

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

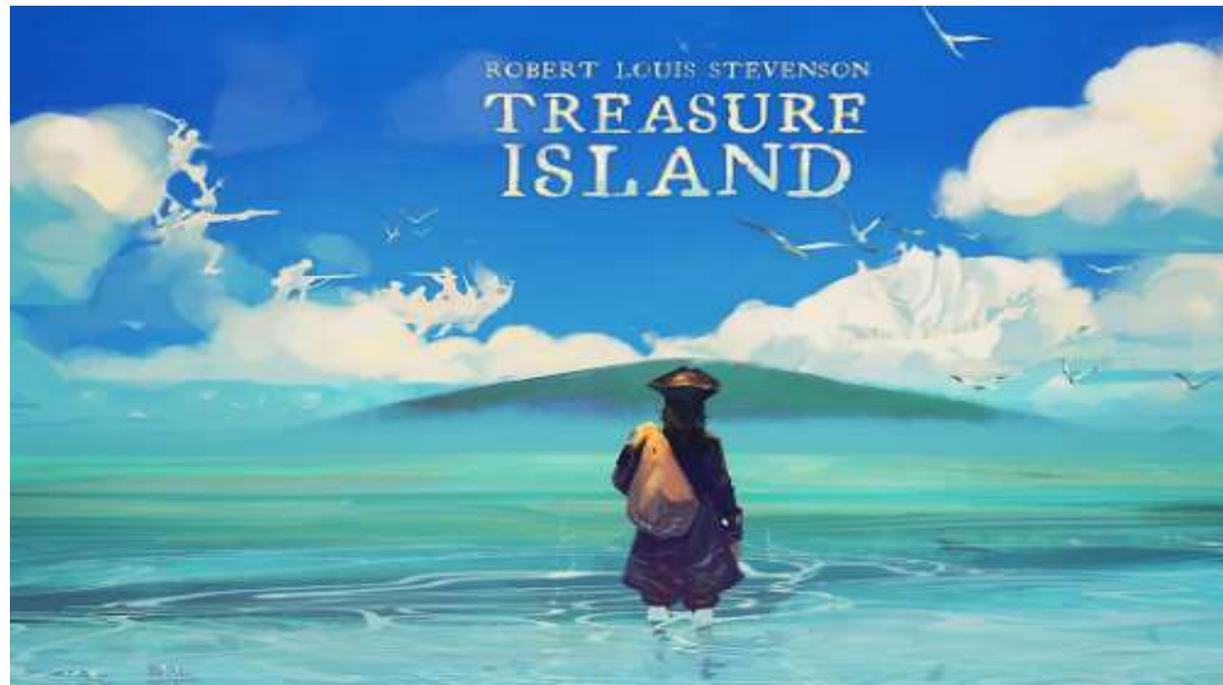
L.O.: To answer inference and explanation questions based on my reading

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



Treasure Island

This week we will be focussing on reading chapters 1, 2, 3, 4, 5 and 6.



Vocabulary recap:

What do these words mean?

atrocious

reiterated

irresolute

repugnance

mortal

apoplexy

Lesson 2

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 3** 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.)



About noon I stopped at the captain's door with some cooling drinks and medicines. He was lying very much as we had left him, only a little higher, and he seemed both weak and excited.

“Jim,” he said, “you’re the only one here that’s worth anything; and you know I’ve always been good to you. Never a month but I’ve given you a silver fourpenny for yourself. And now you see, mate, I’m pretty low, and deserted by all; and Jim, you’ll bring me one noggin of rum, now, won’t you, matey?”

“The doctor-” I began.

But he broke in, cursing the doctor in a feeble voice, but heartily. “Doctors is all swabs,” he said; “and that doctor there, why, what do he know about seafaring men? I been places hot a spitch, and mates dropping round with yellow jack, and the blessed land a-heaving like the sea with earthquakes – what do the doctor know of lands like that? – and I lived on rum, I tell you. It’s been meat and drink, and man and wife, to me; and if I’m not to have my rum now I’m a poor old hulk on the lee shore. My blood’ll be on you, Jim, and that doctor swab;” and he ran on again for a while with curses.



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

Read the rest of **chapter 3, 4, 5 and 6** 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?



Reflection:

Lesson 2

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