

Reading

Treasure Island

(ISBN: 978-1-407143-63-7)

Years 5 & 6



The
Coombes
CE Primary School

Unit/Lesson focus: the aim of this unit of learning is to read and understand the book 'Treasure Island' (ISBN: 978-1-407143-63-7). If you are reading the same version as I have, then this is a classical text which means that the vocabulary choices within it will be more complex. (Please note, if you are using a more modernised version, then you will have some variances in the vocabulary used within the book but the gist of the story will be the same.)

We will be continuing to develop our VIPERS and reading fluency skills as we make our way through the chapters.

Unit Learning Objectives:

L.O.: To understand the vocabulary in a text

L.O.: To read with fluency and expression

L.O.: To answer retrieval questions based on my reading

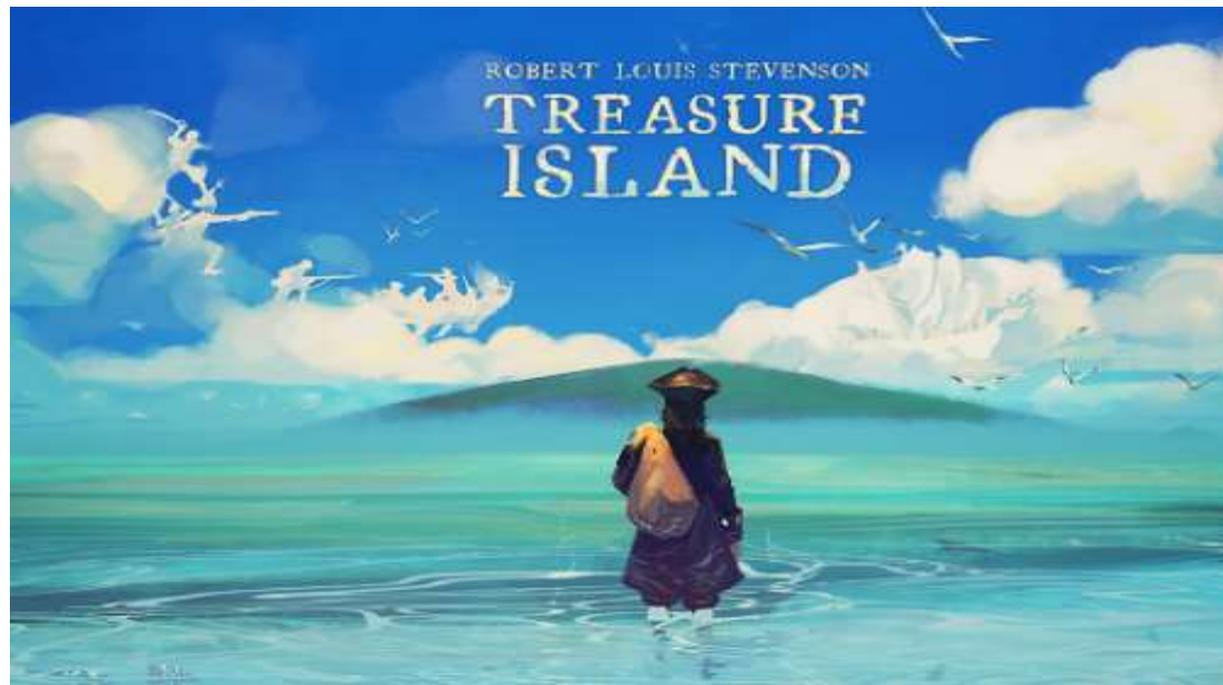
L.O.: To answer inference and explanation questions based on my reading

L.O.: To sequence information based on my reading



Treasure Island

This week we will be focussing on reading chapters 13, 14, 15, 16, 17 and 18.



Vocabulary recap:

What do these words mean?

disaffected

contorted

apparition

musket

contrived

reverently

Test your knowledge of the meaning of these words using the attached online quiz link from the website.



Lesson 12

L.O.: To read with fluency and expression

I can read with fluency and expression.

I can also read within the pace of 90 words per minute.

I can even use my reading expression to demonstrate my understanding of a text.



Task 1: *reading pace check*

Read the **beginning of chapter 16** out loud to check your fluency pace. Your target is to read 90 words in a minute. Use a timer to time yourself and remember you need to read properly and not just rush to 'blurt out' as many words as you can.

(The first 90 words of the chapter are coloured red on the next page.)



It was about half past on – three bells in the sea phrase – that the two boats went ashore from the *Hispaniola*. The captain, the squire and I were talking matters over in the cabin. Had there been a breadth of wind, we should have fallen on the six mutineers who were left aboard with us, slipped out cable, and away to sea. But the wind was wanting; and, to complete our helplessness, down came Hunter with the news that Jim Hawkins had slipped into a boat and was gone ashore with the rest.

It had never occurred to us to doubt Jim Hawkins, but we were alarmed for his safety. With the men in the temper they were in, it seemed an even chance if we should see the lad again. We ran on deck. The pitch was bubbling in the seams; the nasty stench of the place turned me sick; if ever a man smelled fever and dysentery it was in that abominable anchorage.



Tasks 2 & 3: *reading to show fluency, expression and meaning*

Read the rest of **chapter 16, 17 and 18** first in your head to help your reading fluency.

Choose one chapter to read a second time out loud with a partner (or to yourself). **In this read, use your voice (and the punctuation cues) to show the meaning of the text in the way that you read it aloud.**



Plenary:

Find a book or newspaper you have not read before and check your fluency pace on this text. How many words a minute did you manage now?

Is your pace quicker or slower on this text? Can you explain why? Is your fluency increasing over time?



Reflection:

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