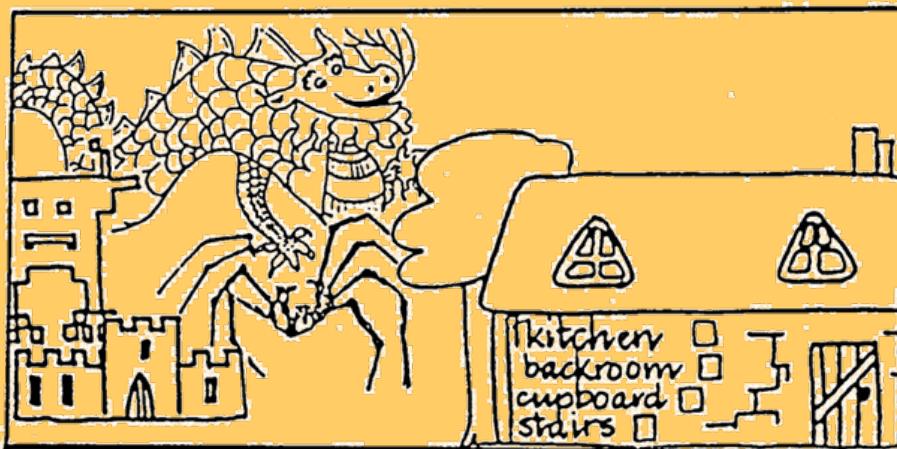
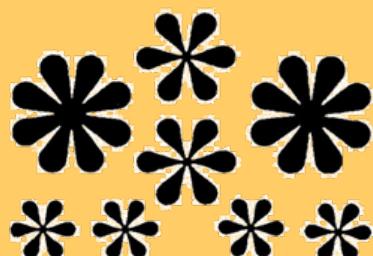


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GRANNY'S GARDEN



Lesley Lockhart



A programme of work based on the
computer adventure program
'Granny's Garden' by Mike Matson
of 4Mat Educational Software.

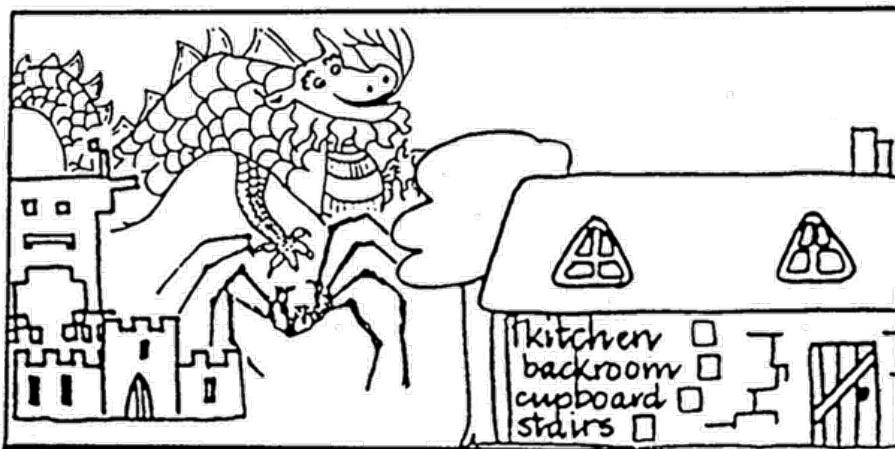
CENTRAL REGION PRIMARY COMPUTING RESOURCES

ISBN No 0 903765 15 2

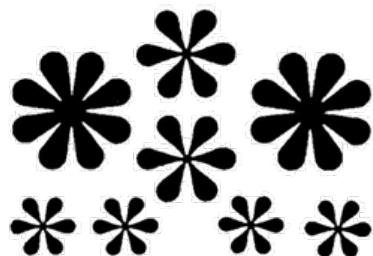
**Printed at Dundee College of Education
February 1986**

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GRANNY'S GARDEN



Lesley Lockhart



A programme of work based on the
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of 4 Mat. Educational Software.

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8. ANSWERS

I would like to thank the children and teachers of the following schools for sharing their enthusiasm and their classrooms with me so enabling Granny's Garden to 'come alive'.

Castlepark P.S., Irvine - P.4.

Dykesmann's P.S., Saltcoats - P.3/4 and P.5/6.

Hayocks P.S., Stevenston - P.4. and P.5.

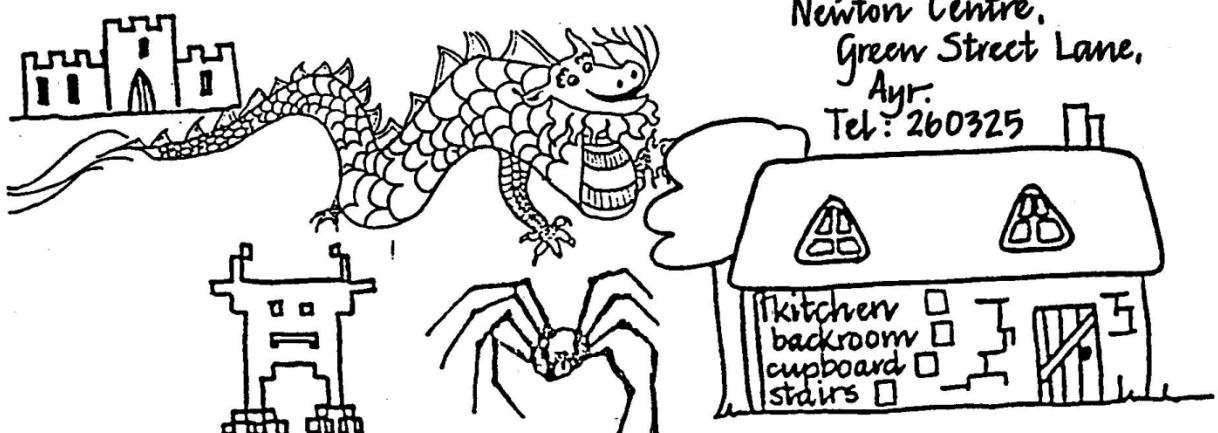
Kyleshill P.S., Saltcoats - P.6.

Loudoun Montgomery P.S.; Irvine P.5.

Mayfield P.S., Saltcoats - P.4/5.

Lesley Lockhart.

c/o Mr K. Gavin, Primary Advisor
Newton Centre,
Green Street Lane,
Ayr.
Tel: 260325



'Granny's Garden' computer program is available from 4 Mat Educational Software, Linden Lea, Rock Park, Barnstaple, Devon. EX32 9AQ.

INTRODUCING GRANNY'S GARDEN

PROGRAMME OF WORK
FLOWCHARTS.
RESOURCES
MUSIC
ART ACTIVITIES.

Ayr Division

Greenwood Teachers Centre

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AIM - to use Granny's Garden Adventure Program to stimulate children's interest and performance in language, the expressive arts and environmental studies.

ABOUT THE PROGRAM. - Granny's Garden is not as it seems - there exists a hidden world within : The Kingdom Of The Mountains. The King and Queen have been captured by the witch and their six children abducted and hidden in four different locations, all within the Kingdom Of The Mountains. With the help of the magic raven your class can find the missing children : Esther in the woodcutter's cottage; Tom in the Giant's Garden; Clare and Anna in the City Of Dragons; Jessica and Daniel in the Land Of Mystery.

USING THE PROGRAM. - It is important to be able to view the program before starting the unit.
G.G. Answers Sheet Page 1 has handy information.

To begin program : hold down **SHTL** stab **BREAK**.
You will be asked to select Part 1 or 2. There are in fact two locations within each part:

Part 1. { Woodcutter's House (Part 1(i))
 { Giant's Garden (Part 1(ii))

Part 2. { City Of Dragons (Part 2(i))
 { Land Of Mystery (Part 2(ii))

The computer will supply you with a password to enter the next location. You do not need a password for Part 1(i).

A POINT TO REMEMBER. - If you wish no sound, as the program commences when the screen shows "Ready to start?" Type in OFF. (return)

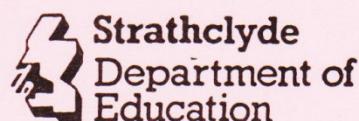
T. (return)

Y. (return)

This also guarantees that the magic tree co-ordinate is A.1. and enables you to move on more quickly. (n.b. without typing the above the magic tree will be random.)

NO PREVIOUS COMPUTER EXPERIENCE?

If your class has no previous computer experience, you may like to precede Granny's Garden with the fill-in booklet: "Getting To Know Your New Friend The Computer".



PROGRAMME OF WORK.

**ADDITIONAL
DEVELOPMENT?**

AT THE COMPUTER.

**ACCOMPANYING
SHEETS.**

G.G. PART 1(i) [up to Raven "Would you like...?"]

FAMILY TREE CHART.
G.G. WORD SHEET.
FOLDER/BOOKLET.

WITCH STUDY
(see flowchart)

G.G. PART 1(i): WOODCUTTER'S HOUSE

MY ADVENTURE IN THE WOODCUTTER'S HOUSE
WHAT DID YOU DO IN THE WOODCUTTER'S HOUSE
FACTFILE.

GIANT STUDY
(see flow chart)

G.G. PART. 1(ii). GIANT'S GARDEN.

IN THE GIANT'S GARDEN (REPORTS).
LANGUAGE FUN IN GIANT'S GARDEN.
SYMMETRY/TASKS IN GIANT'S GARDEN.

MINIBEASTS STUDY
(see flow chart)

G.G. PART 2(i). CITY OF DRAGONS.

FEED THE DRAGONS-SAVE THE CHILDREN
CITY OF DRAGONS REPORT.
CITY OF DRAGONS CROSSWORD.

DRAGONS STUDY.
(see flow chart)

G.G. PART 2(ii) LAND OF MYSTERY.

RECORD SHEET.
LAND OF MYSTERY CHARTS
POM-POM FOREST CO-ORDINATES
WELCOME TO THE LAND OF MYSTERY.
WHERE IN THE LAND OF MYSTERY
HOW FAR IN THE LAND OF MYSTERY.
IT HAPPENED IN THE LAND OF MYSTERY.

CONCLUSION.

The children enjoy the opportunity here
to work through their favourite part of
G.G as a conclusion. I usually found
that a group situation worked here.

THE PRESS INTERVIEWS YOU
A LETTER TO THE QUEEN
WORDSEARCH.
HOW MUCH DO YOU REMEMBER?

TIPS.

- * This outlined programme is a suggestion but one which I found worked successfully in the classroom. I would suggest you show the individual parts of the program to the class or group and follow up with relevant sheets or activities. If you wish to go into greater depth the flow charts might be helpful.
- * Any sheets can be photocopied or copied onto banda masters. Feel free to adapt them in any way to suit your children's needs.
- * You will find that 'teacher intervention' is needed (answer sheets!) to assist progress depending on your children's attention span. I found Giant's Garden ideal for groupwork since children could work through it independently.

ARTWORK

See Suggested Art Activities.

POETRY

- * 'W Is For Witch'
- * 'Witch Of Willoughby Wood' [R. for T]

* Can You Help?

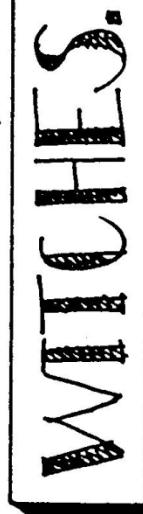
ENVIRONMENTAL STUDIES

- * Witches In History.
- * Is She A Witch?

* Prepared sheets included.

WRITING

- * Superstitions
- Spells



READING

See Resource List

MUSIC

- Witch song
- SING A SONG ONE: NELSON
- There Was An Old Witch.
- SING A SONG TWO: NELSON
- The Witches
- TEN GALLOPING HORSES :WARNE

P.E.

Witches and Wizards.

[A.Y.R DIVISION P.E. COURSE P45]

LISTENING

- * 'Jorinda and Joringel'

[FESTIVE OCCASIONS IN PRIMARY SCHOOL.]

MIME

'Macbeth' [Act IV Scene 1]

BRANDING. PUB. WARD LOCK.

[CREATIVE WRITING]

* The Boy Who Became A giant

* All About Giants.

Sensory Poem →

[ALICE IN WONDERLAND]

[COMPUTER]

Terrible Tales Giant
[LAPYBIRD/LONGMAN]

[ARTWORK]

See Suggested Art Activities

[LISTENING]

* The Selfish Giant: Oscar Wilde.
[THE HAPPY PRINCE & OTHER STORIES PUB. PICARD]

GIANTS

[MATHS]

* Let's Make A Giant.[MEASUREMENT]

* Watch Him Grow.[COUNTEP SQUARES]

[READING]

See Resource List

[INVESTIGATION]

Giants In Literature.

[MUSIC]

* The Snail

[KOKOLEDKO : McMillan]

The Ants Go Marching
[OKKI TOKKI UNQA : A.e.C. BLACK]

[COMPUTER]

Fastfile
[MICRO PRIMER PACK]

[SCIENCE]

A study of the mini-beasts in the giant's garden.
* Investigation chart.

MINIBEASTS

[ARTWORK]

See Suggested Art Activities.

[POETRY]

* The Earthworm: Leonard Clark
* The Snail: John Drinkwater { "collected": "Poetry"}
* The Spider: Sir A. Herbert { courtesy of A.C.P. Watt }
* A Dog and A Bee: A. von
* Butterfly Wings: Aileen Fisher.

* Prepared Sheets
Included.

MUSIC.

Puff The Magic Dragon
[UNDERBOX] A. & C. BLACK]

The China Town Dragon
CHARLEQUIN A. & C. BLACK]

Ulnar Naga

[MUSICAL CALENDAR OF FESTIVALS]
WARD LOCK

The Bad Tempered Dragon
SING A SONG TWO NELSON]

Dragon Of A Thousand Lanterns
TIME & TUNE B.B.C. SPRING 1980]

POETRY

* The Dragon

* The Dragon Of Wantley.

ENVIRONMENTAL STUDIES

* Dragons Round The World
Chinese New Year:
A Look At China.

ARTWORK

see Suggested Art Activities.

DRAGONS**READING**

Personal:

- 'Dragon Fire'
- 'Dragon Air'
- 'Dragon Earth'
- 'Dragon Water'
- Gazelle Books

- * Report Sheets

Class : see Resource List.

[MIME]

St. George's Story.

[LISTENING]

* 'A Race With A Dragon'
[THE GREAT DRAGON COMPETITION]
JOHN CUNLIFFE PICCOLD

FILMSTRIP

'Dragons - St. George In National
GALLERY:
[RADIOVISION B.B.C.] /

RESOURCES.

- a short selection I found particularly helpful -

WITCHES

Fiction

- * "Haunts and Taunts" (poems & short stories)
J. Chapman Hodder & Stoughton.
 - * "A Book Of Witches" (short stories)
Ruth Manning Sanders Methuen.
 - * "The Worst Witch" J. Murphy Puffin
 - * "Witch Poems" ed. Daisy Wallace Pepper Press.
- Non-fiction
- * "Witches and Wizards" Macdonald Topic Books.
 - * "Witches" John Hawkins. Granada.

DRAGONS

Fiction

- * "Dragon Fire"
 - * "Dragon Earth"
 - * "Dragon Water"
 - * "Dragon Air"
 - * "Green Smoke" Rosemary Manning Puffin
 - "The Great Dragon Competition" (short stories) J. Cunliffe Piccolo.
- Non-Fiction

Child Education - November 1978 "Dragons"

Greenwood Teachers Centre

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GIANTS

Fiction

- * "A Book of Giants" (short stories) Ruth Manning Sanders.
- * "Giant Poems" ed. Daisy Wallace. Pepper Press.

Non-fiction

Child. Education Special No 4. "Giants".

"Giants, Dragons, Witches" 5/13 Teaching Projects. Macdonald.

MINIBEASTS

Non-fiction

- * "Minibeasts" Science 5/13 Macdonald.
- * "Learning Through Science Packs" Macdonald.
- "Out Of Doors"
- "All Around"
- "Moving"
- "Which and What"
- "Wood"

MORE POETRY? Registered teachers have access to Craigie College library. There they have files of poems arranged according to subject. These cannot be borrowed but can be (hand)copied.

* All resources marked with a star are available from Newton Centre, Ayr.

ART ACTIVITIES.

If you are short on ideas you might like to choose from these suggestions which I tried in the classroom and which proved to be effective.

Woodcutter's Cottage



① 3D shoebox model.

← ② Group or class 'open-up' collage using various materials

③ Small individual 'open-up' cottages using sugar paper and felt pens/crayons.

Giant's Garden



① Group / class collage showing different features of G. Garden → small wood, twisty path flower beds etc. Use variety of suitable materials.

← ② 3D model in cardboard box with front cut away.

Giant ③ 'Let's Make A Giant' sht. (attached)

We multiplied our measurements by 24 and used them to make a giant (out of strong card / corrugated cardboard) which fitted in the gym.

← ④ Draw round one child. Decorate outline as a 'giant'. Children make individual 'miniature' people to be displayed round 'giant'.

Minibeasts

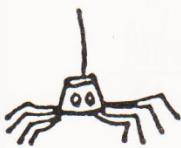
⑤ Butterflies.

⑥ Symmetry folding pictures. (Most effective if you limit the children to 3 or 4 bold colours).

⑦ Black card outline. Torn overlapping tissue wings.



⑥ Snails - make wax crayon patterns following spiral shell shape (see sheet attached). Fluorescent wax crayons are most effective. Use wax resist method and finish body.



⑦ Spiders - @ wax resist web using white wax crayon to make web pattern.



← ⑧ section of egg box-painted black. Pipe cleaner legs etc.

⑨ Bees - @ black card bodies; stiff tracing paper wings; yellow tissue balls to make stripes.

