

# The Log Cabin



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The Log Cabin – Year 5 – Image

## The Log Cabin – Follow-Up Work

Where in the world could this be? What clues are there to suggest this? (P2/2e)

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How many pairs of eyes can you see peering out of the forest? (C6/2b)

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Who might these eyes belong to? (P2/2e)

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What time of the year do you think this is? What clues are there to suggest this? (C6/P2/2e)

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How many people live here? Why do you think this? (P2/2e)

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How do you think the cabin is kept warm? What makes you think this? (C6/2b)

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Look at the footprints leading up to the cabin. What do you think that person has been doing and why? (P5/2d)

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What sort of person might live in a place like this? Explain your answer with reference to the environment and living conditions. (P5/2d)

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How might people travel around in conditions like these? Look for clues in the picture. (P5/2d)

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Identify some ways in which the stream could be useful to the inhabitant of the cabin? (P2/2e)

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Identify ONE question you would like to ask about this scene. (P4)

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Describe the cabin in your own words. Would you like to live there? Why/why not? (C4/S2/2c)

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## The Log Cabin – Vocab 1

Write the definitions for each of these words.

Aurora Borealis \_\_\_\_\_

caribou \_\_\_\_\_

deciduous \_\_\_\_\_

environment \_\_\_\_\_

evergreen \_\_\_\_\_

extreme \_\_\_\_\_

hemisphere \_\_\_\_\_

hibernation \_\_\_\_\_

hypothermia \_\_\_\_\_

indigenous \_\_\_\_\_

inhabitant \_\_\_\_\_

insulation \_\_\_\_\_

nocturnal \_\_\_\_\_

predator \_\_\_\_\_

phenomenon \_\_\_\_\_

predominantly \_\_\_\_\_

toboggan \_\_\_\_\_

undergrowth \_\_\_\_\_

## The Log Cabin – Vocab 2

Tick the word that is closest in meaning to the word in *italics*.

- The word *abnormal* is closest in meaning to...

Tick one.

usual

unusual

typical

wrong

- The word *acquaintance* is closest in meaning to...

Tick one.

stranger

visitor

acquire

friend

- The word *coincidence* is closest in meaning to...

Tick one.

planned

organised

chance

same

- The word *deceive* is closest in meaning to...

Tick one.

mislead

help

support

assist

- The word *exterior* is closest in meaning to...

Tick one.

exit

outside

leave

inside

- The word *numerous* is closest in meaning to...

Tick one.

few

numbers

calculations

many

Task A

Look at the words in the brackets. Underline the one which completes the sentence.

- By morning, the snow had (gone / go / went / going).
- The boy was lost because he had (take / took / taking / taken) a wrong turn.
- The fox was (left / leave / leaving / leaves) footprints in the snow.
- Yesterday, he (had / have / has / having) great fun sledging down the hill.

Task B

Underline the grammatical error in each sentence. Write the correct word on the line.

- The snow fell quick, covering the rooftops and gardens. \_\_\_\_\_
- The bright lights were twinkling and dances in the night sky. \_\_\_\_\_
- Lakes turning to ice as the temperature plummeted. \_\_\_\_\_
- The children wearing hats and gloves to protect themselves from the cold. \_\_\_\_\_
- There weren't no sledges left for the children to use. \_\_\_\_\_

Challenge

Add commas to these sentences.

- The snow had covered the roads houses trees and gardens.
- On the way home we decided to have a snowball fight.
- The squirrel in readiness for winter scurried about collecting nuts.
- The explorer talked to the reporters about cooking his family and his favourite pets.
- The snow which had fallen overnight covered the ground like a white blanket.
- 1000000 caribou live in the Arctic Circle according to a survey carried out in January 2016.

## The Log Cabin – Oral Teacher Questions

Where in the world could this be? What clues are there to suggest this? (P2/2e) **The Aurora Borealis occurs near both magnetic poles. However, the caribou (reindeer) live naturally in the Northern Hemisphere, particularly in Canada, Alaska and Greenland. The trees and house also suggest that this is in the Northern Hemisphere or Arctic Circle, as no trees grow in Antarctica and no people live there, only scientists in research stations.**

How many pairs of eyes can you see peering out of the forest? (C6/2b) **Eight pairs of eyes**

Who might these eyes belong to? (P2/2e) **Nocturnal animals indigenous to the Northern Hemisphere e.g. snowy owls, wolves, bats, arctic foxes, bears, hares. Consider reasons why they are low to the floor.**

What time of the year do you think this is? What clues are there to suggest this? (C6/P2/2e) **Even cold places like Greenland, Alaska and Canada have seasons and there are times when it is warmer and greener. The majority of the trees in the picture are evergreen, so they will stay green all year round. However, there is one tree without any leaves on and there is quite a thick layer of snow on the ground which suggests that this is winter.**

How many people live here? Why do you think this? (P2/2e) **Probably only one person due to the single set of footprints in the snow. There is also only one pair of snow boots on the porch and the cabin looks like it only has one bedroom.**

How do you think the cabin is kept warm? What makes you think this? (C6/2b) **There is a large pile of logs next to the building which suggests they are used to keep the cabin warm.**

Look at the footprints leading up to the cabin. What do you think that person has been doing and why? (P5/2d) **The footprints have come from the forest so maybe the person has been collecting more firewood or hunting for food. Perhaps the person has entered the forest as part of their job as a forest ranger or scientist.**

What sort of person might live in a place like this? Explain your answer with reference to the environment and living conditions. (P5/2d) **There doesn't appear to be anyone else living close by so maybe this person enjoys being alone or likes living in a very wild and natural habitat. They might live here in order to keep an eye of the forest inhabitants or to study the local environment.**

