

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

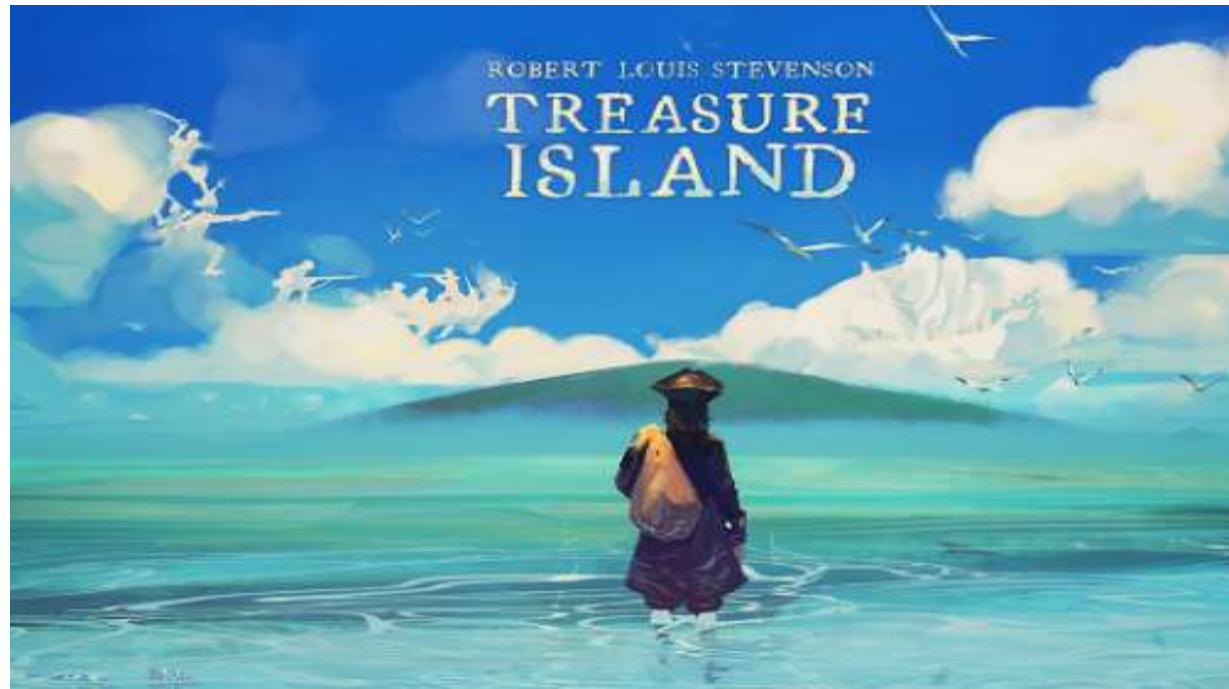
L.O.: To answer inference and explanation questions based on my reading

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



Treasure Island

This week we will be focussing on reading chapters 25, 26, 27, 28 and 29.



Vocabulary recap:

What do these words mean?

lopsided laborious

infamous composure

contemptuously



Lesson 22

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 27** 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.)



Owing to the cant of the vessel, the masts hung far out over the water, and from my perch on the cross-trees I had nothing below me but the surface of the bay. Hands, who was not so far up, was, in consequence, nearer to the ship, and fell between me and the bulwarks. He rose once to the surface in a lather of foam and blood, and then sank again for good. As the water settled, I could see him lying huddled together on the clean, bright shadow of the vessel's side. A fish or two whipped past his body. Sometimes, by the quivering of the water, he appeared to move a little, as if he were trying to rise. But he was dead enough, for all that, being both shot and drowned, and was food for fish in the very place where he had designed my slaughter.

I was no sooner certain of this than I began to feel sick, faint and terrified. The hot blood was running over my back and chest. The dirk, where it had pinned my shoulder to the mast, seemed to burn like a hot iron; yet it was not so much these real sufferings that distressed me, for these, it seemed to me...



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

Read the rest of **chapter 27, 28 and 29** 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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