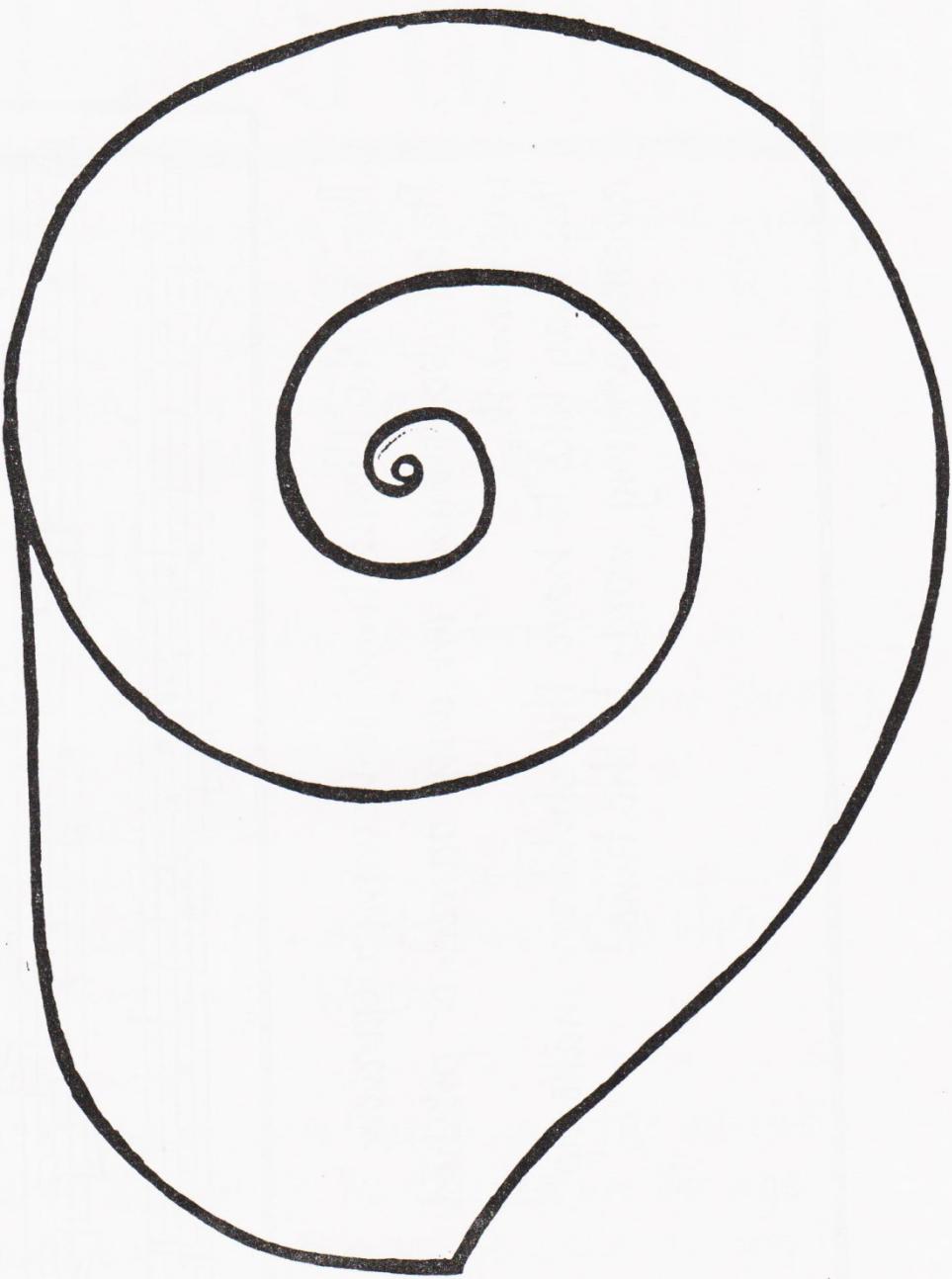
City Of Dragons

- ① Wax resist large dragon. Group/class work.
Use wax crayons to dictate scales etc.
- (tissue paper flames) ② 3D model of dragon using boxes which can be covered with papier mache to round off edges or glued on sections of eggboxes to add knobs.
- ③ Hanging Chinese dragon. Children can decorate individual sheets with patterns. Finish off with fringing. Hang from ceiling.
- ④ Design a magic collar.

Land Of Mystery

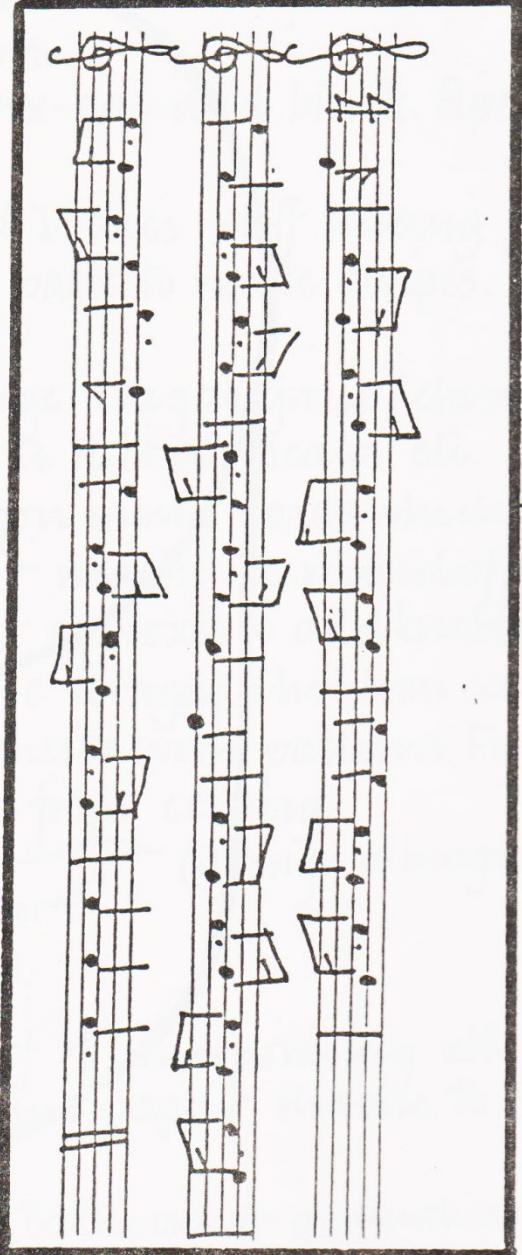


- ① Wall collage of L. of M. incorporating all places.
- ② 3D model - could use papier mache to build up features etc.
- ③ Silhouette pictures. Background - graduating 'sunset' colours in paint. Black paper cut out of Castle of Dreams/tower in forest/City of Dragons on top (cut out windows are particularly effective.)



Snail

GRANNY'S GARDEN MUSIC.



This is the "theme tune" to *Granny's Garden*.
It can be played on any barred or pitched
instrument.
You may like to have the children make up
accompanying words to the tune!



STARTING GRANNY'S GARDEN

I found that showing the children the first part of the program up to Raven "Would You like me to help you?" was a good starting point.

This led to discussion and creative writing on how the witch captured the King and Queen etc.

TIPS

* Sheet A.

You might like to keep the children's work in individual folders or booklets. We used this sheet as a frontispiece for our folders.

* Royal Family Tree Chart.

The children initially drew in the king & queen's portrait. They filled in the other frames as they discovered the missing children.

* Factfile

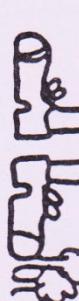
You can use this sheet to build up a file on each child as it is discovered. We decided on the age of the child and borrowed a pupil from the appropriate class to provide us with the information.

The information gathered can be further used in graphwork and can be stored on FACTFILE. (see the MICRO-PRIMER pack).

* Granny's Garden Wordsheet.

- a. You can decide on any words which the children may not be familiar with which they can copy on this sheet for future reference. e.g. reporting sheets.
- b. The child can simply ask for spellings of words as he needs them.

9
Password to Giant's
Garden



adventure

in

9
Password to City
of Dragons



Fairy Land
Adventure.

9
Password to Land
of Mystery



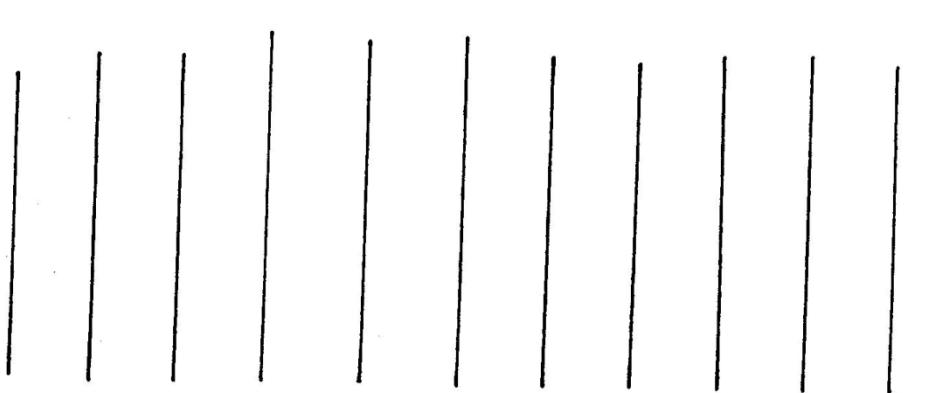
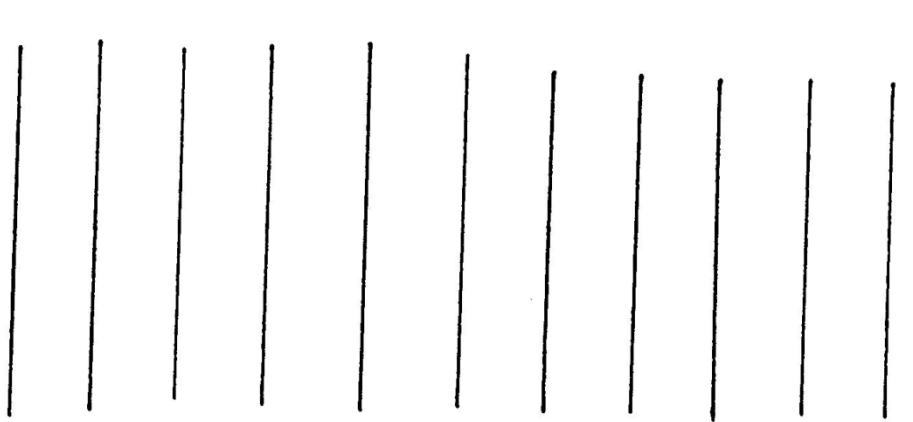
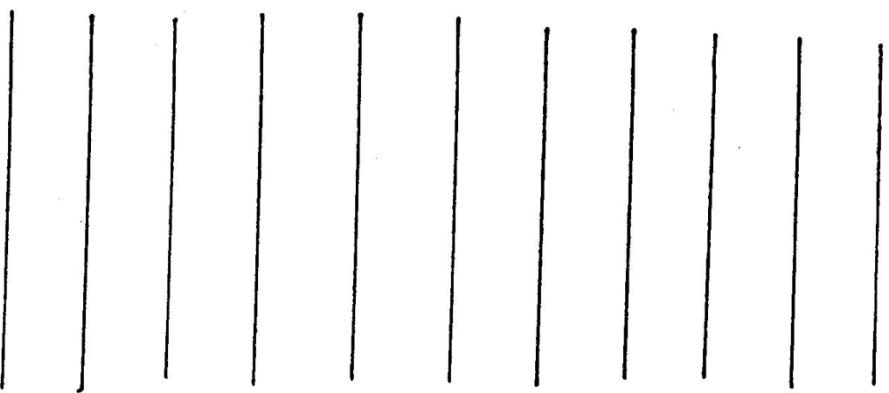
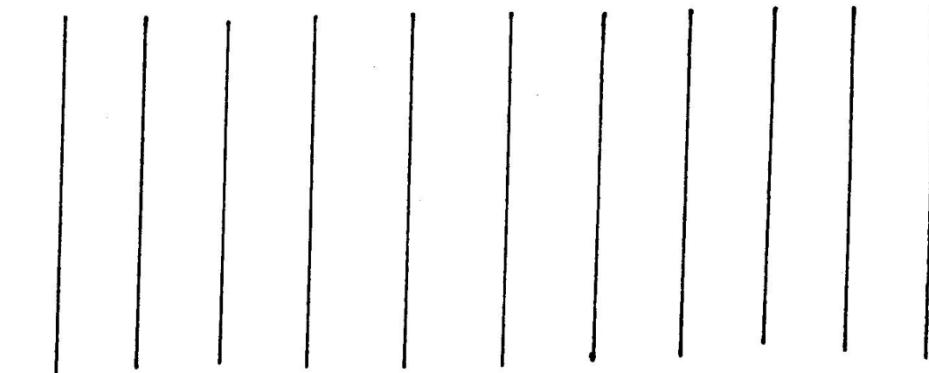
SHEET

WORD

GARDEN

GRANNY'S

18



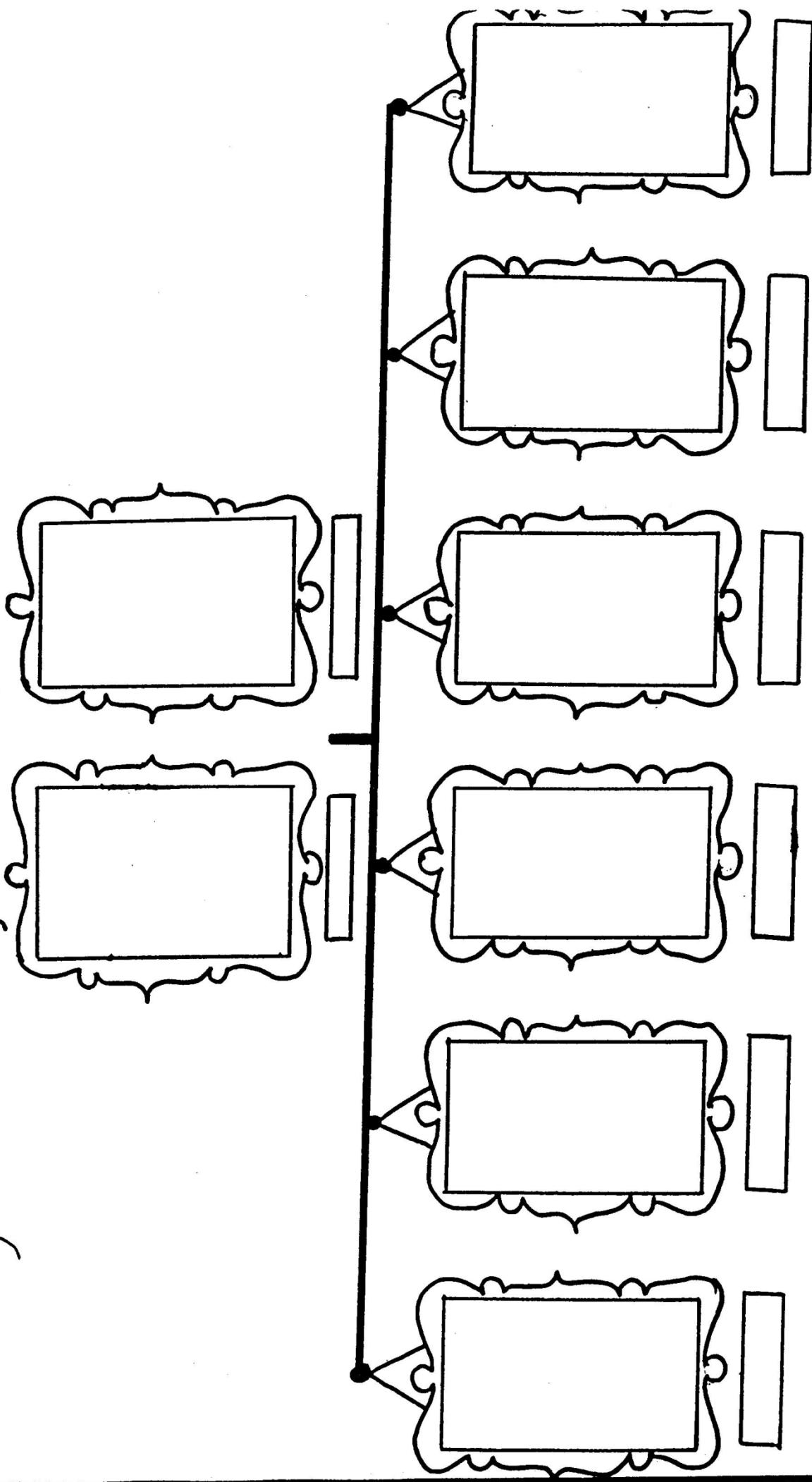
LAND OF
MYSTERY

CITY OF DRAGONS

GIANT'S GARDEN.

WOODCUTTER'S
MATCHHOUSE

Royal Family Tree Chart.



FACT FILE.

NAME
AGE

DATE OF BIRTH

EYE COLOUR

HAIR COLOUR

HEIGHT

WEIGHT

SHOE SIZE

HOBBIES

FAVOURITE
FOOD →
COLOUR →

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IN THE WOODCUTTER'S HOUSE

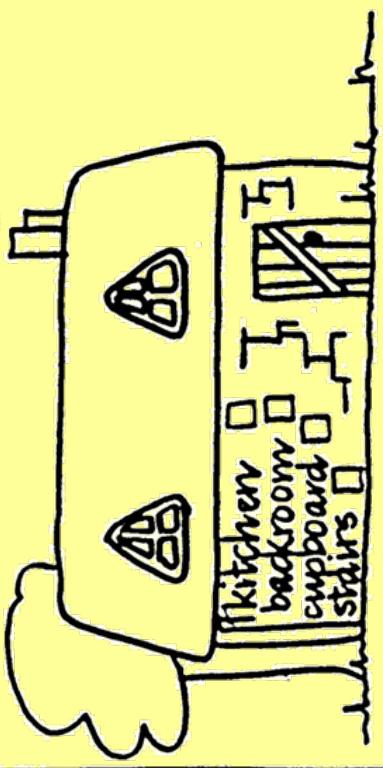
Part 1(i)

* When it is necessary for the children to record information whilst working with the computer, I find clipboards very handy. Our clipboards are simply rectangles of hard board, slightly larger than A4 size, with a bulldog clip to secure the paper.

* You will find that the level of the worksheets varies since they were prepared for use with P.3 - P.6. Please choose from, and adapt, the worksheets according to your needs.

REPORT SHEET.

My Adventure In The Woodcutter's Cottage



WHAT DID YOU DO IN THE WOOD CUTTER'S HOUSE?

Tell us what happened in sentences.

If you went into the KITCHEN answer these:

- * What did you see in the kitchen?
- * What happened when you looked in the pot?

If you went up the STAIRS answer these:

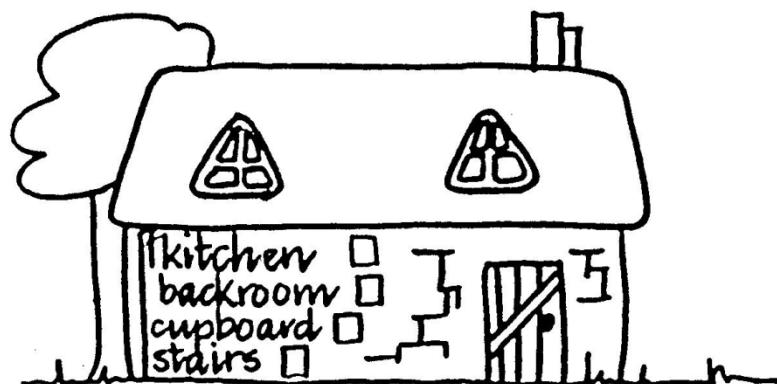
- * What did you see on the stairs?
- * What did you throw?
- * What happened next?

If you went in the BACKROOM answer these:

- * What did you see in the corner?
- * Did you look inside?
- * What happened next?

If you went in the CUPBOARD answer these:

- * How many times did you enter the cupboard?
- * Which broomstick did you take?
- * Who did you find hidden here?





Keep this sheet safe. Use it
to help you when you write
about witches.



W
I
T
C
H
Y

W
O
R
D
S.

Listening Skill: Jorinda and Joringel

→ "Festive occasions In The Primary School" Boarding. pub. Ward Lock.

Underline the best answer. Use your ruler.

① The witch lived a) in the woods.

- b) in the castle.
- c) in the village.

② A maiden is a) a young girl.

- b) an old lady.
- c) a young woman.

③ The witch bewitched any man who

- a) came to walk in the woods.
- b) she did not like.
- c) came too near the castle.

④ When Jorinda and Joringel got lost

- a) evening
- b) night
- c) afternoon.

⑤ Jorinda was changed into

- a) an owl.
- b) a nightingale.
- c) a raven.

⑥ The witch kept the birds caged

- a) in the courtyard.
- b) in the tower.
- c) in the great hall.

