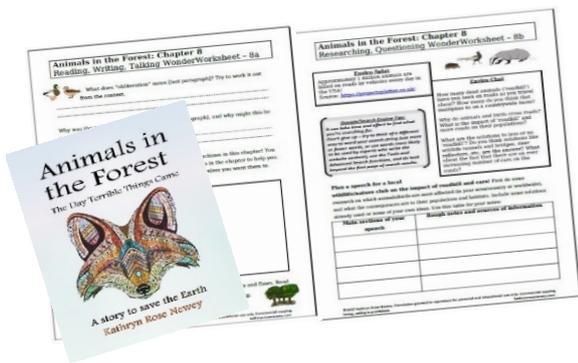


WonderWorksheets

'a'



English Literacy and
Environmental Topics
Project-Based
Worksheets

The 'a' Set of WonderWorksheets:

English Reading Comprehension and Inference, and Fiction Writing Activities based on the 9 chapters of the novel 'Animals in the Forest: The Day Terrible Things Came' by Kathryn Rose Newey

“The book 'Animals in the Forest: The Day Terrible Things Came' is a wonderful read on its own, but there is also a pack of **WonderWorksheets**... with lots of questions, discussion ideas, writing tasks and discussion topics... These worksheets provide a very interesting and comprehensive set of exercises covering a wide range of activities including researching and designing your own non-fiction booklet about crows, drawing an impression of a worm's-eye view of the animals' discussion, writing stories from a given first line, and many more.

“The worksheets are the most interesting and varied I have come across to date and show that the author has put a lot of thought and detail into each one.”

Review by Education Otherwise – Newsletter Spring 2018 (June 2018)

WonderWorksheets are designed around the nine chapters of the environmental fiction novel, [*Animals in the Forest: The Day Terrible Things Came*](#) by Kathryn Rose Newey.

There are nine chapters of WonderWorksheets, each made up of two sets of worksheets:

- **The ‘a’ Set** which includes two pages of **Reading, Writing & Talking WonderWorksheets** per chapter - focusing on vocabulary building, reading inference and comprehension, and story-related fiction writing activities.
- **The ‘b’ Set** which includes two pages of **Researching & Questioning WonderWorksheets** per chapter - with environmental topics and website links, ideas for debate and further research, project and non-fiction writing activities, and SPaG (Spelling, Punctuation and Grammar) quizzes.

Please leave a review!

Reviews help other parents, teachers, home-schoolers and students. Please write an honest review of these WonderWorksheets at [Tes.com](#) or [KathrynRoseNewey.com](#)

Animals in the Forest: Chapter 1

Reading, Writing, Talking WonderWorksheet - 1a



Read the following extract from Chapter 1 of *Animals in the Forest: The Day Terrible Things Came* by Kathryn Rose Newey:



From the start of the chapter:

“The crow, who many would say was a bossy, noisy and clever bird...”,
up to the end of the 8th paragraph:

“It seemed so peaceful, plentiful and beautiful.”

What do you think a “good surveying spot” [paragraph 2] would look like?

.....
.....

Find three similes or metaphors in the extract. List them here and say whether they are similes or metaphors:

Write the similes or metaphors you have found	Are they similes or metaphors?

What do you notice about these similes/metaphors?

.....
.....

What does “meandered” [paragraph 6] mean? If you don’t know, try to work it out from the sentence it’s in, and say whether you knew the meaning before or not.

.....
.....

