



Kind Emma

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Portsmouth Primary School
St. Margaret's RC Primary School
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Orange
Band 6

Kind Emma



Martin Waddell
David Roberts







Kind Emma lived all alone
with no one to talk to.



One night, a little voice called,
"Oh, dear Emma, oh!
Where can I go
in the wind and in the snow?"



“Come into my house,” said Kind Emma.



She opened the door and
a tiny *thing* scuttled in.
It was almost too small to be seen.



Then the little voice said,
"Oh, dear Emma, oh!
Your fire has burned low
and I shiver so!"



“I’ll make the fire glow for you,”
said Kind Emma, and
she poked the fire.





Then the little voice said,
"Oh, dear Emma, oh!
I ate long ago.
I need food so!"



“You can share what I have,”
said Kind Emma.



She put a dish of hot soup and
a very small spoon on the table.





The tiny *thing* stayed hidden.
It was afraid to come out.



“Goodnight!” said Kind Emma.

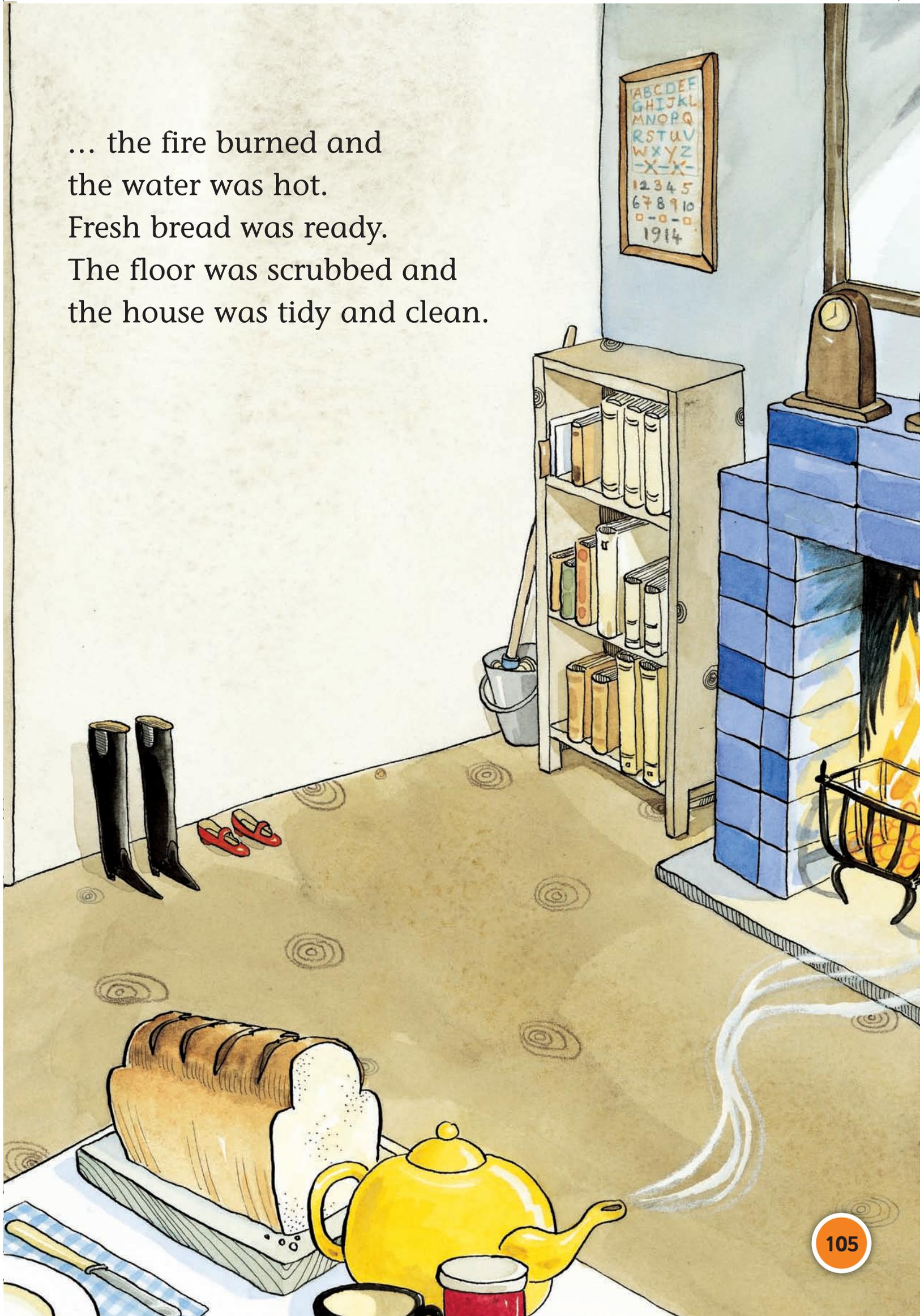
She hoped the tiny *thing* would come out and eat if she left the room.



