

Selections: The long walk home

by Josephine Cotterill

Activities author: Adrian Tennant

Level: Flyers+

Recommended age: Grade 6, primary (11+)

Time needed: Indicated for each activity

Type of English: American

Note: These activities can be done one after the other, or separately. Some activities need to be done in sequence, i.e. you need to do Activity 1 before you do Activity 2.

Activity 1 (10 minutes)

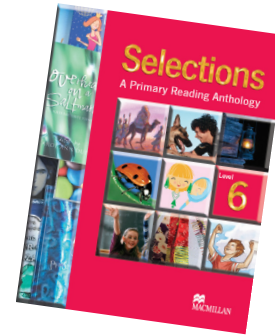
1. Hand out the worksheet with Activity 1 and ask the children to spend a few minutes reading the questions and thinking of their answers.
2. Put the children into pairs or groups of three and ask them to discuss their answers.
3. Monitor and help where necessary.
4. After about five minutes or so, stop the activity and ask a few children to report back on their discussion.

Activity 2 (10 minutes)

1. Hand out the worksheet.
2. Explain that you are going to play a recording of a story called *The long walk home* and that you want the children to think about the words they might hear in the story and then fill in the footprints with six words.
3. At this stage you might want to explain how to play 'bingo' – every time a student hears a word that is written in the box, they cross it out. If they cross out all six words they 'win'.
4. Give the children a minute or so to write their six words in the footprints.
5. Play the recording through once without stopping.
6. Watch carefully to see which children put up their hands.
7. After listening ask the children who put their hands up first to tell you the words they had on their card.

Activity 3 (5-10 minutes)

1. Hand out the worksheet with Activity 3 or write the three questions on the board.



2. Put the children in pairs and ask them to discuss the three questions – can they remember the answers?
3. Play the recording of the first two verses (the answers are all in verse two, but by playing verse one you will help the children to 'tune in' and listen properly).
4. Ask the children to check their answers with their partner.
5. Check the answers as a class.

Key:

1. school books; 2. sums; 3. water

Activity 4 (10-15 minutes)

1. Make enough copies of the transcript so there is one between three children.
2. Cut out the nine verses.
3. Put children in groups of three and give each group a copy of the cut out verses.
4. Ask the children to put the verses into the correct order.
5. Monitor and help where necessary.
6. Play the recording and ask the children to check their answers.
7. Finally, ask the children to read the whole poem in the correct order (you might want them to read this out loud).

Activity 5 (10 minutes)

1. Ask the children to spend a few minutes reading through the questions and trying to remember the answers. Encourage them to discuss their ideas in pairs.
2. Play the recording through once (without stopping).

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The long walk home

Written by Josephine Cotterill Illustrated by Elsa Warnick

It was a rainy afternoon.
The wind was wild and strong.
The rain was getting in my eyes,
The wind a howling song.

My backpack was full of school books,
My head was full of sums,
My boots so full of water,
I couldn't even run.

Then as I lifted up my head
Although the rain was in my eyes,
Through the stinging of the icy wind
I got a big surprise.

There in the winding road,
Its tail hanging down,
I saw a kind of dragon-thing
Its back a golden brown.

I tried to see it clearly,
I wiped the water off my face.
But it took one long look at me
And ran off at a rapid pace.

I followed it into the woods
And saw its footprints clear.
The prints were big and very deep,
It must have been quite near.

I crept into the shadows
My heart was beating fast.
I followed a trail of broken twigs
And the footsteps on the path.

I stepped very carefully
And listened for strange sounds.
At every turn I checked for clues
Upon the puddled ground.

As the rain was beating down
The footprints disappeared.
The woods were dark and silent,
There were no dragons here.



