

Stig of the Dump

Chapter Three

National Curriculum Objectives:

English Year 3 & Year 4: [Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context](#)

English Year 3 & Year 4: [Retrieve and record information from fiction and non-fiction](#)

Differentiation for Challenge Activity:

Section A Put the eight key events in the correct order.

Section B Convert past tense verbs to present tense.

Section C Name five items that could be given to Stig as a gift.

Section D Complete the character profile of Stig.

More [Stig of the Dump](#) Resources.

Did you like this resource? Don't forget to review it [here](#).

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E: (Q1) What time of year does this part of the story take place in? (C6/2b)
Christmas/December/winter.

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E: (Q2) Where does the ceiling beam in Barney's room come from? (C6/2b) It had once been part of a ship.

M: (Q20) Why do you think Barney had not thought about Stig over Christmas? (P5/2d) The first two chapters were set in the Autumn time so it has been a while since Barney last saw Stig. He has been distracted by Christmas presents and celebrations and forgotten about Stig.

D: (Q8) Why did Barney feel sorry for Stig living in a cave at this time of year? (C6/2b) The weather was extremely cold; Stig would be exposed to the elements.

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S: (Q14) What do the words 'slipped out' tell us about the way Barney left the house? (C1/2a) He left quietly and without anyone noticing.

D: (Q9) Use a dictionary to find the meaning of the word 'copse'. (L3) A small group of trees.

S: (Q15) Which simile is used to describe the sound of the frozen leaves make in the copse? (C7) Crunched like cornflakes.

S: (Q16) What does the word 'mop' tell us about the state of Stig's hair? (C1/2a) It is a dishevelled mess.

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E: (Q3) What did Barney think was wrong with Stig at first? (C6/2b) He thought he had a cold.

D: (Q10) Stig moved 'as if his joints were rusty': what does this tell the reader about the way Stig moved? (C1/2a) He moved slowly and jerkily as if his muscles wouldn't work.

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D: (Q11) Why wouldn't Barney's fingers do what he wanted them to when he was helping Stig? (P5/2d) The cold was making them stiff.

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D: (Q12) What does Barney mean when he says 'wood warms you twice'? (C6/2b) It warms you once when you cut it (because of the energy needed to complete the task) and again when you burn it in a fire.

E: (Q4) What items did Barney get from his Grandfather's shed? (C6/2b) A steel axe; a long sharp cross-cut saw; a coil of rope.

M: (Q21) What does the author mean by the phrase 'worked like medicine'? (C1/2a) It seemed to brighten Stig up immediately; it made him feel better.

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M: (Q22) Barney describes the tree as waiting and thinking. What technique is the author using here? (C7) Personification

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M: (Q23) What does the way Stig and Barney work together tell us about their developing relationship? (P5/2d) They are beginning to understand each other more easily and are becoming friends; they are becoming more comfortable with each other.

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E: (Q5) Why did Barney and Stig need to cut the tree down? (C6/2b) For firewood.

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S: (Q17) How does Stig begin to behave like a modern man? (C6/2b) He learns to use matches and a saw.

M: (Q24) Does Barney bring civilisation to Stig? Explain your answer. (R2) Personal response. Answers could refer to how Stig is living successfully as he is, however the things that Barney brings makes Stig's life easier.

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E: (Q6) Why do you think Stig thought the matches were precious? (P5/2d) The matches would quickly and easily light a fire which would save him time and energy; the matches seemed almost magical to him.

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E: (Q7) Describe the scene which Stig painted on the wall. (C6/2b) He painted a galloping horse; a stag with antlers; men running with spears and bows and arrows; men killing a deer. He has drawn a hunt.

S: (Q18) Which phrases show that Stig is concentrating on the drawing? (C7) He seemed to be looking through it; his eyes fixed intently; Stig took no notice of Barney; Stig was not thinking.

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S: (Q19) At the end of the chapter, how does Barney begin to behave like someone from the Stone Age? (C6/2b) He returns home carrying a flaming torch and a spear.

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D: (Q13) Why did Lou giggle at Barney when he told them where he had been? (C6/2a) She thinks that Barney got mixed up when speaking and said he drew 'with a blackboard on the chalk'; she didn't believe that what he said was true.

M: (Q25) Barney felt happier about helping Stig than he did about receiving his presents. What moral is the author trying to get across here? (P5/2d) That doing something kind for someone else feels better than receiving lots of gifts.