Next morning, when Emma awoke ...



... the fire burned and
the water was hot.
Fresh bread was ready.
The floor was scrubbed and
the house was tidy and clean.







“Good food and a fire, and
someone to talk to!
What more could I want?”
said Kind Emma.





The tiny *thing* stayed with Kind Emma for all of the rest of her days.

Emma's Diary

Monday



I was lonely.



A tiny *thing* came to my door.



I gave it some soup.



It was shy.
It wouldn't eat while I was there.

Tuesday



When I awoke, the house was tidy and clean.



Now I have someone to talk to.

Kind Emma

Workbook

Before You Read



1. Use complete sentences to write about ...

1 ... a time when you were kind to someone.

2 ... a time when someone was kind to you.

3 ... a time when you were kind to an animal.



Key Story Words



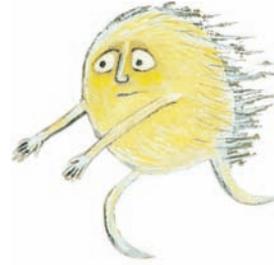
1. Write the name of the story character or object from the box under each picture.

bread Emma soup fire a thing house

1



2



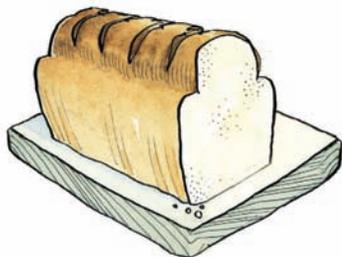
3



4



5



6





2. Look at the words in the box. Find and **circle** them in the word square.

s	c	r	u	b	b	e	d
o	s	f	i	r	e	u	t
u	h	a	r	a	c	t	i
p	o	k	e	d	o	k	d
g	p	u	f	e	m	o	y
r	e	g	h	n	p	s	a

- scrubbed
- fire
- tidy
- soup
- poked



3. Unscramble the letters to make words from the story. Look at the picture clues.



dreab _____



noops _____



seuoh _____



rife _____



Key Story Sentences 1



1. Fill in the blanks with the correct words to match the story.

1 Kind Emma lived all alone with no one to _____ (talk/play) to.



2 One night, a little _____ (mouse/voice) called.

3 She opened the door and a tiny *thing* _____ (scratched/scuttled) in.



4 "I'll make the fire _____ (cold/glow) for you," said Kind Emma.

5 "You can _____ (lose/share) what I have," said Kind Emma.





2. Fill in the blanks with words from the box.

with if and for what

- 1 The floor was scrubbed _____ the house was tidy and clean.
- 2 Kind Emma lived all alone _____ no one to talk to.
- 3 The tiny thing stayed with Kind Emma _____ all of the rest of her days.
- 4 "You can share _____ I have."
- 5 She hoped the tiny thing would come out and eat _____ she left the room.



Key Story Sentences 2



1. Match the beginning of each story sentence with its ending.

Kind Emma lived all

1

a a tiny *thing* scuttled in.

One night, a little voice called,

2

b a very small spoon on the table.

Kind Emma opened the door and

3

c alone with no one to talk to.

She put a dish of hot soup and

4

d the house was tidy and clean.

She hoped the tiny *thing* would come

5

e "Oh, dear Emma, oh!"

The floor was scrubbed and

6

f out and eat if she left the room.



🐾 Reading Comprehension 1 🐾



1. Number the sentences in the correct order (1–8) to match the story.

"Goodnight!" said Kind Emma.



The tiny *thing* stayed with Kind Emma for all of the rest of her days.

"Oh, dear Emma, oh! I ate so long ago. I need food so!"



1 "Come into my house," said Kind Emma.

Next morning, when Emma awoke the fire burned and the water was hot.



The tiny *thing* stayed hidden.

"Good food and a fire, and someone to talk to!"



"I'll make the fire glow for you," said Kind Emma.