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Before listening / reading

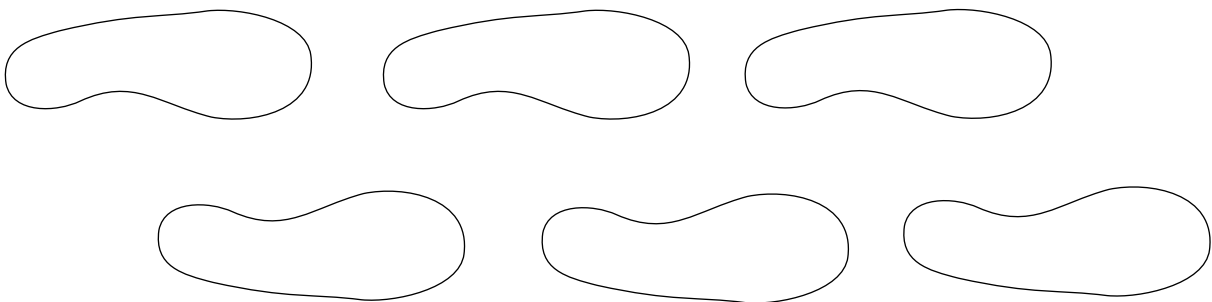
Activity 1

Work with a partner or in groups of three. Discuss these questions:

1. Do you ever take long walks? When do you take them? Where do you go?
2. Which of these things do you do when you are walking?
 - sing to yourself
 - talk to friends
 - think
 - listen to music
 - look around you
3. When you go for a walk, is there anything else you do?
4. Do you like walking in the rain? Why / Why not?

Activity 2

You are going to hear a story called *The long walk home*. Fill in the footprints with six words you think you will hear.



Now listen and cross out any of the words you hear. If you cross out all your words, put your hand up.

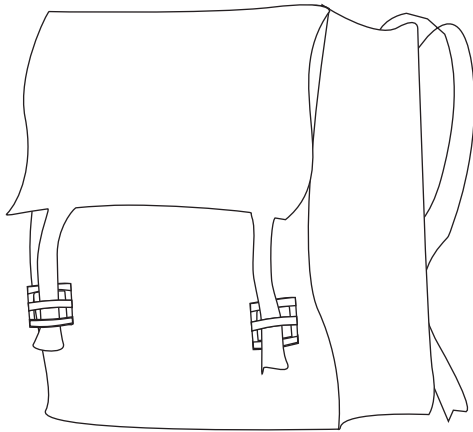
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Listen or read

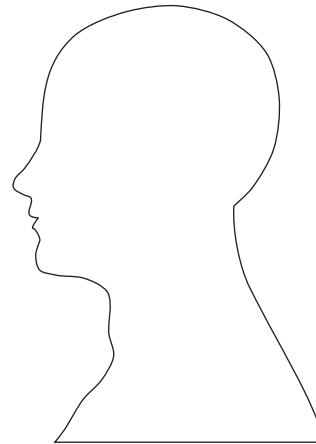
Activity 3

Before you listen again, see if you can remember the answers to these questions about the boy in the poem. Write your answer in the object under the question.