⑦ Joringel knew he needed the red flower because

- a) a shepherd told him
- b) he had a dream.
- c) the nightingale told him.

⑧ Joringel broke the witch's power by

- a) letting the nightingales out of their cages.
- b) by picking the blood red flower.
- c) by touching with the blood red flower.

⑨ Joringel freed

- a) only Jorinda
- b) hundreds of maidens.
- c) a few other maidens.

Score:

9

Is She A Witch?

Read and Discover.

Let us go back in time. It is summer in the forest. It is very quiet. The only sound is of an old woman who is gathering foxgloves. Her cat is by her side. She is going to use the foxgloves to make tea to keep her healthy.

Her house is not far away. It is a small dwelling which she has made out of wood. She lives there alone except for her cat. He is never far away. She does not see the people from the village. Sometimes they come and peer at her through the trees but they never speak to her. They are afraid of her because they think she is a witch. People have told stories about her. One said that he saw her flying on a broomstick. Another looked in her window and saw her cooking a magic brew in the big iron cooking pot that hangs over her fire.

But the old woman feels safe from the gossiping village folk. She has no need of them. She is happy with her house and her cat. She likes her friends in the forest too - the deer, the squirrels, the toads, and the birds. They are not afraid of her. Would you have been afraid?



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Can You Help?

The full stop is in the wrong place! Copy out the sentences, putting the fullstop in a different position to make the sentences sensible.

There are two sentences to each star.

* Nowadays we go to the chemists to buy medicine in the past people relied on plants.

* They used berries and roots to keep them healthy they would either eat them or make a paste from them which they spread on their bodies.

* You may have used plants for medicine have you ever rubbed a nettle sting with a docken leaf?



To Think About:

* How do you think the old woman lit her home?

* Why do you think she might keep a cat?

* The old woman had plenty of friends. Who were they?

★ What can people do that animals cannot? _____

~~GOSSIP - GOSSIP - GOSSIP - GOSSIP - GOSSIP - GOSSIP - GOSSIP.~~

) Can you continue this conversation:

BLACKSMITH : Did you hear about the old witch in the forest?
THE WIFE : No. What's she been up to now?

BLACKSMITH :

THE WIFE :

BLACKSMITH:

THE WIFE:

HOUSEHOLD OBJECTS - OR NOT?

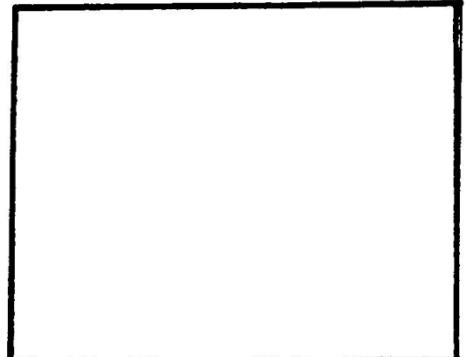
Draw

a broomstick.

a cooking pot.

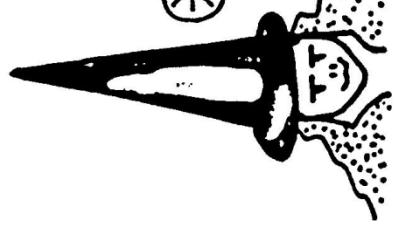
What would the villagers believe
the old woman would use these for?





How do you think the old woman would use
these?

WITCHY TEASERS



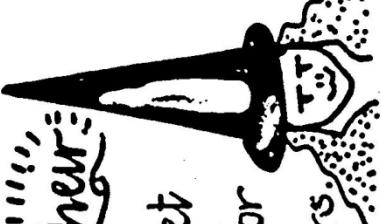
Have you seen my cat? He has run off with all my full stops and capital letters. Can you put them back? Copy out the sentences. You will find 2 for each star.

* my cat is very naughty he enjoys hiding

* i do enjoy mixing spells my favourite one makes people invisible

* I learned my spells from my father the wizard he invented most of them

Now the cat is off with them; and their



✳ Help me sort out my spell book. Can you write the ingredients in alphabetical order?

A.

The Witch Of Willoughby Wood: by Rowena Bennet.



There once was a witch of Willoughby Wood,
and a weird, wild witch was she
with hair that was snarled and hands that were gnarled
and a kicketty ricketty knee.

She could jump, they say, to the moon and back
but this I never did see.

1.

Now Willoughby Wood was near Sassafras Swamp
where there's never a road or a rut
And there by the singing witch hazel bush the old
woman builded her hut.

She builded with neither a hammer or shovel
She kneaded, she rolled, she baked her brown hovel
For all witches houses, I've oft heard it said
are made of sticky candy and fresh gingerbread
But the shingles which shingled this old witch's roof
were lollipops, shingles and hurricane proof
too hard to be pelted and melted with rain.

(Why this is important I will soon explain)

2.

One day there came running to Sassafras Swamp
a dark little shadowy mouse.

He was noted for being a scoundrel and scamp
And he gnawed at the old woman's house where
the doorpost was weak and the doorpost was worn.
And when the witch scolded he laughed her to scorn
And when the witch chased him he felt quite delighted
She never could catch him for she was nearsighted.
And so though she quibbled, he gnawed and he nibbled.

3.

B.

witch of willoughby wood.

The witch said "I won't have my house take a tumble"
I'll search in the magical book for a spell
I can weave and a charm I can mumble to get you
away from this nook.

It will be a good warning to other bad mice."

4.

"Your charms cannot hurt" said the mouse.
Well, she looked in her book and she waved her right arm
and she said the most magical things
Till the mouse, feeling strange, looked about in alarm
and found he was growing some wings!
"And now, my fine fellow, you'd best be away"
said the witch as he floundered around
"You can stay on earth and you can't gnaw my roof
So you'd better take off from the ground.
"If you are wise, stay in the skies"

5.

Then in went the woman of Willoughby Wood
into her hearthsone and cat.

There she put her old volume up high on the shelf
and fanned her hot face with her hat.

Then she said "That is that! I've just made a . . .!"

6.

You change this mouse
into a bat.



Write the spell you used.

* SPELLS *
.....

C.

Witch Of Willoughby Wood- Reading for Information.

Answer these questions in sentences.

1. Where did the witch build her hut?
2. How did she build her house?
3. What were made of "soft sticky candy and gingerbread"?
4. How do you know the mouse was a bad sort?
5. Why did the witch fail to catch the mouse?
6. What did the witch have to do to stop the mouse?
7. Explain what happened to the mouse.
8. What did the witch advise the mouse to do?
9. What did the old witch do then?
10. How do you think the witch felt as she sat by her hearth?
11. How do you think the mouse felt as he flew in the sky?

Draw a picture of how you think the witch's house might have looked.

{ A T
 C I
 T M
 I E
 V
 I
 T
 Y }

Draw a bat shape. Underneath write everything you know about bats.

D.

Witch Of Willoughby Wood - WORD FUN.

☺ Find the noun that these adjectives describe.

weird, wild
gnarled
kicky, ricky
snarled
dark, shadowy

☺ Find a word which rhymes with these.

knee /
shovel /
rain /
delighted /
quibbled /

☺ Track down the words which mean:-

twisted ① →
sweets ② →
rascal ③ →
chewed ③ →
book ⑥

spell ④ →
corner ④ →
moved clumsily ⑤ →
fire side ⑥ →



☺ See if you can write the story in YOUR OWN WORDS.



Oh dear!
She has been up to her tricks again.
She has cast a spell
to make some of the words
{733335} Bl

A witch wears _____ hat
A witch has _____
She sits on a _____ as she _____ by
And " _____ " is her cry

A witch _____ hair
A witch _____ air
She mixes _____ pot
She _____ caught!

CAN YOU HELP ?

To Reverse The Spell.

STEP 1

Think what the missing
words might be.

STEP 2

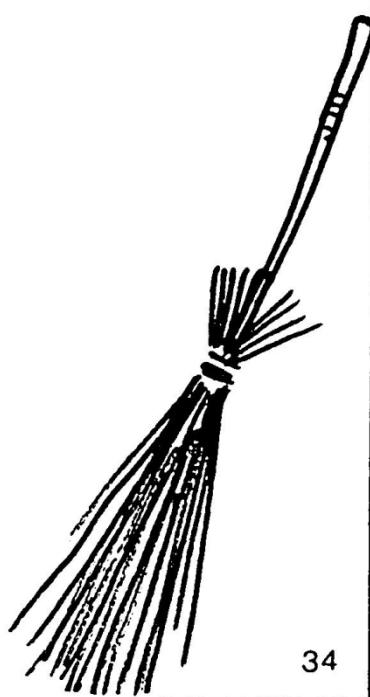
Write the missing words
on the scrap paper.

STEP 3

Copy out the whole poem
putting in your words.

STEP 4

Read your neighbour's poem.



WRITING.

DISCUSSION

QUESTION'S
MORE?

ANY

OFF

S KNOW

R YOU

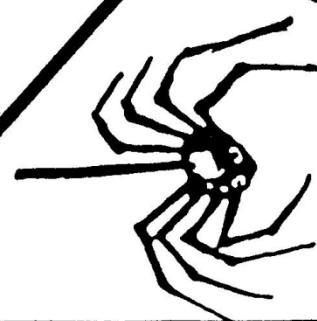
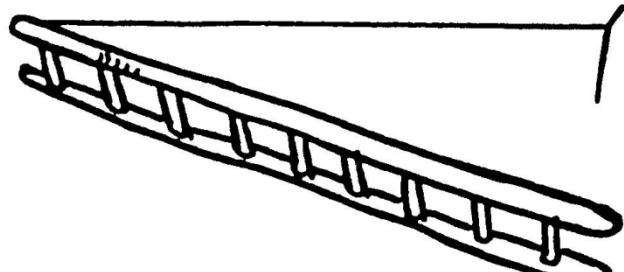
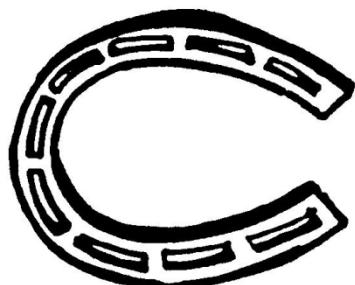
w

DO

Q

U S

13



IN THE GIANT'S GARDEN

Part 1 (ii)

TIPS

* "Let's Make A Giant" Worksheet.

To encourage the use of measurement vocabulary we wrote a sentence using 'Words To Help' for each of our measurements.

You can use this as a scale model to make a life-sized giant. (We multiplied our measurements by 24 and made the giant from corrugated cardboard.)

* "Make Him Grow" Worksheet.

We made the 'giant' twice the size on the squared paper. You could vary the sizes of squares for different results.

A Giants can be GOOD or EVIL.
These are opposites. Can you
copy the words below and
write the opposites? 

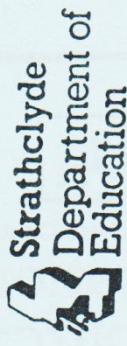
happy → _____
clever → _____
friendly → _____
unselfish → _____
_____ → dishonest
_____ → fierce

B Can you discover and
write down the words? They
all mean BIG.

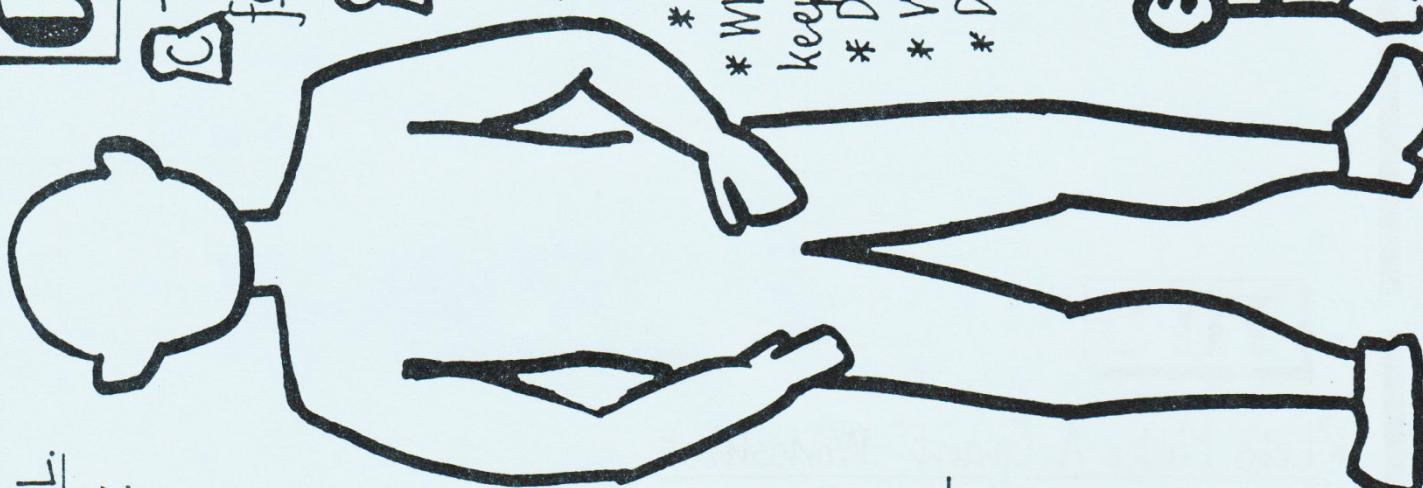
* h_ge * -a_ge

* en--m--s
* v_st * gng---c
* t--l * ma--ive
* m_ghty

GIGANTS!

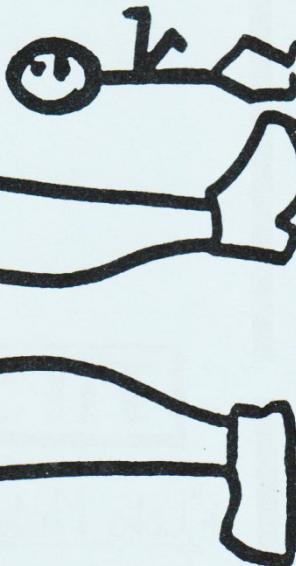


C Trace this giant shape. Give him a
face and dress him in colour.



D Write a story about your giant.
Here are some questions to help
you think.

- * What is your giant called?
- * What kind of a giant is he?
- * Where does he live / sleep / sit?
- * What does he need to eat / drink to keep himself alive?
- * Does he have any bad habits?
- * What makes him angry?
- * Does he help or frighten people — how?



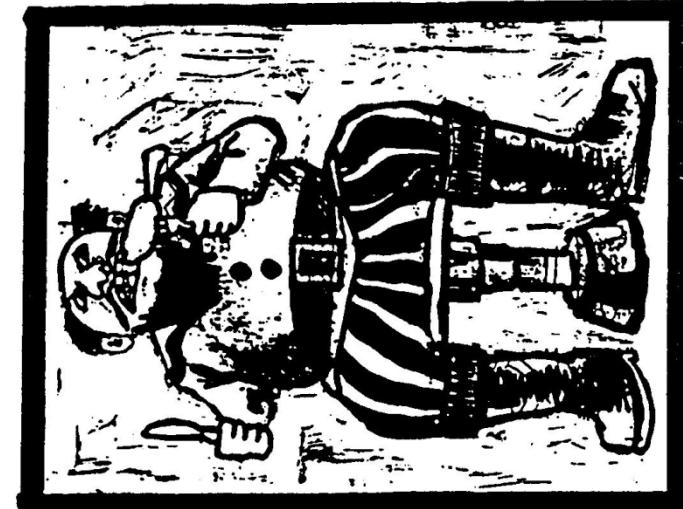
Make your story as
interesting as you can.

Giant

Our giant has
head like _____
teeth like _____
hands like _____
ummy like _____

eet like _____

What is our giant doing? 



words ★ The giant is
enormous

 Our giant eats _____

Our giant sleeps _____

Our giant lives _____

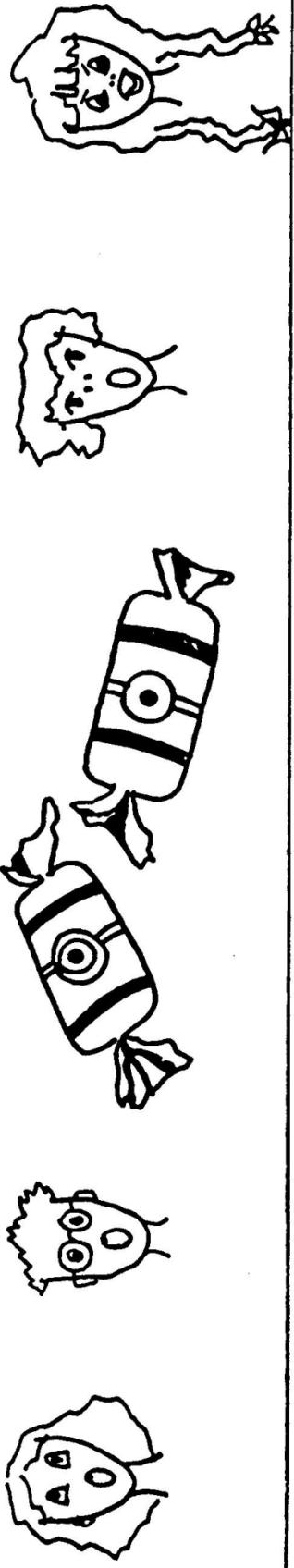
Our giant likes to _____

THE BOY WHO BECAME A GIANT.