🐾 Reading Comprehension 2 🐾



1. Write what is happening in each picture.
Use complete sentences.

1



2



3



4



5



6



7



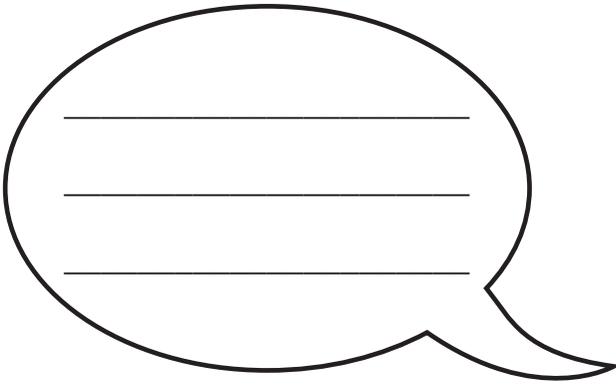
8



Have Fun with English!



1. Think of a different ending to the story. Draw the scene. Write something that one of the characters might say.



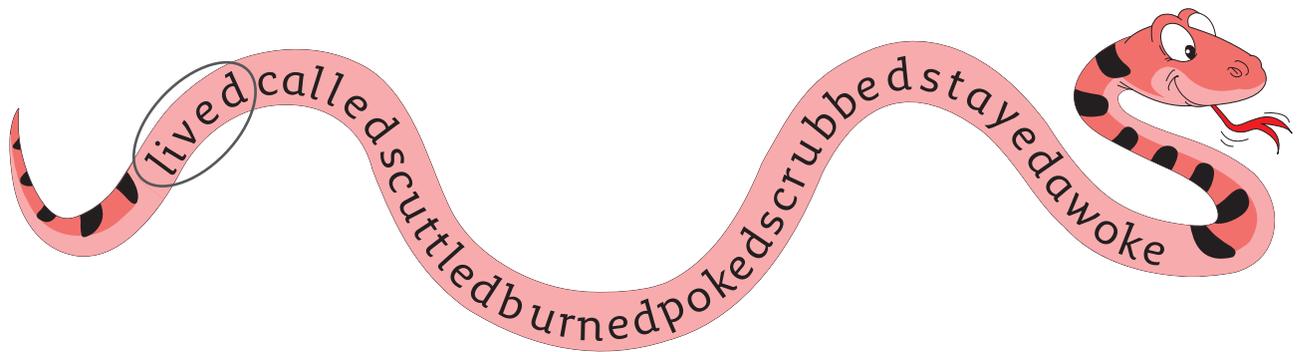


2. Write your different ending. Use complete sentences.

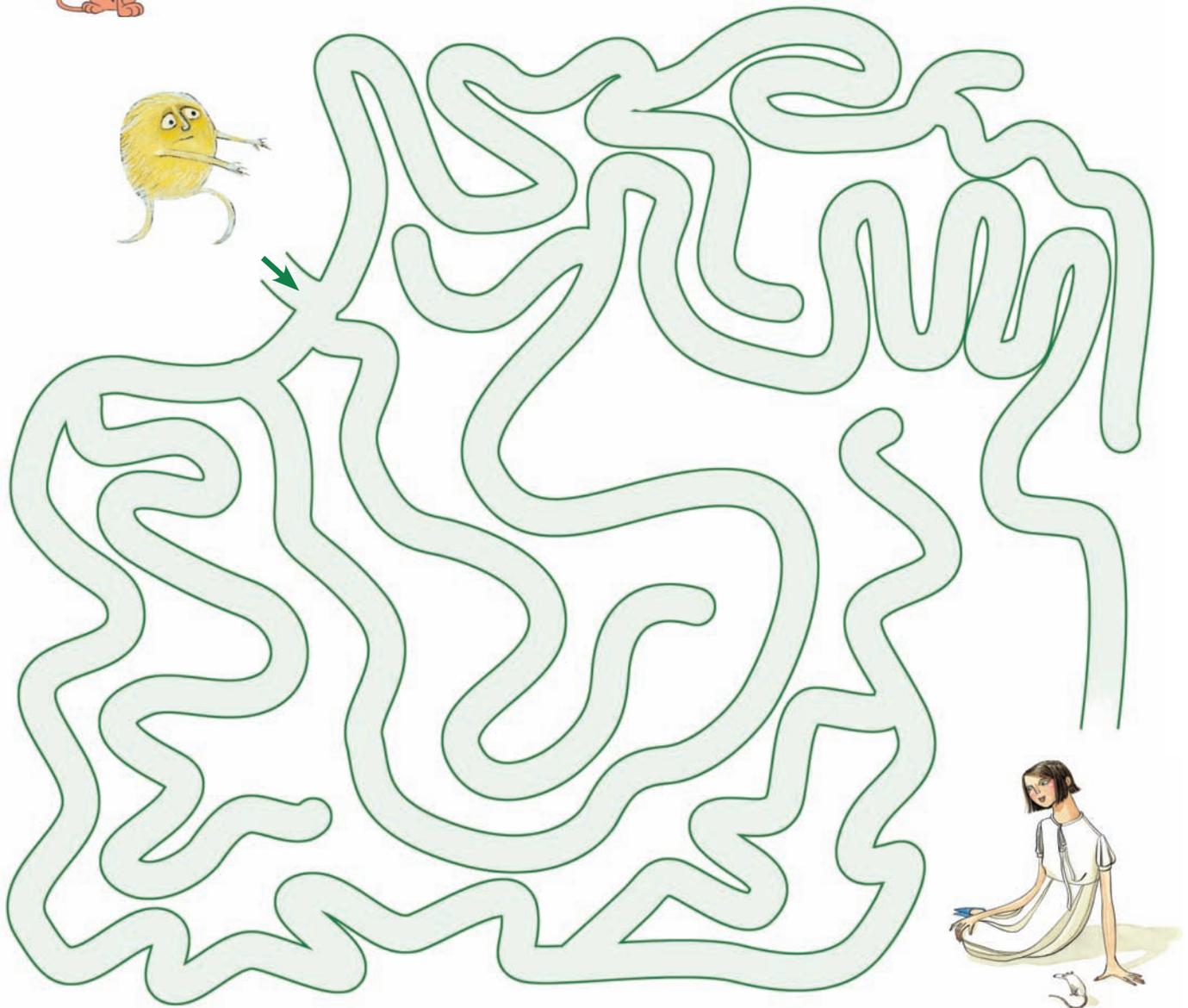




3. Find and circle seven words in the word snake.



4. Help the tiny thing find its way through the maze to Emma.



Test Your English



1. Write the answers to these questions.
Use complete sentences.

1 Who did Kind Emma live with at the beginning of the story?

2 Who scuttled in when Emma opened the door?

3 What did Emma put on the table?

4 Who stayed with Emma for the rest of her days?



2. True or False? Write "T" for True or "F" for False.

1 The tiny thing was very cold and hungry when Emma opened her front door.

2 Kind Emma poked the fire to make it hotter.

3 Emma put a dish of cold soup on the floor.

4 The tiny thing liked living with Emma and stayed.





CONGRATULATIONS!

You have completed
Kind Emma

Go to page **213** to get your
Reward Certificate.



Ideas for reading

Learning objectives: to identify and discuss characters; to discuss how characters are described and comparing characters from different stories; to recognise full stops and capital letters when reading and how they affect reading; to blend phonemes in clusters; to act out stories, using different voices for characters

Curriculum links: Citizenship: Taking part

Interest words: opened, scuttled, burned, hoped, scrubbed, stayed, shiver

Word count: 222

Getting started

- Hide the picture of the *'thing'* on the cover (children look at the teacher's copy only). What might happen in this story? Children should give reasons for their answers. Encourage them to talk about Emma as a character. Ask the children to guess what is hidden.
- Explain to the children that some stories include unusual characters. Ask them to give examples of unusual characters they know. When the *'thing'* is revealed, ask the children to predict its role in the story.

