



Year 6

Home Learning Pack –

READING FLUENCY

Week 7

February 2021

YEAR 6 – READING FLUENCY – WEEK 7 – LESSON 1 TO 5: A Guide and instructions

This is your seventh 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) They are also in the pack but try not to look ahead.
- 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 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 **Earthquakes**: Year 6 Reading Fluency Week 7 Lesson 1 Earthquakes.*

*YouTube video for **The Lion and the Mouse**: Year 6 Reading Fluency Week 7 Lesson 1 The Lion and the Mouse.*

- 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 **Earthquakes**: Year 6 Reading Fluency Week 7 Lesson 2 Earthquakes.*

*YouTube video for **The Lion and the Mouse**: Year 6 Reading Fluency Week 7 Lesson 2 The Lion and the Mouse.*

- 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 (so you can always go back to an older video)
- 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 – send your summary to your teacher by email.
- 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 answer sheet 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 **Earthquakes**: Year 6 Reading Fluency Week 7 Lesson 3 Earthquakes.*

*YouTube video for **The Lion and the Mouse**: Year 6 Reading Fluency Week 7 Lesson 3 The Lion and the Mouse.*

- 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 **Earthquakes: Year 6 Reading Fluency Week 7 Lesson 4 Earthquakes.**

YouTube video for **The Lion and the Mouse: Year 6 Reading Fluency Week 7 Lesson 4 The Lion and the Mouse.**

- 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 **Earthquakes: Year 6 Reading Fluency Week 7 Lesson 5 Earthquakes.**

YouTube video for **The Lion and the Mouse: Year 6 Reading Fluency Week 7 Lesson 5 The Lion and the Mouse.**

- Begin by listening to Miss Verdi read the *new text* – it is called 'Sedna: Goddess of the Sea' (this will be used in the 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 with your best example of work.

If you learn a text off by heart (prizes available) – please film or record yourself and send us an email! year6@mpjs.org.uk

Week 7, Lesson 1

– READING

FLUENCY

YouTube video: Year 6 Reading Fluency Week 7 Lesson 1 Earthquakes



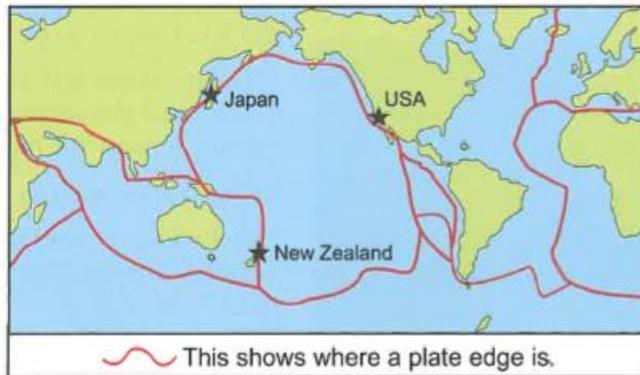
Earthquakes

Each year across the world, millions of earthquakes cause the Earth to shake and shudder beneath us. Their severity is measured on the Richter scale, with most of them so low on the scale that we don't even notice they are happening. But every so often, a powerful earthquake strikes, leaving devastating damage and disruption in its wake.

Earthquakes are caused by movements of the Earth's surface. The outer layer of the Earth is composed of vast floating plates that interlink like pieces of a jigsaw puzzle. These plates are constantly moving at an average of a few centimetres each year. Sometimes when two neighbouring plates manoeuvre past each other, they get stuck. Pressure builds up and when the plates finally jerk free, the ground shakes: this bone-shaking phenomenon is an earthquake.

Earthquakes are most common along the edges of these shifting plates. The west coast of the USA is located at a plate edge, making it prone to earthquakes. One such earthquake, the Hector Mine Earthquake, occurred in 1999 in the Mojave Desert in southern California. Very few people live there, so fortunately it caused almost no damage.

Japan, like the USA, is also situated at a plate boundary and, in 2011, suffered its most powerful earthquake since records began. It unleashed a tsunami (a huge ocean wave) that wreaked havoc in many coastal towns



and villages. In the same year, the bustling city of Christchurch in New Zealand was hit by two powerful earthquakes just months apart. In an unfortunate turn of events, the second struck before there had been time to repair all the damage caused by the first earthquake.