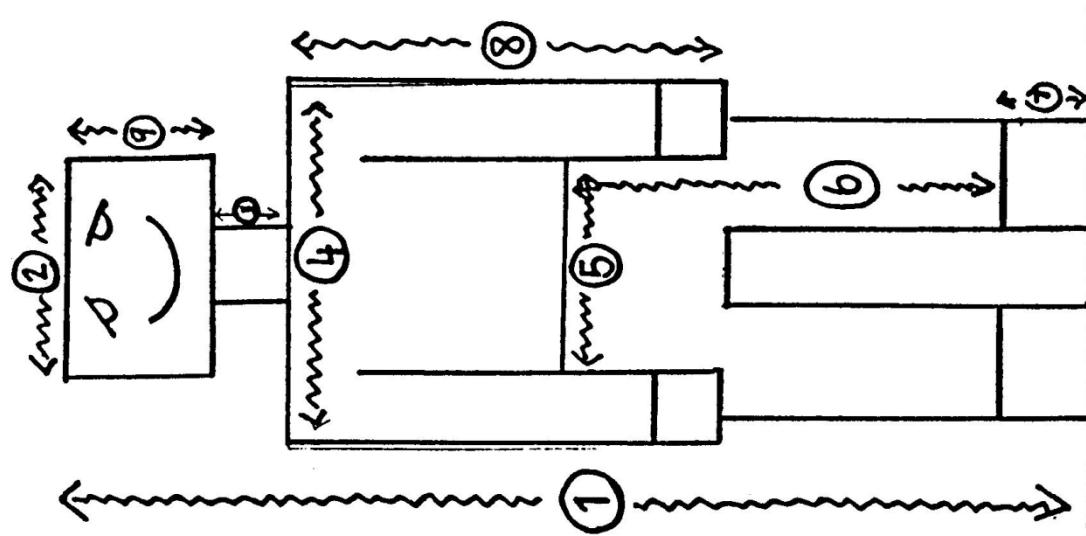
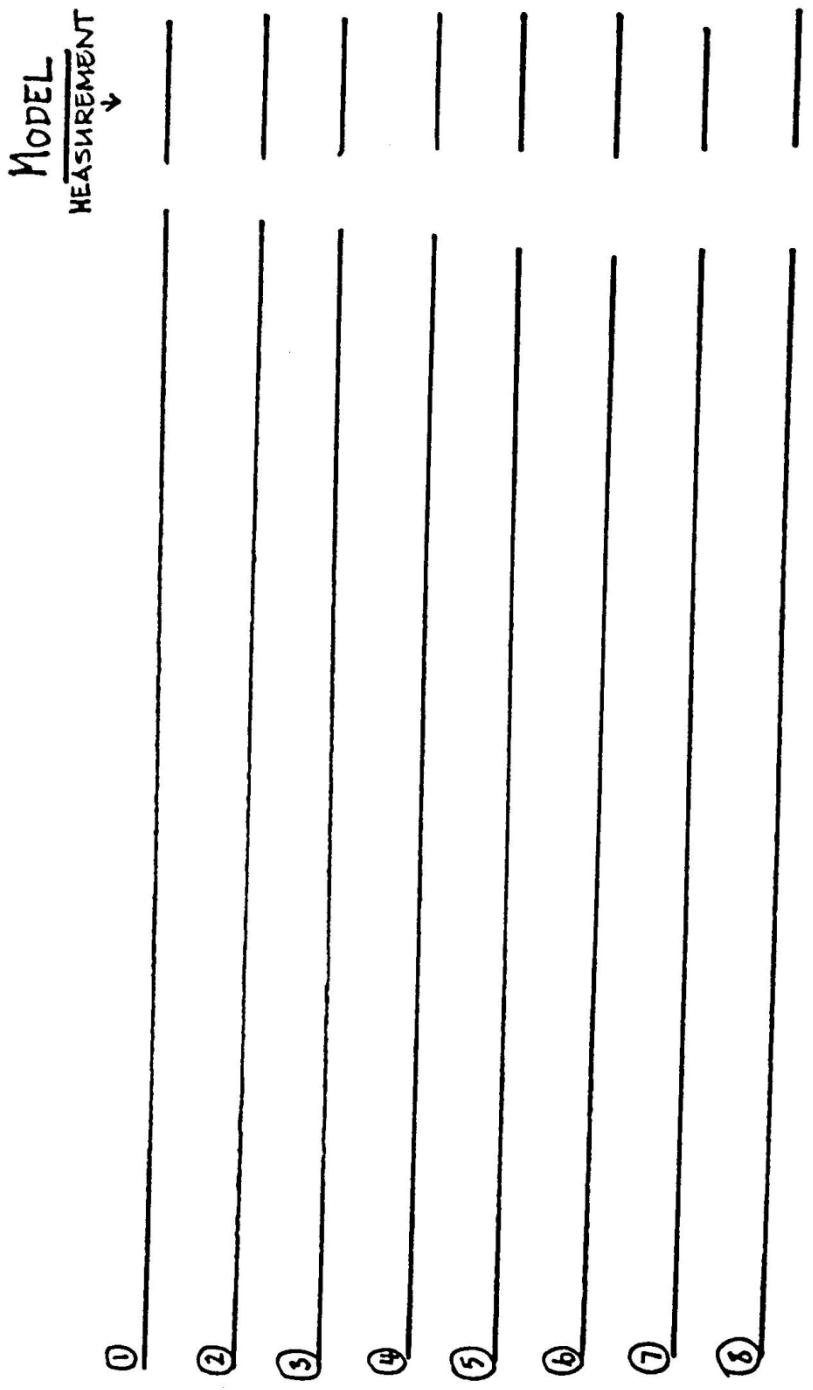
Nicky decided to buy some sweets. He thought he would try a brand of toffees he had never tried before. The shopkeeper told him that no-one had yet tried them.

Nicky took the toffees to school intending to eat them during playtime. He found he couldn't want though, and while the teacher was busy writing on the board, he took out a toffee and put it in his mouth. Then something very peculiar happened. The desks seemed to be getting smaller and smaller. Nicky shook his head - surely he must be dreaming! But no, he was growing bigger and BIGGER and BIGGER! The other children were looking at him - their mouths were open in astonishment. Then the teacher turned round

WHAT HAPPENED NEXT?



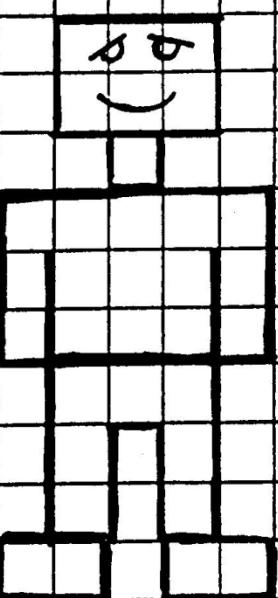
Let's Make A Giant.



Words To Help:

width - width
length - length
centimetres - cm.
height - height

MAKE HIM GROW.



WHICH CREATURES HELPED ?

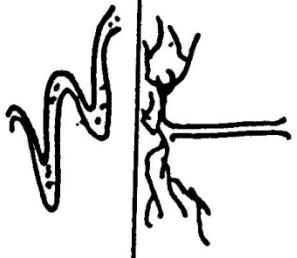
THE GIANTS GARDEN

WHICH WORD DESCRIBES THEM ?

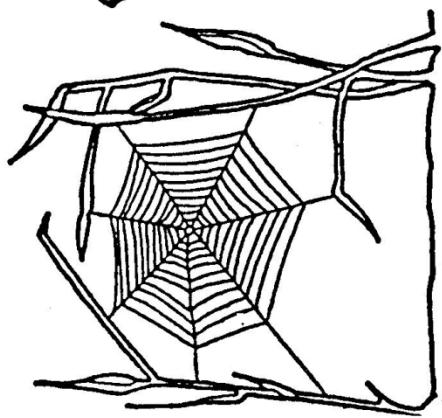
fluttering _____ buzzing _____ wriggly _____ slow _____ spindly _____

HOW DID THEY HELP YOU ?

1. The fluttering butterfly



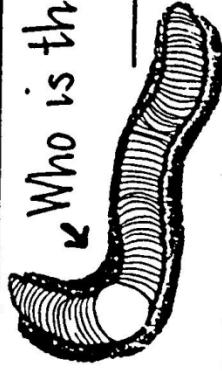
In The GIANTS GARDEN.



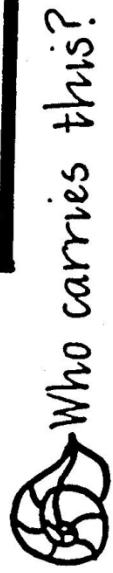
Who lives here?



Who is this?



Who makes this?
What does this turn
into?



Who carries this?

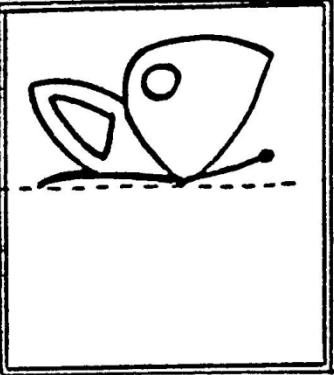
HOW DID THEY HELP?

Choose the right creature and copy the sentences.

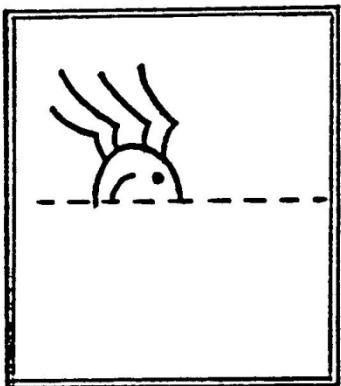
- The butterfly helped me to cross the pond.
- The spider helped me tunnel away from the ants.
- The bee saved me from the giant's dog.
- The snail helped me to climb the tree.
- My favourite creature is the worm.

SPIDER

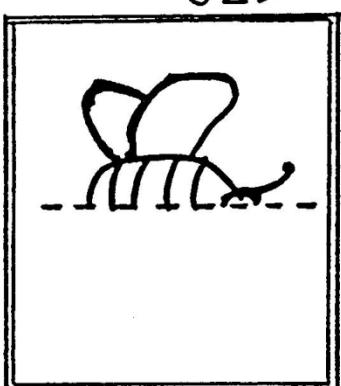
WORM



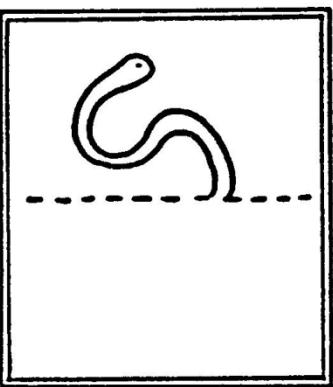
E-T-E-L-P-M-O-C



D-N-A



R-U-O-L-O-C



Draw in the axes
of
symmetry on as
many of the
letters as you can.

BUTTERFLY SNAIL

REPORT SHEET ON OUR ADVENTURE IN CROSSING THE GIANT'S GARDEN.

CREATURE.

HELP.

IN THE GIANT'S GARDEN.

Find the creatures!

DSIPRE

ROMW

EBE

LSNIA

YFBLTTVER

Write two or three sentences for each part of the garden to explain what difficulties you had and how each creature helped you.











Can you imagine how the giant's garden looked?
Draw a PLAN on the back of this sheet.

LANGUAGE FUN ON THE GIANT'S GARDEN.

A. Choose The Best Word.

Write like this: slimy snake.

fluttering snail
 buzzing butterfly
 wriggly spider
 slow bee
 spindly worm

C. Write The Questions To Match These Answers

1. Five different creatures helped me.
2. Flowers grow in a bed.
3. The dog was guarding the twisty path.
4. I found Tom up a tall tree.
5. The garden belonged to the giant.

Remember ?

B. Join The Beginnings And Endings.

- ① The Butterfly helped
- ② The snail's hard shell
- ③ The giant's dog
- ④ The spider's strong silk.....
- ⑤ The burrowing worm.....

- * was taught a lesson by the stinging bees.
- * helped us to reach Tom.
- * by carrying us over the pond.
- * saved us from the army of ants.
- * protected us from the falling nuts.

D. Draw A Plan Of The Giant's Garden.

Draw a rectangle. Put in all the parts of the garden you remember. Add the creatures.

**MINIBEASTS
INVESTIGATION*** Colour the correct box.
CHART.

Colour the correct box.

Name of minibeast	No legs	6 legs	More than 6 legs.	4 wings	2 wings	No wings	Shell	No shell.

Giant's Garden.

Of what use is a shell
to the snail? _____

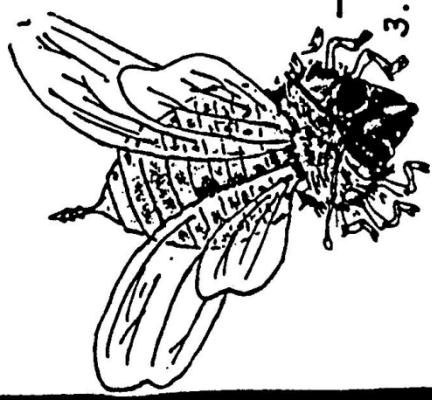
How many more creatures
can you write which also
have shells? _____

Draw how the spider
catches her food.
↓

Names of minibeasts with 6 legs → _____
These are all _____.
Write the names of as many more
of this type of minibeast as you can.
↓

How Much Do You Know About Us?

Minibeasts.



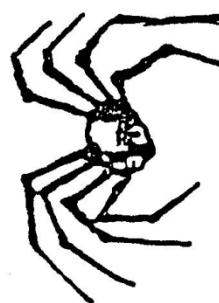
1. What is your minibeast? _____

2. Has it any legs? If so, write how many. _____

3. How does your minibeast move around? _____

4. Does it have any special bits to help it move? _____

5. Where does your minibeast live? _____



6. Is there anything special about your minibeast? _____





The Selfish Giant.

"The Happy Prince and
Other Stories" Oscar Wilde.
pub. Piccolo.

Choose the best ending and write out the whole sentence.

1. The children played in the a) giant's garden
b) giant's castle.
c) giant's field.
2. The giant was away for a) seven months
b) five years
c) seven years.
3. The giant said a) "My own garden is my own garden."
b) "My own garden is their garden."
c) "My own garden is everyone's garden."
4. To keep the children out the giant a) made it stay winter.
b) frightened them away.
c) built a huge wall.
5. In the spring in the garden there was a) no frost
b) no north wind
c) no blossoms.
6. The lovely music the giant heard came from a) a linnet
b) the king's musicians.
c) the children singing.
7. The children were sitting a) in the trees.
b) under the trees.
c) on the wall.
8. It was still winter in one corner because
a) the boy was afraid to climb the tree.
b) the boy did not see the tree.
c) the boy was too small to climb the tree.

The Selfish Giant

Oscar Wilde.

Listening
(an alternative title)

*Copy the sentence. Put in the true word. Remember your capitals and full stops.

1. The children played in the giant's garden _____ school. (after, before).

2. The giant was _____ when he came home. (angry, pleased).

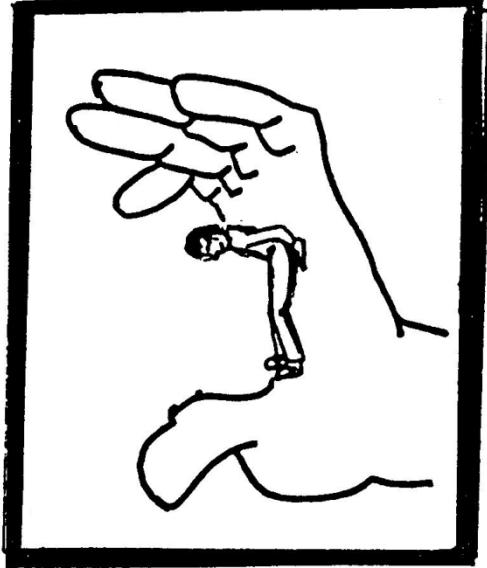
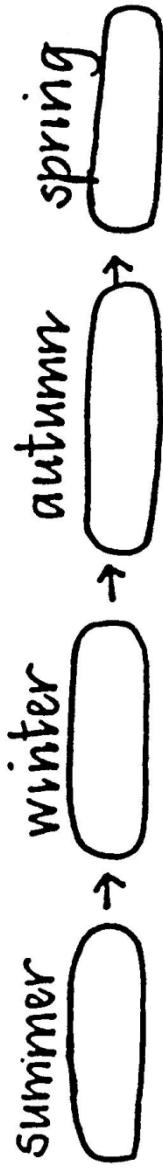
3. The giant built a _____ wall round the garden. (low, high).

4. After winter the _____ did not come. (summer, spring).

5. The little boy was too _____ to climb the tree. (tall, small).

b. The story has a _____ ending. (happy, sad).

* Write the seasons in the right order.



The Snail

Snail upon the wall.
Have you got at all
Anything to tell
About your shelf?

Only this my child—
When the wind is wild
Or when the sun is hot,
It's all I've got.

John Drinkwater.



with permission from Sidgwick and Jackson. Publishers. From "Collected Poems by John Drinkwater."

A Dog and A Bee.

Great big dog,
Head upon its nose;
Tiny little bee
Sitteth on his nose.

Great big dog
Thinks it is a fly.
Never says a word,
Winks very shy.

Tiny little bee
Tickles dog's nose—
Thinks like as not
Tis a pretty rose.

Dog makes a smile.
Winks his other eye.
Chuckles to himself
How he'll catch a fly.

Then he makes a snap,
Very quick and spry.
Catches an insect
But doesn't catch a fly.

Tiny little bee
Alive and looking well.
Great big dog
Mostly gone to swell.

Moral : Dear friends and brothers all,
Don't be too fast and free
And when you catch a fly,
Be sure it's not a bee! Anon.

Butterfly Wings.

How would it be
on a day in June
to open your eyes
in a dark cocoon,

And soften one end
and crawl outside,
and find you had wings
to open wide,

And find you could fly
to a bush or a tree
or float on the air
like a boat at sea ...

How would it be? Aileen Fisher.



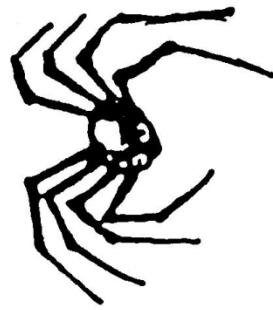
with permission from
World's Work Ltd., publishers.
From "In The Woods, In The
Meadow, In The Sky."

The Spider:

How does the jolly little spider
Wind up such miles of silk inside her?
The explanation seems to be
She does not eat so much as me.

And if I never, never crawl
Myself with gingerbread and jam
Then maybe I'll have room to hide
A little rope in my inside.

Sir A. Herbert.



with permission from Lady Herbert and
A.P. Watt Ltd., publishers. From "The Where -
fore and the Why."

Earthworm.

Do you squirm when you see an earth-worm?
I never do squirm because I think a big fat worm is really rather clever the way it can shrink and go so small without a sound into the ground.
And then what about all that work it does and no oxygen or mineral salt?
Marvellous you have to admit even if you don't like fat pink worms a bit how with that thin slippery skin it makes its way day after day through the soil, such honest toil.
And don't forget the dirt it eats, I bet you wouldn't like to come out at night to squirt it all over the place with no eyes in your face:
I doubt too if you know an earthworm is deaf, but it can hear YOU go to and fro even if you cut it in half.
So do not laugh or squirm again when you suddenly see a worm.

Leonard Clark.

IN THE CITY OF DRAGONS.

Part 2 (i).

Greenwood Teachers Centre

Ayr Division

Education
Resource
Service

TIPS

→ If you have any difficulty solving this section, help is at hand in the answer sheets!

* "City Of Dragons Report" Sheet.

The numbers on the dragon's flames are intended to remind the children of the sequence of events rather than to suggest the number of sentences to be written.

* "Some Friends from G.G." (co-ordinate worksheet).

Co-ordinate Creature 1: The Blue Raven.

Co-ordinate Creature 2: The Talking Toadstool (Part 1(ii))

* Report Sheet.

I found the Ann Roffell Dragon books (see Resources) to be of suitable length and interest for use with these sheets.

* Matrix Sheet

This sheet is intended to be used in conjunction with the computer to record information needed to solve this part.

Feed The Dragons - Save The Children.

Food Tally - cross off each foodstuff as you throw it.



Key:-

- L. → loves
- S. → sometimes eats
- H. → hates.

Dragon Matrix.

use the letters on the key to fill in the matrix.