M: (Q26) Do you think Barney's sister and Grandmother believe him? Explain your answer. (P5/2d) No, because they giggle at what he says; they don't believe something so strange could really happen.

Stig of the Dump
Chapter Three – Comprehension

Section A

1. What time of year does this part of the story take place in? (C6/2b)

2. Where does the ceiling beam in Barney's room come from? (C6/2b)

3. What did Barney think was wrong with Stig at first? (C6/2b)

4. What items did Barney get from his Grandfather's shed? (C6/2b)

5. Why did Barney and Stig need to cut the tree down? (C6/2b)

6. Why do you think Stig thought the matches were precious? (P5/2d)

7. Describe the scene which Stig painted on the wall. (C6/2b)

Section B

8. Why did Barney feel sorry for Stig living in a cave at this time of year? (C6/2b)

9. Use a dictionary to find the meaning of the word ‘copse’. (L3)

10. Stig moved ‘as if his joints were rusty’: what does this tell the reader about the way Stig moved? (C1/2a)

11. Why wouldn’t Barney’s fingers do what he wanted them to when he was helping Stig? (P5/2d)

12. What does Barney mean when he says ‘wood warms you twice’? (C6/2b)

13. Why did Lou giggle at Barney when he told them where he had been? (C6/2a)

Section C

14. What do the words ‘slipped out’ tell us about the way Barney left the house?
(C1/2a)

15. Which simile is used to describe the sound of the frozen leaves make in the copse?
(C7)

16. What does the word ‘mop’ tell us about the state of Stig’s hair? (C1/2a)

17. How does Stig begin to behave like a modern man? (C6/2b)

18. Which phrases show that Stig is concentrating on the drawing? (C7)

19. At the end of the chapter, how does Barney begin to behave like someone from the Stone Age? (C6/2b)

Section D

20. Why do you think Barney had not thought about Stig over Christmas? (P5/2d)

21. What does the author mean by the phrase ‘worked like medicine’? (C1/2a)

22. Barney describes the tree as waiting and thinking. What technique is the author using here? (C7)

23. What does the way Stig and Barney work together tell us about their developing relationship? (P5/2d)

24. Does Barney bring civilisation to Stig? Explain your answer. (R2)

25. Barney felt happier about helping Stig than he did about receiving his presents. What moral is the author trying to get across here? (P5/2d)

26. Do you think Barney’s sister and Grandmother believe him? Explain your answer. (P5/2d)

Stig of the Dump
Chapter Three – Challenge Activity

Section A

Put these eight key events in the correct order in which they happened in Chapter Three.

	Barney and Stig cut the tree down.
	Barney offers Stig a match to light the fire.
	Barney leaves Grandmother's house to find Stig.
	Barney and Stig chop the tree into smaller pieces to make firewood.
	Barney collects equipment from Grandfather's shed.
	Stig tries to start a fire himself.
	Barney heads home with a torch and a spear.
	Stig draws cave paintings on the wall of the cave.

Section B

Convert each of these past tense verbs from the text into present tense.

went

drove

stood

threw

were

leapt

felt

thought

scrambled

walked

found

held

sat

climbed

got

hung

reached

started

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Chapter Three – Stig of the Dump – Challenge Activity

Stig of the Dump
Chapter Three – Challenge Activity

Section C

Name five items that you would take as gifts for Stig if you were Barney. Explain the reasons for each of your choices.

Item 1:

Item 2:

Item 3:

Item 4:

Item 5:

Stig of the Dump
Chapter Three – Challenge Activity

Section D

Complete the character profile for Stig.

Appearance:

Personality:

Stig

Skills:

What else do you want to find out about this character?

1.

2.

3.

4.

Stig of the Dump
Chapter Three – Challenge Activity

Section A

Put these eight key events in the correct order in which they happened in Chapter Three.

3	Barney and Stig cut the tree down.
6	Barney offers Stig a match to light the fire.
1	Barney leaves Grandmother's house to find Stig.
4	Barney and Stig chop the tree into smaller pieces to make firewood.
2	Barney collects equipment from Grandfather's shed.
5	Stig tries to start a fire himself.
8	Barney heads home with a torch and a spear.
7	Stig draws cave paintings on the wall of the cave.