Across the world, earthquake zones are not left empty and unoccupied; quite the opposite in fact. Many people live in places where earthquakes are a real threat. The work of specialised engineers and scientists is indispensable in these highly populated areas where earthquakes are common. Engineers have developed earthquake-resistant buildings like the US Bank Tower, which are designed to waver and wobble during an earthquake, but not actually collapse. Scientists also monitor common signs that an earthquake might be on its way, for example, changes in water levels and cracks in the ground. However these indicators don't appear before every earthquake, so scientists can't precisely predict the time or location of an earthquake.



Homes in earthquake zones are often adapted to reduce earthquake damage. Heavy pieces of furniture can be secured with robust, flexible straps so they can move without falling and sticky putty can keep smaller objects from tumbling. Taller pieces of furniture like wardrobes can be fixed to the wall using metal brackets. Some recently built homes have flexible pipes which

are less likely to break during an earthquake. This reduces the risk of fire following an earthquake, when gas from broken pipes can come into contact with a flame, with explosive results.

Many schools and businesses in earthquake zones hold regular earthquake drills to practise what they should do if there is a real emergency. A three-step approach is common: drop, cover and hold on. During an earthquake, you should drop to the floor and shield your head with your arms. Then, if possible, you should take cover under a table and hold on until the danger has passed. In Japan, 1st September is National Disaster Prevention Day, when all Japanese citizens practise these drills.

Another way that people prepare for earthquakes is to assemble an earthquake survival kit. Damage from earthquakes often prevents rescue services from reaching everyone affected immediately, so these survival kits should allow an individual to survive for a minimum of three days without outside help. They usually contain such vital supplies as bottled water, tinned foods and a tin opener. First aid kits are included to allow people to treat minor injuries at home because hospitals are normally stretched to their limits after an earthquake.



Earthquake survival kit

Electricity supplies can also be cut off by an earthquake, so a torch and spare batteries are essential; at best, the electricity supply is likely to be unpredictable. Dust masks and a whistle to signal for help are also useful — shouting when trapped can cause people to inhale large amounts of dust which is thrown up and lingers in the aftermath.



Damage after an earthquake

Although running is tempting, after a major earthquake, people should initially remain where they are as there may be aftershocks. These are smaller earthquakes which follow in the footsteps of the main earthquake, as the Earth's plates adjust to the movement.

When any aftershocks subside, uninjured people should tend to the wounded and inspect houses for signs of damage; if the damage is bad, people may need to be evacuated. At this point in time, the lengthy clean-up process can begin.

With so many earthquakes occurring with little or no warning, it is difficult for scientists to predict them accurately. This means that it is essential for people living within earthquake zones to be properly prepared. **PAGE 3**

Vocabulary for 'Earthquakes'

Vocabulary	Definition
Paragraph 1	
shudder	If something such as a machine or vehicle shudders, it shakes suddenly and violently.
severity	You use <i>severe</i> to indicate that something bad or undesirable is great or intense.
Richter scale	The Richter scale is a scale which is used for measuring how severe an earthquake is.
devastating	If you describe something as devastating, you are emphasizing that it is very harmful or damaging.
disruption	When there is disruption of something, it is stopped from continuing or operating in a normal way.
Paragraph 2	
vast	Something that is vast is extremely large.
interlink	Things that are interlinked or interlink are linked with each other in some way.
manoeuvre	If you manoeuvre something into or out of an awkward position, you skilfully move it there.
pressure	Pressure is force that you produce when you press hard on something.
jerk	If you jerk something or someone in a particular direction, or they jerk in a particular direction, they move a short distance very suddenly and quickly.
phenomenon	A phenomenon is something that is observed to happen or exist.
Paragraph 3	
shifting	Shifting is used to describe something which is made up of parts that are continuously moving and changing position in relation to other parts.
prone	To be prone to something, usually something bad, means to have a tendency to be affected by it or to do it.
Paragraph 4	
situated	If something is situated in a particular place or position, it is in that place or position.
boundary	The boundary of an area of land is an imaginary line that separates it from other areas.
unleashed	If you say that someone or something unleashes a powerful force, feeling, activity, or group, you mean that they suddenly start it or send it somewhere.
wreaked havoc	If one thing plays havoc with another or wreaks havoc on it, it prevents it from continuing or functioning as normal, or damages it.
bustling	A place that is bustling with people or activity is full of people who are very busy or lively.
Paragraph 5	
unoccupied	If a building is unoccupied, there is nobody in it.
threat	A threat to a person or thing is a danger that something unpleasant might happen to them.
indispensable	If you say that someone or something is indispensable, you mean that they are absolutely essential and other people or things cannot function without them.
waver	If something wavers, it shakes with very slight movements or changes.
monitor	If you monitor something, you regularly check its development or progress, and sometimes comment on it.
indicators	An indicator is a measurement or value which gives you an idea of what something is like.
precisely	Precisely means accurately and exactly.
Paragraph 6	
adapted	If something is adapted to a particular situation or purpose, it is especially suitable for it.
robust	Someone or something that is robust is very strong or healthy.
putty	Putty is a stiff paste used to fix sheets of glass into window frames.
explosive	Something that is explosive is capable of causing an explosion.
Paragraph 7	
drills	A drill is a routine exercise or activity, in which people practise what they should do in dangerous situations.
citizens	The citizens of a town or city are the people who live there.
Paragraph 8	
assemble	To assemble something means to collect it together or to fit the different parts of it together.
prevents	To prevent something means to ensure that it does not happen.
vital	If you say that something is vital, you mean that it is necessary or very important.
stretched	Under pressure and doing as much as is feasible.

Paragraph 9	
unpredictable	If you describe someone or something as unpredictable, you mean that you cannot tell what they are going to do or how they are going to behave.
essential	Something that is essential is extremely important or absolutely necessary to a particular subject, situation, or activity.
lingers	When something such as an idea, feeling, or illness lingers, it continues to exist for a long time, often much longer than expected.
aftermath	The aftermath of an important event, especially a harmful one, is the situation that results from it.
Paragraph 10	
tempting	If something is tempting, it makes you want to do it or have it.
initially	Initially means soon after the beginning of a process or situation, rather than in the middle or at the end of it.
Paragraph 11	
subside	If a feeling or noise subsides, it becomes less strong or loud.
evacuated	To evacuate someone means to send them to a place of safety, away from a dangerous building, town, or area.
lengthy	You use lengthy to describe an event or process which lasts for a long time.
Paragraph 12	
prepared	If you are prepared for something that you think is going to happen, you are ready for it.

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Week 7, Lesson 2

– READING

FLUENCY

YouTube video: Year 6 Reading Fluency Week 7 Lesson 2 Earthquakes



Lesson 2: My Summary



Getting started

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

1. What is the Richter scale? 1 mark

2. Fill in the gaps in this table using information from the text. 1 mark

Country	Year of earthquake
Japan	
	1999
New Zealand	

3. Give **one** reason why the Hector Mine Earthquake was less damaging than the 2011 earthquakes in Christchurch, New Zealand. 1 mark

4. *The work of specialised engineers and scientists is indispensable in these highly populated areas where earthquakes are common.* 1 mark

What does the word *indispensable* mean in the sentence above?

Tick **one** box.

popular

useful

essential

well-paid

5. List **three** ways people can prepare their homes for an earthquake 2 marks

1. _____

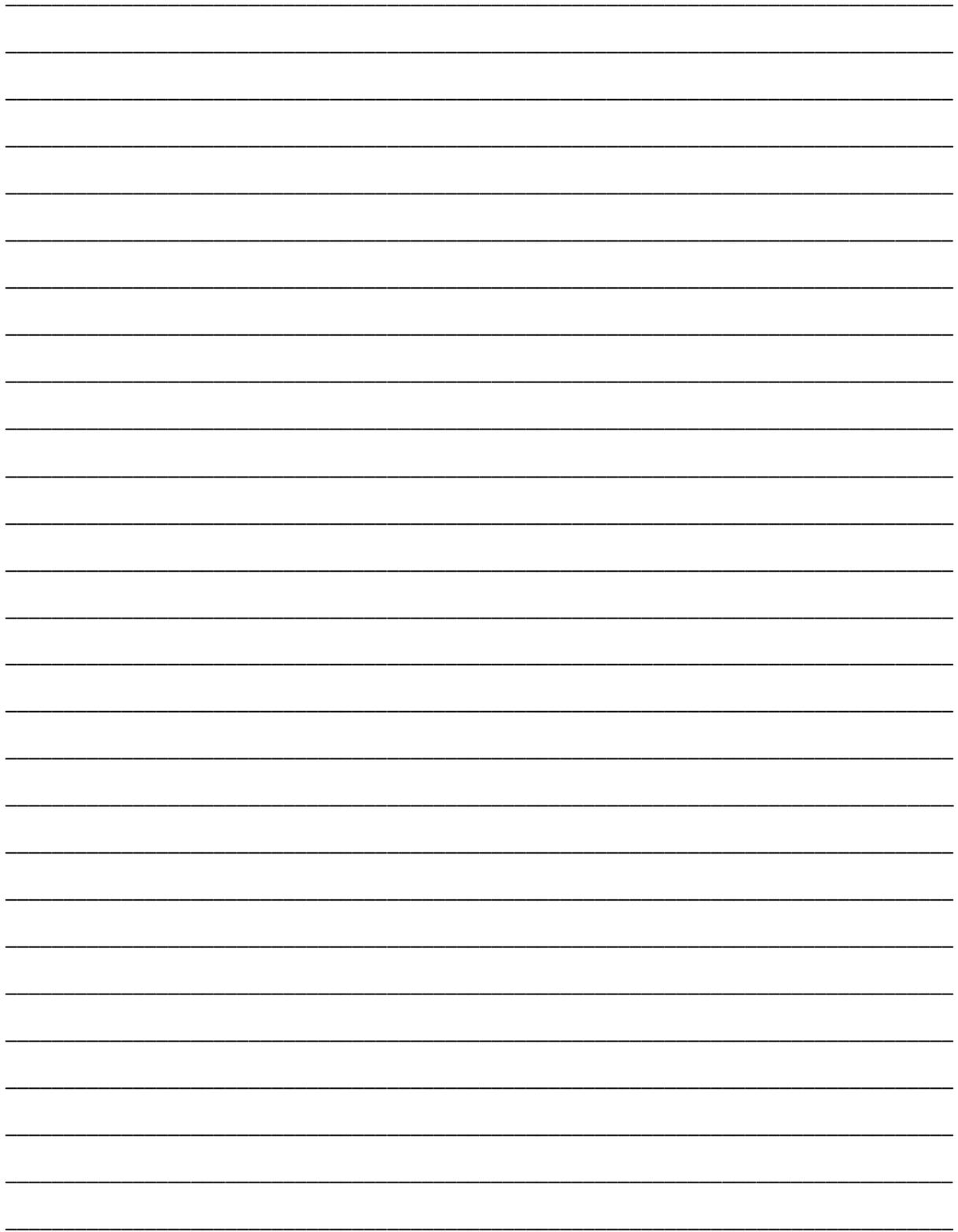
2. _____

3. _____

Week 7, Lesson 3 - READING FLUENCY

YouTube video: Year 6 Reading Fluency Week 7 Lesson 3 Earthquakes





Week 7, Lesson 4

- READING

FLUENCY

YouTube video: Year 6 Reading Fluency Week 7 Lesson 4 Earthquakes





Aiming High

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

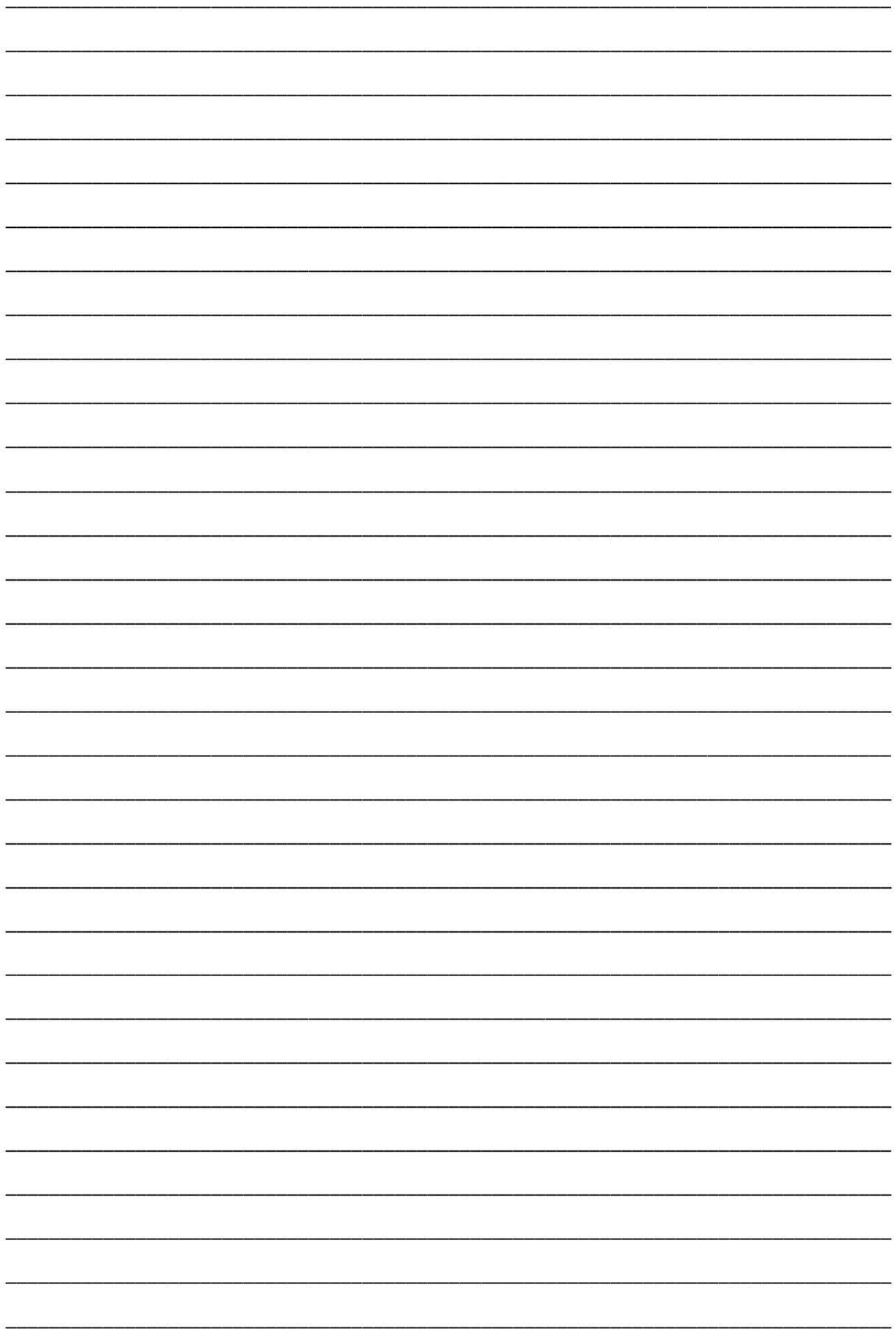
1. Briefly explain what you should do **during** and **after** an earthquake that occurs while you are at home. 2 marks
2. Why is using a torch as a light source after an earthquake safer than using matches and candles? 1 mark
Explain your answer using information from the text.
3. Why is it important to have a dust mask in an earthquake survival kit? 1 mark
4. Do you think people should live in earthquake zones? Tick **one** box. 3 marks

Yes

No

Explain your answer using information from the text.

