



## Morris Plays Hide and Seek

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Vivien French asserts her moral right to be identified as the author of this work.

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Illustrator: Guy Parker-Rees

Design Manager: Nicola Kenwood @ Hakoona Matata

Ideas for reading author: Linda Pagett

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Portsmouth Primary School  
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Orange  
Band 6

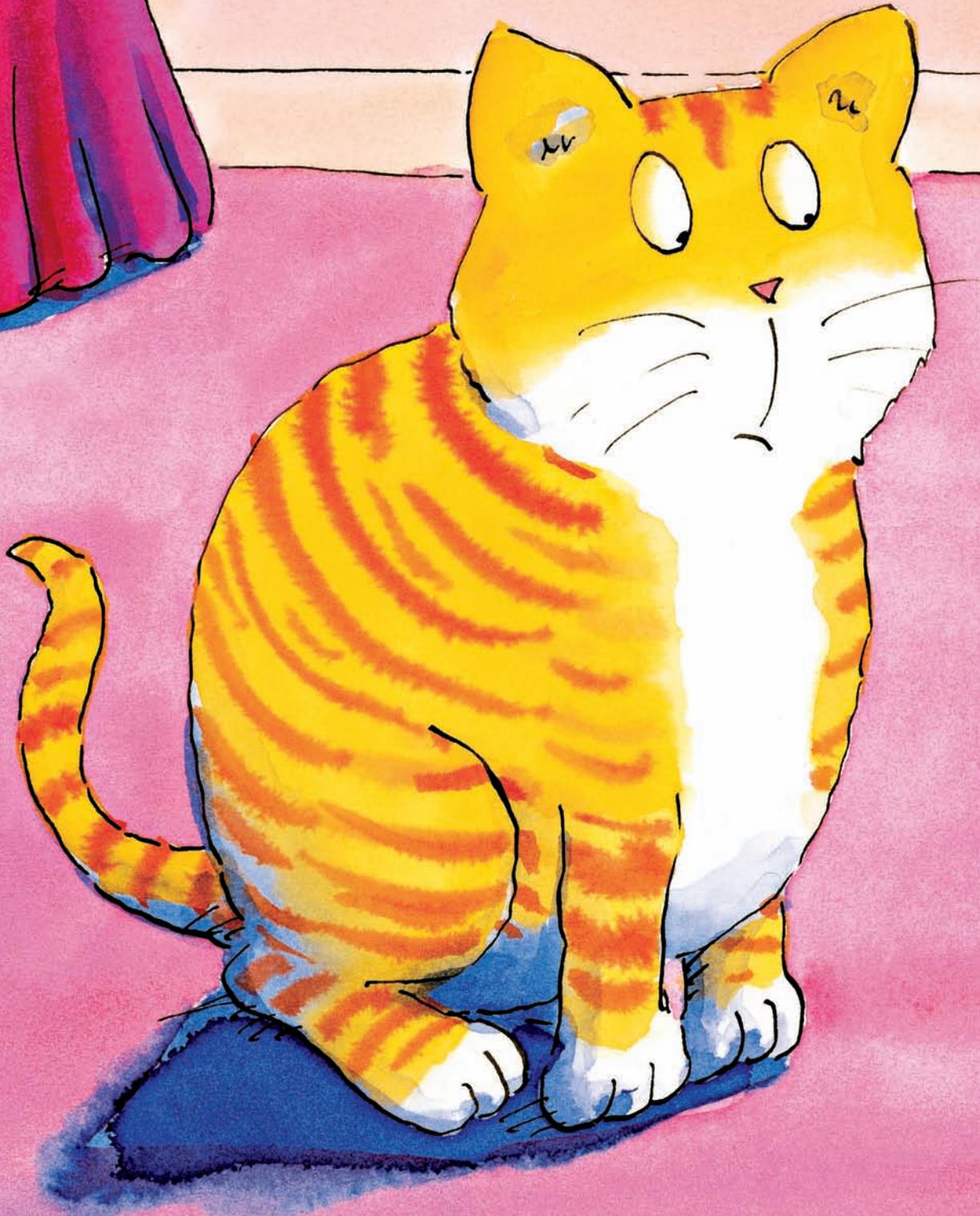
# Morris Plays



# Hide and Seek

Vivian French  
Guy Parker-Rees

Morris was ginger and white, and very fat.





He spent all day sitting by his bowl waiting for his kitty biscuits.

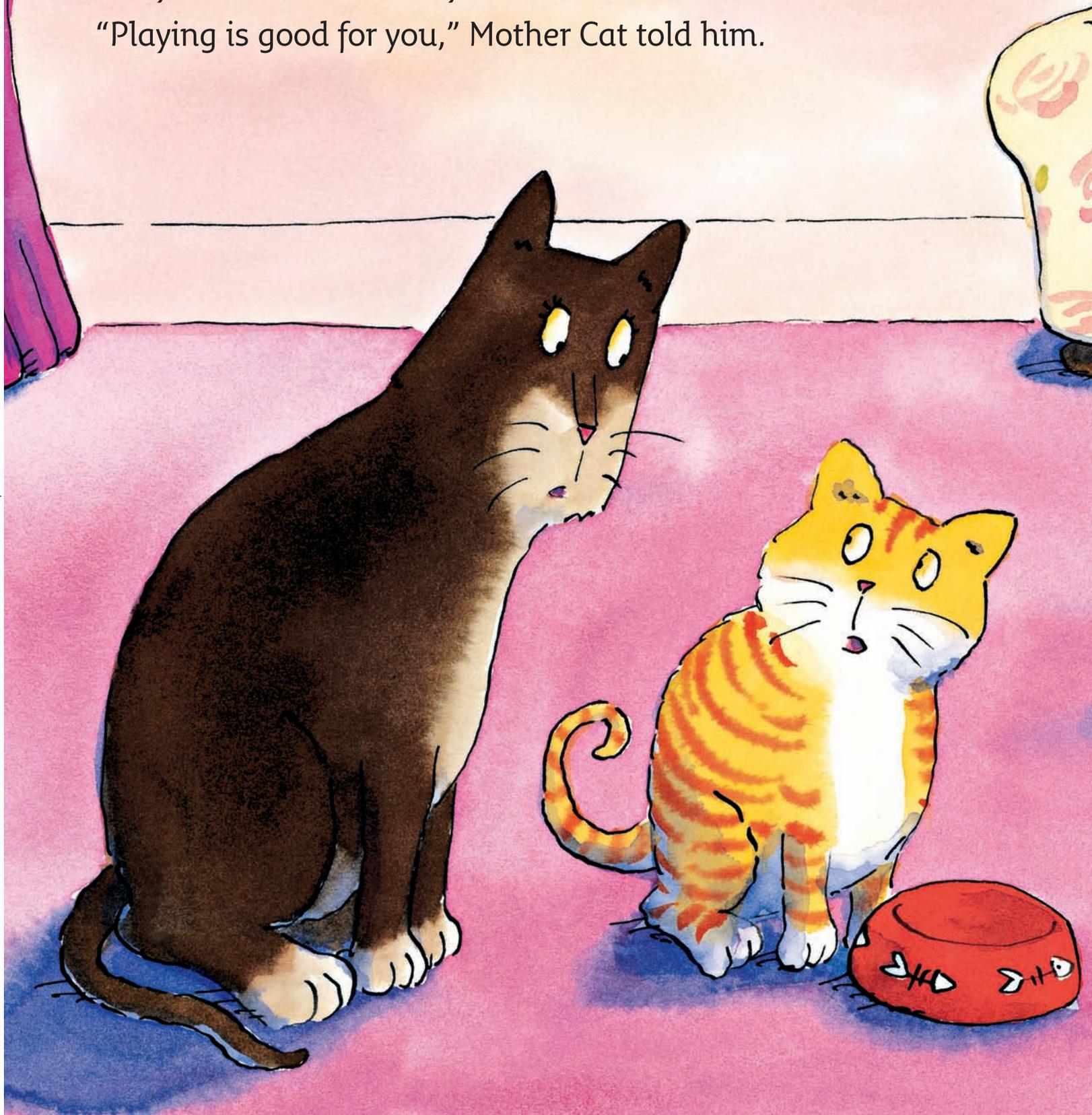


“Morris,” said his mother.