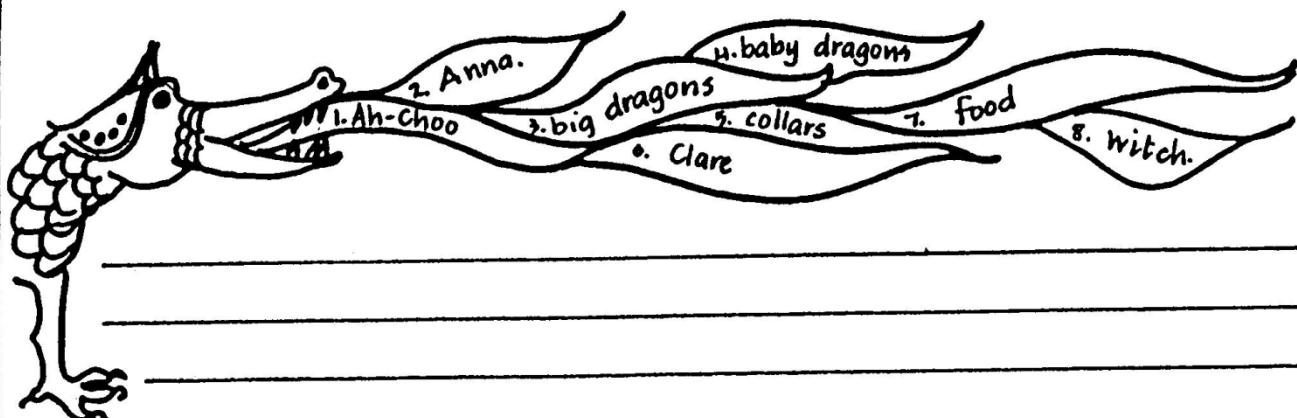
	Red	Blue	Green	Yellow
Oranges				
Lollies				
Buns				
Chips				

Dragon Check.

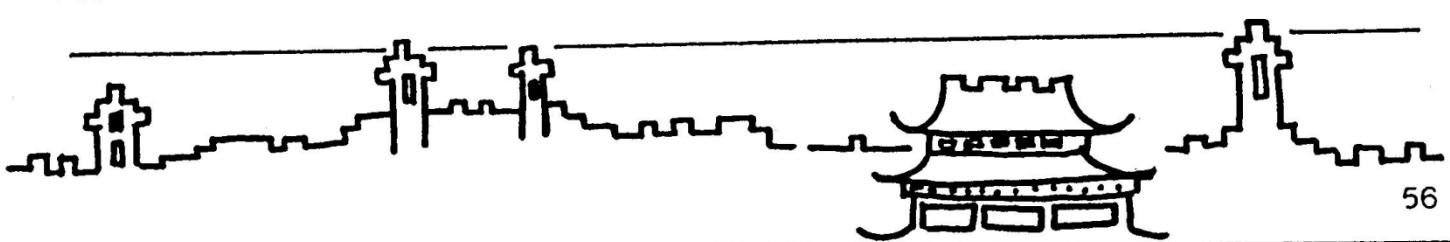
Tick the dragons as you "collar" them.

- red →
- green →
- yellow →
- blue →

CITY OF DRAGONS - REPORT

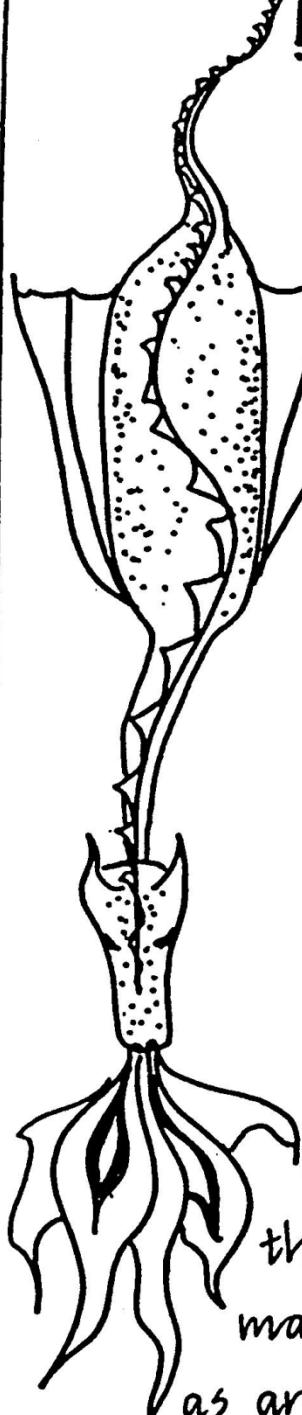


Handwriting practice lines for the report.



Dragons Round The World

A



Dragons are known in legends throughout most of the world. They are known as enormous reptiles with magical powers and the ability to talk.

In Europe there were several kinds of dragons. The kind known as a Worm was like a gigantic snake, sometimes with four legs. A Fire-drake was a four legged cave Dragon, often with bat-like wings. These dragons usually lived in caves, in forests or rocky, mountainous places.

Sometimes they had piles of treasure they had stolen and gathered for years.

Perhaps brave and daring men would try to conquer a dragon and steal its treasure but this was not easy. Not only were most dragons massive in size but their scaly skins were hard as armour, and some dragons could shoot flames from their mouths and noses. Dragons were also cunning. These dragons liked to destroy cities and countryside. The only way to stop the dragon killing everyone was to give it a sacrifice like a young beautiful princess. Sometimes a brave knight might overcome and kill a dragon.

The dragons of China are different from the dragons of Europe. They were generally kind and helpful to humans. Which kind of dragon would you prefer to meet?

Hunt The Answer.

1. How do people around the world hear of dragons?
2. What were the differences between a Worm and a Fire-drake?
3. Where did the European dragons usually live?
4. Why might a knight want to kill a dragon?
5. What might a knight wear to protect himself?
6. How could the dragon protect itself?
7. What might a dragon like as a sacrifice?
8. How are the dragons of the East different?

Hunt The Word.which mean the same as

stories → _____
 huge → _____
 beat → _____
 clever → _____

which tells you more about

reptiles → _____ skins → _____
 snake → _____ princess → _____
 places → _____ knight → _____
 men → _____

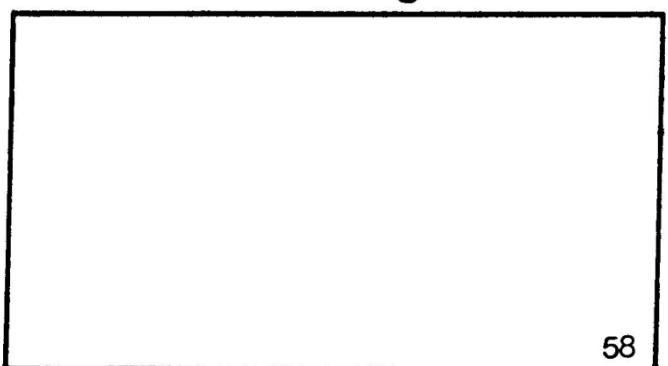
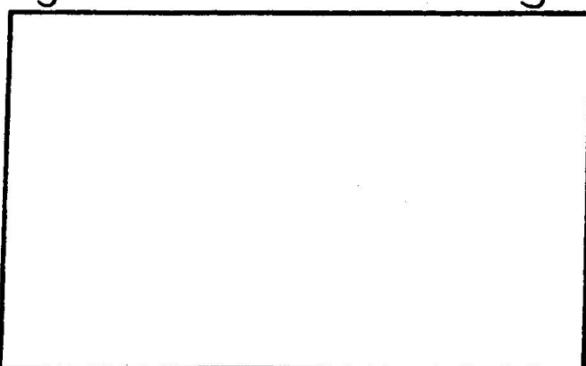
Hunt The Reptile Words.

Write down any of these phrases which you think tell you about reptiles, like the dragon.

cold - blooded * hot blooded * hair on body *
 scaly body * babies grow inside its body *
 * lays eggs *

Hunt The Description.

Read the description of the Fire-drake and the Worm again. Trace the rectangles and draw these dragons in them.



Dragons Round The World.

Questions To Answer In Sentences.

B

(an alternative sht. to
accompany Dragons
Round The World.)

- ① What are legends?
2. Where did the dragons live?
3. Who might try to steal the dragon's treasure?
4. What would the knight wear to protect himself?
5. What evil things might a dragon do?
6. Where might you find friendly dragons?

To Find.

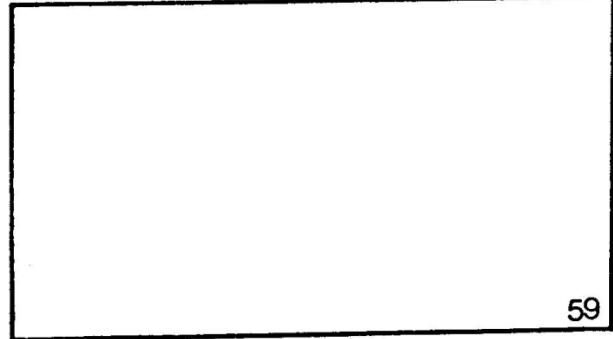
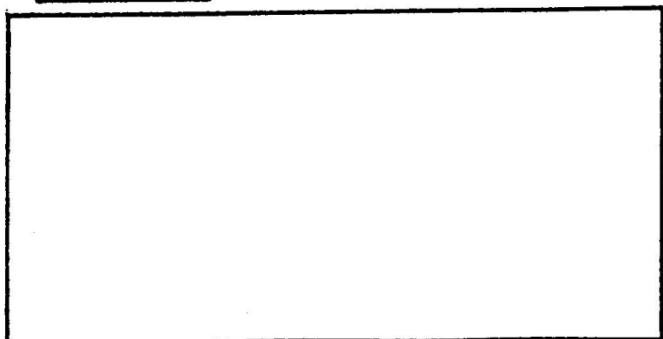
Search and write down six different things a dragon can use to protect himself ↴

F	L	A	M	E	S	X	O	P	Q
S	I	W	A	Z	P	T	A	I	L
I	T	S	A	R	M	O	U	R	T
Z	V	S	C	A	L	E	S	A	T
E	C	L	A	W	S	Q	X	R	X

To Copy

- *Copy out the sentence which tells you about the Worm.
- *Copy out the sentence which tells you about the Fire-Dragon.

To Draw: Trace these. Draw in a Firedrake and a Worm.



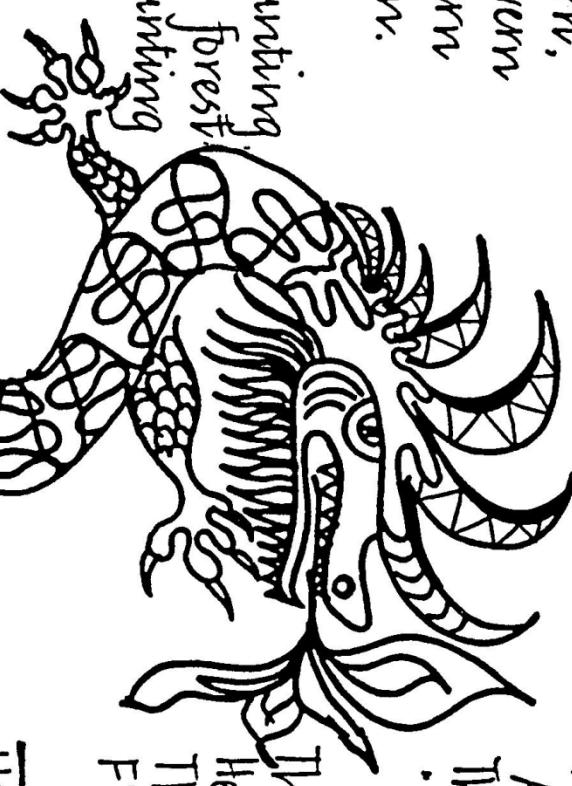
Oh once there was a dragon,
A green and spiky dragon.
Once there was a dragon
Who lived in old Japan.

THE DRAGON.

The trees called out a warning
"Beware, sir! Beware, sir!"
The trees called out a warning
And so he changed his plan.

His home was in a cavern,
A green and slimy cavern.
His home was in a cavern
Where a shiny river ran.

One day he went out hunting
In a dark and shadowy forest.
One day he went out hunting
And so his day began.



The dragon roared in anger.
He tossed his head in fury.
They heard a mighty crashing
"Kill him if you can!"

The knight he chased and slew him
That green and spiky dragon;
The knight he chased and slew him
The last of all his clan.

He met a knight in armour,
In bright and shining armour
He met a knight in armour
A brave and gallant man.

The knight he chased and slew him
That green and spiky dragon;
The knight he chased and slew him
The last of all his clan.

Anon.

THE DRAGON - WORD FUN.

B.



The dragon's claws are BLACK and FRIGHTENING. These two words tell us more about the dragon's paws.

* Can you find the nouns which these words tell us more about?

- green and spiky → _____
- green and shiny → _____
- dark and shadowy → _____
- shiny → _____
- mighty → _____
- bright and shining → _____
- brave and gallant → _____

* Can you think of two words to tell us more about

- the dragon's tongue → _____
- the dragon's claws → _____
- the dragon's eyes → _____

* Write the story the poem tells in your own words.

THE DRAGON

16

* Now you can trace the dragon. Think about the colours you choose.

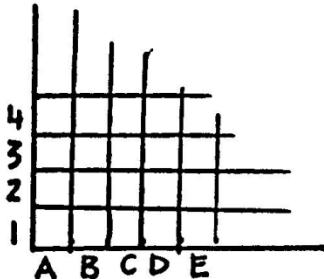
Some Friends From Granny's Garden.

*Co-ordinate Creature 1.

You will need squared paper.

DRAW: a horizontal axis 14 squares long.
a vertical axis 8 squares tall

LABEL: the horizontal axis $A \rightarrow N$ →
the vertical axis $1 \rightarrow 8$



COLOUR these squares **BLUE**

(B, 7) (C, 6) (D, 5) (E, 4) (F, 3) (G, 3) (H, 3) (I, 3) (G, 2) (H, 2)
(M, 7) (J, 4) (K, 5) (L, 6)

Remember me?

*Co-ordinate Creature 2.

DRAW: a horizontal axis 18 squares long.
a vertical axis 14 squares tall.

LABEL: the horizontal axis $A \rightarrow R$.
the vertical axis $1 \rightarrow 14$

COLOUR these squares **RED** → (H, 9) (I, 9) (J, 9) (K, 9) (L, 9)
GREEN → (J, 10) **BLUE** → (F, 11) (G, 11) (M, 11) (N, 11)

YELLOW → (J, 14) (G, 13) (H, 13) (I, 13) (J, 13) (K, 13) (L, 13) (M, 13) (F, 12) (G, 12)
(H, 12) (I, 12) (J, 12) (K, 12) (L, 12) (M, 12) (N, 12) (E, 11) (H, 11) (I, 11) (J, 11)
(K, 11) (L, 11) (O, 11) (D, 10) (E, 10) (H, 10) (I, 10) (K, 10) (L, 10) (O, 10) (P, 10)
(C, 9) (D, 9) (E, 9) (F, 9) (G, 9) (M, 9) (N, 9) (O, 9) (P, 9) (Q, 9)
(B, 8) (C, 8) (D, 8) (E, 8) (F, 8) (G, 8) (H, 8) (I, 8) (J, 8) (K, 8) (L, 8)
(M, 8) (N, 8) (O, 8) (P, 8) (Q, 8)

BROWN → (I, 7) (J, 7) (K, 7)

(I, 6) (J, 6) (K, 6)

(I, 5) (J, 5) (K, 5)

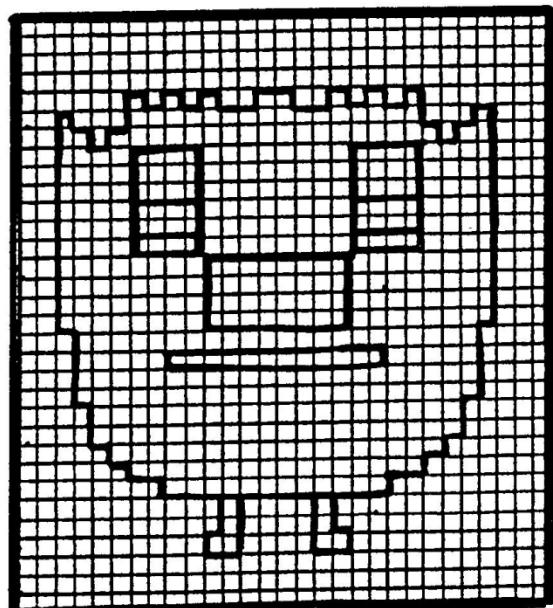
(H, 4) (I, 4) (J, 4) (K, 4)

(G, 3) (H, 3) (I, 3) (J, 3) (K, 3)

(L, 4) (L, 3) (M, 3)

*Counted Squares.

Can you copy Ah-Choo on squared paper? Colour him.



BOOK REPORT SHEET.

Title of Book: _____

Author: _____

Published by: _____

Main characters: _____

The Story: _____

Your Opinion: _____

Have you a favourite illustration? Copy it on the back of this report sheet.

A Race With a Dragon.*

A. Pick the best answer. Write the whole sentence.

1. The knight and the dragon started the race a) in the evening.
b) at dawn c) at dusk.
2. The knight managed to stay on the dragon by holding onto a) its scales b) its bony knobs c) its thick skin.
3. The knight said he had crossed the sea by a) taking a boat
b) swimming underwater c) by flying.
4. The winner of the race was a) the knight b) the dragon
c) neither - it was a draw.
5. The reward from the major was a) 500 gold pieces each.
b) 50 gold pieces each. c) 5 gold pieces each.



B. The race took the dragon and the knight right round the world. They passed over these countries. Can you write their names out in full?

Am_-_ic_- Ch_n_- J_p_n Pol_d

Rus_i_- Bel_iu_- Ger_y



C. Think about these - write your answer in a sentence.

- a. Why do you think the knight wore no armour in the race?
- b. How do you think the knight managed to ride on the dragon's tail without the dragon knowing?
- c. Can you explain the different ways in which the dragon enjoyed his reward and the knight enjoyed his?

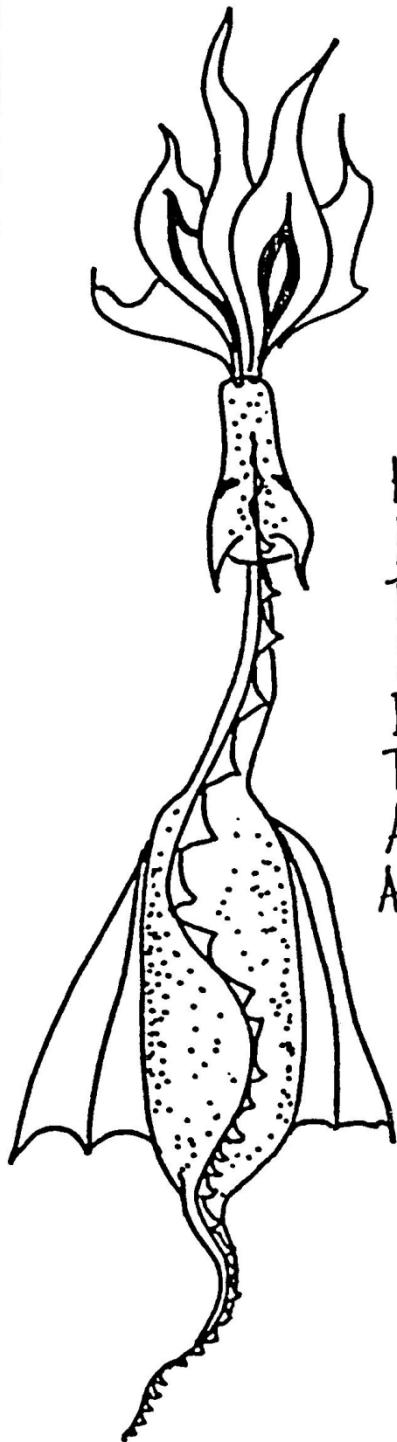


D. If you have time, you can draw the dragon's lair.



* Story from "The Great Dragon Competition" * John Cunliffe * Piccolo.

