

Year 5 Reading Fluency – Week 4 – 25.01.2021 Group 2, 3 & 4:

Please look through this pack carefully and complete the tasks as thoroughly as possible. You will find other resources to support you included in this reading pack, such as dictionary definitions for identified vocabulary that you should learn and become familiar with. In addition, please log on to the school YouTube channel where there will be video films of each session to support you with your learning. The film clips to accompany these sessions will be titled:



Year 5 Reading Fluency – Week 4 – 25.01.2021 Group 2, 3 & 4

Reading Text – Amazing Migration by Melvyn and Linda Berger

There are five sessions per week where you will be able to practise reading fluently every day. Please read the text provided repeatedly over the course of the five sessions to improve your understanding of the text.

Day 1: Teacher will read text first. Read and annotate the text – definitions of unfamiliar vocabulary.

Day 2: Read and annotate the text – definitions of unfamiliar vocabulary (unpick phrases).

Day 3: Read text, summarise and then answer 'Getting Started' questions.

Day 4: Read text and answer 'Making Headway' questions.

Day 5: Read the text and answer 'Aiming High' questions.

How to use this booklet:

On the first day of the introduction of a new text, the teacher will read it to you first (watch film clip). As the teacher is reading the text to you, underline unfamiliar words or phrases (the definitions may be searched for during or after each session).

Each day, read the text along with the teacher, and then practise reading the text independently.

Annotate the text – discuss unfamiliar language or phrases to ensure you understand the text before answering the questions.

Answer the questions in the following order:

1. Getting Started
2. Making Headway
3. Aiming High

Please refer to the definition sheet for support where necessary (at the back of the pack).

If there is vocabulary not identified in the pack that you wish to look up the definition for, please use an online dictionary, such as the Collins Dictionary. This is a useful resource, provides clear definitions of unfamiliar language, and gives examples of how words are used correctly within a sentence.

<https://www.collinsdictionary.com/>

Remember to log on to the school You Tube channel where you will find films of our reading sessions to support you, titled: Year 5 Reading Fluency – Week 4 - 25.01.2021 (Groups 2, 3 & 4)

If you require further support, please email the year 5 team at: year5@mpjs.org.uk

LO: To read quickly and accurately, developing my comprehension

Text: Amazing Migrations

Author: Melvyn and Linda Berger

Amazing migrations

Have you ever seen geese flying in a 'V' formation overhead, or a flock of swallows resting on a telephone line? Have you ever wondered where they are going and why?

These birds are probably heading south for winter in an amazing seasonal migration. Many types of animal migrate. This means that they travel from one place to another. Birds often live in one habitat during one season and then fly to another for the next. For example, swallows arrive in Britain in spring and spend the summer months breeding. They return to their wintering grounds 6000 miles away, back in South Africa, in autumn. Some even cross the Sahara Desert as part of their journey! These tiny birds travel during the day, flying at low altitudes and finding food on the way. As they cross huge hazards like the Sahara, they risk starvation and exhaustion. Amazingly, on average, a migrating swallow can fly at twenty miles an hour for ten hours a day.

But why go to all that effort? It's simple really. Migration is a form of behavioural adaptation – a way of behaving that helps creatures to survive. Animals migrate because they need to find food, a suitable place to breed, and shelter from dangerous weather. If they didn't migrate, they wouldn't be able to survive or reproduce.

It's not just small animals that migrate. Blue whales are the largest animals on the planet and they also migrate. During the summer, they travel up to 3000 miles north or south to the colder waters of the polar regions to feed. Blue whales mostly travel there alone or in small groups. However, larger groups of whales have been spotted, usually within these colder feeding grounds. In winter, the whales migrate to breed, swimming back towards warmer waters near the equator.

Blue whales eat krill, which are shrimp-like creatures the size of your little finger. A blue whale needs to consume about four tonnes of krill every day. The whale expands its throat and sucks in water and krill. It then filters the water through baleen plates in its mouth and swallows the krill that have been trapped.

Climate change may be affecting the blue whale's food supply and migration patterns. Global warming means that sea temperatures are rising. This means that the krill populations are shrinking north and south closer to the poles. Scientists are concerned that the blue whales will have to migrate even further to reach these food-rich areas. These longer journeys will require more energy and reduce the amount of time the whales spend feeding and building up their strength.