“Why don’t you go and play?”

“Play?” said Morris. “Why?”

“Playing is good for you,” Mother Cat told him.





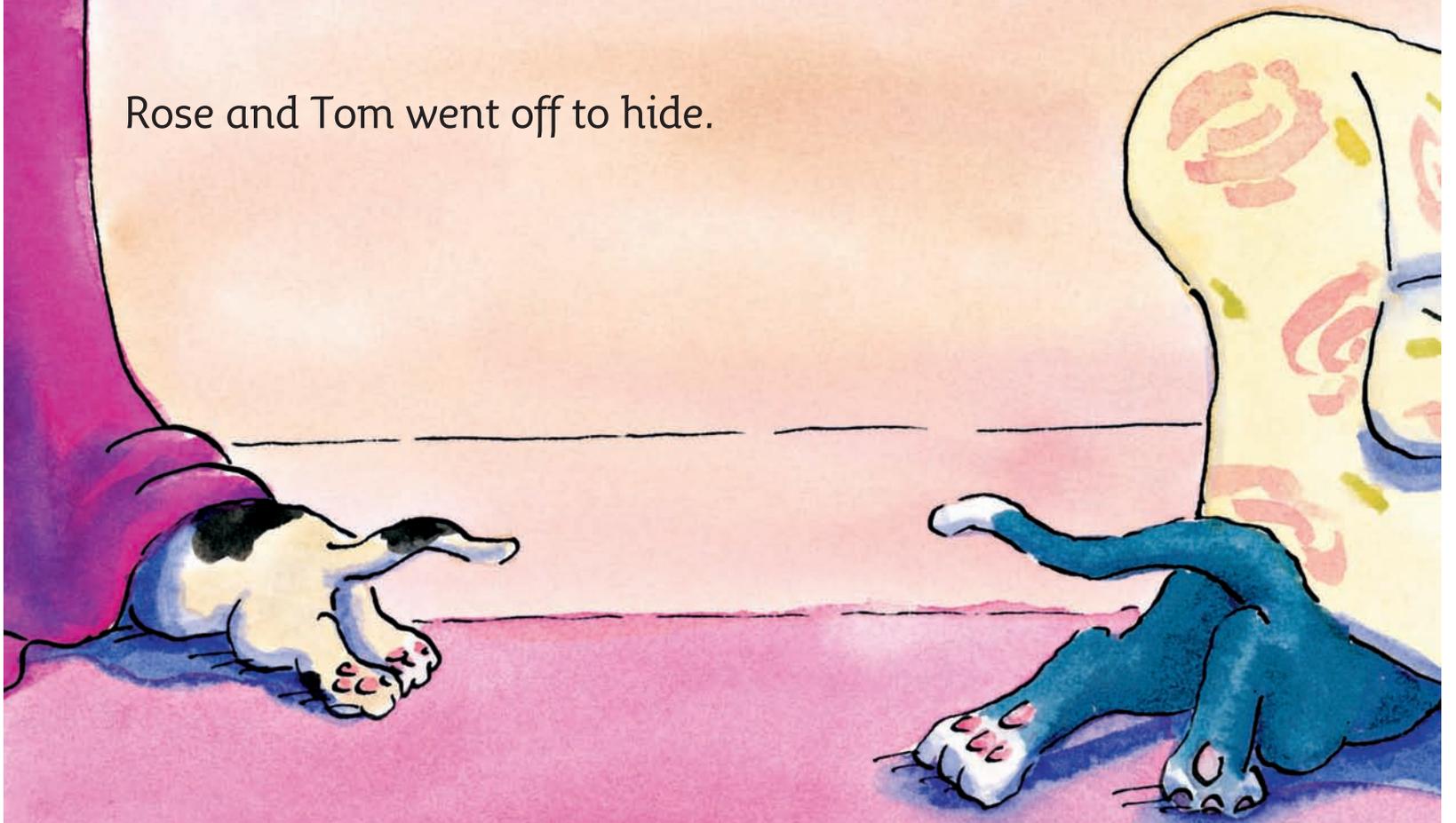
“Let’s play hide and seek!” said his big sister Rose.

“Yes!” said his little brother Tom.

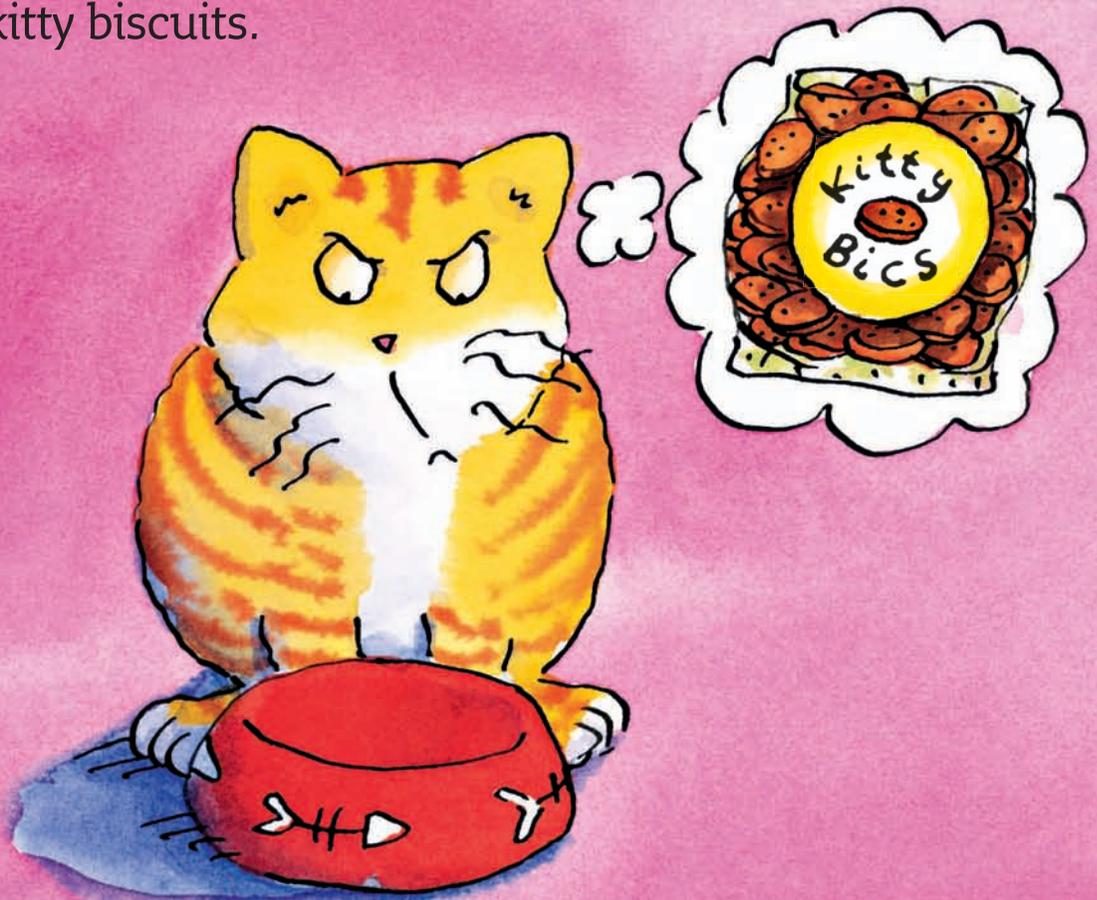
“Must I?” asked Morris.