The Dragon Of Wantley.



This dragon had two furious wings
One upon each shoulder
With a string on his tail as long as a furl
Which made him bolder and bolder
He had long claws and in his jaws
Four and forty teeth of iron,
With a hide as tough as any buff
Which did him round environ.

Have you not heard how the Trojan horse
Held seventy men in his belly?
This dragon was not quite so big
But very near, I'll tell ye.
Devoured he poor children three
That could not with him grapple,
And at one sup he ate them up
As you would eat an apple.

All sorts of cattle this dragon did eat
Some say he ate up trees
And that the forests sure he would
Devour by degrees.
For houses and churches were to him
geese and turkeys.
He ate all - left none behind
But some stones, good sir, which he
could not crack
Which on the hills you'll find.

ANON

(from an English folk song).

{"Ducks and Drakes" ed. Gene Kemp.}

CROSSWORD.

CLUES DOWN.

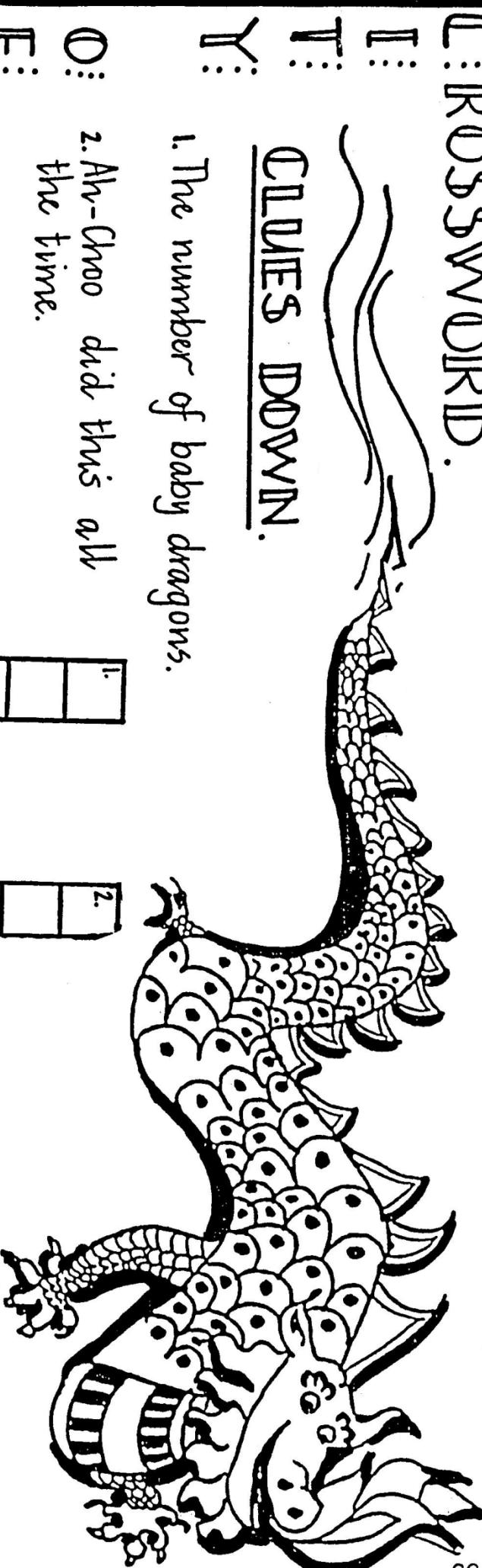
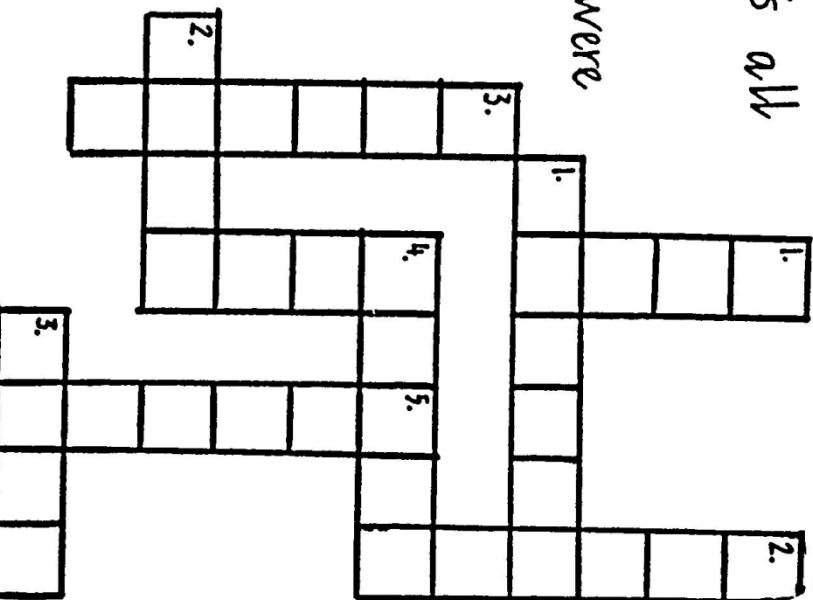
1. The number of baby dragons.

2. Ah-Choo did this all the time.

3. The baby dragons were tamed by putting this on.

4. The dragons live here.

5. The Keeper of The Gates.



CLUES ACROSS.

1. One of the dragon's favourite food - a fruit.

2. A very young dragon.

3. You threw this to capture the baby dragons.

4. The dragons were guarding this girl.

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LAND OF MYSTERY.

Part 2 (ii).

TIPS

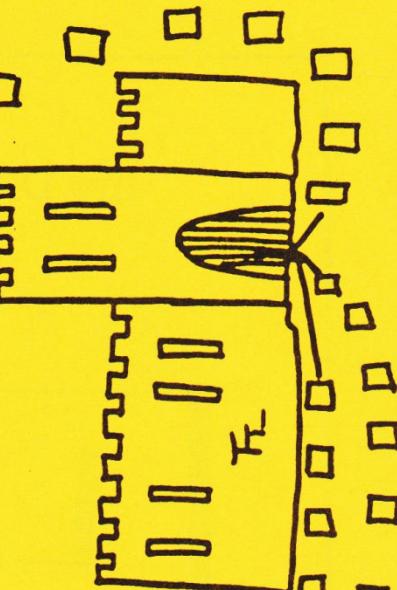
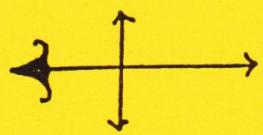
- * Map A.
This was used with "How Far In The Land Of Mystery" worksheet with younger or less able children.
Each square represents a giant's step.
- * Map B.
This map was used with "Measuring In The Land Of Mystery" worksheet.
- * Report Sheet.
The children need to become familiar with the Land of Mystery before they can find the children. They can record their findings on this sheet. They might need two or three sessions, in groups or as a class, at the computer to gather the relevant information.

MAP A.



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LAND OF MYSTERY

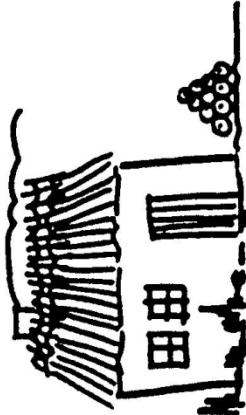
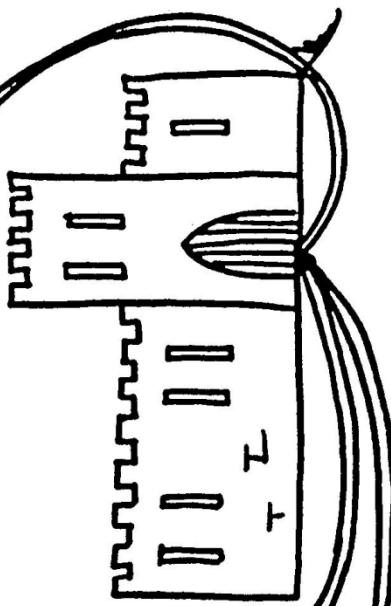
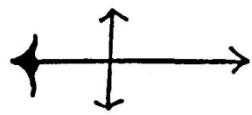


MAP B.



LAND
OFF

MYSTERY



LAND OF MYSTERY : RECORD SHEET

Name : _____

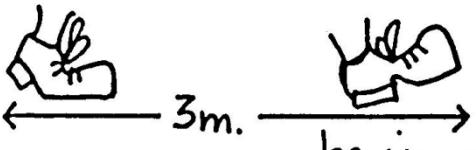
Date : _____

As you explore the Land of Mystery, write down the places you reach and creatures you meet and any information you want to remember.

HOW FAR IN THE LAND OF MYSTERY?

A. Each little square on the Land of Mystery is a Giant's step!  Use your map to fill in the chart.

	No. of G. Steps	No. of metres.
Cottage → Forest		
Forest → Cottage		
Lake → Hill		
Hill → Cottage		
Castle → Forest		
Forest → Lake		
Hill → Castle		

B.  If one giant's step is 3 metres long, what will your distances be in metres? Fill the chart. 

C. Can you try these?

$$\text{Cottage} \rightarrow \text{hill} \rightarrow \text{lake} = \square + \square \rightarrow \underline{\quad} \text{giant steps} \rightarrow \underline{\quad} \text{m.}$$

$$\text{Forest} \rightarrow \text{castle} \rightarrow \text{hill} = \square + \square \rightarrow \underline{\quad} \text{giant steps} \rightarrow \underline{\quad} \text{m.}$$

$$\text{Castle} \rightarrow \text{hill} \rightarrow \text{lake} \rightarrow \text{forest} = \square + \square + \square \rightarrow \underline{\quad} \text{giant steps} \rightarrow \underline{\quad} \text{m.}$$

$$\text{Forest} \rightarrow \text{cottage} \rightarrow \text{lake} \rightarrow \text{castle} = \square + \square + \square \rightarrow \underline{\quad} \text{giant steps} \rightarrow \underline{\quad} \text{m.}$$

D. Quickeries.

1. Find the quickest way from the cottage to the castle.

How many steps \rightarrow .

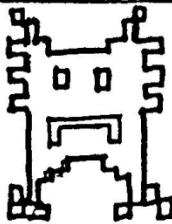
2. Find the quickest way from the forest to the hill.

How many steps \rightarrow .

3. How many steps would it take a giant to go everywhere in the Land of Mystery? 



MEASURING IN THE LAND OF MYSTERY.



Use your ruler to measure and answer these questions. You need the Land of Mystery sheet.

1. What height is the castle?
2. How wide is the castle door at its base?
3. How high is the hill?
4. What is the width of the lake?
5. What height is the cottage?
6. What is the width of the cottage?
7. Where can you see a tree 1 cm. tall?



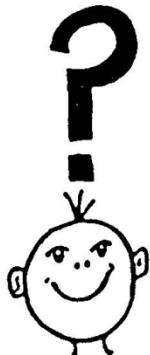
Do you remember how to measure curved lines?

Try these distances below.

Copy the chart and complete it.

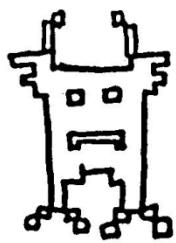
Path.	Distance on map.	Rear Distance
COTTAGE → HILL.		
HILL → CASTLE.		
CASTLE → LAKE.		
LAKE → FOREST.		
FOREST → COTTAGE.		
COTTAGE → LAKE.		
LAKE → HILL.		
LAKE → HILL → COTTAGE.		

If 1 cm
represents
3 metres
← write the
true dist-
ances in
this
column.



? If you walked along every path in the Land of Mystery, how far would you have walked? Give your answer in METRES!

WHERE IN THE LAND OF MYSTERY ?



Redhorn asks "Have you filled in N. S. E. W on your compass on your Land of Mystery sheet?"

* Try these. Copy the sentences. Choose the correct word.

1. The forest and the castle are on the (left/right) of my plan.
2. The hill and the cottage are on the (right/left) of my map.
3. The castle is to the (left/right) of the hill.
4. The cottage is to the (left/right) of the forest.

* In the same way, can you explain where

5. the lake is to the hill.
6. the lake is to the castle. ?

* To help you find your way around the Land of Mystery try and copy this passage.



The witch is searching for a place in the Land of Mystery to hide Daniel. She starts at the lake and walks***** to the hill. It is too high so she hurries ***** to the cottage but remembers she will be baking here later, so she scurries***** to the pom-pom forest. There are too many strange, scary creatures here so she runs***** to the castle. She thinks this will do nicely as a prison.

Teasers - You can draw the answer!

- * If you start at the castle, go west, then north. Where are you?
- * If you start at the cottage, go west, then south where are you?

WELCOME TO THE LAND OF MYSTERY.

[A]

Well done - you have found Jessica and Daniel!

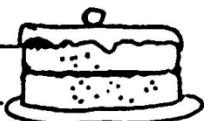
Can you write a sentence for each of the objects below to explain how they were important to you in your search?



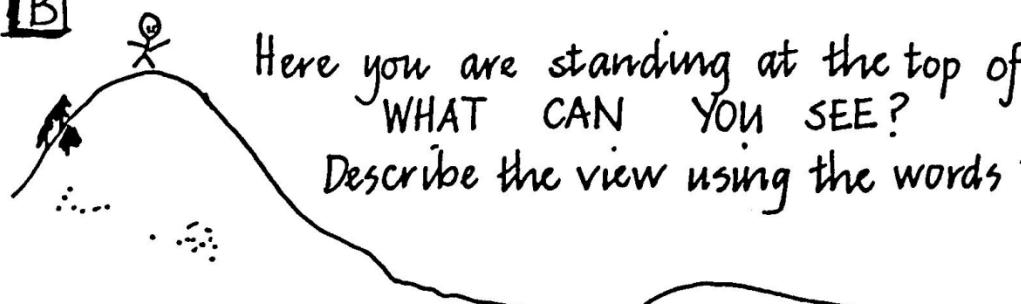
key



tree



[B]



Here you are standing at the top of the hill.

WHAT CAN YOU SEE?

Describe the view using the words to help you.

along
across
side
nearby

distant * visible *

* not far from * beside * distance * right * left * ahead * far off

It Happened In The Land Of Mystery.

Who?

- 1 Who lived here?



- 2 Who do these belong to?



- 3 Who did you find in the Castle of Dreams?

- 4 Who gave you this?



Where?

- 5 Where did you meet the giant?

- 6 Where did she appear?

- 7 Where did you collect this and why did you need it?

- 8 Where was the water needed?

- 9 Where must you not leave this?



- 10 Where did you find Jessica?

What?

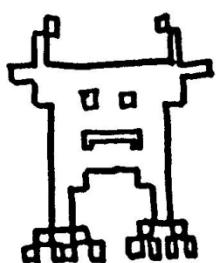
- 11 What question did the giant ask you?

- 12 What could you see from here?



- 13 What strange things did you see in the Castle of Dreams?

- 14 What did these two have in common?



CONCLUSION

TIPS

* The Press Interviews You.

You may like to have children make up additional questions and perhaps conduct a "proper" interview using microphone and tape recorder.

* As a final activity the children will enjoy choosing their favourite part of G.G. and working through it individually, in pairs or in groups.

* The children might like to make up quizzes about Granny's Garden. They can do this, and store them on disk, using the computer and "Make A Quiz" program in your Micro Primer Pack or "Guess and Create" available from Craigie College, Ayr.

DO YOU REMEMBER?



WHAT

- { were your three passwords?
did the bee sting?
were the colours of the dragons?
did you see on the stairs?
looked like China?
did you need to put on the dragons to
tame them?
four foods did you throw to the dragons?
is missing → backroom, kitchen, stairs - ?
is missing → snail, spider, bee. —, — ?

WHERE

- { did you find Anna?
did Redhorn live?
did you see the wooden box?
did you find Jessica?
did the butterfly help you?
was Claire kept prisoner?
did your whole adventure happen?
did you go in the Land Of Mystery?

WHO

- { was up the tree?
was in the tower?
helped you through the wood?
had flashing eyes?
was the Keeper of the Gates?
were in an army?
had big yellow teeth?
was there to help us?
was wandering around lost?
made the rope?
is missing: Jessica, Tom, Anna, Claire —, — ?

WORDSEARCH



I'm here to
start you off!

Find your friends from Granny's Garden!

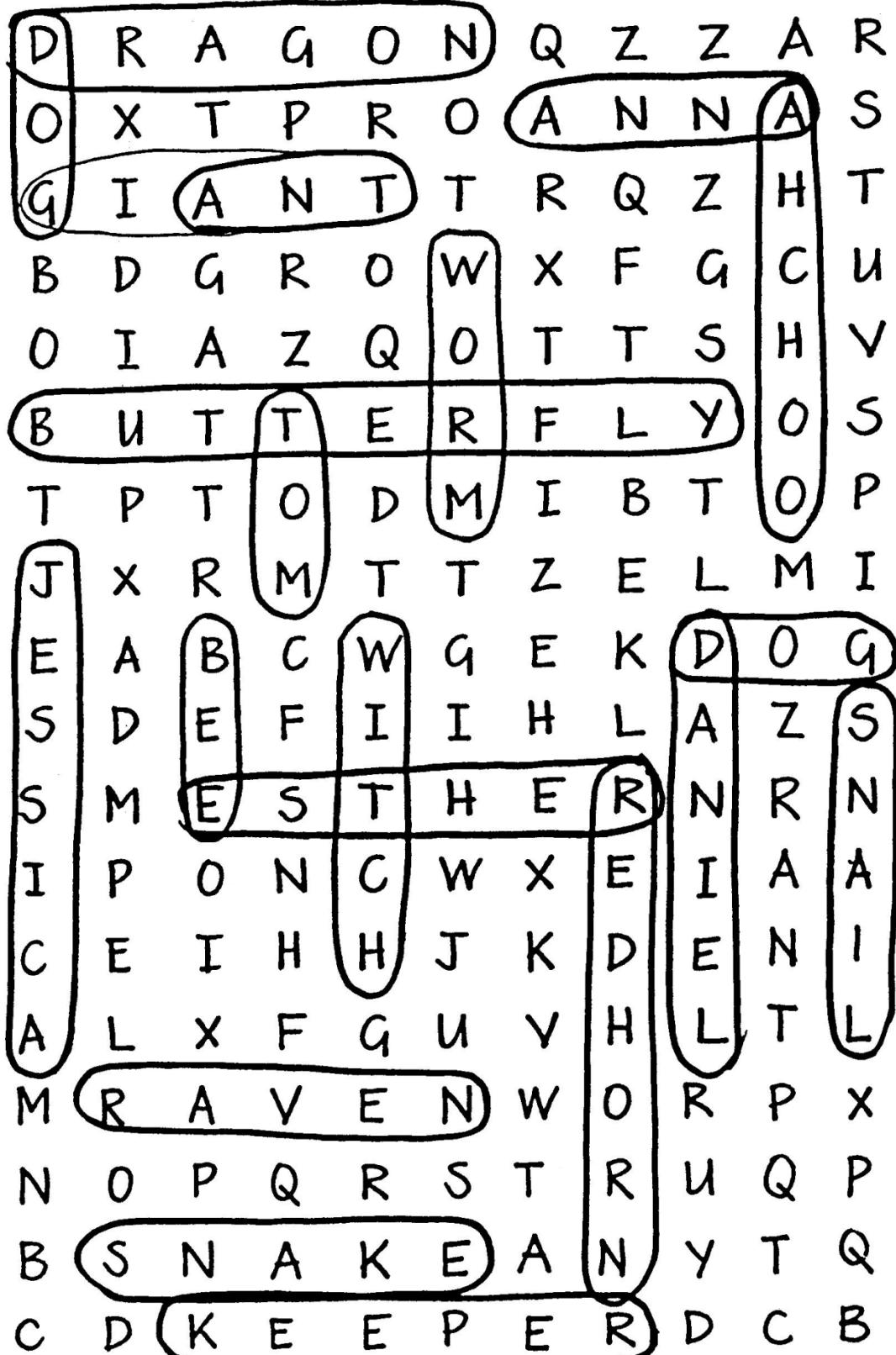
D	R	A	G	O	N	Q	Z	Z	A	R
O	X	T	P	R	O	A	N	N	A	S
G	I	A	N	T	T	R	Q	Z	H	T
B	D	G	R	O	W	X	F	G	C	U
O	I	A	Z	Q	O	T	T	S	H	V
B	U	T	T	E	R	F	L	Y	O	S
T	P	T	O	D	M	I	B	T	O	P
J	X	R	M	T	T	Z	E	L	M	I
E	A	B	C	W	G	E	K	D	O	G
S	D	E	F	I	I	H	L	A	Z	S
S	M	E	S	T	H	E	R	N	R	N
I	P	O	N	C	W	X	E	I	A	A
C	E	I	H	H	J	K	D	E	N	I
A	L	X	F	G	U	V	H	L	T	L
M	R	A	V	E	N	W	O	R	P	X
N	O	P	Q	R	S	T	R	U	Q	P
B	S	N	A	K	E	A	N	Y	T	Q
C	D	K	E	E	P	E	R	D	C	B

(ANSWER)

I'm here to
start you off!