Did you know?

Some monarch butterflies travel an incredible 3000 miles in a year when they migrate. In fact, they spend most of their lifetime migrating and use the Earth's magnetic field to navigate. However, that's nothing compared to tiny Arctic terns, which fly up 400 miles every day travelling from the Arctic to the Antarctic and back again every year. That's an amazing 45,000 miles in total!

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Annotate the text

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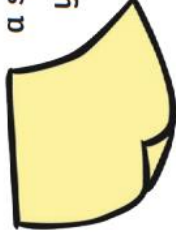
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As you are reading through the text, underline the key words which show you what, why and how something is being done. They may prove useful to you later for recapping events.



Grab a Sticky Note

A good way to summarise is to see what you can fit onto a sticky note. This forces you to focus on only the key points.



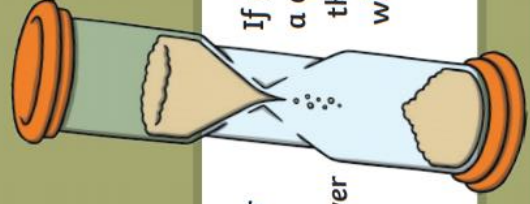
Give Yourself a Fact Limit

If you need more than five bullet points, then you are not being selective enough about what is important.

Identifying and Summarising The Main Ideas of a Text

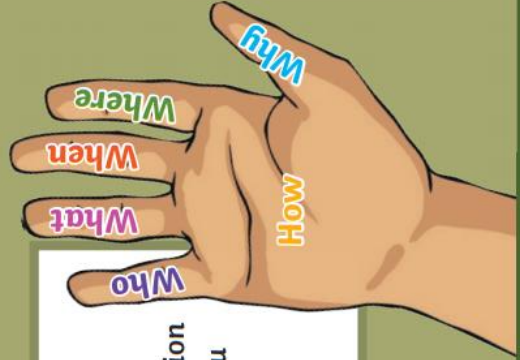
Character Limit

Summarise the key points into a status update. Will people be interested or is your message too long to read?



If you had to leave someone a quick voicemail recapping the paragraph you'd read, what would you say before time ran out?

Retell the story in your own words to a friend in ten seconds. Whatever you leave out mustn't be important.



Ask yourself questions about the text, starting with each of these question words. These will get you thinking about the key points being made.

Answer the following questions:



Getting started

Content domain: 2b - retrieve and record information/identify key details

1. What is a migration?

2. Where do swallows spend the winter?

Tick **one**.

Britain

South Africa

Sahara

South Pole

3. Look at the sentence: *As they cross huge hazards like the Sahara, they risk starvation and exhaustion.*

Which of these following words is closest in meaning to the word hazards?

Tick **one**.

areas

deserts

obstacles

dangers

4. Why do some animals migrate? Tick **all** the **correct** statements.

to find a food source

to find somewhere hot

to find somewhere nice to live

to find safety from bad weather

to find a mate

to find their way home

Day 4

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Answer the following questions:



Making Headway

Content domains: 2a - give/explain the meaning of words in context,
2b - make inferences/explain and justify with evidence

1. Complete this table about the blue whale's migration habits.

Region	Sea temperature	Reason the whales go there
Polar regions		

2. How do monarch butterflies find their way when migrating?

.....

.....

.....

3. Three times of birds are mentioned in the text. Name all **three**.

1.....

2.....

3.....

4. What **type** of text is this?

fiction non-fiction

Explain what 'fiction' and 'non-fiction' means.

.....

.....

.....

.....

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Answer the following questions:



Aiming High

Content domains: 2a - give/explain the meaning of words in context,
2b - make inferences/explain and justify with evidence

1. **Find** and copy **one** word that means soaring. Use a thesaurus to help you.

.....

2. Explain what 'global warming' means.

Tick one.

a place near the equator

dangerous weather

behavioural adaptation

increase in Earth's average
temperature over a period
of time

3. What are scientists concerned about and what impact will this have on the blue whale?

.....
.....
.....

4. Using the text, explain how whale migration is different from swallow migration.

.....
.....
.....
.....
.....
.....