Reading and responding

- Ask the children to read quietly and independently up to p109. As the children read, prompt and praise attempts to read with expression, particularly where speech marks are used.
- Ask the children to blend sounds together in unfamiliar words, e.g. *shiver*, *scrubbed*. They should check the pictures to see if they are right.
- Children could re-read for added expression if they notice extra punctuation, such as a question mark, exclamation mark or ellipsis.
- Encourage the children to comment on the characters as they read. They should be able to say how the character's actions have contributed to their ideas.
- Ask the children to say what they enjoyed about the story. Lead a discussion about why this is a suitable ending to Kind Emma's story. They could talk about the phrase 'One good turn deserves another' (or similar).

Return to the text

- Ask the children to share good examples of reading with expression and characterisation. Ask them to say why they chose particular voices, e.g. *Emma is a kind character so her voice would be gentle.*
- Choose some children to share examples of words they solved by blending sounds together.
- Ask them to use Emma's diary on pp110-111 to help them summarise the story using words and phrases like 'At the beginning ...' 'After that ...' and 'At the end ...'

Checking and moving on

- Ask the children to think about the 'thing' as a character, imagining what kind of voice it would have; they could rehearse the character's lines, and try out various voices.
- Ask them in pairs to practise reading the story aloud with expression. They could then read it to the class or record it on tape.
- Ask them to make a list of things that a kind person might do. Encourage them to ask their friends and adults for some ideas. They could do one kind thing from their list every day for a week!
- Ask the children to think of 4-5 things they do in a school day. They could draw sketches of these events and write simple captions to explain what they are doing, in the style of Emma's diary (pp110-111).

