



Year 6

Home Learning Pack –

**READING FLUENCY**

***Week 5***

February 2021

## YEAR 6 – READING FLUENCY – WEEK 5 – LESSON 1 TO 5: A Guide and instructions

This is your fifth weekly pack for Reading and there are five lessons to complete over five days. Please complete one lesson per day and make sure you have breaks. This will also help the teachers to check and see your work. Try to keep up with the learning as much as possible and try your best, we know it is a little different this time.

- Everything you need is in this pack and labelled so you know what lesson to complete and what sheet to use.
- There are **YouTube** videos for *most* lessons on the Mount Pleasant Junior School channel, Year 6 playlist – search carefully for the video title that is described for each lesson. *(Please be patient as not all videos will be uploaded at the same time)*
- *Some of you have a different text so make sure you're watching the correct video to match what is in your pack.*
- **Answers** will be gone through at the end of each lesson on the video lesson (so make sure you pause before attempting them)
- You also have the PowerPoint slides (including answers) that Miss Verdi goes through on the video if you cannot watch.
- This will follow the same structure as our normal reading fluency lessons and are around 30 minutes long.
- Please send any work or questions to [year6@mpjs.org.uk](mailto:year6@mpjs.org.uk) and we will respond as soon as we can. We are here to help!

Below is a guide for each lesson:

### LESSON 1:

*YouTube video for **Harry Houdini**: Year 6 Reading Fluency Week 5 Lesson 1 Harry Houdini*

*YouTube video for **The Dragon's Cold**: Year 6 Reading Fluency Week 5 Lesson 1 The Dragon's Cold*

- Begin by reading the text out loud with Miss Verdi on the Video. If you do not have access to the video, then read with someone else or on your own.
- Read the text out loud again by yourself. Keep reading until the 5 minutes is up.
- Listen to Miss Verdi go through the text or use your vocabulary sheet to make annotations on the text. You can also add any questions you have about the text if something is puzzling you.
- Annotations do not only have to be meaning of words. *Other annotations you could try: how someone is feeling, sum up the meaning of a paragraph, layout of the text, how the author builds suspense...*
- There is an annotation sheet or you can use other paper/work books.
- Next it is 10 minutes of independent reading. You can read anything you have at home or use the text again or another worksheet – whatever you can find to practice reading!
- It's even better if you can find someone else to listen to you read 😊
- Complete Day 1 of your reading diary

## **LESSON 2:**

*YouTube video for **Harry Houdini**: Year 6 Reading Fluency Week 5 Lesson 2 Harry Houdini*

*YouTube video for **The Dragon's Cold**: Year 6 Reading Fluency Week 5 Lesson 2 The Dragon's Cold*

- Begin by reading the text out loud (you can read along with Miss Verdi if you wish, she will always read it for lesson 1 at least)
- Read the text out loud again by yourself (you may already know it off by heart by now) Keep reading until the 5 minutes is up.
- Listen to Miss Verdi talk about the different reading skills and how to summarise.
- **Write** a summary on your sheet (lesson 2). A summary should capture the main points of the text.
- Miss Verdi will read the 'getting started' questions that are on your sheet and model one question.
- Pause the video and give yourself time to complete the questions – don't forget to use the text!
- When you are ready, play the video and Miss Verdi will go through the answers. (or use the slides if you do not have access)
- Feel free to email your scores and let us know how you did or if you need the answers double checked.
- Next it is 10 minutes of independent reading. You can read anything you have at home or use the text again or another worksheet – whatever you can find to practice reading!
- It's even better if you can find someone else to listen to you read 😊
- Complete day 2 of your reading diary

## **LESSON 3:**

*YouTube video for **Harry Houdini**: Year 6 Reading Fluency Week 5 Lesson 3 Harry Houdini*

*YouTube video for **The Dragon's Cold**: Year 6 Reading Fluency Week 5 Lesson 3 The Dragon's Cold*

