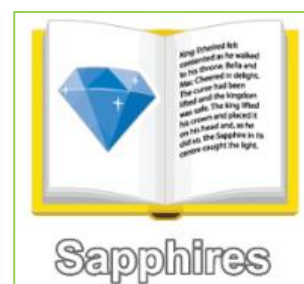
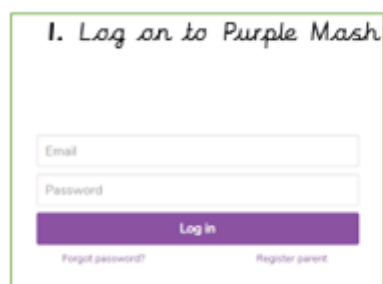


## Year 5 Reading



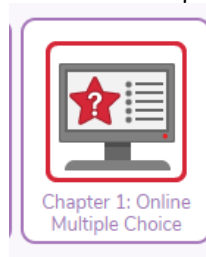
Log in to your Purple Mash account. Visit the page for [Our Big Kitchen](#)

1. Log on to Purple Mash



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

**Monday 4<sup>th</sup> May:** 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: It hadn't always... Find and copy one word that means exhausting.

2. She felt ready to chameleon her way through another day. What does chameleon mean in the sentence above?

3. Look at the paragraph beginning: *It hadn't always been...* to the paragraph ending: *...the school gates.* Why did Sienna take care not to go into too much detail about where she lived?

Tuesday 5<sup>th</sup> May: Read [Chapter 2](#) and complete the Chapter 2 quiz



### Challenge questions

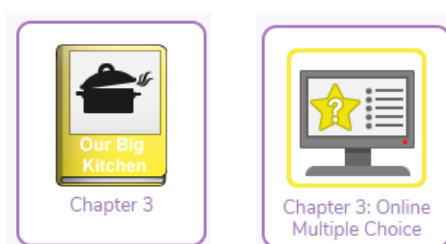
1. Look at the paragraph beginning: "I have. I mean... Find and copy one word that means talked excessively.

2. Look at the paragraph beginning: Mr Schulman had... What is meant by the following phrase: it pecked at her brain?

3. Braking at a red light too late, the bus lurched forward, sending the toddler flying towards Sienna. What does the word lurched tell you about the way the bus stopped?

4. Look at the paragraph beginning: Sienna's head filled... to the paragraph ending: ...to their surroundings.

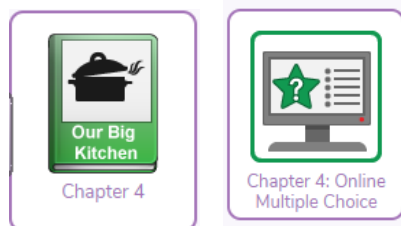
Wednesday 6<sup>th</sup> May: Read [Chapter 3](#) and complete the Chapter 2 quiz



### Challenge

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

Thursday 7<sup>th</sup> May: Read [Chapter 4](#) and complete the Chapter 4 quiz



### Challenge

1. Look at the paragraph beginning: *At home, away... Why did Sienna wait until she was a home before opening the envelope.*
2. *Sienna bounced into the front room and, for a moment, she felt like she was five years old again, proudly holding up a painting, with nothing to worry about other than gaining her dad's approval. In the sentence above, why has the word bounced been used to describe the way Sienna moved?*
3. Look at the paragraph beginning: *"Sir, I still... Why did Sienna try to shrink into her chair?"*

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



### Fun Activity of the Week

**Could it rhyme?**

Take a book / story you have read or know.

Can you write a poem about a character or the book?

It could be a rhyming poem, an acrostic poem, a limerick or any type of poem!

**Bonus!**

Could you read about a topic or an event/ person from the past and do the

### 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: 04.05.2020

Name of Book:

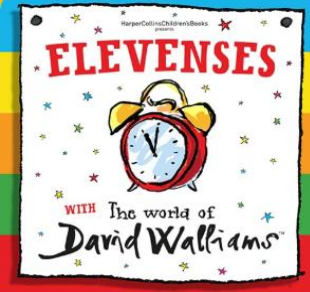
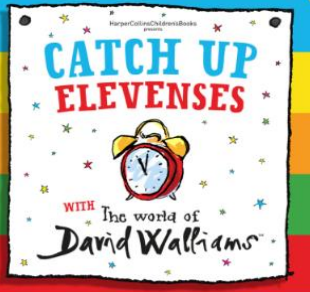
Prediction: I wonder if...

Inference: The word \_ tells me...

Summary: The key idea is...

## Story Time Ideas



 <p><b>ELEVENSES WITH THE WORLD OF DAVID WALLIAMS</b> 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><b>ELEVENSES CATCH UP</b> Catch up on any audio stories you missed last week here. These audio recordings will be available until Sunday.</p>
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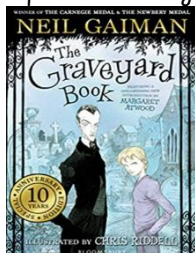
[www.worldofdavidwalliams.com](http://www.worldofdavidwalliams.com)

*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.**