Animals in the Forest: Chapter 1

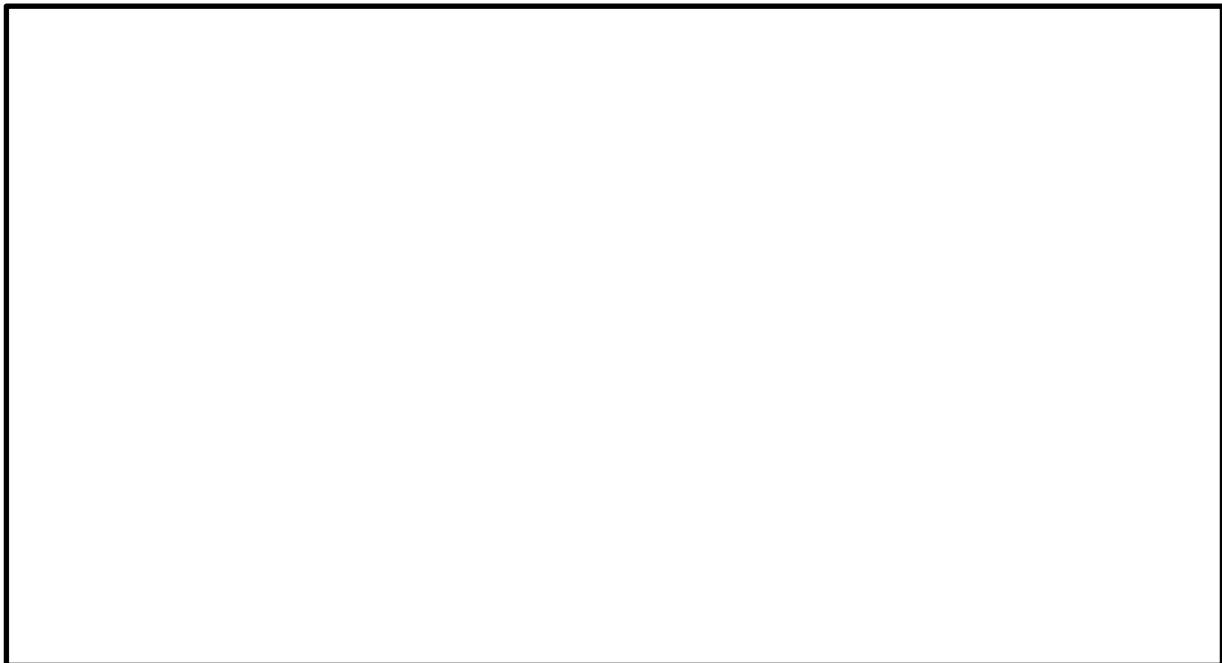
Reading, Writing, Talking WonderWorksheet - 1a

Why do you think the crow had a feeling of satisfaction when he looked around him [paragraph 8]?



.....
.....

Draw a plan of what you think the scene and landscape the crow could see looks like:



Write your own short story about a crow. Choose from these three suggested 'story starter' first lines to get you going, or use your own first line:

1. It wasn't until the crow had, that
2. Crows sure are clever birds. Unfortunately for Cloggs the Crow, this wasn't true.
3. On the very day that the crow chicks hatched, Hannah/Peter decided to....



Animals in the Forest: Chapter 2

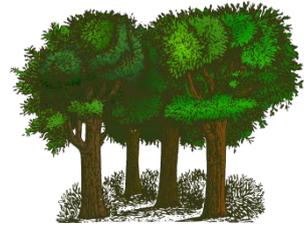
Reading, Writing, Talking WonderWorksheet - 2a



Read the following extract from Chapter 2 of *Animals in the Forest: The Day Terrible Things Came* by Kathryn Rose Newey:

From paragraph 13:

“Whanganui described a time before his travels...”,
 up to the end of the 28th paragraph:
 “...Whanganui nodded respectfully in his direction,
 acknowledging what the Muntjac had said.”



What do you think is meant by “noises and disruptions” [paragraph 13]?

.....

What are some of the writer’s techniques used to suggest tension in the extract?
 List them here, and say why they suggest tension:

Write down some techniques suggesting tension	Why do they suggest tension?

What does “injustice” [paragraph 21] mean? If you don’t know, try to work it out from the sentence it’s in, and say whether you knew the meaning before or not.

.....

Why does Moxat say the animals shouldn’t trust the humans [paragraph 26]?

.....