- Begin by reading the text out loud (you can watch Miss Verdi read this on lesson 1 again if you like)
- Read the text out loud again by yourself (you may already know it by now) Keep reading until the 5 minutes is up.
- Listen to Miss Verdi talk about the different reading skills for today's lesson.
- Miss Verdi will read the 'making headway' questions that are on your sheet and model one question.
- Pause the video and give yourself time to complete the questions – don't forget to use the text!
- When you are ready, play the video and Miss Verdi will go through the answers. (or use the slides if you do not have access)
- Feel free to email your scores and let us know how you did or if you need the answers.
- Next it is 10 minutes of independent reading. You can read anything you have at home or use the text again or another worksheet – whatever you can find to practice reading!
- It's even better if you can find someone else to listen to you read 😊
- Complete day 3 of your reading diary

#### **LESSON 4:**

*YouTube video for **Harry Houdini**: Year 6 Reading Fluency Week 5 Lesson 4 Harry Houdini*

*YouTube video for **The Dragon's Cold**: Year 6 Reading Fluency Week 5 Lesson 4 The Dragon's Cold*

- Begin by reading the text out loud (you can watch Miss Verdi read this on lesson 1 again if you like)
- Read the text out loud again by yourself. Keep reading until the 5 minutes is up.
- Listen to Miss Verdi talk about the different reading skills for today's lesson.
- Miss Verdi will read the 'aiming high' questions that are on your sheet and model one question.
- Pause the video and give yourself time to complete the questions – don't forget to use the text!
- When you are ready, play the video and Miss Verdi will go through the answers. (or use the slides if you do not have access)
- Feel free to email your scores and let us know how you did. These answers may need checking more than the others.
- Next it is 10 minutes of independent reading. You can read anything you have at home or use the text again or another worksheet – whatever you can find to practice reading!
- It's even better if you can find someone else to listen to you read 😊
- Complete day 4 of your reading diary

#### **LESSON 5:**

*YouTube video for **Harry Houdini**: Year 6 Reading Fluency Week 5 Lesson 5 Harry Houdini*

*YouTube video for **The Dragon's Cold**: Year 6 Reading Fluency Week 5 Lesson 5 The Dragon's Cold*

- Begin by listening to Miss Verdi read the *new text* – it is called 'The Wonderful Wizard of Oz' (this will be used in next week's pack and is your opportunity to investigate the text independently)
- Read the text out loud again by yourself (you should try to memorise as much as you can). Keep reading until the 5 minutes is up.
- Listen to Miss Verdi's instructions for the next part:
- *This is independent learning today and you should:*
- *Write any questions you have about the text, underline or highlight words you do not understand, try to understand what the text is telling you.*
- *There is an annotation sheet for you to write your thoughts.*
- Miss Verdi will go through the text next lesson.
- Feel free to email your thoughts or questions in to us! We will try to answer them for the next lesson.
- Next it is 10 minutes of independent reading. You can read anything you have at home or use the text again or another worksheet – whatever you can find to practice reading!
- It's even better if you can find someone else to listen to you read! 😊
- Complete day 5 of your reading diary and email it to your teacher.

If you learn a text off by heart (prizes available) – please film or record yourself and send us an email!

[year6@mpjs.org.uk](mailto:year6@mpjs.org.uk)

**Week 5, Lesson 1**  
**– READING**  
**FLUENCY**

## Harry Houdini



*A young Harry Houdini*

Born Erik Weisz in Hungary in 1874, Harry Houdini was the son of a rabbi — a Jewish religious leader. The family emigrated to the USA in 1878. The family wasn't well off, so Harry worked a variety of jobs to help support them, including shoe shining, delivering messages and making ties.

During his teenage years, Harry read a book about Robert Houdin, a renowned French magician. His story inspired Harry to adopt the stage name 'Harry Houdini', and he and a friend created their own magic act — 'The Brothers Houdini'. In 1893, Harry met

Wilhelmina Beatrice Rahner (known as Bess), and in a mere three weeks they were married. Bess replaced Harry's magic partner, and their show was renamed 'The Houdinis'.

The pair toiled away with only modest success for a number of years. Then Houdini began to focus on escape artistry rather than magic, and it wasn't long before he rose to fame as a solo performer — King of Handcuffs — in 1899. He advertised his talents by escaping from handcuffs in local police stations, and his show was soon one of the most popular of the age.

The danger of Houdini's acts escalated in 1907 when he hurled himself, handcuffed, into a river. The following year, he introduced an act where he was trapped inside a metal tank full of water. He had to free himself from his restraints and escape the locked tank before running out of breath. Houdini also routinely wriggled out of straitjackets whilst suspended high in the air, dangling perilously by his feet. These were just a few of the shocking escapades which made Houdini one of the most famous men in the world.

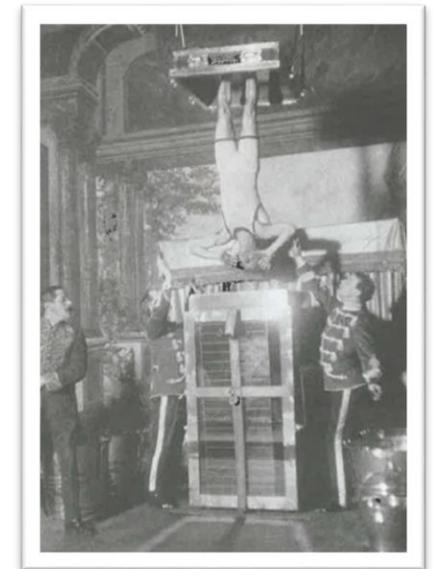
Challenging members of the public to devise traps from which he would then escape was one of Houdini's favourite ways to attract publicity. One locksmith reportedly spent years creating a pair of 'unpickable' handcuffs; Houdini took

just over an hour to escape them. Another famous stunt involved Houdini being imprisoned, his limbs bound, inside a dead 'sea monster' (a giant turtle).

In addition to his passion for magic, Houdini had many other interests. He was a keen lover of planes, as well as cinema — he starred in several films between 1901 and 1918. With the outbreak of World War One in 1914, Houdini put his skills to more practical use, teaching soldiers to escape bonds in the event of their capture by the enemy. In later life, he also spent much of his time attempting to disprove psychics who claimed powers such as the ability to communicate with the dead. Alongside all of this, Harry continued to entertain until his death — in his later years he survived being buried alive, and made an elephant disappear into thin air.

In 1926, Houdini died from complications with appendicitis, aged 52. There has been much speculation about the exact cause: it may have been a simple case of appendicitis; some suggest he was poisoned by disgruntled psychics; others blame a student who had punched him in the stomach a few days earlier. (Houdini had apparently claimed that he could take any blow if allowed time to brace for it. However, reports suggest that he was hit whilst unprepared.)

Whilst the exact cause of his death remains unknown, he has been mourned by many. He is remembered today as one of the greatest magicians who ever lived, and he has been honoured in several ways, including a special postage stamp and a star on the Hollywood Walk of Fame.



*Houdini being lowered, head-first, into a tank of water.*

## Vocabulary for 'Harry Houdini'

Vocabulary	Definition
<b>Paragraph 1</b>	
<b>emigrated</b>	If you emigrate, you leave your own country to live in another country.
<b>well off</b>	Someone who is well-off is rich enough to be able to do and buy most of the things that they want.
<b>variety</b>	A variety of things is a number of different kinds or examples of the same thing.
<b>ties</b>	A tie is a long narrow piece of cloth that is worn round the neck under a shirt collar and tied in a knot at the front. Ties are worn mainly by men.
<b>Paragraph 2</b>	
<b>renowned</b>	A person or place that is renowned for something, usually something good, is well known because of it.
<b>magician</b>	A magician is a person who entertains people by doing magic tricks.
<b>inspired</b>	to make someone feel that they want to do something and can do it
<b>adopt</b>	If you adopt a new attitude, plan, or way of behaving, you begin to have it.
<b>act</b>	An act in a show is a short performance which is one of several in the show.
<b>mere</b>	You use mere to emphasise how small a particular amount or number is.
<b>Paragraph 3</b>	
<b>toiled</b>	When people toil, they work very hard doing unpleasant or tiring tasks.
<b>modest</b>	You use modest to describe something such as an amount, rate, or improvement which is fairly small
<b>escape artistry</b>	An escapologist (same as an escape artist) is someone who entertains audiences by being tied up and placed in a dangerous situation, then escaping from it.
<b>fame</b>	If you achieve fame, you become very well-known.
<b>solo</b>	You use solo to indicate that someone does something alone rather than with other people.
<b>handcuffs</b>	a pair of locking metal rings joined by a short bar or chain for securing prisoners, etc
<b>advertised</b>	If you advertise something such as a product, an event, or a job, you tell people about it online, in newspapers, on television, or on posters in order to encourage them to buy the product, go to the event, or apply for the job.
<b>Paragraph 4</b>	
<b>escalated</b>	If a bad situation escalates or if someone or something escalates it, it becomes greater in size, seriousness, or intensity.
<b>hurled</b>	If you hurl something, you throw it violently and with a lot of force.
<b>restraints</b>	a measure or condition that keeps someone or something under control like handcuffs.
<b>routinely</b>	If something happens routinely, it happens repeatedly and is not surprising, unnatural, or new.
<b>wriggled</b>	If you wriggle or wriggle part of your body, you twist and turn with quick movements, for example because you are uncomfortable.
<b>straitjacket</b>	A straitjacket is a special jacket used to tie the arms of a violent person tightly around their body.
<b>suspended</b>	If something is suspended from a high place, it is hanging from that place.
<b>perilously</b>	Something that is perilous is very dangerous.
<b>escapades</b>	An escapade is an exciting and rather dangerous adventure.
<b>Paragraph 5</b>	
<b>devise</b>	If you devise a plan, system, or machine, you have the idea for it and design it.
<b>publicity</b>	Publicity is information or actions that are intended to attract the public's attention to someone or something.
<b>locksmith</b>	A locksmith is a person whose job is to make or repair locks.

<b>stunt</b>	A stunt is something interesting that is done in order to attract attention and get publicity for the person or company responsible for it
<b>Paragraph 6</b>	
<b>passion</b>	If you have a passion for something, you have a very strong interest in it and like it very much.
<b>disprove</b>	To disprove an idea, belief, or theory means to show that it is not true.
<b>psychics</b>	If you believe that someone is psychic or has psychic powers, you believe that they have strange mental powers, such as being able to read the minds of other people or to see into the future.
<b>ability</b>	Your ability to do something is the fact that you can do it.
<b>Paragraph 7</b>	
<b>appendicitis</b>	Appendicitis is an illness in which a person's appendix is infected and painful.
<b>speculation</b>	If you speculate about something, you make guesses about its nature or identity, or about what might happen.
<b>poisoned</b>	If you are poisoned by a substance, it makes you very ill and sometimes kills you.
<b>disgruntled</b>	If you are disgruntled, you are cross and dissatisfied because things have not happened the way that you wanted them to happen.
<b>Paragraph 8</b>	
<b>remains</b>	If someone or something remains in a particular state or condition, they stay in that state or condition and do not change.
<b>mourned</b>	If you mourn someone who has died or mourn for them, you are very sad that they have died and show your sorrow in the way that you behave.
<b>honoured</b>	to show great respect for someone or something, especially in public.
<b>Hollywood Walk of Fame</b>	The Hollywood Walk of Fame is a sidewalk along Hollywood Boulevard and Vine Street in Hollywood, Los Angeles, California, USA, that is like an entertainment museum. There are over 2500 stars on the sidewalk. The names of famous entertainers and famous fictional characters are written on the stars.



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**Week 5,  
Lesson 2 –  
READING  
FLUENCY**

## Lesson 2: My Summary

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### Getting started

Content domain: 2b - retrieve and record information/identify key details  
2a - give/explain the meaning of words in context

1. When did the Weisz family move to the USA? 1 mark
2. What inspired Harry to become a magician? 1 mark
3. **Find and copy** a word from the first half of the page which shows that Houdini and his wife were very hardworking. 1 mark
4. *These were just a few of the shocking escapades which made Houdini one of the most famous men in the world.* 1 mark

What does the word *escapades* mean?

Tick **one** box.

- |                   |                          |
|-------------------|--------------------------|
| Daring acts       | <input type="checkbox"/> |
| Unpopular pranks  | <input type="checkbox"/> |
| Expensive schemes | <input type="checkbox"/> |
| Shameful events   | <input type="checkbox"/> |

5. Name **one** other interest Houdini had apart from escape artistry. 1 mark
6. **Find and copy one** word that shows that people tried to guess the cause of Houdini's death. 1 mark



**Week 5,  
Lesson 3 -  
READING  
FLUENCY**

### Lesson 3



### Making Headway

Content domains: 2a - give / explain the meaning of words in context, 2d - make inferences/explain and justify with evidence, 2c - summarise main ideas from more than one paragraph

1. Write **one** sentence to summarise what Houdini's life was like before he became an escape artist. 1 mark

2. Houdini's acts were often described as dangerous.  
**Find** and **copy** three words or phrases from the text which support this view. 2 marks

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. *...Houdini being imprisoned, his limbs bound, inside a dead 'sea monster'...*  
How does the word monster make the reader feel about Houdini's trick? 1 mark

4. *...some suggest he was poisoned by disgruntled psychics...*  
Why were the psychics disgruntled? 1 mark

5. Read each sentence and tick **one** box to show whether it is a **fact** or an **opinion**. 1 mark

	Fact	Opinion
Houdini died because he was hit in the stomach.	<input type="checkbox"/>	<input type="checkbox"/>
Harry was a good actor.	<input type="checkbox"/>	<input type="checkbox"/>
There was a stamp which featured Harry Houdini.	<input type="checkbox"/>	<input type="checkbox"/>
Houdini wanted to help the war effort.	<input type="checkbox"/>	<input type="checkbox"/>

### My Answers

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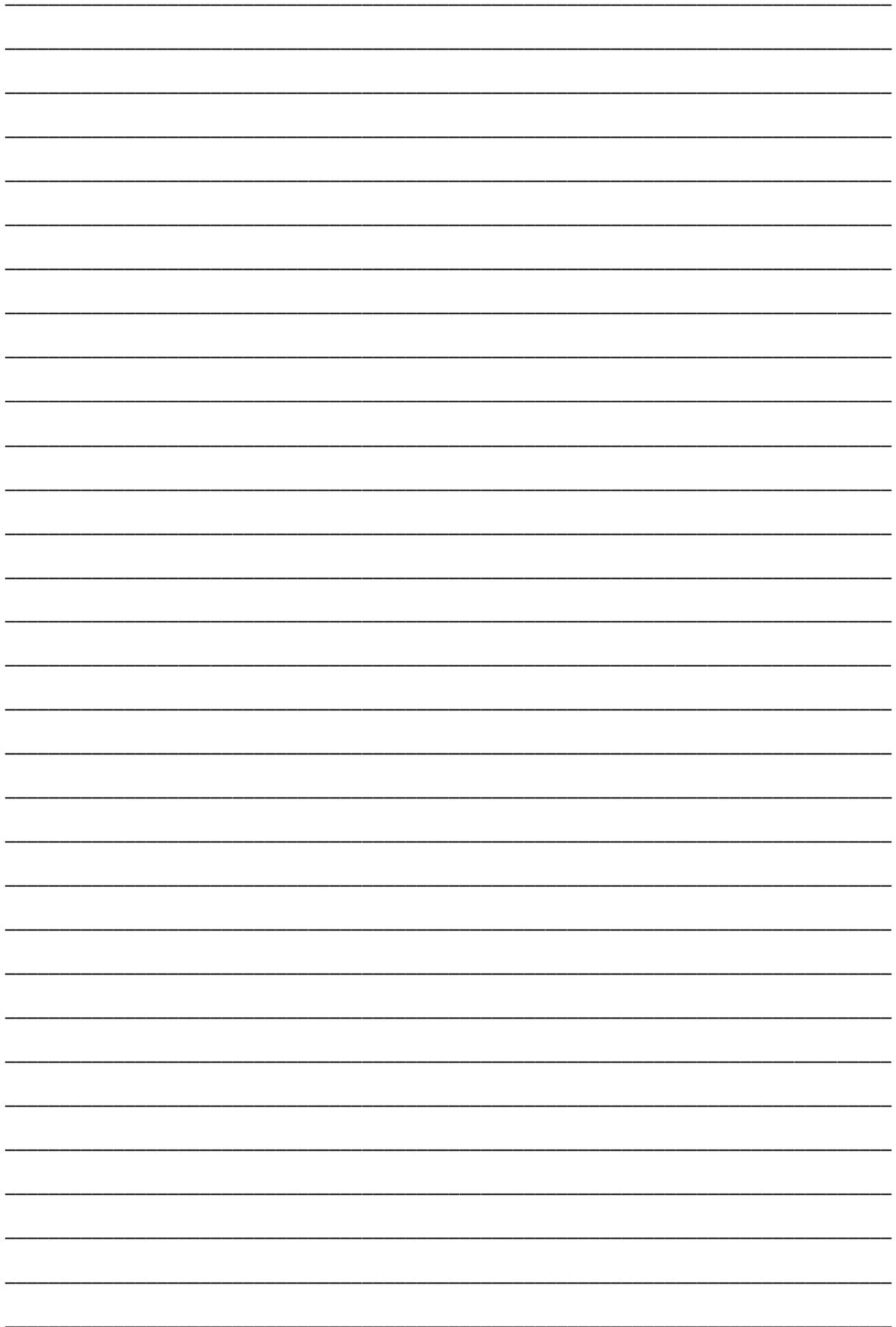
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**Week 5,  
Lesson 4 -  
READING  
FLUENCY**

