

## <u>Year 5 Reading</u>



Log in to your Purple Mash account. Visit the page for <u>Ted and the Elying Fruit</u>



If you have trouble signing in, you can access the text if you click here.

Manday 1st June: Read Chapter 1 and complete Chapter 1 Quiz.

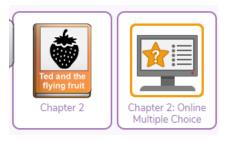


Challenge Question

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

- 1. Why did Miss Jones frown at Ted and Max before the assembly had started?
- 2. Look at the first paragraph of the chapter, up to the sentence ending: in his mouth. Find two pieces of evidence to suggest that Ted's body was finding it difficult to digest the Chilli Chocolate-Covered Insects.
- 3. "It can't be real fire!" gasped Max. But the smoke was real enough, as were the burnt pieces of rope fluttering down to the stage. What does the word fluttering tell you about how the burnt pieces of rope fell down to the stage?

Tuesday 2<sup>nd</sup> June: Read Chapter 2 and complete the Chapter 2 quiz



## Challenge questions

- 1. Look at the paragraph beginning: Just as Spud... Find and copy one word meaning fell heavily.
- 2. Look at the paragraph beginning: Ted frowned at... to the paragraph ending: ...she hurried to her seat. Find and copy three phrases that suggest Mr Royal was not feeling normal.
- 3. Ted and Tilly decided to follow the class towards the cafeteria. Was this a wise decision? Give a reason for your answer.

Wednesday 3rd June: Read Chapter 3 and complete the Chapter 3 quiz



### Challenge

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

Thursday 4th June: Read Chapter 4 and complete the Chapter 4 quiz



### Challenge

1. Look at the paragraph beginning: Suddenly, there was a ... Find and copy one word meaning search and examine to find a cause.

- 2. At the beginning of the chapter, what might have happened to Ted if Tilly hadn't distracted Mr Apple?
- 3. They arrived at a huge set of white double doors, painted with a giant number three. The doors swung open. As Ted shuffled through, he stifled a gasp. Why did Ted need to stifle his gasp?

Friday 5<sup>th</sup> June Read the final <u>Chapters (5)</u> and <u>Chapter 6</u> and complete the book review.







## Fun Activity of the Week

#### A blast from the past

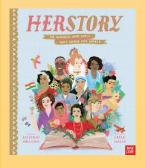
Find out about a person in history or an event.

What questions would you ask them?

What would they say?

#### Bonus!

You could get someone to be that person and then record the interview or write it up as a script!



## 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: 01.06.2020

Name of Book:

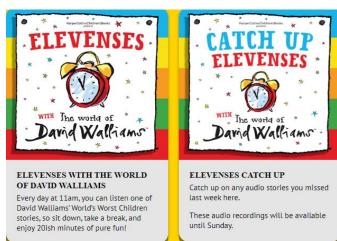
Prediction: I wonder if...

Inference: The word \_ tells me...

Summary: The key idea is...

# Story Time Ideas





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

raveyard

https://www.getepic.com

Select, "Have an account? Log in" then click "Students and

Educators". Log in with your

class code: mxy1661

Destination Reader hackney learning trust	
Predicting	Inferring 🗬
<ul> <li>I wonder if</li> <li>I predict</li> <li>I think that</li> <li>I bet that because</li> <li>I imagine</li> <li>I think * will happen</li> <li>I think I will learn</li> <li>I think it will be set out</li> <li>The next part will be about</li> </ul>	<ul> <li>The word * tells me</li> <li>The part * tells me</li> <li>This makes me think that</li> <li>I think this character because</li> <li>I think the setting is</li> <li>I think the mood is</li> <li>I think the writer's viewpoint is</li> <li>I think this character's viewpoint is</li> </ul>
Asking questions	Evaluating
<ul> <li>Who</li> <li>What</li> <li>When</li> <li>Where</li> <li>I wonder</li> <li>Why</li> <li>How</li> <li>What if</li> <li>Why do you think</li> <li>How do you think</li> <li>How do we know</li> </ul>	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
<ul> <li>I think that means</li> <li>I didn't understand</li> <li>What does * mean?</li> <li>I need to reread this part because</li> <li>* is a tricky word so I</li> <li>I didn't understand * so I</li> <li>Let's reread because it didn't make sense.</li> </ul>	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:
Summarising 👺	This links to     This is because
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	Learning Behaviours     Support and actively listen to others
The main theme is	<ul> <li>Discuss and explain our ideas</li> <li>Take responsibility for your own and your group's learning.</li> </ul>