How might people travel around in conditions like these? Look for clues in the picture. (P5/2d) **There is a sled propped up against the porch which would be useful for carrying logs, food or equipment. The snow boots suggest a lot of walking might be done. It looks like a car would be useless in this environment but skis or a snowmobile might be more helpful.**

Identify some ways in which the stream could be useful to the inhabitant of the cabin? (P2/2e) **The stream may be the only source of water for the cabin (for the inhabitant to drink, wash, cook and clean dishes). There may also be fish in the stream which can be caught and cooked. Animals may be drawn to the stream to drink which might be useful if hunting animals for food and fur.**

Identify ONE question you would like to ask about this scene. (P4) **Various responses.**

Describe the cabin in your own words. Would you like to live there? Why/why not? (C4/S2/2c) **Various responses that make reference to clues in the picture.**

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The Log Cabin – Year 5 – Teacher Questions

## The Log Cabin – Vocab 1

Write the definitions for each of these words.

**Aurora Borealis** – a natural electrical phenomenon that appears by the Northern or Southern Poles

**caribou** – a large North American reindeer

**deciduous** – refers to a tree or shrub that sheds its leaves annually

**environment** – the surroundings or conditions in which a person, animal or plant lives

**evergreen** – refers to a tree or shrub that retains green leaves throughout the year

**extreme** – reaching the highest degree; very great

**hemisphere** – a half of a sphere

**hibernation** – to spend the winter in a dormant state

**hypothermia** – the condition of having a dangerously low body temperature

**indigenous** – originating or occurring naturally in a particular place

**inhabitant** – a person or animal that lives in or occupies a place

**insulation** – the action of insulating something or someone to prevent the loss of heat

**nocturnal** – occurring or active at night

**predator** – an animal that naturally preys on others

**phenomenon** – a fact or situation (which is in question) is witnessed to exist or happen

**predominantly** – mainly; for the most part

**toboggan** – a long narrow sled used for travelling across snow or ice

**undergrowth** – a dense growth of shrubs and other plants, especially under trees in woodland

## The Log Cabin – Vocab 2

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- The word *deceive* is closest in meaning to...

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- The word *exterior* is closest in meaning to...

Tick one.

exit

outside

leave

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- The word *numerous* is closest in meaning to...

Tick one.

few

numbers

calculations

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Task A

Look at the words in the brackets. Underline the one which completes the sentence.

- By morning, the snow had (**gone** / go / went / going).
- The boy was lost because he had (take / took / taking / **taken**) a wrong turn.
- The fox was (left / leave / **leaving** / leaves) footprints in the snow.
- Yesterday, he (**had** / have / has / having) great fun sledging down the hill.

Task B

Underline the grammatical error in each sentence. Write the correct word on the line.

- The snow fell **quick**, covering the rooftops and gardens. **quickly**
- The bright lights were twinkling and dances in the night sky. **dancing**
- Lakes **turning** to ice as the temperature plummeted. **turned**
- The children **wearing** hats and gloves to protect themselves from the cold. **wore**
- There weren't **no** sledges left for the children to use. **any**

Challenge

Add commas to these sentences.

- The snow had covered the roads, houses, trees and gardens.
- On the way home, we decided to have a snowball fight.
- The squirrel, in readiness for winter, scurried about collecting nuts.
- The explorer talked to the reporters about cooking, his family and his favourite pets.
- The snow, which had fallen overnight, covered the ground like a white blanket.
- 1,000,000 caribou live in the Arctic Circle according to a survey carried out in January, 2016.

## Classroom Secrets Codes for New Curriculum Reading Expectations

### Comprehension

Year 1/2	C1/1a	Discussing word meanings, linking new meanings to known vocabulary
	C2	Answer simple, information retrieval questions about texts*
	C3	Drawing on what they already know from background information and vocabulary provided by the teacher
	C4	Discussing and expressing views about a wide range of texts
	C5/1c	Discussing the sequence of events in texts and how items of information are related
Year 3/4	C1	Explaining the meaning of words in context
	C4	Discussing and expressing views about a wide range of texts
	C6	Retrieve and record information from fiction and non-fiction
	C7	Identifying how language, structure and presentation contribute to meaning
Year 5/6	C1/2a	Exploring the meaning of words in context
	C4	Discussing and expressing views about a wide range of texts
	C6/2b	Retrieve, record and present information from fiction and non-fiction
	C7	Identifying how language, structure and presentation contribute to meaning
	C8/2h	Making comparisons within and across texts
C9	Distinguish between statements of fact and opinion	

### Predictions and Making Inferences

Year 1/2	P1	Link the text to their own experiences
	P2/1e	Predicting what might happen on the basis of what has been read so far
	P3/1d	Making inferences on the basis of what is being said and done
	P4	Answering and asking questions
Year 3/4	P2	Predicting what might happen from details stated and implied
	P4	Asking questions to improve their understanding
	P5	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Year 5/6	P2/2e	Predicting what might happen from details stated and implied
	P4	Asking questions to improve their understanding
	P5/2d	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

### Language for Effect

Year 1/2	L1	Recognising and joining in with predictable phrases
	L2	Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
Year 3/4	L3	Using dictionaries to check the meaning of words they have read
	L4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Year 5/6	L2	Learning a wider range of poetry by heart
	L4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
	L5/2g	Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
	L6/2f	Identify and explain how content is related and contributes to meaning as a whole

\*not currently a curriculum objective

## Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

## Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

## Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices