

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

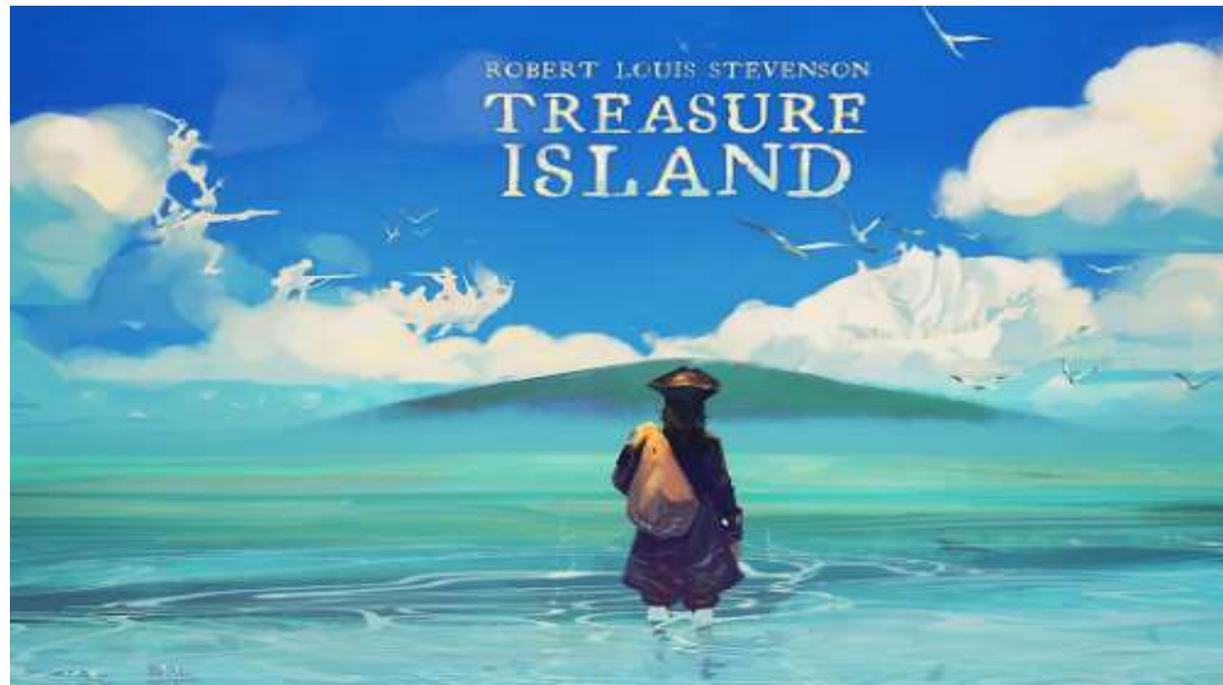
L.O.: To answer inference and explanation questions based on my reading

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 5

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

I can sequence information based on one paragraph.

I can also sequence information that draws on more than one paragraph.

I can even sequence information across a whole text.



Task 1: *reading to show fluency, expression and meaning*

Reread chapter 1 in your head to help your reading fluency.

The book's author, Stevenson, tried especially hard to write good openings to his books. Reread the first paragraph and explain whether or not you think he succeeded. How many elements of the story does he introduce in the first paragraph? What about the first chapter?



Plenary:

Create a mind map, using your own dual coding symbols, to explain the gist of the story so far. (You will be adding to this each week.)

Remember Mrs Atkins used dual coding with us in assemblies to help us remember the Coombes Code.



Extra reading:

If you have not spent an hour already completing this lesson, begin to read chapters 7 and 8 on your own ready for next week.



Reflection:

Lesson 5

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

I can sequence information based on one paragraph.

I can also sequence information that draws on more than one paragraph.

I can even sequence information across a whole text.



Answers:

Reread the text and number the statements from 1 to 5 to show the order they occur in the text.

Europe's mainland saw the majority of the fighting during World War I, with British soldiers joining others from around the world in the battlefields of Belgium and France.

1

The devastating attacks on home soil also helped to shape a publicity campaign of 'propaganda': information promoting a political cause or point of view.

5

Just after 8:00am on the morning of 16th December 1914, the coastal shipbuilding town of Hartlepool suffered the first major attack on British soil in World War I.

2

In total, more than 130 people were killed in Hartlepool on that day.

4

The attacks, which included the use of battle cruisers Seydlitz and Moltke, and the armoured cruise Blucher, began as people prepared to head to work or school.

3



Answers:

Reread the text and number the statements from 1 to 5 to show the order they occur in the text.

Some of the worst damage in Hartlepool occurred on the nearby streets of Moor Terrace, Victoria Place and Cliff Terrace.

3

The Hartlepool Headland, an area of town on ground that reaches out into the sea, was among the most badly damaged areas during the attack.

1

The Heugh Battery itself is now a volunteer-led military museum.

5

The area was home to the Heugh Battery guns, which fired back at the German ships – but the much larger weaponry of the warships outgunned them.

2

Most houses in the area suffered some form of damage, and shrapnel from the attack can still be seen lodged in the walls of some buildings.

4



Answers:

Reread the text and number the statements from 1 to 5 to show the order they occur in the text.

Most houses in the area suffered some form of damage, and shrapnel from the attack can still be seen lodged in the walls of some buildings.

2

The views of many quickly changed, as they feared further damage and more severe attacks from the Germans.

4

It is thought to have been a target partly due to its accessible location and partly due to the importance of its shipyards and engine works to the war effort.

1

The town's people played an important role in the nearly four years of war that followed.

5

Reports say that a shard of the shell that hit Private Jones' chest was found lodged in a prayer book given to him by pupils.

3