Lesson 4



**Aiming High**

Content domains: 2d - make inferences/explain and justify with evidence

1. What does the phrase *mourned by many* tell you about how people felt about Houdini? 1 mark
2. How can you tell that Harry Houdini had a great passion for magic and escape artistry? 2 marks  
Explain your answer using evidence from the text.
3. Based on the text, how would you describe Houdini's character? 3 marks  
Support your answer with examples from the text.

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**My Answers**

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## Harry Houdini - ANSWERS

### Getting Started

- 1878
- Harry read a book about Robert Houdin.
- Toiling
- Daring acts
- Give the answer **one mark** if it mentions **one** of these things:
  - magic
  - planes
  - cinema
- speculation

### Making Headway

- Harry's life was difficult before he became an escape artist.
- Give the answer **one mark** if it mentions **one** or **two** of these words or phrases.  
Give it **two marks** if it mentions **three** of them.
  - danger
  - hurlled
  - trapped
  - dangling perilously
  - imprisoned
  - sea monster
  - survived
  - buried alive
- Give the answer **one mark** if it mentions **one** of these things:
  - The reader may be scared.
  - The reader may feel admiration for Houdini.
- Because Houdini tried to disprove the psychic's claims.
- Give the answer **one mark** if all **four** are correct.
  - Houdini died because he was hit in the stomach. — Opinion
  - Harry was a good actor. — Opinion
  - There was a stamp which featured Harry Houdini. — Fact
  - Houdini wanted to help the war effort, — Fact

### Aiming High

- Give the answer **one mark** if it mentions one of these things:
  - People liked and respected Houdini.
  - People felt sad about his death.
- Give the answer **one mark** if it mentions **one** of these things.  
Give it **two marks** if it mentions **two** of them.
  - He created his own magic act at a young age.
  - He worked hard at his magic even though he didn't have success.
  - He did magic and escape artistry from his early life until he died.
  - He had lots of other interests but he never stopped doing escape artistry.
  - He wanted the challenge of more difficult tasks.
  - He risked his life to perform his tricks.
- You can give the answer up to **three marks**. Give the answer **one mark** for **each point** it mentions from the table below.  
You can also give it **one mark** if any of the points are backed up with a **relevant example** from the text.  
It's OK if the example is different from the ones given below.

Point	Example
Helpful	He taught the soldiers how to escape bonds.
Hard-working	He had a 'variety of jobs' to support his family.
Brave	He did frightening acts such as being 'buried alive'.
Determined	He worked hard despite only having 'modest success' initially.
Clever	He was able to attract publicity by performing in police stations.
Reckless	He may have died because he claimed he could 'take any blow'.

**Week 5, Lesson 5**  
**- READING**  
**FLUENCY**

# The Wonderful Wizard of Oz

**Dorothy and her dog, Toto, have been transported to a magical land called Oz. They are on a journey to find the Wizard of Oz, in the hope that he can send them home. They encounter a Scarecrow on their way who has joined them.**



When Dorothy awoke the sun was shining through the trees and Toto had long been out chasing birds around him and squirrels. She sat up and looked around her. There was the Scarecrow, still standing patiently in his corner, waiting for her.

"We must go and search for water," she said to him.

"Why do you want water?" he asked.

"To wash my face clean after the dust of the road, and to drink, so the dry bread will not stick in my throat."

"It must be inconvenient to be made of flesh," said the Scarecrow thoughtfully, "for you must sleep, and eat and drink. However, you have brains, and it is worth a lot of bother to be able to think properly."

