

Miss Winifred Weasel long and thin
All night sneaked around the farm,
Until she came to a narrow gap,
Newly opened in the barn.

Miss Winifred Weasel long and thin
Squeezed her frame neatly in!

Miss Winifred Weasel felt at ease.
She was quite amazed by what
she saw:
She attacked the carrots and the
cheese,
And kept one eye upon the door.

Miss Winifred Weasel long and thin
Squeezed her frame neatly in!

Miss Winifred Weasel
nibbled and gnawed.
Rotund, then fat soon
she grew,
And when the mouse
came it deplored
How she had eaten
enough for two.

Miss Winifred Weasel
long and thin
Squeezed her frame
neatly in!

Suddenly outside the
barn

She heard the noise of human feet.
She danced about in great alarm
But could find no way to retreat.

Miss Winifred Weasel long and thin
Squeezed her frame neatly in!

She found the place where she got in.
But now the barn had become a trap.
She wished on her life that she was
still thin
And could squeeze out through that
narrow gap.

Miss Winifred Weasel long and thin
Doomed by greed to be caged in!



Name: Class: Date:

1 How is Winifred Weasel described at the beginning of the poem?

.....

2 When do the events described in the poem take place?

.....

3 How does Winifred Weasel get into the barn?

.....

4 How does the weasel feel once she is in the barn? Use evidence from the text to support your answer.

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.....

.....

5 What does Winifred Weasel eat when she is in the barn?

.....

6 What made the weasel dance about?

.....

7 Find and copy a phrase that shows Winifred Weasel is frightened.

.....

8 Find and copy a phrase that tells you Winifred Weasel can't get out of the barn.

.....

9 Why do you think Winifred Weasel can't get out of the barn?

.....

10 Look at the last line of the poem. "*Doomed by greed to be caged in.*"
What does it tell you about the weasel at the end of the poem?

.....

.....

- draw labelled diagrams of a weasel
- create fact files about weasels and other members of their family, e.g. stoats and ferrets
- role-play the events described in the poem
- prepare and deliver a presentation reading of the poem.



Answers

Links to content domain requirements are in brackets after the answer.

1. long and thin [2b]
2. at night [2b]
3. She squeezes through a narrow gap. [2b]
4. She's at ease/happy; she's amazed with the food that she finds in there; she's wary – keeping one eye on the door. [2d]
5. carrots and cheese [2b]
6. The sound of a human outside the barn. [2d]
7. in great alarm [2a]
8. The barn had become a trap. [2a]
9. Because she has got fat. [2d]
10. Because she was greedy, and has got fatter, it means that she is stuck in the barn and she might get caught. [2a]



Assessment

The children can identify the meaning of words in context if they can match words and phrases with similar meanings.

The children are secure in their ability to retrieve information if they can identify key words in the questions that help them to look for specific words and phrases in the poem.

The children can make inferences if they are able to make links between information given in the poem and their own experience and knowledge. Are they able to think about how they would feel if they were the weasel?

Next steps

Using poems that include imagery, explore the language in the poems in order to build vocabulary knowledge and understanding. Encourage the children to concentrate on understanding the meaning of phrases, rather than individual words, in order to build a picture of what is being described in the poem.

Explore poems with a view to identifying and understanding literal descriptions and language as well as figurative descriptions. Focus the children on the use of figurative language and help them to unpick its meaning.