“Yes,” said his mother.

Rose and Tom went off to hide.



Morris sat by his bowl and waited for his kitty biscuits.





“Morris,” said his mother,  
“go and look for Tom and Rose.”  
“Must I?” asked Morris.  
“YES!” said his mother.

Morris found Tom behind the curtain.



He found Rose under a chair.



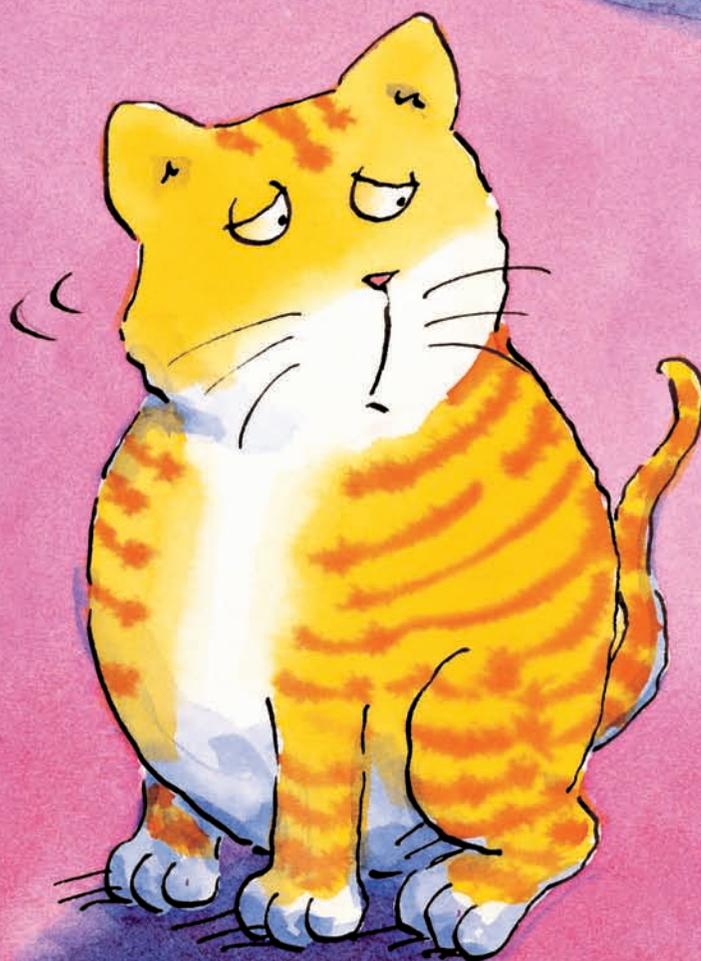
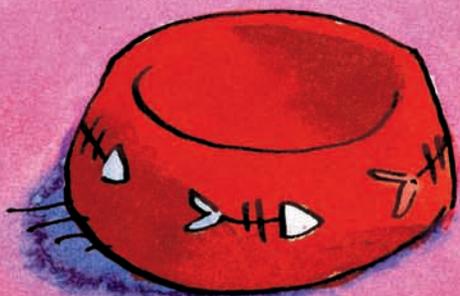
“Can I have my kitty biscuits now?” Morris asked.  
“NO,” said his mother. “Go and play!”



Rose shut her eyes and  
began to count.  
Tom hid under a cushion.



1, 2, 3 ...

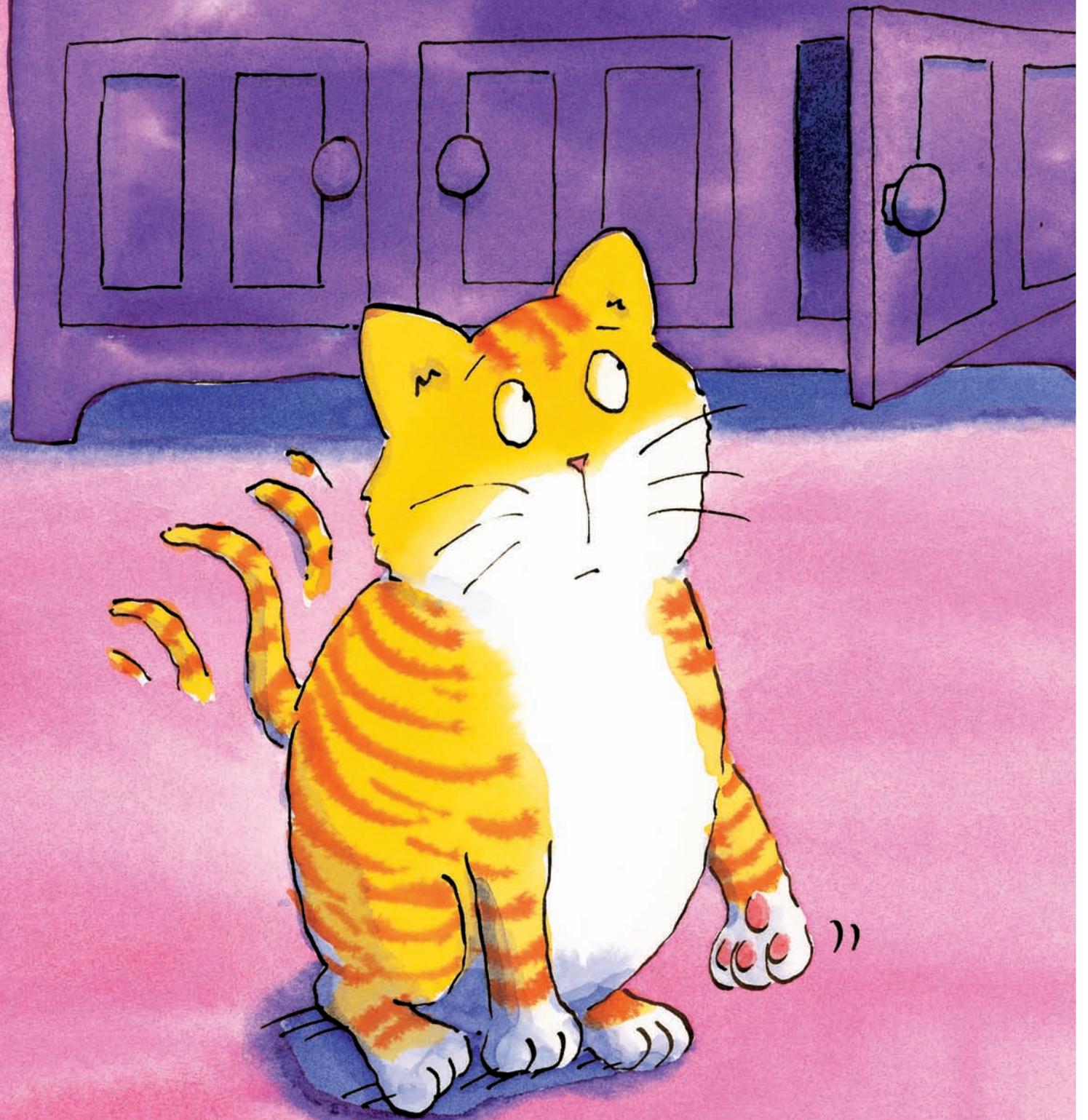


Morris looked round for somewhere to hide.  
Bits of him stuck out from behind the curtain.