They left the cottage and walked through the trees until they found a little spring of clear water, where Dorothy drank and bathed and ate her breakfast. When she had finished her meal, and was about to go back to the road of yellow brick, she was startled to hear a deep groan near by.

"What that?" she asked timidly.

"I cannot imagine," replied the Scarecrow, "but we can go and see."

Just then another groan reached their ears, and the sound seemed to come from behind them. They turned and walked through the forest a few steps, when Dorothy discovered something shining in a ray of sunshine that fell between the trees. She ran to the place and then stopped short, with a little cry of surprise.

One of the big trees had been partly chopped through, and standing beside it, with an uplifted axe in his hands, was a man made entirely of tin. His head and arms and legs were jointed upon his body, but he stood perfectly motionless, as if he could not stir at all.



Dorothy looked at him in amazement, and so did the Scarecrow, while Toto barked sharply and made a snap at the tin legs, which hurt his teeth.

"Did you groan?" asked Dorothy.

"Yes," answered the tin man, "I did. I've been groaning for more than a year, and no one has ever heard me before or come to help me."

"What can I do for you?" she inquired softly, for she was moved by the sad voice in which the man spoke.

"Get an oil-can and oil my joints," he answered. "They are rusted so badly that I cannot move them at all; if I am well oiled I shall soon be all right again. You will find an oil-can on a shelf in my cottage."

Dorothy at once ran back to the cottage and found the oil-can, and then she returned and asked anxiously, "Where are your joints?"

"Oil my neck, first," replied the Tin Woodman. So she oiled it, and as it was quite badly rusted the Scarecrow took hold of the tin head and moved it gently from side to side until it worked freely, and then the man could turn it himself.

"Now oil the joints in my arms," he said. And Dorothy oiled them and the Scarecrow bent them carefully until they were quite free from rust and as good as new. The Tin Woodman gave a sigh of satisfaction and lowered his axe, which he leaned against the tree.

"This is a great comfort," he said. "I have been holding that axe in the air ever since I rusted, and I'm glad to be able to put it down at last. Now, if you will oil the joints of my legs, I shall be all right once more."

So they oiled his legs until he could move them freely, and he thanked them again and again for his release, for he seemed a very polite creature, and very grateful.

"I might have stood there always if you had not come along," he said; "so you have certainly saved my life. How did you happen to be here?"

"We are on our way to the Emerald City to see the Great Oz," she answered, "and we stopped at your cottage to pass the night."

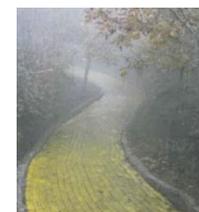
"Why do you wish to see Oz?" he asked.

"I want him to send me back to Kansas, and the Scarecrow wants him to put a few brains into his head," she replied.

The Tin Woodman appeared to think deeply for a moment. Then he said:

"Do you suppose Oz could give me a heart?"

"Why, I guess so," Dorothy answered. "It would be as easy as to give the Scarecrow brains."





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**Date:**

## **My Reading Diary**



- Complete your reflections each day and **send a photo of this sheet with one good example** of work at the end of the week to [year6@mpjs.org.uk](mailto:year6@mpjs.org.uk)
- Don't forget to self-mark your answers to find out your total marks.
- If you need to check an answer – email your teacher **before** the end of the week so they can help you.

Day 1	Day 2	Day 3	Day 4	Day 5
What's gone well today?	Did you send your summary to your teacher? If not, please email.	What were your total marks for <b>Making Headway</b> today?	What were your total marks for <b>Aiming High</b> today?	How do you feel about the new text?
Do you need any help or have any questions? (remember to email if you do)	What were your total marks for <b>Getting Started</b> today?	Were there any questions you found tricky today? Why?	Were there any questions you found tricky today? Why?	Is there anything that is confusing you?
What did you read for your 10 minutes of independent reading?	What did you read for your 10 minutes of independent reading?	What did you read for your 10 minutes of independent reading?	What did you read for your 10 minutes of independent reading?	What did you read for your 10 minutes of independent reading?
Tick (✓) or shade how you feel about reading today 	Tick (✓) or shade how you feel about reading today 	Tick (✓) or shade how you feel about reading today 	Tick (✓) or shade how you feel about reading today 	Tick (✓) or shade how you feel about reading today 