cleo.

I ⑤ _____ to run away with Cleo. It was a silly idea. My friends ⑥ _____ me.

My dad ⑦ _____ me Cleo is going to live in Harry's spare field.

I'm going to ⑧ _____ Cleo. I hope you understand. Thank you.

Sam Carter



2 Write about new farming methods. Do you think tractors should replace horses? Give your reasons.

Answer Key

Horses

Worksheet 1

1 Read and match.

- 1 The horses in the Camargue are one of the oldest breeds of horses.
- 2 About 6000 years ago, people tamed the first wild horses in Central and East Asia.
- 3 Horses were very important in ancient China and were buried with their owner when they died.
- 4 Spanish conquistadors took horses to the Americas in the 1500s.
- 5 Before people built motorways, they often used canals to transport goods.
- 6 During World War I, horses pulled heavy weapons and ambulances.
- 7 In the 1930s and 40s, tractors replaced horses in the fields.
- 8 In Australia, horses herd cattle.

2 Complete the crossword. Find the mystery word.

1 fences, 2 horseshoes, 3 saddle, 4 tractor, 5 Stirrups, 6 buffalo, 7 boat

Mystery word: chariot

Worksheet 2

1 Complete the sentences with the words in the box.

1 Pit, small, 2 Shire, strong, 3 Camargue, oldest, 4 Greeks, wooden, 5 nomadic, transport

2 Think about horses. Write your own answers. Draw.

Pupils' own answers.

Worksheet 3

1 Number the sentences in the correct order.

1e, 2f, 3g, 4b, 5a, 6c, 7d

2 Label the horse and rider with the words in the box.

1 saddle, 2 riding boot, 3 horseshoe, 4 riding hat, 5 bridle, 6 jodhpurs, 7 stirrup

3 Read the story and write some questions. Then ask your partner.

Pupils' own answers.

Worksheet 4

1 Complete Sam's letter to his teacher with the words in the box.

1 come, 2 sell, 3 saw, 4 heard, 5 decided, 6 found, 7 told, 8 look after

2 Write about new farming methods. Do you think tractors should replace horses? Give your reasons.

Pupils' own answers.

Teacher's Notes (1 of 2)

Horses

Subject links

Horses has one main curriculum link: History: the history of people's relationship with horses. Biology: horses.

History:

The history of people's relationship with horses.

Biology:

The different breeds of horses and their characteristics.

The factual section

Ask the pupils to think on their own about horses. Have they ever ridden a horse? Have they ever watched show jumping? Then ask them to work in small groups and to share their ideas. They can note their ideas down on a big sheet of paper. The groups can then compare their ideas.

Ask the pupils to draw a mind map and to organize their information into topics, e.g. people who work with horses, types of horses, activities with horses, equipment for riding horses, etc.

Ask the pupils to look at the front cover of the reader. Ask: *What can you see? Who are the people? What are the people doing? Where are they?* etc.

In pairs, ask the pupils to think about topics that might be in a book on horses and write them down. Then have them compare their ideas with another pair.

Contents page

Ask the pupils to turn to page 1 in the reader. Ask: *What is on this page? Are the topics similar to the topics you wrote down?*

Ask the pupils where they might find out information about different topics. Ask: *Which page tells us about working horses? Which pages tell us about horses in sport?* etc.

Pupil questions

Ask the pupils if there is anything they would like to know about horses. Ask them to write down their questions. Put these ideas on the board.

Using the photographs

Choose a photograph. Ask the pupils to work with a partner and talk about the photo. Introduce terms such as *at the top/bottom, on the left/right*, etc., if not familiar to the pupils.

Ask the pupils to find a page with two photos and then to compare the photos.

Encourage the pupils to choose a photo individually or in pairs. Then ask them to describe the photo. The other pupil listens and tries to find the photo.

Using the text

Make a word/phrase wall. Keep adding new words or chunks of language to the wall.

Encourage the pupils to make flashcards of different equipment/people, etc. connected to horses. They could work on different topics in groups.

Encourage the pupils to work in pairs to find out about the different topics and to feed back to the rest of the class about, for example, horse breeds around the world, other work that horses do, learning how to ride a horse, looking after a horse, etc. They could present the information as a Power Point™ presentation, a scrapbook, a poster, an interview, an information leaflet, etc.

Explore links to other curriculum areas, e.g. art and craft, literature (including folk tales), music, science, history, design and IT. Encourage the pupils to use different intelligences, e.g. by designing a carriage; making and giving a Power Point presentation about the history of horses;

Teacher's Notes (2 of 2)

designing a poster about horses in ancient China; visiting a stables/blacksmiths and writing a leaflet about the visit, including a map/plan of the stables/blacksmiths, information about the people who work there and the equipment they use, etc.

Go back to the questions the pupils wrote at the beginning. Ask: *Can you now answer any of your questions?*

The story section

Title page

Look at the title page and ask the pupils to predict what the story might be about. How might it be linked to the factual section? Encourage them to use: *I think ... It might ...*

Before reading

Ask the pupils to brainstorm the advantages and disadvantages of having a horse or a tractor on a farm. Encourage them to look back over the factual pages, Bilingual Dictionary, and any other cross-curricular and project work they've done (or are working on). Elicit any vocabulary or chunks of language which they haven't said and which they will need to understand the story. Ask: *What does ... mean?*

While reading

As they read, ask the pupils to think of any questions they would like to ask the different characters in the story. Ask them to imagine what the different characters might be thinking/feeling, etc. at different points of the story. Ask: *What do you think ... is thinking when he/she says ...? Why? What would you do?* etc.

After reading

Ask the class to create their own discussion about this statement: *We should keep working horses on farms.* First they need to brainstorm the different points of view from both sides of the discussion. Then they need to organize who is going to be speaking in favour of horses and who is going to be speaking in favour of tractors. The groups work together to discuss their arguments and to consider what the other points of view might be. (Encourage the pupils to use the reader and other resources to help them with ideas.)

Write a story

Use two lines from the beginning of the story as a prompt for the pupils to write their own stories: *What would we do without Cleo? She's such a hard worker and a brilliant friend.* Discuss the different contexts where these words might be used. The pupils can then write, illustrate and tell their stories.

Write a documentary

Ask the pupils to make a documentary about the changing times in farming. For their documentary, encourage pupils to research farming in their own country and how technology affected more traditional farming methods. Film the documentary, if possible, or make a photo story with accompanying text.

Using the Activities and Worksheets

The Worksheets and Activities focus on vocabulary, spelling, reading and writing comprehension tasks. The pupils will need to refer back to the reader.

There are opportunities for class discussion, sharing their own experiences, forming questions and answers, describing things and developing general reading skills.

Using the Bilingual Dictionary

The words can be revised through a game of 'Hangman' or 'Twenty Questions'.

The pupils can make their own crosswords using some of the words from the dictionary. They can then complete each other's crossword.