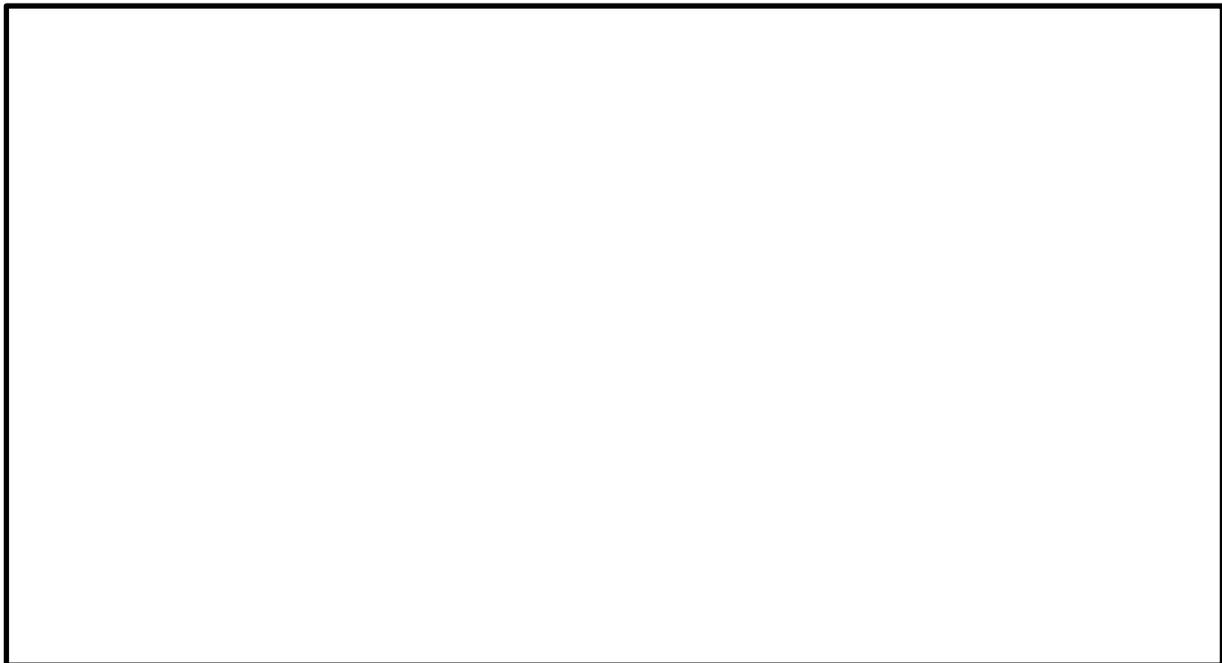
Animals in the Forest: Chapter 2

Reading, Writing, Talking WonderWorksheet - 2a

Near the end of chapter 2, some animals felt that since they don't know Whanganui very well, they don't need to believe his story. Do you think Whanganui is to be trusted, and why/why not?

.....
.....

Draw your impression of a worm's-eye view of the discussion between the animals:



Write your own short story about a tense situation. Choose from these three suggested 'story starter' first lines to get you going, or use your own first line:

1. 'Boom!' An incredibly loud, explosive sound shattered everyone's eardrums.
2. All was silent and peaceful at the lake.
3. Winter was usually the most uneventful time of year for Hannah/Peter. But this winter was different.



Animals in the Forest: Chapter 3

Reading, Writing, Talking WonderWorksheet - 3a



Read Chapter 3 of *“Animals in the Forest: The Day Terrible Things Came”* by Kathryn Rose Newey:



How would baby animals gain “speed and precision skills” from playing [paragraph 3]?

.....

.....

Throughout the chapter, there are direct and indirect clues that all the animals do not always agree. List some of these clues here, and explain how you know they suggest disagreement or discord (an example has been done for you):

Clues that animals do not all agree	How do you know?
1. Animals whispered amongst themselves (paragraph 5)	Whispering implies secret discussions by those not in agreement with the rest
2.	
3.	
4.	

What does it mean when someone is described as a “natural leader” [paragraph 7], and how would you know when someone, say in your school/club, is a ‘natural leader’?

.....

.....

.....



Animals in the Forest: Chapter 3

Reading, Writing, Talking WonderWorksheet - 3a



Why does Moxat say the animals cannot trust that things will continue as they always have [paragraph 26]?



.....