Section B

Convert each of these past tense verbs from the text into present tense.

went	drove	stood
go	drive	stand
threw	were	leapt
throw	are	leap
felt	thought	scrambled
feel	think	scramble
walked	found	held
walk	find	hold
sat	climbed	got
sit	climb	get
hung	reached	started
hang	reach	start

Stig of the Dump
Chapter Three – Challenge Activity

Section C

Name five items that you would take as gifts for Stig if you were Barney. Explain the reasons for each of your choices. **Personal response. Answers need to be justified with reasons for their choice. Examples could include:**

Item 1:

Matches – these would help Stig start a fire and keep warm. Also, they don't cost much (a penny) for a box so they would be easy to get for Stig.

Item 2:

A blanket – this would help Stig to stay warm at night. He currently uses bracken, dead grass and newspaper to create a nest to sleep in.

Item 3:

A pen knife – Stig could use this to help cut small pieces of firewood for kindling. He could also use it as a tool around his pit.

Item 4:

Scissors – Stig could use scissors for a variety of things around his pit. The previous chapters mention that Stig uses old unwanted things that get dumped in the pit. A pair of scissors could help him cut up material to use around his home.

Item 5:

A torch – This could be useful to Stig in the winter time as it is dark earlier in an evening. It would allow him to see in the depths of his make-shift home in the pit.

Stig of the Dump
Chapter Three – Challenge Activity

Section D

Complete the character profile for Stig.

Appearance:

Answers should refer to Stig’s messy hair and clothes made from animal skin.

Personality:

Answers should refer to the way Stig approaches problems and the way he treats Barney.

Picture

Stig

Skills:

Answers should refer to Stig’s ability to fix and create things supported with evidence from the text.

What else do you want to find out about this character?

- | | |
|----|--|
| 1. | Personal response. Questions could refer to any unanswered questions they have about Stig’s life and background. |
| 2. | |
| 3. | |
| 4. | |

Whole Class Guided Reading – Teaching Guide

- Give each pair a copy of the book to read individually or as a whole class.
- The teacher should use the teacher version. It tells you where to pause after each page and provides questions for you to ask. The colours refer to our levels so that you can direct specific questions at specific students (their version does not have these colours or show them which is mastery, etc.). The questions are also numbered in the order they appear on the comprehension sheet.
 - Beginner – (Red)
 - Easy – (Blue)
 - Tricky – (Orange)
 - Expert – (Green)
- The children can record their answers to the questions at the end of the shared read/discussion or in a different session by using the comprehension sheet. The questions have been re-grouped into abilities so that you can assign sections to specific children.
 - Section A – Beginner
 - Section B – Easy
 - Section C – Tricky
 - Section D – Expert
- The codes at the end of each question refer to the interim statements and the reading objectives from the New National Curriculum for England (a guide to the codes can be found at the end of this document).

Comprehension

Year 1/2	C1/1a	Discussing word meanings, linking new meanings to known vocabulary
	C2	Answer simple, information retrieval questions about texts*
	C3	Drawing on what they already know from background information and vocabulary provided by the teacher
	C4	Discussing and expressing views about a wide range of texts
	C5/1c	Discussing the sequence of events in texts and how items of information are related
Year 3/4	C1/2a	Explaining the meaning of words in context
	C4	Discussing and expressing views about a wide range of texts
	C6/2b	Retrieve and record information from fiction and non-fiction
	C7	Identifying how language, structure and presentation contribute to meaning
Year 5/6	C1/2a	Exploring the meaning of words in context
	C4	Discussing and expressing views about a wide range of texts
	C6/2b	Retrieve, record and present information from fiction and non-fiction
	C7	Identifying how language, structure and presentation contribute to meaning
	C8/2h	Making comparisons within and across texts
	C9	Distinguish between statements of fact and opinion

Predictions and Making Inferences

Year 1/2	P1	Link the text to their own experiences
	P2/1e	Predicting what might happen on the basis of what has been read so far
	P3/1d	Making inferences on the basis of what is being said and done
	P4	Answering and asking questions
Year 3/4	P2/2e	Predicting what might happen from details stated and implied
	P4	Asking questions to improve their understanding
	P5/2d	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Year 5/6	P2/2e	Predicting what might happen from details stated and implied
	P4	Asking questions to improve their understanding
	P5/2d	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

Year 1/2	L1	Recognising and joining in with predictable phrases
	L2	Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
Year 3/4	L3	Using dictionaries to check the meaning of words they have read
	L4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Year 5/6	L2	Learning a wider range of poetry by heart
	L4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
	L5/2g	Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
	L6/2f	Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than Three paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than Three paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices