



This text is taken from *Five Children and It* by E. Nesbit.

The Creature in the Sand

Five children – Robert, Anthea, Jane, Cyril and the Baby – explore a gravel pit near their new home. When they dig a hole in the sand they are surprised to find a strange creature.

The children stood round the hole in a ring, looking at the creature they had found. It was worth looking at. Its eyes were on long horns like a snail's eyes, and it could move them in and out like telescopes; it had ears like a bat's ears, and its tubby body was shaped like a spider's and covered with thick soft fur; its legs and arms were furry too, and it had hands and feet like a monkey's.

'What on earth is it?' Jane said. 'Shall we take it home?'

The thing turned its long eyes to look at her and said –

'Does she always talk nonsense, or is it only the rubbish on her head that makes her silly?'

It looked scornfully at Jane's hat as it spoke.

'She doesn't mean to be silly,' Anthea said gently; 'we none of us do, whatever you may think! Don't be frightened; we don't want to hurt you, you know.'

'Hurt *me!*' it said. '*Me* frightened?'

Upon my word! Why, you talk as if I were nobody in particular.' All its fur stood out like a cat's when it is going to fight.

'Well,' said Anthea, still kindly, 'perhaps if we knew who you are in particular we could think of something to say that wouldn't make you angry.'

Everything we've said so far seems to have done so. Who are you? And don't get angry! Because really we don't know.'

'You don't know?' it said. 'Well, I knew the world had changed – but – well, really –Do you mean to tell me seriously you don't know a Psammead when you see one?'

'A Sammyadd? That's Greek to me.'

'So it is to everyone,' said the creature sharply. 'Well, in plain English, then, a *Sand-fairy*. Don't you know a Sand-fairy when you see one?'

It looked so grieved and hurt that Jane hastened to say, 'Of course I see you are, *now*. It's quite plain now one comes to look at you.'

'You came to look at me, several sentences ago,' it said crossly, beginning to curl up again in the sand.

'Oh – don't go away again! Do talk some more,' Robert cried. 'I didn't know you were a Sand-fairy, but I knew directly I saw you that you were much the wonderfulest thing I'd ever seen.'

The Sand-fairy seemed a shade less disagreeable after this.

'It isn't talking I mind,' it said, 'as long as you're reasonably civil. But I'm not going to make polite conversation for you. If you talk nicely to me, perhaps I'll answer you, and perhaps I won't. Now say something.'

Of course no one could think of anything to say, but at last Robert thought of 'How long have you lived here?' and he said it at once.

'Oh, ages – several thousand years,' replied the Psammead.

'Tell us about it. Do.'

'It's all in books.'

'*You* aren't!' Jane said. 'Oh, tell us everything you can about yourself! We don't know anything about you, and you *are* so nice.'

The Sand-fairy smoothed his long rat-like whiskers and smiled between them.

'Do please tell!' said the children all together.

Monday

Task 1

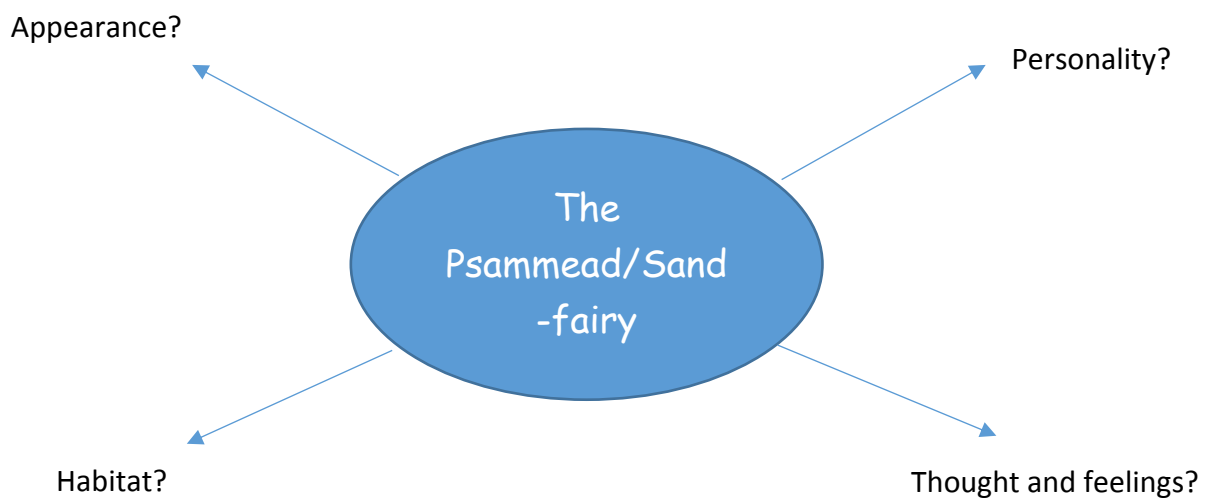
Make a list of any words that you are unsure of. Can you read around the word to try and find its meaning? If you are still unsure, you can use a dictionary to help you (either online or a book). Here is a link to one:

<https://kids.britannica.com/kids/browse/dictionary>

<u>Unknown Words</u>	<u>Definitions</u>

Task 2

Create a mind map about the 'Sand-fairy' or the Psammead. What are you told about it? What does it look like? What kind of personality does it have? Where does it live? Use evidence from the text to help support you.



Once you have created your mind-map, I'd like you to sketch what you think a Psammead look like. Once you have sketched it, I want you to use your retrieval skills to find pieces of information from the text which support your ideas. Use your mind-map to help you here too!

Tuesday

Today we are going to explore the grammar and vocabulary within the text and who its audience is.

1. What genre of text is this and how do you know? (2 marks)

2. What person is the text written in? (1 mark)

3. Find and copy a word that suggests that the creature frowned at Jane. (1 mark)

4. Find and copy a simile from the first page.(1 mark)

5. What is a Psammead? (1 mark)

6. '*It looked so grieved and hurt that Jane **hastened** to say*'

What does the word **hastened** mean in this sentence? (2 marks)

7. Look at the paragraph beginning '*It isn't talking I mind*'. Circle the word that is closest in meaning to "*civil*". (1 mark)

nice

happy

quiet

polite

8. '*The Sand-fairy seemed a shade less disagreeable after this*'

In your own words, describe what this sentence means (2 marks)

9. '*Hurt me!*' it said. '*Me* frightened?'

Why is the word '*me*' written in italics?

Wednesday

Today we will be focusing on our retrieval skills. What does retrieval mean?

1. What is the name of the book this extract is taken from? (1 mark)

2. What are the names of all of the children? (1 mark)

3. According to the text, what do the children stand around? (1 mark)

4. Look at the first page and tick each box to say whether the statement is true or false. (2 marks)

	true	false
The children aren't surprised to see the Psammead.		
The Psammead is friendly to the children		
Jane speaks first		
The Psammead had smooth arms.		

5. Write down one thing you are told about Anthea. (1 mark)

6. Look at the whole text. What statements best summarise the creature?

	Tick two
The creature is polite.	
The creature is arrogant.	
Nobody knows anything about the creature.	
The creature is harmless.	

7. Who thought of something to say to the creature after he asked them to speak again? (1 mark)

8. Look over the whole text and tick each box to say whether the statement is fact or opinion. (1 mark)

	fact	opinion
The creature lives in the sand.		
The children have never seen a Sand-fairy before.		
The children are scared of the Psammead.		
The Psammead is devious.		

Thursday

Today we are going to be focusing on our inference and explaining skills. Let's think about how we use these skills and identify these questions and then practise one question together.

1. Look at the first paragraph. Why is the creature '*worth looking at*'? (1 mark)

2. What does the creature mean by the rubbish on Jane's head? (1 mark)

3. Find and copy two pieces of evidence that give you the impression that creature isn't happy to see the children (2 marks)

4. '*...beginning to curl up in the sand again*'
Why do you think the creature does this? (1 mark)

5. '*The Sand-fairy smoothed his long rat-like whiskers and smiled between them*'
What does this suggest about the Sand-fairy? (2 marks)

6. Why do you think the Psammead is rude to the children? (1 mark)

7. What do you think the children and the Psammead going to do next? Use evidence to support your answer. (2 marks)

Friday

Now that you have read the text, have a go at answering a range of different test style questions:

1. Draw line to match each part of the creature's body to its description: (1 mark)

Ears	Like a monkey's
Eyes	Like a spider's
Body	Like a snail's
Hands and feet	Like a bat's

2. From what you learn in the text, tick to show whether the following are true or false. (2 marks)

	True	False
The Psammead is thousands of years old.		
The Psammead lives in the sand.		
<i>Psammead</i> is a Latin word.		

3. Read these lines from the text:

'Tell us about it. Do.'

'It's all in books.'

'You aren't!' Jane said. 'Oh, tell us everything you can about yourself! We don't know anything about you, and you are so nice.'

Why does Jane say to the Psammead, 'you are so nice'? (1 mark)

4. The Psammead is vain.

Explain how you know this, using the text to support your answer. (2 marks)

5. Number these events to show the order in which they happen. The first one has been done for you: (1 mark)

	Robert asks the creature to stay and talk.
1	The creature insults Jane.
	The creature tells the children who it is.
	Anthea reassures the creature that they mean it no harm.
	The creature is offended because the children don't know who it is.

6. What mood does the writer create in this scene? Tick **one**. (1 mark)

Mysterious	
Amusing	
Exciting	
Frightening	

ANSWERS

Tuesday

1. It is a fantasy because it contains a mythical creature – the Psammead.
2. It is written in third person because it contains pronouns such as 'they'.
3. Scornfully
4. Like a cat's when it's going to fight.
5. A sand-fairy
6. It means that she hurried to say something so that the Sand-fairy didn't remain hurt.
7. Polite
8. It means that the Sand-fairy didn't seem so angry and had appeared to calm down slightly.
9. Me is written in italics because there is emphasis on that word. The Sand-fairy is putting emphasis on himself because he thinks that what Anthea has said is ridiculous.

Wednesday

1. Five Children and It
2. Robert, Anthea, Jane, Cyril and the baby
3. A hole
4. False, false, true, false
5. She is kind
6. The creature is arrogant and nobody knows anything about the creature.
7. Robert
8. Fact, fact, opinion, opinion

Thursday

1. It has strange features – it's eyes are on long horns which it could move in and out, it has bat like ears, a spider shaped body and hands and feet like a monkey.
2. Her hat
3. It looked scornfully at Jane's hat as it spoke
All its fur stood out like a cat's when it is going to fight
Said the creature sharply
4. I think the creature does this because he no longer wants to talk to the children.
5. It suggests that he is thinking about doing something, possibly devious as he is smiling between them.
6. I think that the Psammead is rude to the children because they don't know what he is which frustrates him. He is quite a vain person and expects everyone to know about him and his kind.
7. Take him home – Jane asks 'Shall we take it home?' in the beginning of the text.
The Psammead will play a trick on them '*The Sand-fairy smoothed his long rat-like whiskers and smiled between them*' suggests that he is plotting something.
The Sand-fairy will go back into the sand 'beginning to curl up again in the sand' 'Oh – don't go away again!'

Friday

1. Ears = like a bat's
Eyes = like a snail's
Body = like a spider's
Hands and feet = like a monkey's
2. True, true, false
3. She is trying to flatter it/get on its good side/get it in a better mood
She is trying to persuade it to tell them about itself
She is trying to get it to do what she wants
4. The Psammead thinks it is important (*It says, Why, you talk as if I were nobody in particular*)
The Psammead can't believe that the children don't know who it is (*Do you meant to tell me seriously that you don't know a Psammead when you see one?*)
The Psammead is upset by the fact that the children don't recognise it (*It looked so grieved and hurt*)
The Psammead enjoys being flattered (*'The Sand-fairy smoothed his long rat-like whiskers and smiled between them*)
REMEMBER – TO GET TWO MARKS, YOU NEED A POINT BACKED UP WITH A PIECE OF EVIDENCE LIKE THE EXAMPLES IN BRACKETS!
5. 5, 1, 4, 2, 3
6. Amusing