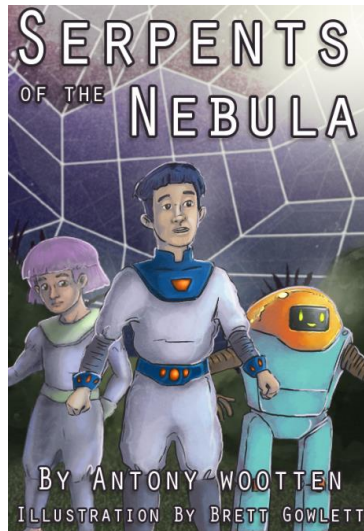


Year 6 Reading



Log in to your Purple Mash account. Visit the page for 'Serpents of the Nebula'.

1. Log on to Purple Mash



2. Once logged in, click 'Serial Mash'





Sapphires

Monday 29<sup>th</sup> June: Read [Chapter 1](#) and complete Chapter 1 Quiz



Chapter 1



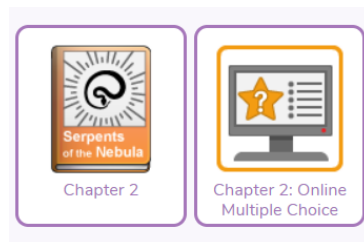
Chapter 1: Online  
Multiple Choice

Challenge Questions

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

1. Look at the first paragraph of the story. Find and copy one word that means a person or thing acting or serving in place of another.
2. Why was Tazz a boy who hardly ever smiled?
3. Why did Tazz think that all the other children on the ship should respect him?
4. Why do you think the author chose to use the phrase whirling around like a feather in the wind to describe the way that the girl was moving?
5. The girl pointed Tazz towards the box with the word emergency on it. What do you think might be inside the box?

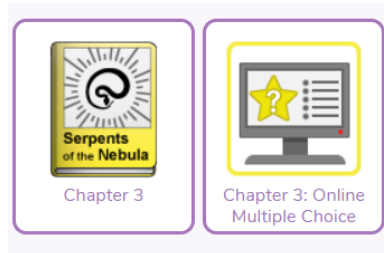
Tuesday 30<sup>th</sup> June: Read [Chapter 2](#) and complete the Chapter 2 quiz



### Challenge Questions

1. Look at the first paragraph of the chapter. How did the suits protect the children? Give two ways.
2. Look at the paragraph beginning Just then, he became aware... to the paragraph ending ...swirling colours of the nebula. What impressions of the serpent do you get from this part of the story? Give two.
3. Tazz is a sociable type of character. Is this statement true or false? Use evidence from the story to give a reason for your answer.
4. What would Tazz like to do for a job when he's older?
5. Why do you think that the serpent sent the children spinning out into space towards the HMS Horizon?

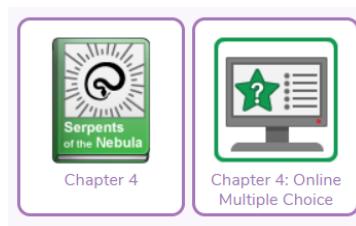
Wednesday 1<sup>st</sup> July : Read [Chapter 3](#) and complete the Chapter 3 quiz



### Challenge Questions

1. At the start of the chapter, Tazz and Julam were heading towards HMS Horizon. Give two reasons why this would have been a frightening experience.
2. Flailing for something to stop them tumbling back out into space, Tazz grabbed the branch of a scorched and mangled tree. What does the word flailing tell you about the way Tazz was moving?
3. Pulling themselves along, they floated weightlessly down the corridors of the HMS Horizon like divers exploring a shipwreck. Why do you think the author compared the way the children were moving to divers?
4. Look at the paragraph beginning Didac-One was Tazz's personal... to the paragraph ending ...Tazz objected. Why do you think that Tazz and Julam have contrasting views about robot tutors?
5. "Well, I have a plan," Didac-One said, "but it is extremely dangerous." What do you think Didac-One's plan involves?

Thursday 2<sup>nd</sup> July: Read [Chapter 4](#) and complete the Chapter 4 quiz



### Challenge Questions

1. Why didn't Tazz and Julam need their visors inside the escape module?
2. Tazz was sweating. He had triggered the self-destruct system to destroy the HMS Horizon, his father's ship. It was either the bravest or the stupidest thing he had ever done. Complete the following two

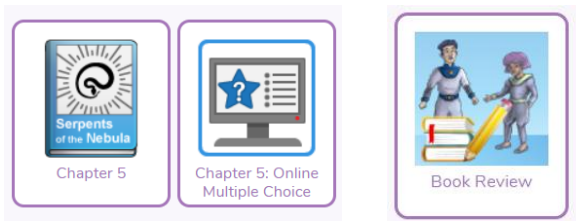
*sentences. Tazz thought that destroying his father's ship was the bravest thing he had ever done because Tazz thought that destroying his father's shop was the stupidest thing he had ever done because*

*3. Look at the paragraph beginning Tazz pointed their tiny vessel... Explain why Tazz and Julam's thoughts about and opinion of the nebula have changed.*

*4. For many hours, they flew deeper and deeper into the nebula. What does this sentence tell you about the size of the nebula?*

*5. But it came for them again, and the beast's enormous bulk lurched towards them. What does the word lurched tell you about the way the beast moved?*

Friday 3<sup>rd</sup> July: Read [Chapter 5](#) and complete the quiz and review.

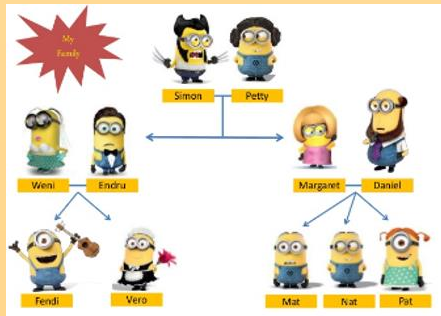


### Challenge Questions

- 1. Dodging the attacks of the adult beast, he steered their tiny escape module into the serpent's cavernous mouth... How did the children feel about entering the serpent's mouth compared with the first time they were inside it?*
- 2. The serpent opened its mouth and the escape module drifted from it. What does the word drifted tell you about the way the escape module was moving?*
- 3. Look at the conversation between Queen Zalgama and the children. Why did Julam whisper?*
- 4. The serpent's huge head nudged them gently as they spiralled about. What does this sentence tell you about the relationship between the children and the serpent?*
- 5. At the end of the story, how could the children tell from the serpent's behaviour that it knew they had come to say thank you?*

### 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!

### 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: 29.06.2020

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.

[www.worldofdavidwalliams.com](http://www.worldofdavidwalliams.com)

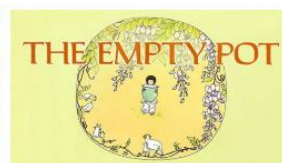
## Story Time Ideas

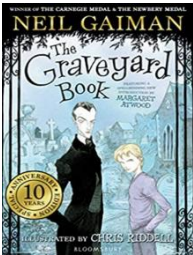


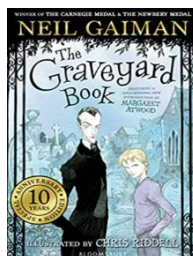
Audiobooks and eBooks are available to borrow for **free** from Hackney library, using these apps; **Overdrive** and **Borrowbox**. You will need to download these apps to a tablet, phone or computer. To use these apps, you will need a library card number from any London library. If you are not a member 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  If 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>

Select, "Have an account? Log in"  
then click "Students and  
Educators". Log in with your  
class code: **mxy1661**

## 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**
  - 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



- 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.**