

Reading

Boy Overboard

Year 5&6



The
Coombes
CE Primary School

Starter:

In the story, the family have to pack a few items. If you had to take only 4 items from your home, which would you save and why? Discuss with someone in your family.

I would save my photograph album because it has so many memories. My toothbrush would be essential because I would like to keep healthy. I would also bring a book about 12th century castles because I love learning facts about this time and I cannot imagine a day without reading. Because I enjoy learning new skills from my son, I would bring my football and it would distract us if we were feeling worried or anxious.

I think ... should be saved because...

I agree/ disagree because...

In my opinion...



L.O.: To continue to read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

I can read aloud.

I can also understand the meaning of new words.

I can even identify words in the text from the Year 5/6 spelling list.



Vocabulary focus:

froths

(verb)

The sea **froths** over my feet.

froth (verb)

If a liquid froths, small bubbles appear on its surface.

Example Sentence

The water in the pool froths.

froth (verb)

If a liquid froths, small bubbles appear on its surface.

Questions

1. Where might you see a liquid **frothing**?
2. Find and then draw a picture of a liquid **frothing**.
3. Find other meanings of the word **froth**.

Boy Overboard by Morris Gleitzman ISBN: 978-1-74-228372-2

For this unit of work, you will need a copy of the book 'Boy Overboard'. The questions are also organised by chapters.

Tasks:

Vocabulary – use a dictionary to record and discuss the meaning of the purple words for each chapter before you begin to read it. Once you have done this, use each word in a sentence to practise using it.

Retrieval/Explanation/Inference/Summarising & Sequencing/Prediction – answer the questions based on your reading of the chapter.

Retrieval – straightforward answers often only requiring one or two words or a short phrase

Explanation – make a point and use evidence in the text to explain your point

Inference – make a point, explain your point and support this using evidence from the text

Summarising – recap what you have read in 5 sentences

Sequencing – ordering the events from your reading

Prediction – make predictions about what you think will happen later in the book by using evidence from the text

Fluency – To keep your reading fluency pace up, each week practise timing yourself reading an unread opening of a chapter out loud for one minute and then count how many words you read within the time limit. Remember your target is a minimum of 90 words a minute. You must not rush read – it is not a race! You need to focus on clear pronunciation and reading with expression too.

Expectation – To read around 2 chapters a day, depending on the length of the chapter.

Enjoy reading this book! 😊

	Vocabulary	Retrieval	Explanation	Inference	Summarising & Sequencing	Prediction
Chapter 22	<p>churning wallops unhooks huddled froths churns</p>	Who helps them out of the water?	Explain how the author shows Jamal's interest in football in this chapter. How many references to football can you find?	Why does the sailor grin?	<p>Number these events 1-5 in the order that they happened.</p> <ul style="list-style-type: none"> Jamal finds Bibi in the water and he wraps his arms around her. Bibi and Jamal see Mum and Dad on the other boat. Jamal jumps into the water. The sailor helps them. Jamal cannot see Bibi and he is sinking. 	Will the other boat come back? Give reasons for your answer.
Chapter 23	<p>ballistic startled hemmed</p>	Does the boat have a radio so Jamal can contact his parents?	Explain why Jamal stops his sister attacking the crew.	What impression of the crew do you get from this chapter?	What happened after Jamal discovers that the boat has no radar?	<p>"...we'll be in Australia soon and we'll see our parents there." Who make this prediction and do you agree with this character?</p>

Skim reading

How many of these words from the Year 5/6 spelling list can you find in the text?

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Reflection:

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Plenary:

Write a series of multiple choice questions based on today's learning.

Extension/Challenges for early finishers

1. Revise your spellings for the Friday test
2. Read your own choice of book (fact or fiction)
3. Watch and review a clip from Literacy Shed

<https://www.literacyshed.com/home.html>

4. Listen to an audiobook

<https://www.bbc.co.uk/sounds/category/childrens>

5. Revise key concepts

<https://www.bbc.co.uk/bitesize/subjects/zv48q6f>



Complete.