Bits of him stuck out from under the chair.





“Bother,” said Morris.  
Then he saw it.  
The perfect hiding place!

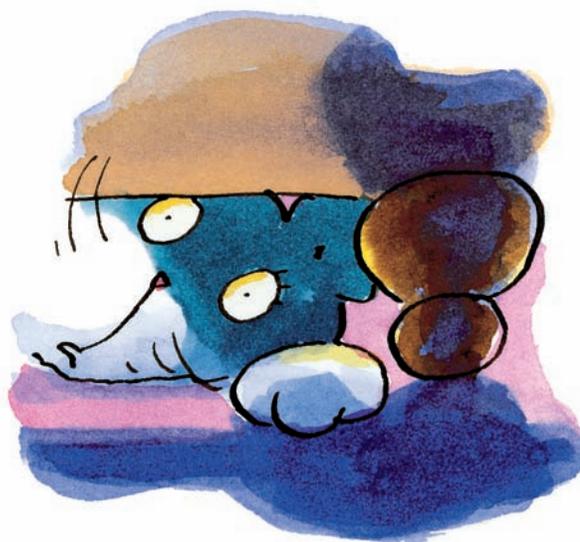


Morris squeezed into the food cupboard.

Rose found Tom at once.



She looked for Morris behind the curtain but he wasn't there.



He wasn't under the chair.



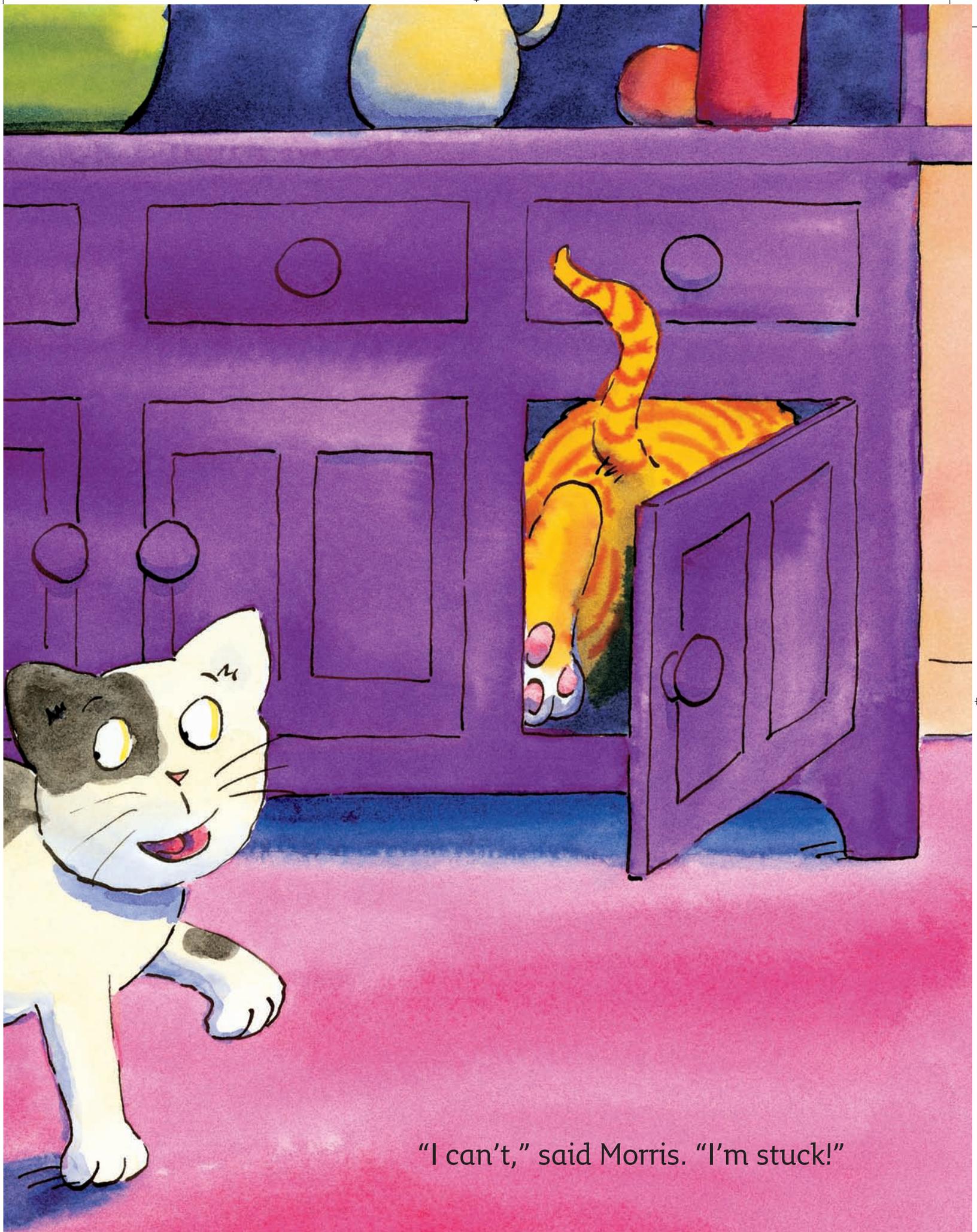
He wasn't behind the door.



He wasn't up the stairs.

“Morris!” called Rose. “Where are you?”  
There was no answer.  
“You can come out now!” called Tom.

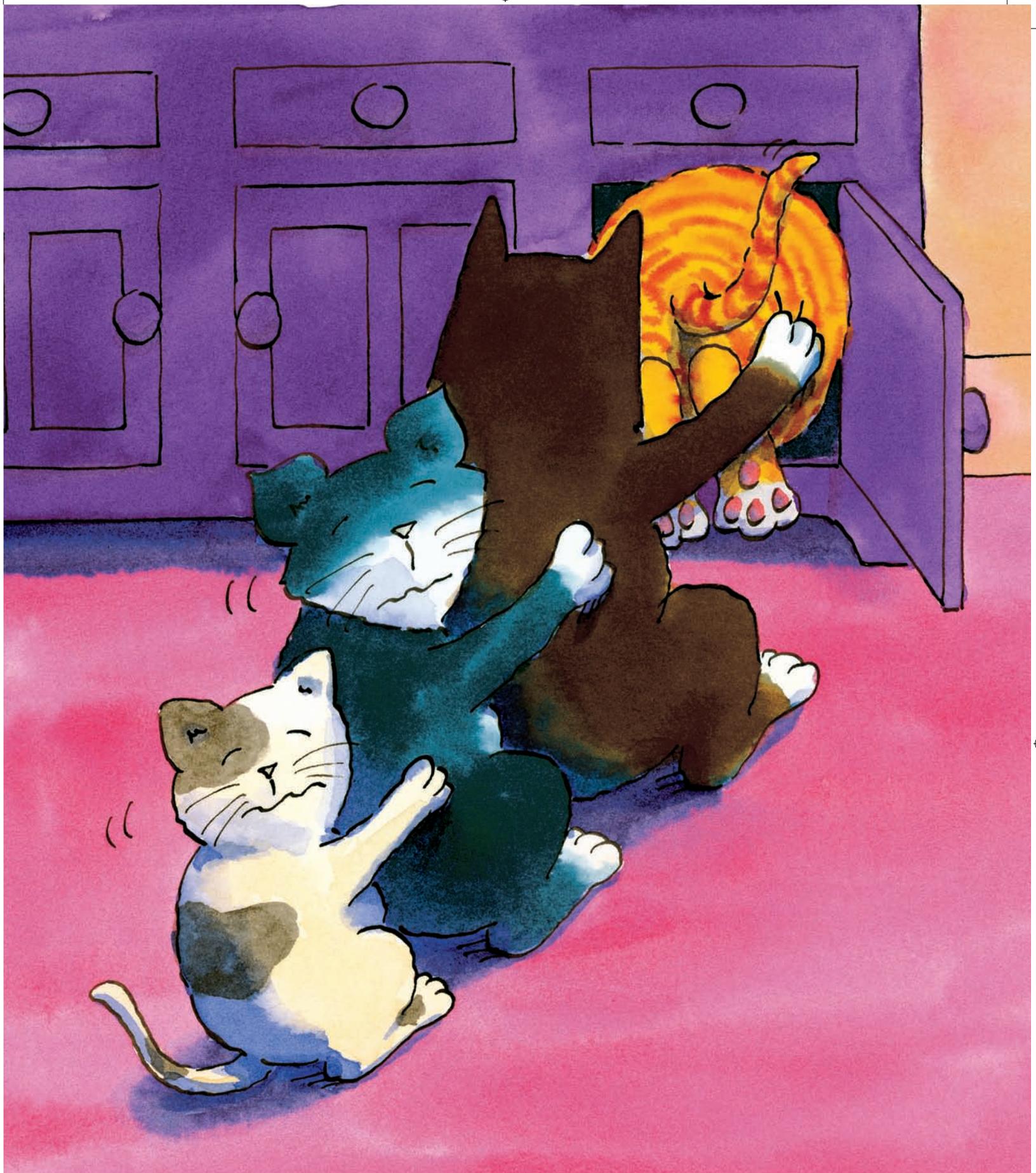




"I can't," said Morris. "I'm stuck!"

Rose pulled.  
Tom pulled.  
Morris was still stuck.



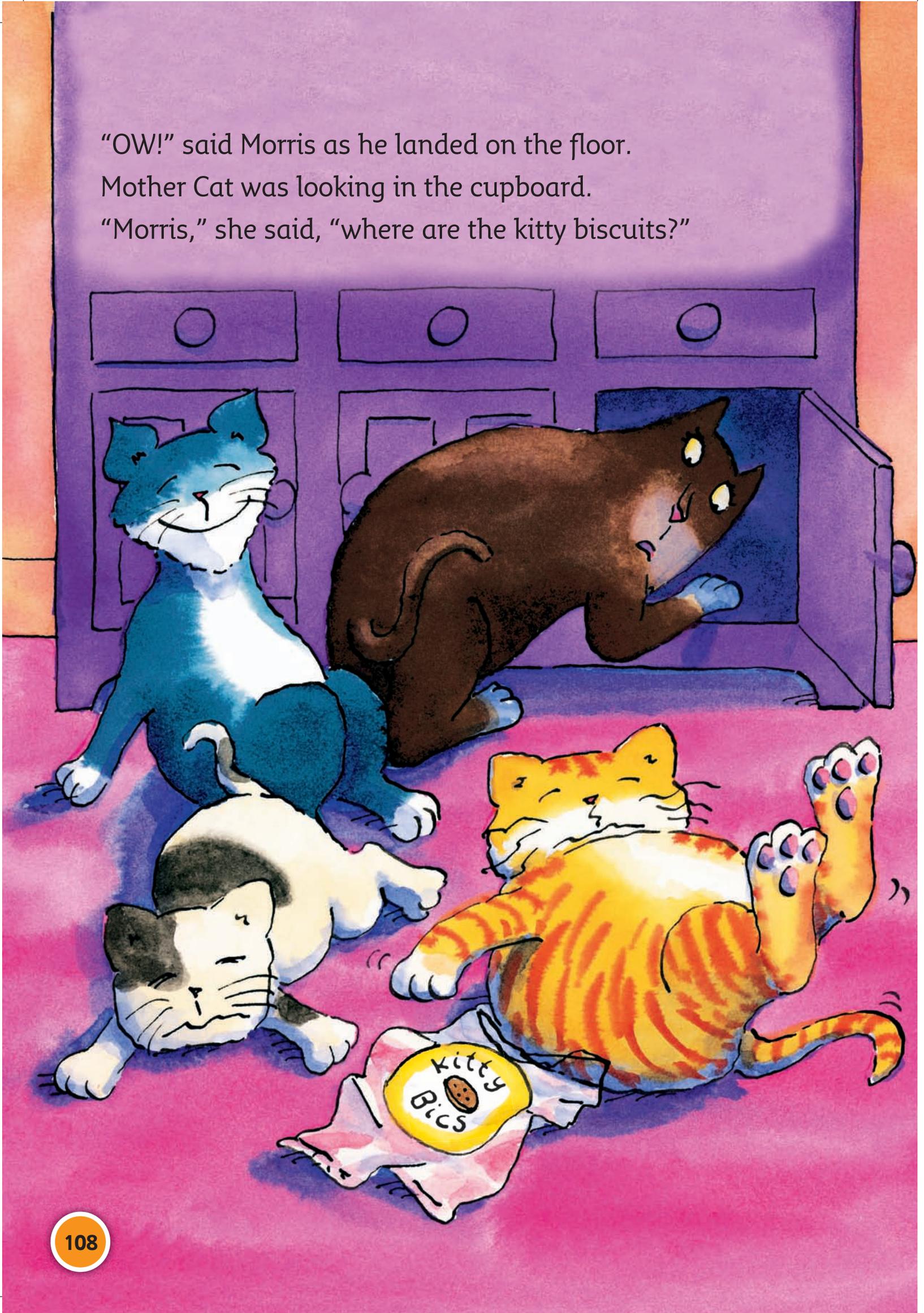


Mother Cat came to see what was going on.  
“All together,” she said. “One, two, three – PULL!”

“OW!” said Morris as he landed on the floor.

Mother Cat was looking in the cupboard.

