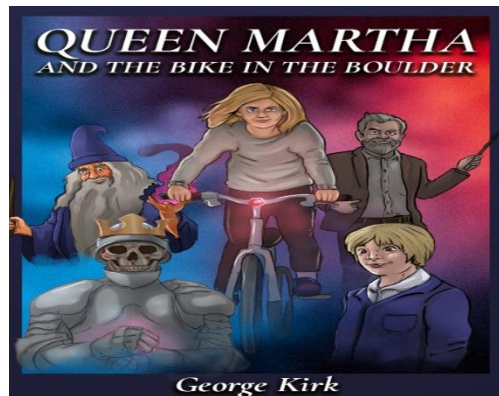


Year 4 Reading



Log in to your Purple Mash account. Visit the page for **Queen Martha** if you have trouble signing in, you can access the PDF text if you click [here](#)

1. Log on to Purple Mash



2. Once logged in, click 'Serial Mash'





Emeralds

Monday 18th May: Read [Chapter 1](#) and complete Chapter 1 Quiz



Chapter 1



Chapter 1: Online Multiple Choice

Challenge

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

Martha doesn't want to go to school. Write a list of the pros and cons of going to school.

Tuesday 19th May: Read [Chapter 2](#) and complete the Chapter 2 quiz



Chapter 2



Chapter 2: Online Multiple Choice

Challenge

When Martha arrives home, Gramps will probably ask her about her day. Write a conversation between Martha and Gramps.

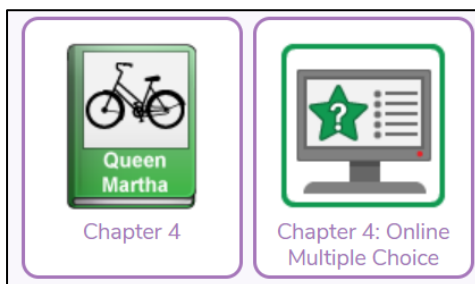
Wednesday 20th May: Read [Chapter 3](#) and complete the Chapter 3 quiz



Challenge

Use expanded noun phrases to write a detailed description of a wizard.

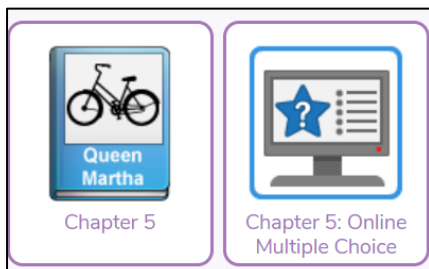
Thursday 21th May: Read [Chapter 4](#) and complete the Chapter 4 quiz



Challenge

Write three different plans for how Martha could escape from Mr Morgan's cellar.

Friday 22th May: Read [Chapter 5](#) and complete the chapter 5 quiz



Challenge

What will happen when Martha and Quinn get to Arthur's Hill?

Write the next part of the story.

Daily Activity

Fun Activity of the Week

Connect up!

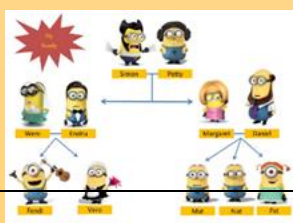
Make a family tree of characters in a book that you know well. Draw them and include key facts.

You could also do this on:

A film, A TV show, Your own family!

Bonus!

Take a different genre of book or another book by the same author



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.

Name of Book:

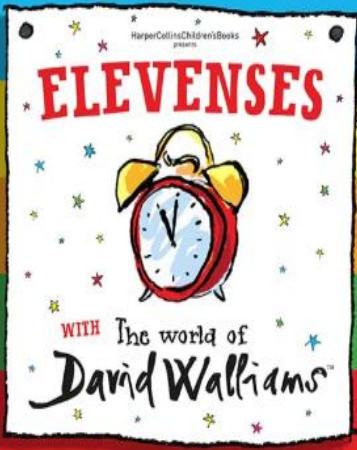
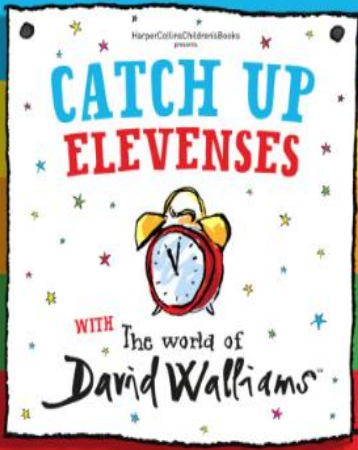


Prediction: I wonder if...

Inference: The word __ tells me...

Summary: The key idea is...



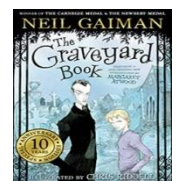
Story Time Ideas

 <p>ELEVENSES WITH The world of <i>David Walliams</i></p>	 <p>CATCH UP ELEVENSES WITH The world of <i>David Walliams</i></p>
<p>ELEVENSES WITH THE WORLD OF DAVID WALLIAMS</p> <p>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!</p>	<p>ELEVENSES CATCH UP</p> <p>Catch up on any audio stories you missed last week here.</p> <p>These audio recordings will be available until Sunday.</p>
	

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
- <https://www.getepic.com>



Destination Reader



Predicting



Inferring



- 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**

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

Asking questions ?

Evaluating

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

- 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



Making connections



- 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.

- 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



Learning Behaviours

- 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

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