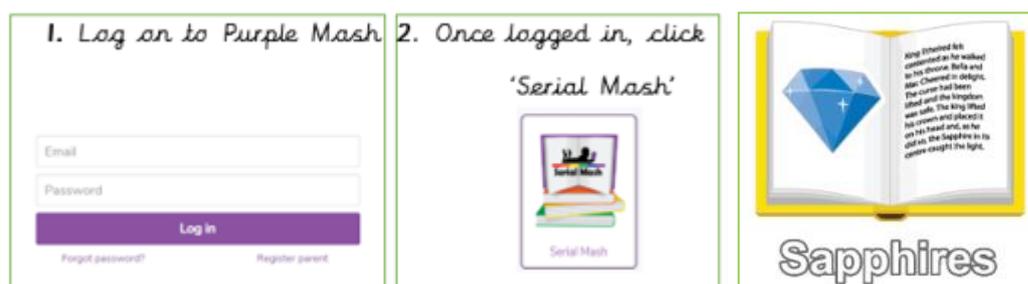


Year 5 Reading



Log in to your Purple Mash account. Visit the page for [‘Secret Agent Grandpa’](#)



If you have trouble signing in, you can access the text if you click [here](#).

Monday 27th April: Read [Chapter 1](#) and complete Chapter 1 Quiz.



Challenge Question

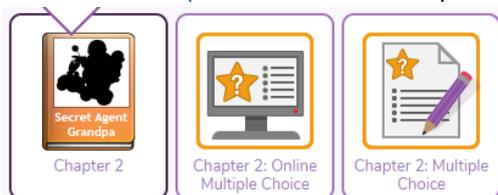
(Answer these in your exercise books- write the date and the title of the text).

1. Look at the paragraph beginning: Mia waited patiently... Find and copy one word meaning 'confirmed to be accurate'.

2. Look at the paragraph beginning Grandpa Brian had... to the paragraph ending ... letting them in. What made Mia think that Shady Pines was more like a prison than a retirement home?

3. There was a slight pause before Grandpa Brian's wrinkled walnut face cracked open in a huge smile.

Tuesday 28th April: Read [Chapter 2](#) and complete the Chapter 2 quiz



Challenge questions

1. Look at the paragraph beginning: Mia tried her... Find and copy one word meaning 'an offensive smell'.
2. Look at the first paragraph of the chapter. Why did Mia think that Grandpa Brian was not telling the truth?
3. Look at the paragraph beginning "But I thought... to the paragraph ending ... little misty-eyed. Explain why Grandpa Brian went a little misty-eyed.
4. Explain why Wi-Braces would be so appealing to teenagers.

Wednesday 29th April: Read [Chapter 3](#) and complete the Chapter 2 quiz



Challenge

Write down three inferences about this passage in your exercise books using your Destination Reader stems.

Thursday 30th April: Read [Chapter 4](#) and complete the Chapter 4 quiz

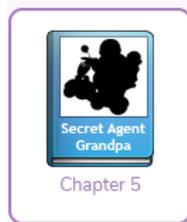


Challenge

1. Look at the paragraph beginning: Mia took a few... How did Mia know that she hadn't imagined what had gone on in Room 11?
2. Look at the paragraph beginning Mia stared at... to the paragraph ending ... MI5, right?" Explain what Grandpa Brian meant when he said that Shady Pines was the tip of the iceberg.

3. Look at the paragraph beginning "And you must... to the paragraph ending ...handlebar and seat.). When Mia first saw the vehicle, why did she doubt its ability to travel swiftly?

Friday 1st May Read the final [Chapters \(5\)](#) , [Chapter 6](#), [Chapter 7](#) and complete the book review.



Fun Activity of the Week

Quizzical!

Take a book/ topic you have read and write 10 questions on it. You could make it into a guessing game by folding a piece of paper - question on top and answer underneath. Can your family/ friend answer the questions?

Bonus!

You could make it into a fortune-teller game!

Daily Activity

You should be reading for at least 30 minutes daily.

If you cannot access Purple Mash, choose a book of your own and use your Destination Reader stems to record your thoughts in your Exercise books. This should be done each day.

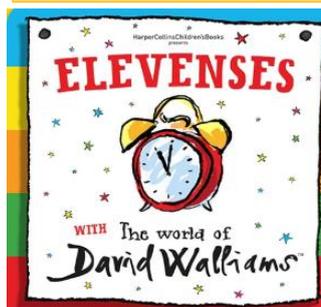
Date: 27.04.2020

Name of Book:

Prediction: I wonder if...

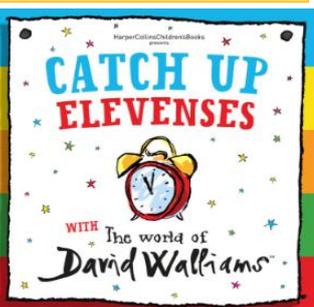
Inference: The word _ tells me...

Summary: The key idea is...



ELEVENSES WITH THE WORLD OF DAVID WALLIAMS

Every day at 11am, you can listen one of David Walliams' World's Worst Children stories, so sit down, take a break, and enjoy 20ish minutes of pure fun!



ELEVENSES CATCH UP

Catch up on any audio stories you missed last week here.

These audio recordings will be available until Sunday.



Story Time Ideas

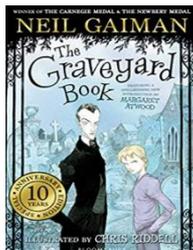
Audiobooks and eBooks are available to borrow for free from Hackney library, using these apps; *Overdrive* and *Borrowbox*. You will need to download these apps to a tablet, phone or computer. To use these apps, you will need a library card number from any London library. If you are not a member of the library, you can join for free here: <https://hackney.gov.uk/libraries#join>. You won't need to go into the library to provide proof of address as you normally would, but can do everything online

There are also a lot of websites where you can watch authors read their books for free:

- Storytime Online has hundreds of videos: Click [here](#) to view



- For a challenge, Neil Gaiman has posted videos of himself reading his award-winning books *The Graveyard Book* and *Coraline*. You could read listen to a chapter a day! Click [here](#) to view



- Select, "Have an account? Log in" then click "Students and Educators". Log in with your class code: `mxy|661`

Destination Reader



Predicting



- I wonder if
- I predict
- I think that
- I bet that
- I imagine
- I think * will happen
- I think I will learn
- I think it will be set out
- The next part will be about

because

Inferring



- The word * tells me
- The part * tells me
- This makes me think that
- I think this **character** because
- I think the **setting** is
- I think the **mood** is
- I think the writer's viewpoint is
- I think this character's viewpoint is

Asking questions



- Who
- What
- When
- Where
- **I wonder**
- **Why**
- **How**
- **What if**
- **Why do you think**
- **How do you think**
- **How do we know**

Evaluating

- Language**
- The word/phrase * works well because
 - I like the way the author uses * it makes me think about
 - I think it would have read better if
 - It's very clever the way the author uses * because
 - The sentence * has high impact because
- Organisation**
- The text is organised well because
 - The presentation helps the reader because
 - The structure could be improved by

Clarifying



- I think that means
- I didn't understand
- What does * mean?
- I need to reread this part because
- * is a tricky word so I
- I didn't understand * so I
- Let's reread because it didn't make sense.

Making connections



- Text to self:**
- I know about this because I
 - I've been to / seen
 - I saw a programme about this
 - I can identify with this character because
- Text to text:**
- I think this book is a * (*genre*) book because
 - This reminds me of * because
 - This is similar to * because
 - This character is similar to * because
- Text to world:**
- This links to
 - This is because

Summarising



- The key idea is
- The most important ideas are * and I know that because
- This part is about
- The headline would be
- In 10 words
- The main theme is

Learning Behaviours

- ❖ **Support and actively listen to others**
- ❖ **Discuss and explain our ideas**
- ❖ **Take responsibility for your own and your group's learning.**