

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

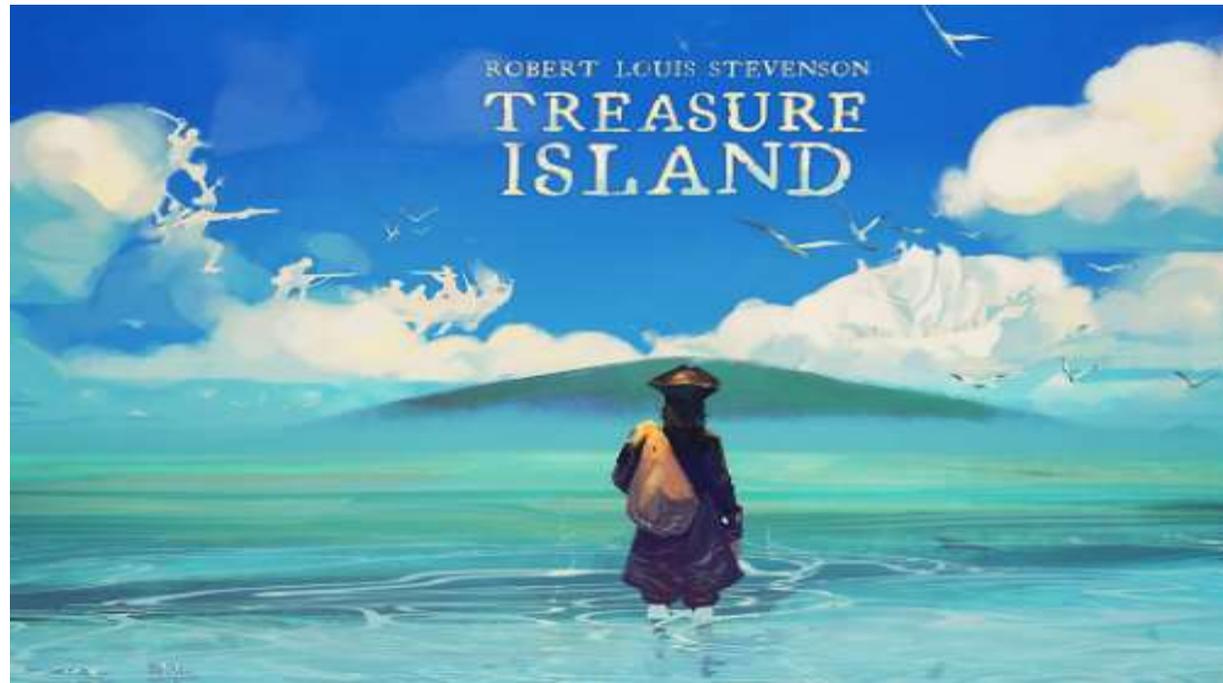
L.O.: To answer inference and explanation questions based on my reading

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



Treasure Island

This week we will be focussing on reading chapters 19, 20, 21, 22, 23 and 24.



Vocabulary recap:

What do these words mean?

dainty placid

computation truancy

thwart

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



Lesson 17

L.O.: To read with fluency and expression

I can read with fluency and expression. (Yr5)

I can also read within the pace of 90 words per minute. (Yr5&6)

I can even use my reading expression to demonstrate my understanding of a text. (Yr6)



Task 1: *reading pace check*

Read the **beginning of chapter 22** out loud to check your fluency pace. Your target is to read 90 words in a minute (Yr5) or 100 words a minute (Yr6). 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. The next 10 are coloured green to give a count of 100 words.)



There was no return of the mutineers – not so much as another shot out of the woods. They had “got their rations for that day”, as the captain put it, and we had the place to ourselves and a quiet time to overhaul the wounded and get dinner. Squire and I cooked outside, in spite of the danger, and even outside we could hardly tell what we were at, for the horror of the loud groans that reached us from the doctor’s patients.

Out of the eight men who had fallen in the action only three still breathed – that was one of the pirates who had been shot at the loophole, Hunter and Captain Smollett – and of these the first two were as good as dead; the mutineer, indeed, died under the doctor’s knife, and Hunter, do what we could, never recovered consciousness in this world. He lingered all day, breathing like the old buccaneer at home in his apoplectic fit; but the bones of his chest had been crushed by the blow and his skull fractured in falling, and some time in the following night, without sign or sound, he went to his Maker.



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

Read the rest of **chapter 22, 23 and 24** 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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