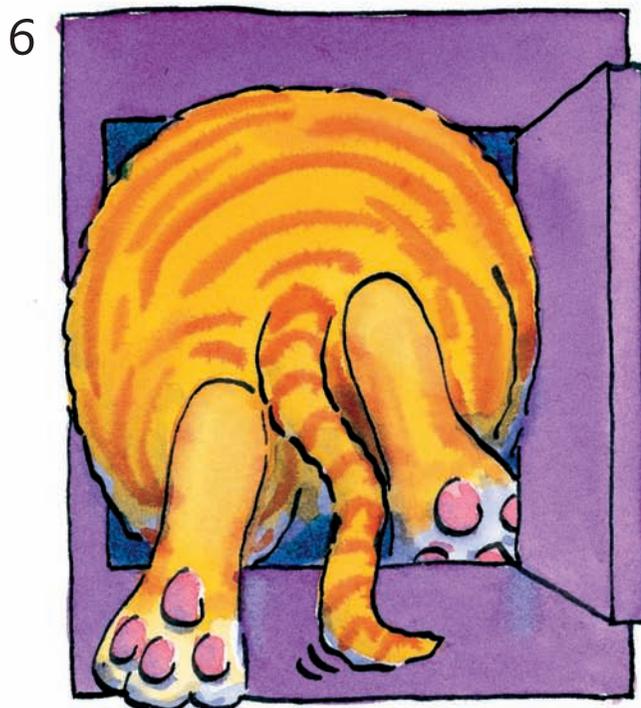
“Morris,” she said, “where are the kitty biscuits?”



“Hiding,” said Morris. He began to purr loudly.



# A Storyboard



3



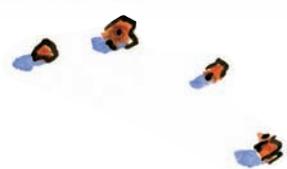
4



7



8



Morris Plays



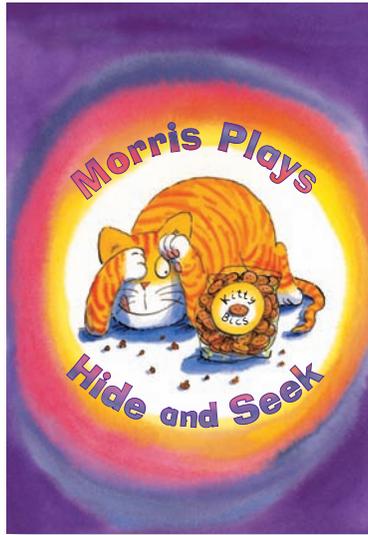
Hide and Seek

Workbook

# Before You Read



1. Look at the cover. Answer the questions below. Circle the correct letter.



- 1 How is Morris the cat feeling?
  - a. angry
  - b. sad
  - c. hungry
- 2 What do you think you will read about in *Morris Plays Hide and Seek*? Circle your answers.

cats

a game

a fight

a family

a school

food

a mouse

a hiding place

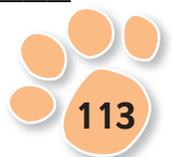


2. Copy the title.

Morris Plays Hide and Seek

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# Key Story Words 1

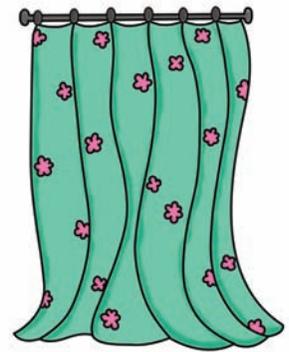


1. Look at the pictures. Tick (✓) the correct name of each object.

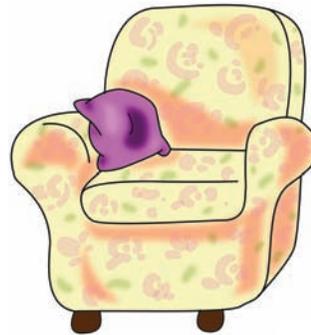
- 1  kitty biscuits  
 bread



- 2  table  
 curtain



- 3  chair  
 bed



- 4  cupboard  
 box



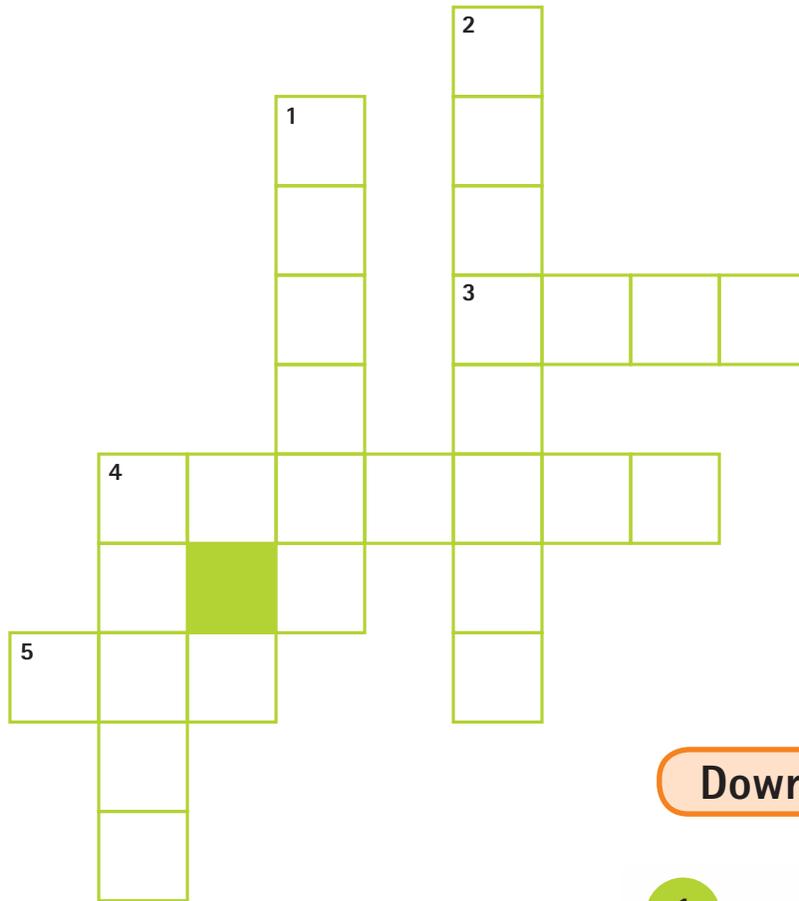
- 5  his bowl  
 his tummy



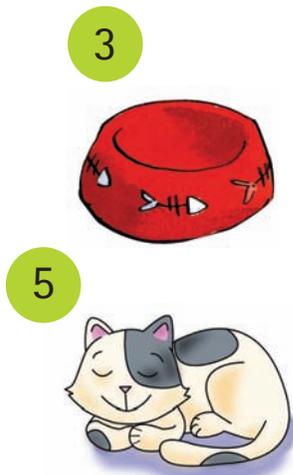
# Key Story Words 2



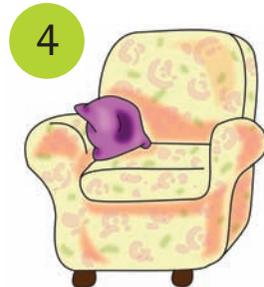
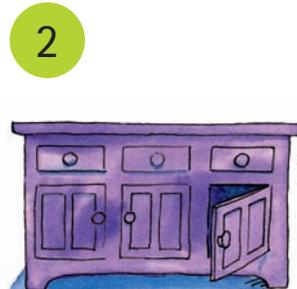
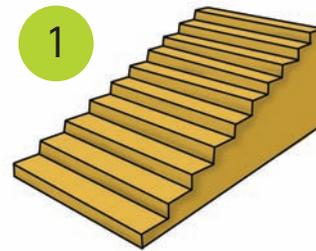
1. Look at the picture clues and complete the crossword.