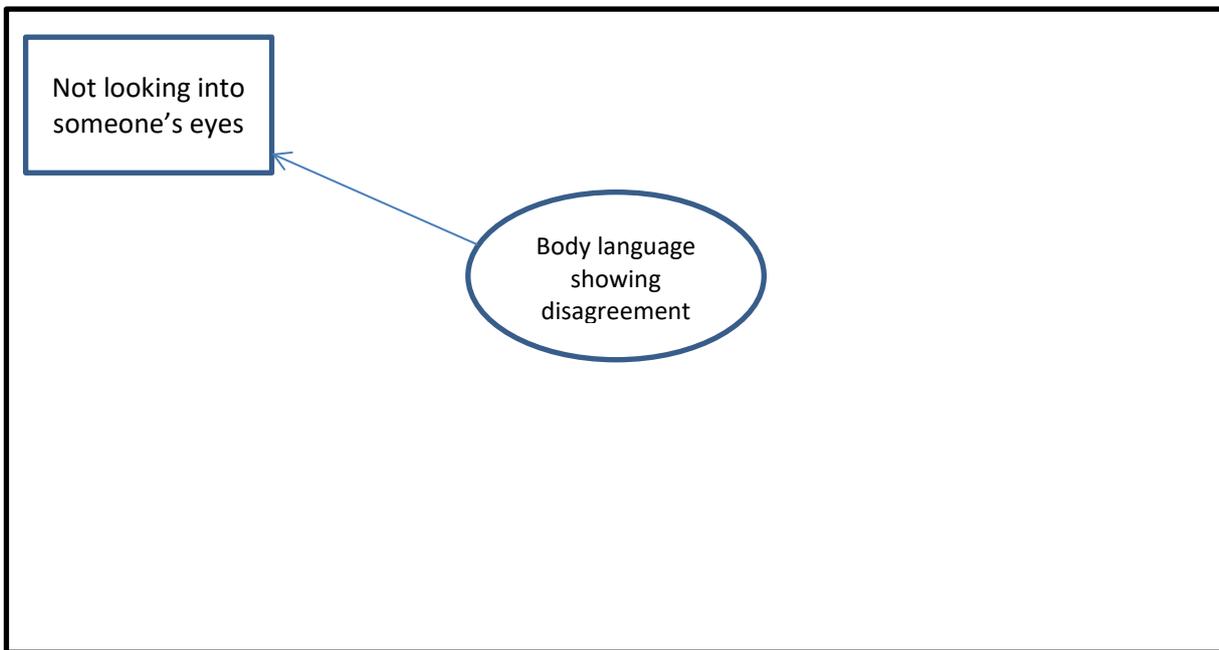
.....

Near the end of chapter 3, Tezcat asks some animals to be part of a “strategy team”. What does ‘strategy’ mean?

.....

.....

Think about **body language** and how people can show disagreement without saying so. Create a mind map with some ideas of these types of body language (an example has been started for you):

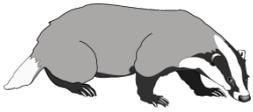


★ Write a paragraph or two with an imaginary ‘**dialogue**’ (conversation between two people/animals) where they use body language to communicate some of what they’re saying.



Animals in the Forest: Chapter 4

Reading, Writing, Talking WonderWorksheet - 4a



Read Chapter 4 of *“Animals in the Forest: The Day Terrible Things Came”* by Kathryn Rose Newey:



What does “chewing their cud” refer to [paragraph 2]?

.....

.....

Read paragraphs 27-30 which discuss “the orange serpent”. Identify the most important words which describe how it looks and behaves. Write them into the appropriate columns of this table. Some examples have been started for you.

Adjectives	Nouns	Adverbs	Verbs
awful, surprising	thing, creature		twisted, flapped, writhed
strange, bright, orange, smooth, snake-like			

Why were Barton’s ears flat against his head [4th paragraph from end of chapter]? How does this make you feel about what’s happened so far?

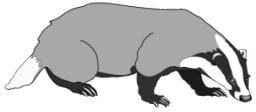
.....

.....

.....

Animals in the Forest: Chapter 4

Reading, Writing, Talking WonderWorksheet - 4a



Why were the animals so panicky, worried or confused when they heard the humans were coming [paragraphs 7-13]?

.....

.....