Possible difficult vocabulary – Amazing Migration Text

geese – A **goose** is a large bird that has a long [neck](#) and [webbed feet](#). Geese are often [farmed](#) for their [meat](#).

formation – If people or things are **in formation**, they are arranged in a particular [pattern](#) as they move.

swallows – A **swallow** is a [kind](#) of small [bird](#) with pointed wings and a forked tail.

seasonal migration – animal migration is the relatively long-distance movement of individual animals, usually on a seasonal basis.

migrate – When birds, [fish](#), or animals **migrate**, they move at a particular [season](#) from one part of the world or from one part of a country to another, usually in order to [breed](#) or to find new [feeding grounds](#).

habitat – The **habitat** of an animal or plant is the [natural](#) environment in which it normally lives or grows.

season – The **seasons** are the main periods into which a year can be divided and which each have their own [typical](#) weather conditions.

breeding – the process of [bearing offspring](#); [reproduction](#)

wintering grounds – the area where an animal that migrates spends the part of the year when it is not breeding and raising young.

Sahara Desert – The Sahara Desert is on the African continent. It is the largest hot desert in the world.

altitudes – If something is at a particular **altitude**, it is at that height above sea level.

hazards – A **hazard** is something which could be [dangerous](#) to you, your [health](#) or [safety](#), or your [plans](#) or [reputation](#).

starvation – **Starvation** is [extreme suffering](#) or [death](#), caused by lack of food.

exhaustion – **Exhaustion** is the state of being so [tired](#) that you have no [energy](#) left.

behavioural adaptation – behavioural adaptations are the things organisms do to survive.

survive – If something survives, it continues to exist (stays alive).

reproduce – When people, animals, or plants **reproduce**, they produce [young](#).

polar regions – **Polar** means near the North and South [Poles](#). A **region** is a large area of land that is different from other areas of land,

equator – **The equator** is an [imaginary line](#) around the [middle](#) of the Earth at an equal [distance](#) from the North Pole and the [South](#) Pole.

krill – **Krill** are animals similar to small [shrimps](#) that [live](#) in the [ocean](#) and are the main food of some whales.

consume – If you **consume** something, you eat or drink it.

tonnes – A **tonne** is a [metric](#) unit of [weight](#) that is equal to 1000 [kilograms](#).

expands – If something **expands** or **is expanded**, it becomes larger.

baleen plates – baleen is a filter-feeding system inside the mouths of whales. The whale opens its mouth underwater to take in water. The whale then pushes the water out, and animals such as krill are filtered by the baleen.

climate change – **Climate change** refers to changes in the earth's climate, especially the gradual rise in temperature caused by high levels of carbon dioxide and other gases.

global warming – **Global warming** is the gradual rise in the earth's temperature caused by high levels of carbon dioxide and other gases in the atmosphere.

temperatures – The **temperature** of something is a measure of how hot or cold it is.

populations – a group of **individuals** of the same **species** inhabiting a given area

shrinking – reducing in size

poles – The earth's **poles** are the two opposite ends of its axis, its most northern and southern points.

scientists – A **scientist** is someone who has studied science and whose job is to teach or do research in science.

concerned – troubled or anxious

energy – **Energy** is the ability and strength to do active physical things and the feeling that you are full of physical power and life.

building – if you build up strength, you are growing stronger.

monarch butterflies – a large, deep-orange butterfly, *Danaus plexippus*, having black and white markings, the larvae of which feed on the leaves of milkweed

magnetic field – A **magnetic field** is an area around a magnet, or something functioning as a magnet, in which the magnet's power to attract things is felt.

navigate – When fish, animals, or insects **navigate** somewhere, they find the right direction to go and travel there.

Arctic terns – a black-capped tern (bird), *Sterna paradisaea*, that breeds in the Arctic and then migrates as far south as the Antarctic

Antarctic – **The Antarctic** is the area around the South Pole.

Phrases to unpick:

'V-formation', 'A flock of swallows', 'heading south', 'spend the summer months breeding', 'flying at low altitudes', 'cross huge hazards', 'consume about 4 tonnes of krill', 'filters the water', 'krill populations are shrinking', 'reach these food-rich areas', building up their strength', 'use the Earth's magnetic field'.