Across



Down



# Key Story Sentences 1



1. Fill in the blanks with words from the box to match the story.

chair

play

lazy

brother

sister

1 Rose was under the \_\_\_\_\_.



2 Morris was a \_\_\_\_\_ cat.



3 Mother told Morris to go and \_\_\_\_\_.



4 Tom was his \_\_\_\_\_.



5 Rose was his \_\_\_\_\_.

## Key Story Sentences 2



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



Morris sat by his bowl and

1

"Playing is good for you,"

2

"Let's play hide and seek!"

3

Morris looked around

4

Rose looked for Morris

5

a

Mother Cat told him.

b

for somewhere to hide.

c

behind the curtain.

d

waited for his kitty biscuits.

e

said his big sister Rose.



# Reading Comprehension 1



1. Look at each picture and read each sentence. Tick (✓) "True" or "False".

1 Rose and Mother went off to hide.

True  False



2 Morris found Rose under a chair.

True  False

3 Tom hid under a chair.

True  False



4 Morris was up the stairs.

True  False

5 Morris was stuck in the cupboard.

True  False





2. Who said this? Write the name of the character.

Mother

Rose

Tom

Morris

1 "Why don't you go and play?"

\_\_\_\_\_



2 "Can I have my kitty biscuits now?"

\_\_\_\_\_

3 "Morris! Where are you?"

\_\_\_\_\_



4 "You can come out now!"

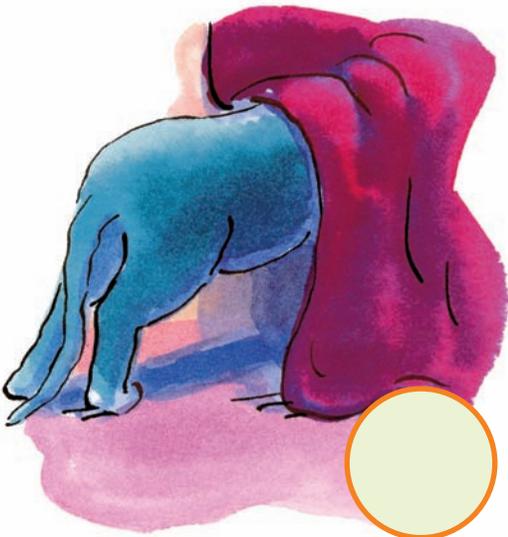
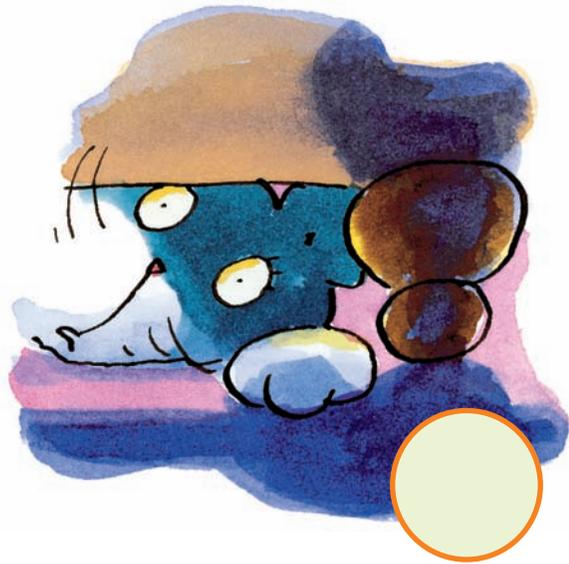
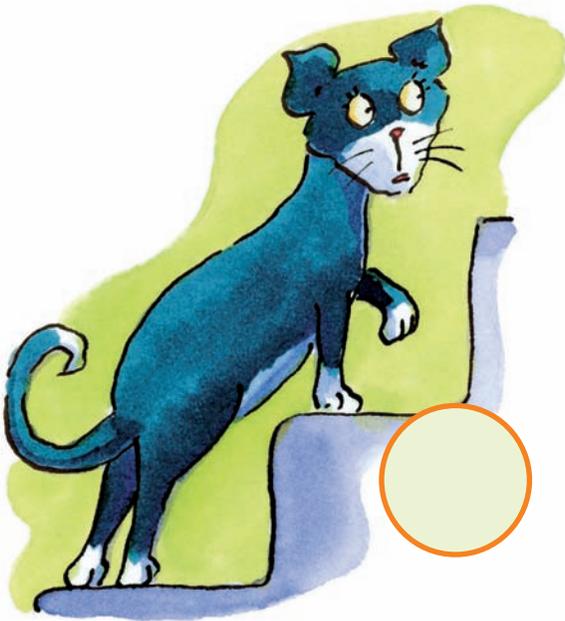
\_\_\_\_\_

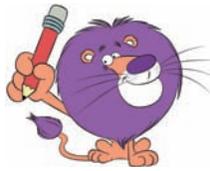


# Reading Comprehension 2



1. Number the pictures in the correct order (1-4) to match the story.





2. What is happening in each picture?  
Use complete sentences.

1

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2



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---

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3

---

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# Have Fun with English!



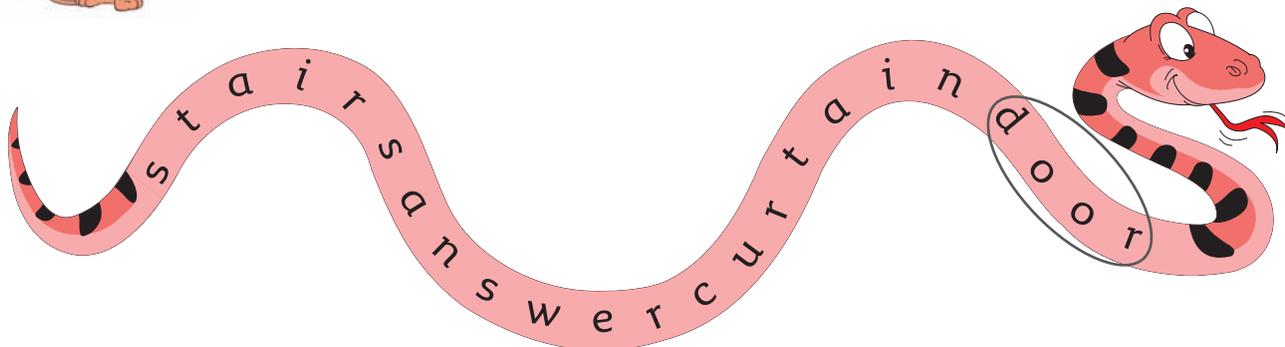
1. Look at the words in the box.  
Find and **circle** them in the word square.

b	r	o	t	h	e	r
i	l	a	z	y	a	g
s	a	i	z	s	t	i
c	u	s	h	i	o	n
u	h	i	d	i	n	g
i	f	w	h	i	t	e
t	a	b	o	w	l	r
s	t	u	c	k	a	t

- bowl
- biscuits
- lazy
- ginger
- fat
- stuck
- white
- hiding
- brother
- cushion



2. Find and **circle** four words in the word snake.





3. Imagine you are going to play hide and seek with your friends. Write about your hiding place. Use complete sentences.

My hiding place

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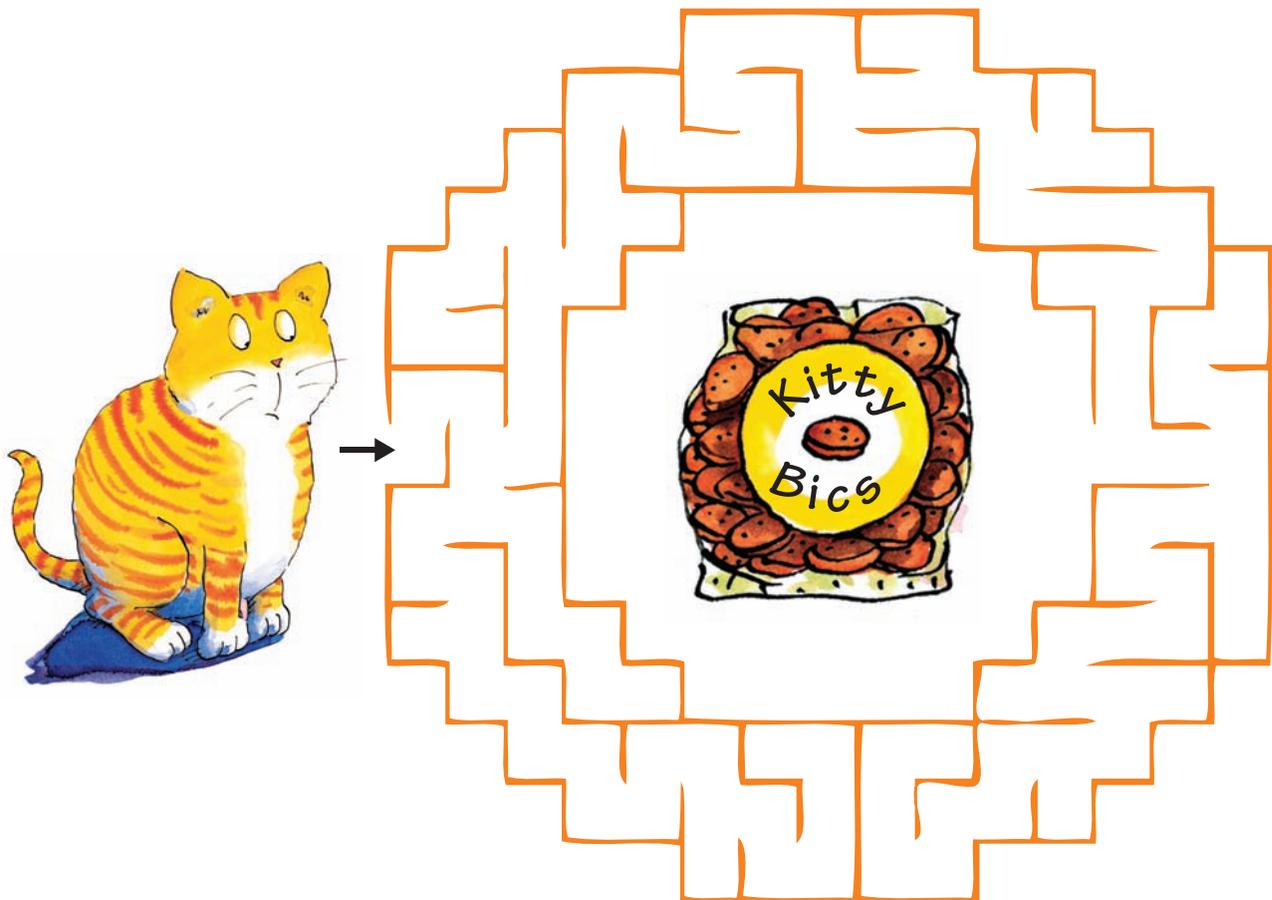
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4. Help Morris find his way to the kitty biscuits through the maze.



# Test Your English



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

1 What colour was Morris?

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2 What was Morris waiting for?

---

3 What did Mother tell Morris to do?

---

4 What game were the cats playing?

---



2. Choose the correct ending to the sentence to match the story. **Circle** the letter.

Rose and Tom found Morris...

a. behind the door.

b. under the chair.

c. in the food cupboard.

d. under the bed.





# CONGRATULATIONS!

You have completed  
***Morris Plays  
Hide and Seek***

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



## Ideas for reading

**Learning objectives:** Use a variety of cues to work out unfamiliar words; understand time and sequential relationship in stories; discuss familiar story themes and link to own experience; use a variety of simple organisational devices to indicate sequences; speak with clarity and use intonation when reading and reciting texts

**Curriculum links:** Citizenship: Taking part; Animals and us

**Interest words:** kitty biscuits, curtains, cushion

**Word count:** 303

### Getting started

- Introduce cats as a topic and take suggestions on how they behave – stress their laziness and love of food, then introduce the book. Read the title and discuss what Morris will be doing in the story.
- Walk through the book together, looking at the pictures and scanning the text. Discuss what is happening in the story and what sort of a cat Morris is.
- Ask the children to pick out any words they think are difficult, e.g. curtains. Model tackling curtains using different cues (e.g. context, picture, initial letter, familiar syllables).

### Reading and responding

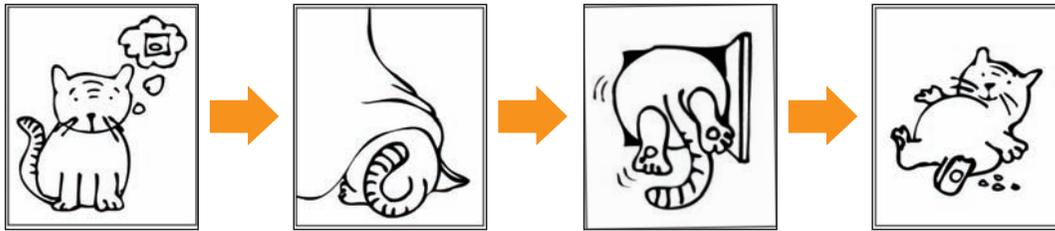
- Ask the children to read silently and independently up to p109. Ask each child to read a short passage aloud. Praise fluency and self-correction and prompt use of different cues where they encounter difficulties.
- Discuss Morris's antics – how would children describe him, e.g. lazy, greedy, clever, funny. Discuss whether he would be a good cat to own and how he compares to their pets, if they have any.
- Ask the children to look at pp110–111 and describe what is happening in each picture of the flow chart.

### Returning to the book

- Ask the children to retell the story in sequence and in their own words. The teacher begins and then each child tells a little more, if necessary using pp110–111 to prompt them.
- Draw a flow chart of simple sentences on the white board, which make up the story, taking children's suggestions.
- Ask each child to take a part in the story (including the narrator, who reads everything except the direct speech) and then read aloud. Prompt them to read their lines with expression and in a suitable voice for the character.

### Checking and moving on

- Ask the children to draw their own flow chart to tell the story, and add short captions. Alternatively they could do this for another story they know.



- Ask the children to prepare a similar story with different characters, e.g. a pet rabbit who likes carrots.
- Ask the children to design and make posters with captions on the story theme of games they like playing and why.