What do you think Whanganui meant when he said “The humans are here. It is coming soon” [last paragraph]?



.....

.....

Make a sketch of the “orange serpent” and the area it was placed in. Label all the items in your sketch.



Choose one of the forest animals mentioned in the chapter, and **write a diary entry** (of about 2-5 paragraphs) from that animal’s point of view about the day the humans came and put up the “orange serpent”. Make sure you write in first person, and include emotive language.



Animals in the Forest: Chapter 5

Reading, Writing, Talking WonderWorksheet - 5a



Read Chapter 5 of *“Animals in the Forest: The Day Terrible Things Came”* by Kathryn Rose Newey:



Why did the animals all talk at once, without listening to each other [paragraph 9]?

.....

.....

What does “radical” mean, as used in paragraph 11?

.....

Look up all the different meanings of ‘radical’ in a dictionary. Write them here and use them in your own sentences to show the different meanings.

Different meanings of ‘radical’	Your sentences

Why do you think some animals thought the ‘orange serpent’ was alive and dangerous [paragraphs 16, 19]?

.....

.....

.....



Animals in the Forest: Chapter 5

Reading, Writing, Talking WonderWorksheet - 5a

Do you think leaders should be “strong, wise and direct” [paragraph 3]? Give reasons for your answer.



.....

.....

.....



Write a **short play with dialogue between two animals** - starring the argumentative rabbit and hedgehog, or another two animals. Use speech marks to show direct speech, and remember to include some stage directions.



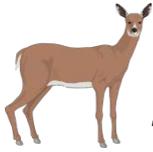
Write a list and/or draw a plan for the setup of the stage’s scenery and what props you’ll need for your play below.

Act out your play!



Animals in the Forest: Chapter 6

Reading, Writing, Talking WonderWorksheet - 6a



Read Chapter 6 of *“Animals in the Forest: The Day Terrible Things Came”* by Kathryn Rose Newey:



How do you think it’s possible that some animals thought the ‘orange serpent’ was alive or dangerous [paragraph 2]?

.....

.....

Can you find at least three **synonyms** for ‘grumbled’? You may find some in the first few paragraphs of this chapter.

.....

.....

.....

What is **alliteration** and why do writers use this technique?

.....

.....

Find at least three examples of **alliteration** in this chapter. The first example has been started for you. Write them here and find out the meanings of any words you don’t know.

Examples of alliteration	Meanings of any words you don’t know
“They shook and shuddered and snivelled....” [paragraph 3]	

Animals in the Forest: Chapter 6

Reading, Writing, Talking WonderWorksheet - 6a



Why was the unhappy event that happens in this chapter described as “cruel and pointless” [last paragraph]?

.....

.....

.....



Consider how cars are described in this chapter. Write down some of the **adjectives** used. Now think of any positive adjectives that are used to describe cars in an attractive and persuasive way, especially in adverts. Perhaps look at some car adverts for ideas. Use the box below to plan **an advert for a new car**.

Then create your advert! Don't forget to use a colourful theme, and include drawings or photos.



Animals in the Forest: Chapter 7

Reading, Writing, Talking WonderWorksheet - 7a



Read Chapter 7 of *“Animals in the Forest: The Day Terrible Things Came”* by Kathryn Rose Newey:



What does “consternation” mean [paragraph 7]? Try to work it out from the context.

.....

.....

Why do you think the animals would feel “consternation, outrage and anger” if they were able to read [paragraph 7]?

.....

.....

Stories usually have at least one **protagonist and antagonist**. They can sometimes vary by chapter. Complete the table below for this story:

Define ‘protagonist’: →	Main character(s) / heroes in story
Define ‘antagonist’: →	
Who are the main protagonist(s) in this story so far? →	Forest animals including [names]:
Who are the main antagonist(s) in this story so far? →	
Are there any new protagonists / antagonists in this chapter, and if so, who? →	

What do you think the young humans might have said to turn the older humans away [paragraph 31]?

.....

.....

Animals in the Forest: Chapter 7

Reading, Writing, Talking WonderWorksheet - 7a

What are “eyesores” and why are the boards described in this way [paragraph 9]?