WORDSEARCH

Find your friends from Granny's Garden!





The Press Interviews YOU.

The Kingdom of Mountains' newspaper has heard of your attempts to find the missing children. The newspaper reporter has come to interview YOU. Answer his questions as best you can on a separate piece of paper. Miss a line between each of your answers.

STOP PRESS : STOP PRESS

Reporter : Could you tell me your name, please?

You :

Reporter : For how long have you been searching for the Royal Children?

You :

Reporter : Who have you managed to find?

You :

Reporter : Could you tell me in three or four sentences how and where you discovered the children?

You :

Reporter : How were the children when you found them?

You :

Reporter : Have you had the misfortune of meeting the witch? Could you tell me about it?

You :

Reporter : Can you explain how you have felt during this?

You :

Reporter : Thank you very much for allowing me to talk to you.

GRANNY'S GARDEN ANSWERS

Ayr Division

Greenwood Teachers Centre
**Education
Resource
Service**

G.G. ANSWER SHEET.

A.

Some Points To Remember:

* Press RETURN each time you finish telling the computer something.

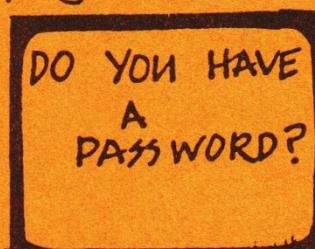
* To load a particular part of the program:

Part 1(i): Woodcutter's Home → Part 1

Part 1(ii): Giant's Garden → Part 1

Part 1 (i): City of Dragons → Part 2

Part 2(ii): Land of Mystery → Part 2



- No)
- Snow
- Sky
- River.

* If you wish no sound and want to move on quickly - when screen shows "Ready to start?"

Type OFF (Return)

T (Return)

Yes) (Return)

{ This guarantees that
magic tree will be
A 1.

* To Start

Hold down **SHIFT**

stab **BREAK**

* To Finish.

If you wish to end in the middle of the program press **BREAK** and **CNTL**

If this fails switch off.



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ANSWERS B.

Part 1(i) : The Woodcutter's House.

"Ready to start?" Yes or OFF T Yes { * See Points To Remember.

"There is a magic tree here" ? or A 1

"Which one do you think it is?"

"Do you have a password?" No

"Can you see a cave?" Yes

"Would you like to help the King and Queen?" Yes

"Would you like me to help you?" Yes



"Are you ready to come with me?" Yes

"Would you like to go in?" Yes

"What is it?" FOG

"Would you like to take an apple from the tree?" Yes

"Are you going to take it?" Yes

* "Where do you wish to go?" A * (if you want to move on quickly)

CUPBOARD

"Are you going to take it?" No

"Where do you wish to go?" CUPBOARD

"Are you going to take one?" Yes

"Which broomstick do you want?" GREEN

You have found ESTHER.

* "Where do you wish to go?" * B (for the children)

see over.



ANSWERS C.

The children will probably want to try all the rooms, but they must enter the cupboard twice to find Esther.

If the witch appears she will send you back to the beginning of the program - teacher "guidance" may be required here depending on time factor!

She will appear:

Kitchen: if you look in the pot.

Stairs: if you have nothing to throw at the snake if you throw the stick at the snake (use the apple!)

Cupboard: if you take the red broomstick.

You are safe in the backroom.

Part 1(ii). - The Giant's Garden.

{ This part starts the same as Part 1(i) but changes }
{ on input of the password. }

"Do you have a password?" - Yes

"Are you sure you have a password?" - Yes

"What is your password?" - SNOW

"Which one do you want to call?" - BUTTERFLY.

"Which one do you want to call?" - SNAIL

"Which one do you want to call?" - WORM

"Which one do you want to call?" - BEE

"Which one do you want to call?" - SPIDER

" You have found Tom . Password - sky . "



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You have now completed Part 1 of the program.

Part 2(i) The City Of the Dragons.

ANSWERS D.

The idea is to tempt the dragons out of the cave by throwing the appropriate foodstuff. Only when each dragon comes out on its own (appears on the screen alone) are you able to put on the collar.

By following these steps you will be able to guide the children to succeed in collaring all four dragons.

Step 1.

By throwing 3 or 4 different foods your children will be able to complete the matrix on the MATRIX sheet.

The completed matrix should look like this:

	Red	Blue	Green	Yellow
Oranges	S.	L.	H.	S.
Lollies	H.	S.	L.	S.
Buns	L.	S.	S.	H.
Chips	S.	H.	S.	L.

Now you and the children can use this information to help you in

Step 2.

First throw any foodstuff to tempt out one of the dragons. You will find you can collar this one.

Now, in order to get rid of it, you must throw the foodstuff it HATES (see matrix)

By doing this you will remove the dragon you have just collared, and a new one will appear.

You will be able now to collar this one and then to get rid of it by throwing the food it hates - and so on.

e.g. throw chips → yellow dragon appears → collared → discover food it hates from matrix → throw buns → red dragon loves buns → red dragon appears etc...

Should you still have difficulty you can follow the answer sequence on the next page →

Part 2(i). The City Of The Dragons.

Ready to start? Yes or OFF Yes

"What is your password?" SKY

"Are you brave enough to look for them?" Yes

"What is your favourite food?" (anything will do)

"Which food do you want to throw to the dragons?" chips

" " " " " " " " " " " " " " " " " " Buns

" " " " " " " " " " " " " " " " " " Olives

" " " " " " " " " " " " " " " " " " Oranges

You have found Claire.

Part 2(ii) - The Land Of Mystery.

Ready To Start? Yes or T Yes .

1. "What is your password?" **RIVER**
2. "Where do you wish to go?" **COTTAGE**
3. "Do you want to take the key and leave? (K)"
go inside the cottage? (G)" → **G**
4. "Do you want to take the cake?" Yes
5. "Where do you wish to go?" **FOREST**
6. "Where do you wish to go?" **LAKE**
7. "Where do you wish to go?" **COTTAGE**
8. "Do you want to take the key and leave?"
go inside the cottage?" → **K**
9. "Where do you wish to go?" **HILL**
10. "Shall I eat you?" Yes
11. "Do you want to take one?" Yes
12. "Where do you wish to go?" **LAKE**
13. "Tell me what sort of trees grow in the forest?" **POMPOM**
14. "Have you come for water?" Yes
15. "Can I have your key please?" No
16. "Where do you wish to go?" **CASTLE**
17. "Are you ready to explore?" Yes

You have found DANIEL.

18. "Where do you wish to go?" **LAKE**
19. "Have you come for water?" Yes
20. "Can I have your key, please?" Yes
21. "Do you want to know my name?" Yes
22. "Where do you wish to go?" **FOREST**
23. "Do you want to go in?" Yes

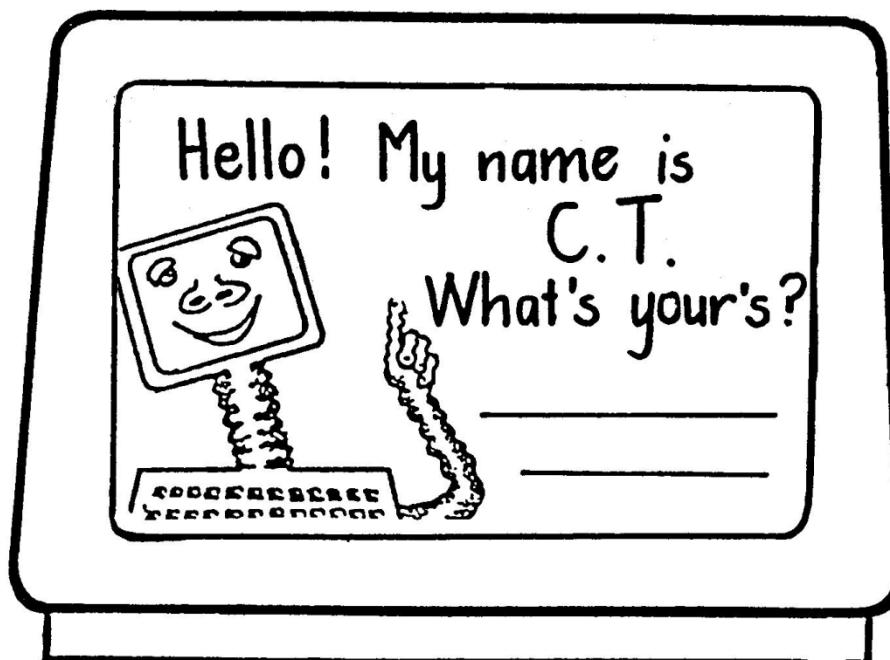
You find JESSICA !

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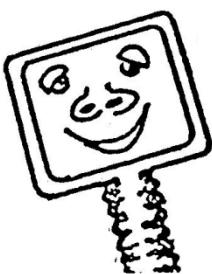
Education
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Getting To Know Your New Friend The Computer.

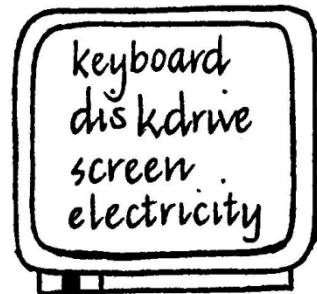


Strathclyde
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Education

The Computer In The Classroom.



Hello! Here are some new words to remember. →



Now that you have had a look at the computer answer these questions in sentences.

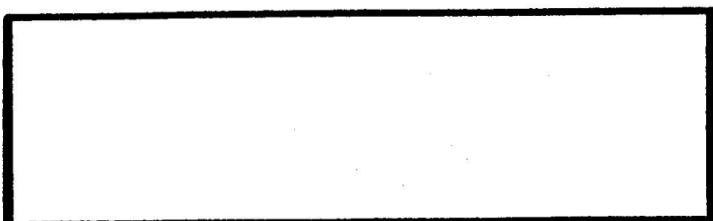
1. What makes the computer work? (Clue: you cannot see it or smell it!) _____

2. How does the electricity pass from the keyboard to the screen? _____

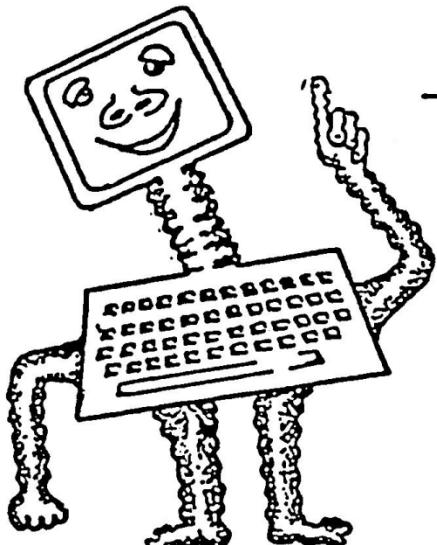
3. Why should you always let the teacher plug in the computer? _____

4. Which part of the equipment is like a typewriter? _____

5. Why should you never drink or eat near a computer? _____



← Can you draw in
the front of the
disk drive?



Using A Disk 1.

Now you have seen the disk being used can you help me by joining up these beginnings and endings? You should make five sensible sentences.

Beginnings.

1. The disk is in a little envelope.....
2. It is important to hold.....
3. Never leave a disk lying.....
4. The program will not start
5. You will hear a whirring sound....

Endings.

- if the disk is not locked in.
- as the computer looks for the program.
- to protect it.
- the disk correctly.
- on top of any part of the computer.

1. _____

2. _____

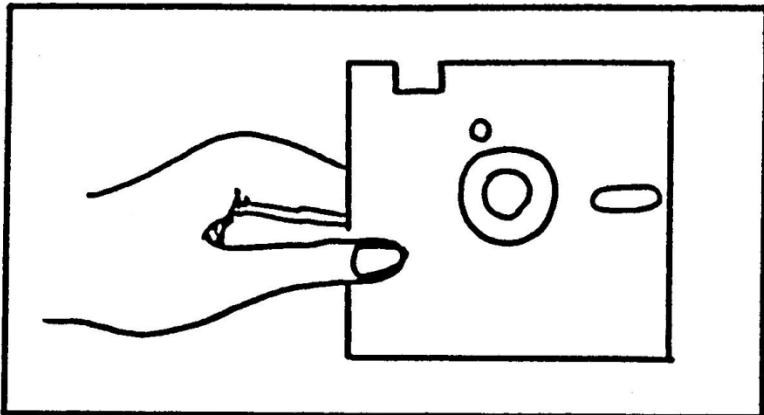
3. _____

4. _____

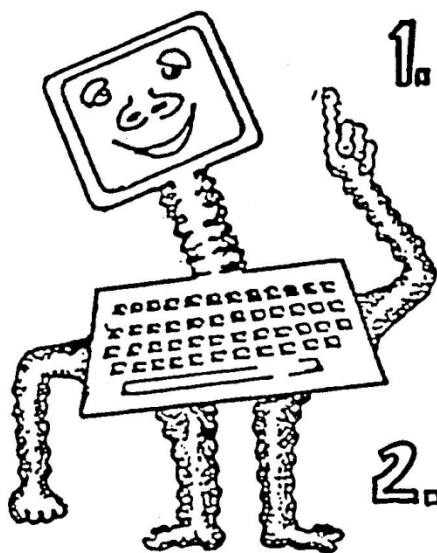
5. _____



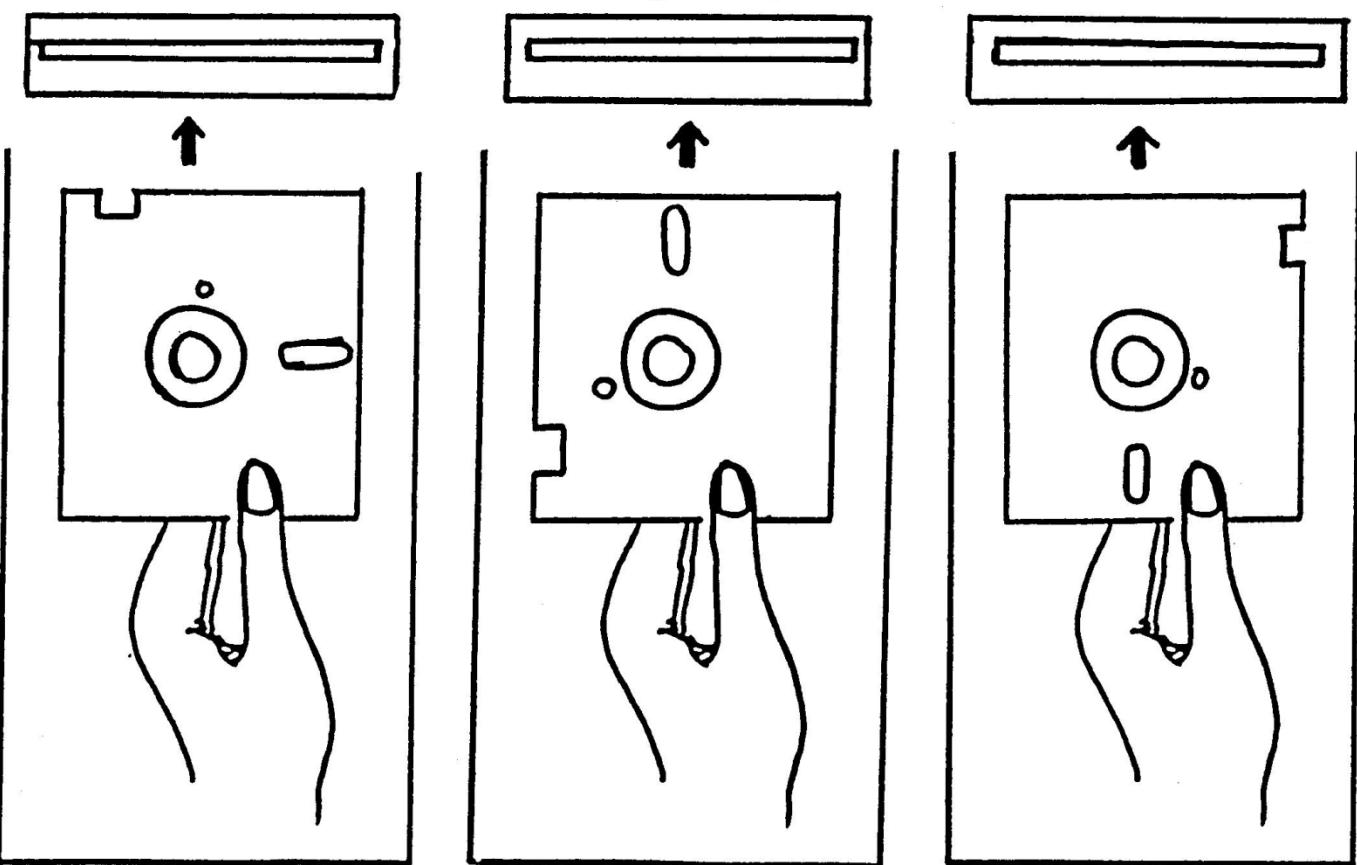
Using A Disk 2.



