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

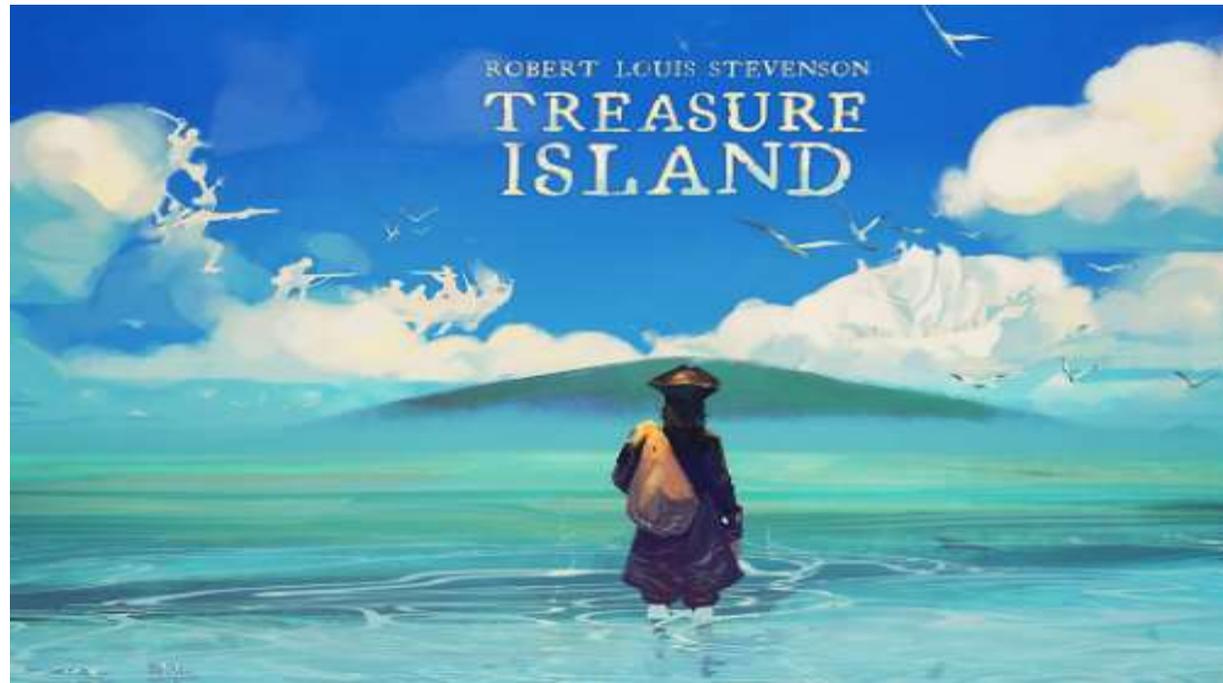**L.O.: To answer retrieval questions based on my reading**

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.

Lesson 19

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

I can answer inference and explanation questions based on a text I have read. (Yr5)

I can also explain my answers further. (Yr5&6)

I can even provide reasoned justifications for my views, using evidence from the text (PEE). (Yr6)

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Tasks 1 & 2: *reading to show fluency, expression and meaning*

Reread chapters 22 and 23 in your head to help your reading fluency.

Reread chapter 24 out loud to yourself (or a partner if possible). 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.

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Task 3: *explanation questions – write your answers in your book*

Reread the text and answer these questions. Remember these types of questions are usually scored two marks per question. This means your answers should be more developed. You would usually include the word 'because' to explain your answer in more detail in these types of questions but you could use alternative suitable conjunctions too. Make sure you provide two points worth of detail in your answers. (Answers can be found at the end of the presentation.)

1) Explain how the captain keeps the garrison in the stockade from becoming "blue" or depressed by their situation. (Chapter 19/20)

2) Do you think that the captain should have been nicer to Long John Silver in chapters 19 and 20? Explain your answer.

3) How does Jim escape from being slashed by Anderson's raised cutlass in chapter 21?

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Task 3: *inference questions – write your answers in your book*

Reread the text and answer these questions. Remember these types of questions are usually scored three marks per question. This means your answers should be even further developed. We use PEE to help us answer these types of questions in more detail. PEE = Point, Evidence, Explain.
(Answers can be found at the end of the presentation.)

1) What does Jim mean when he says that they have "two able allies – rum and climate"? (Chapters 19 & 20)
2) What is the captain's role in the battle in chapter 21?
3) In chapter 22, Jim describes his leaving the stockade as his "second folly" and says that it is worse than the first. What was his first folly? Why is this one worse?

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Plenary:

Write two of your own questions based on the text that fit the style of an inference question.

Ask a partner to tell you what answers they would give to your questions (if possible) or write down your own answers if you are working on your own. *Remember to use the PEE (Point, Evidence, Explain) format to help you formulate your answers*.

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Reflection:

Lesson 19

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

I can answer inference and explanation questions based on a text I have read. (Yr5)

I can also explain my answers further. (Yr5&6)

I can even provide reasoned justifications for my views, using evidence from the text (PEE). (Yr6)

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Answers: *explanation questions*

1) Explain how the captain keeps the garrison in the stockade from becoming "blue" or depressed by their situation. (Chapter 19/20) The captain keeps the garrison from becoming depressed by dividing them into "watches" or work parties, thus keeping them busy. For example, they gather firewood, dig Redruth's grave and act as sentry.

2) Do you think that the captain should have been nicer to Long John Silver in chapters 19 and 20? Explain your answer. Answers will vary. *You need to make your point (saying yes or no) and then provide evidence from the text that supports your view.*

3) How does Jim escape from being slashed by Anderson's raised cutlass in chapter 21? Jim escapes from being slashed by Anderson's cutlass because he leaps to the side and rolls down the hill.

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Answers: *inference questions*

1) What does Jim mean when he says that they have "two able allies – rum and climate"? (Chapters 19 & 20) Jim means that, as the doctor has said, the buccaneers will either incapacitate themselves by drinking too much or they will die of malaria, since they don't know better than to camp in a swamp. Either of these two outcomes will help Jim and his allies defeat their opposition. It is like an outside force is helping them.

2) What is the captain's role in the battle in chapter 21? The captain's role is to organise his men so that they win the battle. He gives orders, tells his men what to expect, and warns them of enemy positions. Additionally, he and Jim help load the guns.

3) In chapter 22, Jim describes his leaving the stockade as his "second folly" and says that it is worse than the first. What was his first folly? Why is this one worse? Jim's first folly was leaving the Hispaniola, jumping aboard the gigs as they left for shore. This time it is worse since he knows that the pirates are ruthless, and he is leaving only two men to defend the fort, whereas the first time, he knew that there were enough good guys to hold the ship against the buccaneers.