.....

.....

.....



Plan a **newspaper report (or online news report)** about what the young humans did (when they stopped the older humans). Use the box below to think about what you’ll write in your news report. Remember to cover all aspects of the event (what, who, when, where, why, how).

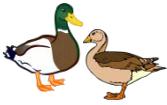
What happened?	Who was involved?	Where and when?
Quotes from both sides:	Anything else?	What was the outcome?

Then write your news report! Include a photo/drawing with caption, and an attention-grabbing headline and by-line, as well as sub-headings for paragraphs. News reports are factual but can include other people’s quotes and opinions to make them more personal and interesting.



Animals in the Forest: Chapter 8

Reading, Writing, Talking WonderWorksheet - 8a



Read Chapter 8 of *“Animals in the Forest: The Day Terrible Things Came”* by Kathryn Rose Newey:



What do you think the monster is which the animals are describing near the beginning of the chapter [paragraphs 3-5]?

.....

.....

What does ‘grudgingly’ mean, and why did the rabbit “grudgingly consent...” to what the hedgehog suggested [paragraph 8]?

.....

.....

.....

Writers use various techniques to suggest and reflect conflict in the story, including **foreshadowing**, **personification** and **pathetic fallacy**. Find out what these are:

Foreshadowing:

Personification:

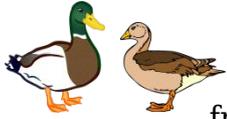
Pathetic fallacy:

Find some examples of these techniques in this chapter, and complete the table below. An example has been started for you.

Examples of foreshadowing, personification and/or pathetic fallacy	Meanings of any words you don't understand / symbolism explained
“...the rain couldn't quite drown them out, even though it seemed to try” [paragraph 12]	

Animals in the Forest: Chapter 8

Reading, Writing, Talking WonderWorksheet - 8a



What does “obliteration” mean [last paragraph]? Try to work it out from the context.

.....
.....

Why was the rain described as “eternal” [last paragraph], and why might this be a suitable adjective for this part of the story?

.....
.....



You’re going to **create a poem** about the monster machines in this chapter! You can use some of the descriptive phrases and adjectives in the chapter to help you. Write at least two verses - they don’t have to rhyme, unless you want them to. Here’s some words to help plan your poem:

Wide, oval feet
Enormous mouth, jagged teeth
Clangourous, reverberant

Now write your poem! Read it out aloud to check it has rhythm and flows. Read with expression, using appropriate pitch, tone, volume and pacing.



Animals in the Forest: Chapter 9

Reading, Writing, Talking WonderWorksheet - 9a



Read Chapter 9 of *“Animals in the Forest: The Day Terrible Things Came”* by Kathryn Rose Newey:



Why do you think the story suddenly returns to the crow in this chapter, who was last discussed at the start of the story?

.....

.....

What is the effect of this ‘zooming out’ technique (looking down on the action from a bird’s eye point of view) in writing stories?

.....

.....

.....

Identify the following **types of words/phrases and clauses** from the following sentence, and complete the table below:

“The crow, who as you might remember, was thought by many to have some of the glossiest and blackest feathers of all birds, and was almost always regarded as bossy and noisy but certainly clever, was often to be seen right at the very tops of trees, where he would sit and watch for miles across the countryside.” [first paragraph].

Main clause of the sentence	
Any embedded clauses	
Any subordinate clauses	
Connectives used in the sentence	

Animals in the Forest: Chapter 9

Reading, Writing, Talking WonderWorksheet - 9a



What does “ploughed, plundered and pillaged” mean [paragraph 8]?

Hint: it might not literally mean ploughing.

.....

.....

What does “breaching of the peace” [paragraph 11] usually mean, and why might it be used in this part of the story?

.....

.....

.....



You’re going to **design a monster machine and write instructions on how to build it!** Use the space below to plan your design, and the instructions on how to make it. Don’t forget instructions use imperative verbs and are in order.

Some imperative verbs you may want to use: cut, stick, roll, turn, bend

Materials and equipment needed:

Instructions:

Diagram of finished object:



Now **write your instructions**, and if you want to, also **build your monster machine** from your instructions!