1. What was in his backpack?



2. What was his head full of?



3. What was in his boots?



Activity 5

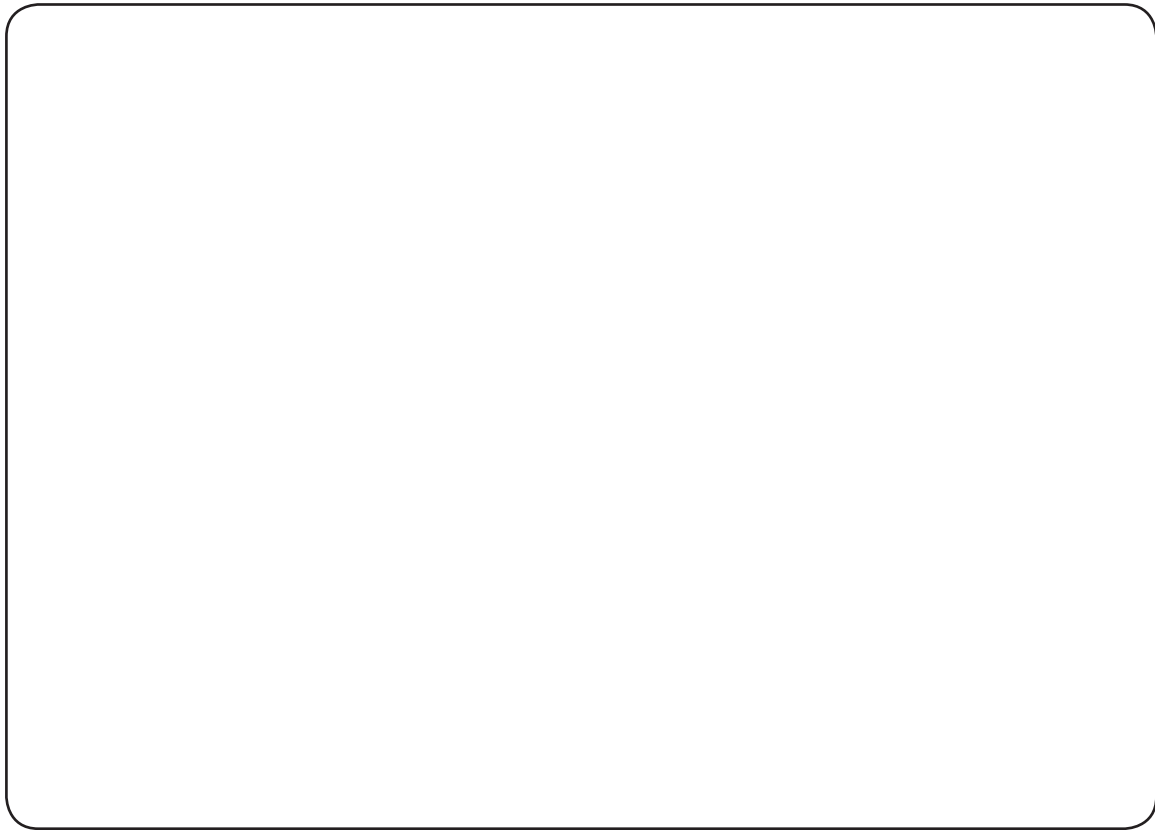
Listen again and answer the questions about the poem.

1. What time of day was it? _____
2. What was the weather like? _____
3. Why was the boy surprised? _____
4. Who ran away? _____
5. What did the boy do? _____

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Activity 6

Draw the dragon.



Activity 7

Imagine you were the boy in the story ...

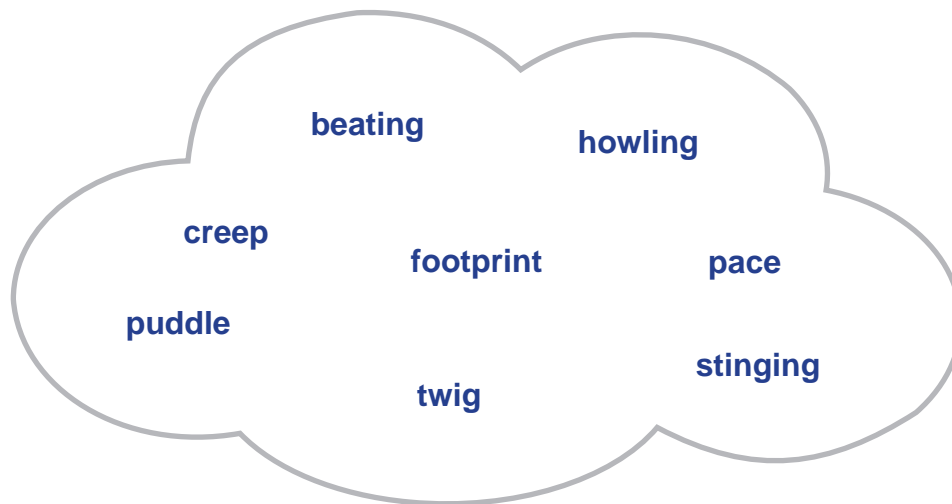
What would you have felt?

What would you have done?

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Activity 9

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1. a long loud sound made by an animal or the wind _____
2. a sore or uncomfortable feeling on your skin _____
3. the speed at which you walk or run _____
4. to move slowly and quietly _____
5. a mark made on the ground by a human or animal when they walk or run

6. making the same sound and movements again and again _____
7. a very small thin branch from a tree _____
8. a small pool of water, usually on the ground after rain _____