1. Colour the parts of the disk you must not touch.

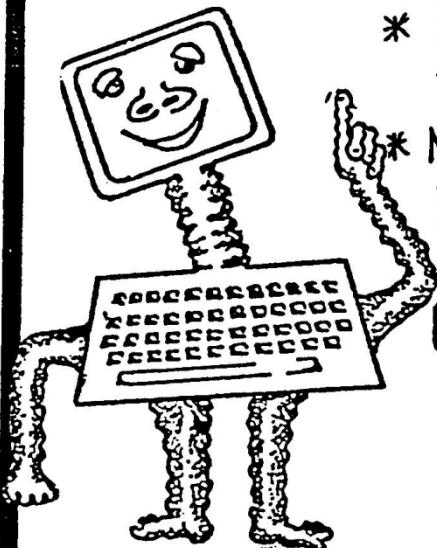


2. Show me the correct way to put the disk into the diskdrive by colouring only the correct picture.

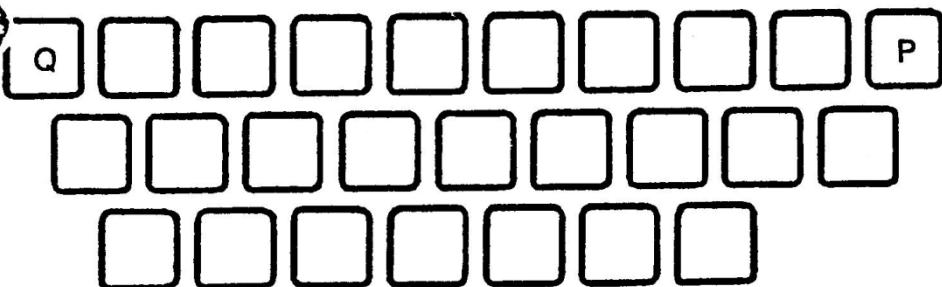


Using The Keyboard.

Hello!



- * Use the keyboard chart at the back to help you with this page.
- * Now fill in the missing letters on this keyboard.



- * Can you underline the TRUE sentences?

The letters on the keyboard are arranged in alphabetical order.

The letters on the keyboard are not arranged in alphabetical order.

On the keyboard the numbers are above the letters.

On the keyboard the numbers are below the letters.

You would press 0 for zero.

You would press Ø for zero.

If you press DELETE it will 'rub out' the letter you have typed.

If you press BREAK it will 'rub out' the letter you have typed.

The keyboard can type only capital letters.

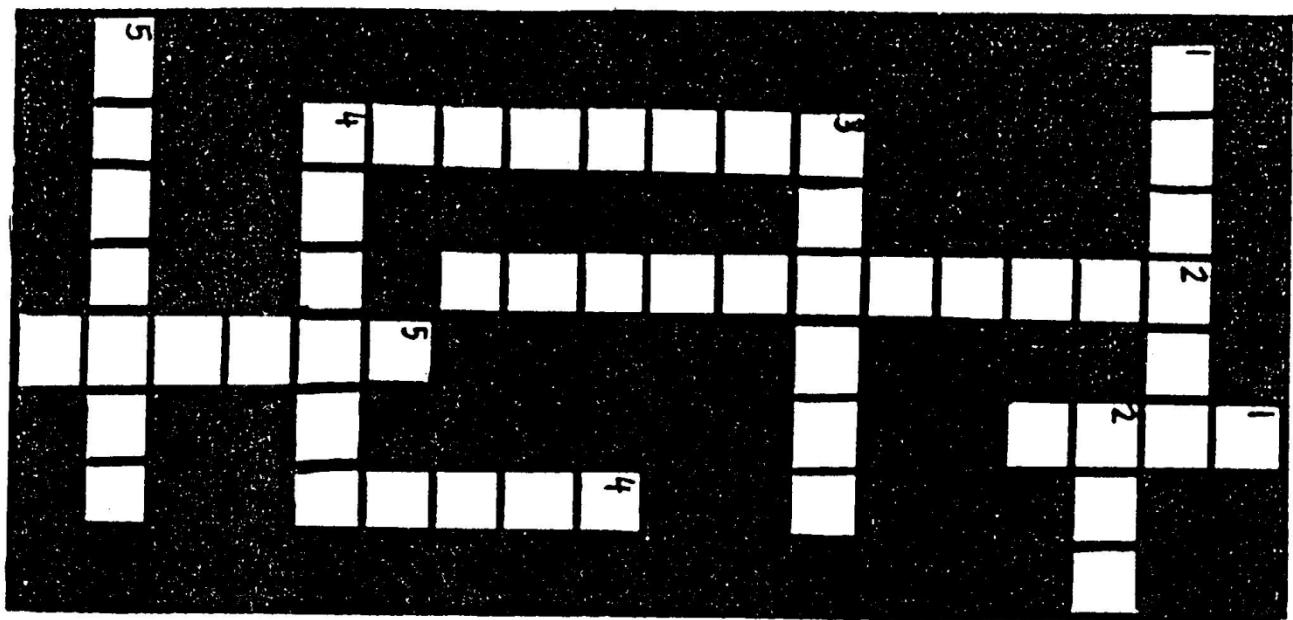
The keyboard can type both capital and small letters.

- * Can you label these keys?

When you finish telling the computer something you press this →

If you hold down this the letter keys print capitals and the SYMBOL keys print the upper symbol on the key. →

- * Can you copy some of the SYMBOLS? → _____

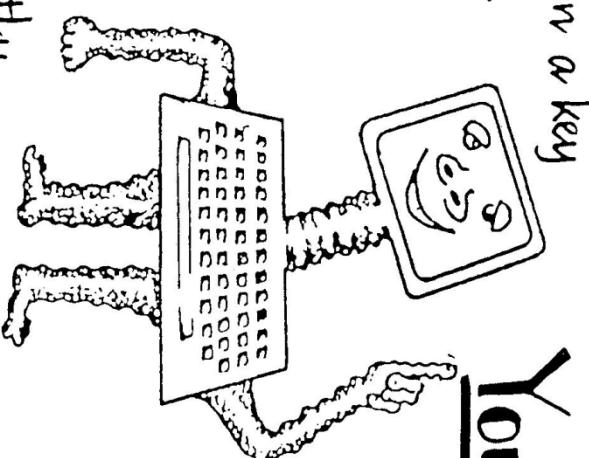


Clues Across:

1. This key will "rub out".
2. If you type [Y] it means....
3. A T.V. has this also.
4. If you keep pressing on a key the symbol will
5. This is on the disk.

Clues Down:

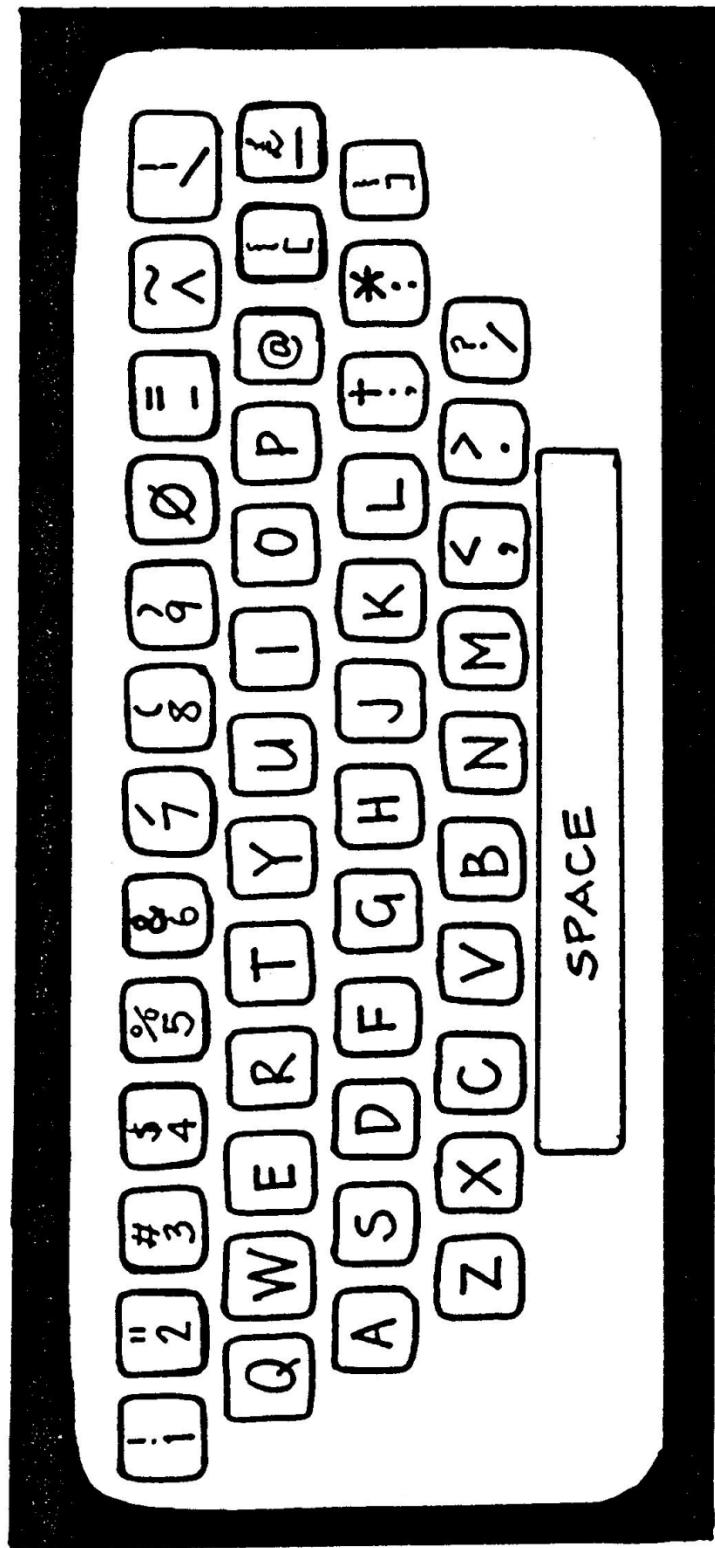
1. You press these gently.
2. The computer needs this to work.
3. The longest key on the keyboard.
4. If this key is held down the letter keys print capitals.
5. Press this to tell the computer you have finished typing.



You Know
Your New
Friend?

Ayr Division

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Getting To Know Your New Friend The Computer - Teaching Tips.

Using the G.T.K.Y.N.F.T.C. booklet will familiarise your class sufficiently with the computer for Granny's Garden. If you personally lack confidence in working with computers and find yourself in difficulties, chances are that one of your class will be able to offer assistance!

I would suggest that you use G.T.K.Y.N.F.T.C. booklet as a follow-up to two class lessons:-

Lesson 1 *introducing microcomputer

*naming of parts } Sht. T.

*danger of electricity }

*care of computer }

*what is a disk? }

*how to load a program }

Shts. 2 and 3

Lesson 2 *concentrating on the keyboard:

*positioning of keys particularly spacebar }

and use }

*keys repeating }

return }

delete }

shift }

Shts. 4 and 5.

Lesson 1.

Preparation -

*Have computer set up.

+ Flashcards of names of parts of computer handy
(micro computer/screen or monitor/keyboard/
diskdrive/wires/electricity)

* Granny's Garden disk in its envelope.

Outline:

- Explain name microcomputer.
 - Explain operated by electricity : dangers/wires.
 - Name parts of computer and discuss similarities to typewriter, T.V.
 - Discuss sensitivity of computer : no eating/drinking.
-
- Show disk in protective envelope - discuss reasons
 - Establish program (explain isp.) is on disk
 - Explain sensitivity of disk : not to leave out of computer etc.
 - Establish which parts of disk not to be handled: correct way of holding / loading disk.
 - Load Granny's Garden.
 - Start program by holding down SHIFT and stabbing BREAK
 - Explain whirring noise : searching for program.
 - Show Granny's Garden up to cave: explain computer picture is called a graphic. Go over sheets 1, 2 & 3.

Complete sheets 1, 2 and 3.

Lesson 2.

- * Have computer set up.
- * Large visual aid or blackboard sketch of keyboard showing relevant keys.

Outline:

- Reinforce main points of last lesson.
- Type* in assorted letters/numbers for children to see on screen
- Hold down a letter key to establish point that keys need only to be touched lightly. Introduce word 'repeat'.
- General look at keyboard pointing out:
 - * numbers above letters
 - * letters not in alphabetical order
 - * some keys have two symbols
 - * difference between O and Ø

- * Type* in a child's name (no capitals) without space between Christian name and surname. Use mistake to teach use of SPACEBAR

DELETE (erasing)

SHIFT (for uppercase & symbols).

- * Explain use of RETURN key

- to tell computer you having finished typing (parallel with 'over and out')
- to move cursor > onto the next line.

- * Explain for yes ; N for no.

- * Go over sheets. 4 and 5.

- * Complete sheets 4 and 5 referring to keyboard sheet at back.

Follow Up Activities

- * Whilst the children are working on the sheets, you may like to extract them, in groups or individually, to type their full names on the screen. This allows for use of SHIFT, SPACEBAR and possibly DELETE. Tell them to press RETURN in readiness for next child.

or/and

- * Use keyboard familiarisation games: ("Welcome" Tape; Microprimer Pack: "Cat and Mouse".)

or/and

- * Children will enjoy making their own computer graphic design on squared paper.

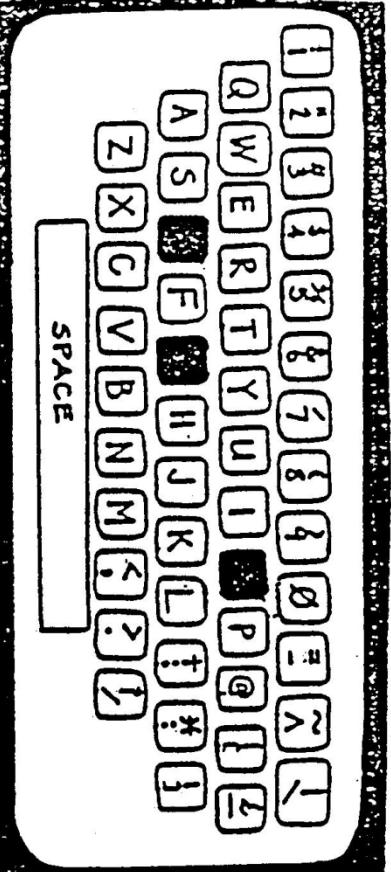
or/and

- * You might like to use "Passwords" Game : for explanation - see over.

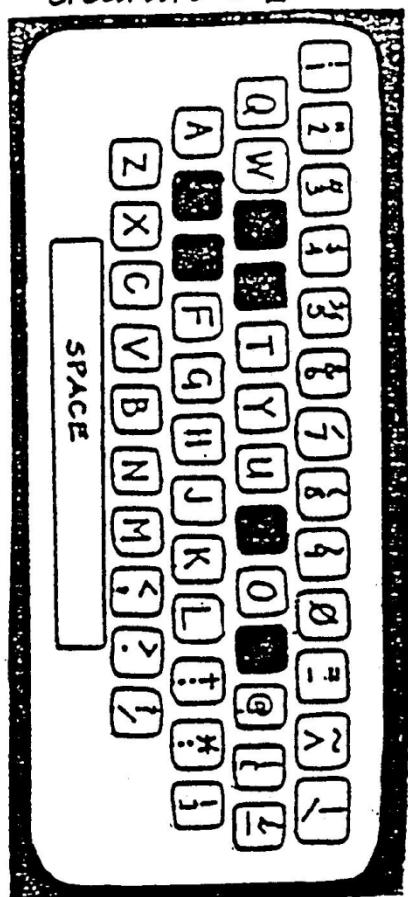
Password!

Sheet 1.

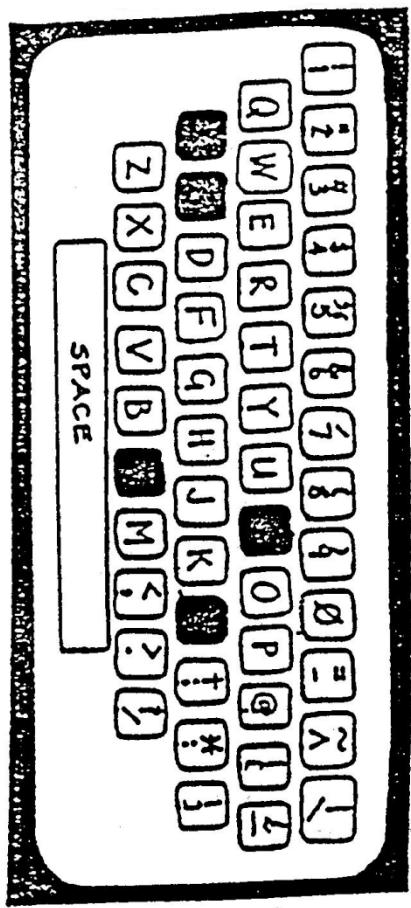
Each keyboard hides a creature from granny's garden. Can you work out their names? Compare these with the keyboards in your computer booklet. Watch! One of the creatures is a fantasy creature!



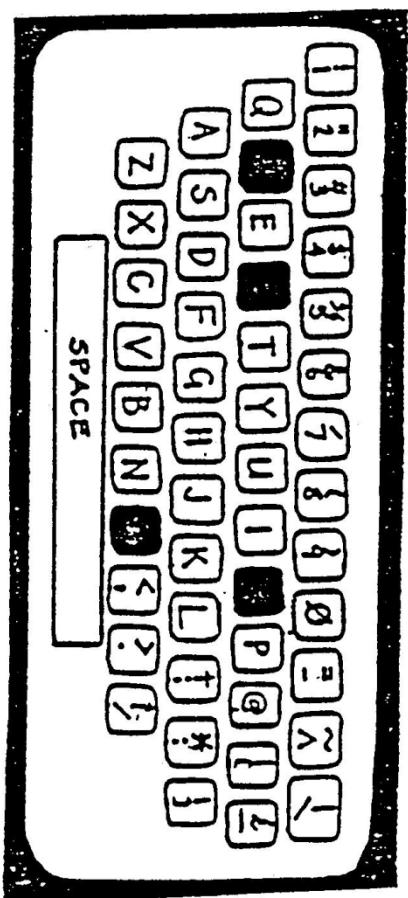
Creature 1. ↗



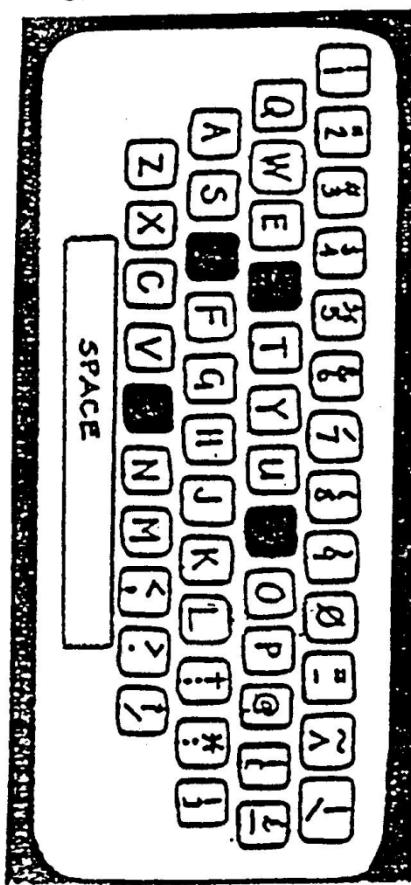
Creature 3 ↗



Creature 5 ↗



Creature 4 ↗



Creature 6 ↗

Password!

sheet 2.

Write the hidden
letters here

Wingumble them to
find the creature

Every creature you uncover, you will
meet in Granny's garden!

Draw your creature
here

1: — →

2: — →

3: — →

4: — →

5: — →

6: — →

— — — — —

— — — — —

— — — — —

— — — — —

— — — — —

— — — — —

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