My Answers



Earthquakes - ANSWERS

Getting Started

1. It is a way to measure the severity of earthquakes.
2. Give the answer **one mark** if all **three** answers are correct.
Japan – **2011**
USA – 1999
New Zealand - **2011**
3. Give the answer **one mark** if it mentions **one** of these things:
 - There are fewer people in the Mojave Desert.
 - There are fewer buildings in the Mojave Desert.
 - There are more people in Christchurch.
 - There are more buildings in Christchurch.
4. Essential
5. You can give the answer up to **two marks**. Give the answer **one mark** if it mentions **two points** from this list. Give it **two marks** if it mentions **three** of them:
 - Strapping down heavy pieces of furniture
 - Using putty to secure smaller objects
 - Fixing taller pieces of furniture to walls
 - Fitting flexible pipes

Making Headway

1. A jigsaw is something the reader will recognise, so the comparison helps them to picture the Earth's plates more clearly.
2. Because indicators of an earthquake don't always appear before an earthquake.
3. Give the answer **one mark** if it mentions **one** of these things:
 - To help the people of Japan to be prepared.
 - To help the people of Japan to remain safe during earthquakes.
4. Earthquake preparations

Aiming High

1. You can give the answer up to **two marks**. Give the answers **one mark** if it mentions **one** of these things to do **during** an earthquake:
 - Drop to the floor.
 - Shield your head.
 - Take cover under a table.Give the answer **one mark** if it mentions **one** of these things to do **after** an earthquake:
 - Stay in the same place until any aftershocks subside.
 - Look after others.
 - Check for any damage to buildings.
 - Evacuate people if buildings are badly damaged.
2. Because a torch wouldn't set fire to gas leaks, but a candle or a match would.
3. Because dust is bad for you and a dust mask will stop you breathing in dust.
4. You can give the answer up to **three marks**. If the answer is **yes**, give it **one mark** for **each point** it mentions from this list:
 - Most earthquakes are small, so people don't always get hurt.
 - Scientists can sometimes predict when an earthquake will happen, so people can be prepared.
 - Buildings can be designed or prepare for an earthquake to stop people getting hurt.If the answer is **no**, give it **one mark** for **each point** it mentions from this list:
 - Not all earthquakes can be predicted, so people can't always fully prepare for them.
 - People are hurt in earthquakes even when countries are prepared.
 - Buildings are damaged in earthquakes even when countries are prepared.

Week 7, Lesson 5

- READING

FLUENCY

YouTube video: Year 6 Reading Fluency Week 7 Lesson 5 Earthquakes



Sedna: Goddess of the Sea

Or How the Sea Creature Came To Be

Long, long ago in the ice plains of the north there lived a young girl called Sedna. She shared a quaint home built from wood and fur with her protective parents. Her father laboured and cooked, her mother hunted, and Sedna occupied herself with carving tools and mending clothes. Every day, suitors would come to ask for Sedna's hand in marriage, presenting her with small offerings of food and ivory, but every day she refused them.

One evening, a tall, handsome stranger, half-hidden in a dark cloak embellished with feathers, came to their hut. "I am an expert hunter and I have a magnificent home where you will be waited on," he declared. "Sedna, marry me and I will make your dreams come true!"

Sedna was so impressed with the stranger's claims that she accepted his offer, and the two were married that very night. As the sun broke over the horizon, Sedna and the mysterious man paddled away in his boat. After a few hours of strenuous effort, the man took off his cloak. Sedna was astonished to see that instead of skin her new husband was covered in glossy black feathers. He was no man! He was a bird - a raven - in human form!

When they finally arrived at his home, she was confronted by a nest made of twigs and moss perched on a large, damp boulder. Was this the beautiful home he had promised her? She had been tricked! Overhead she heard the screeching din of thousands of birds as they welcomed their brother home.

Try as she might, Sedna could not escape the rock. It was completely surrounded by the icy depths of the Arctic. Every morning her husband would fly away to hunt and every evening he would bring her back raw fish to eat. After a few days, she could stand it no longer. She was so distressed that she howled out for her father to come and rescue her. Over the ice and snow her anguish echoed and was heard across the land.

As soon as he heard her cry, Sedna's father jumped into his boat and began a desperate search. After countless days, he finally came upon the nest. He concealed himself in a cove until the raven had flown away to hunt, and then he slowly approached the nest. Sedna was overjoyed to see him, but very frail. He gently carried his weary, shivering daughter to his boat. He paddled rapidly, but they soon spotted a looming dark shape on the horizon. They could not escape the vengeful raven, who had returned to find his wife had been stolen.

The sky darkened as storm clouds of black birds swooped down over the tiny boat, engulfing it in ferociously flapping feathers. The beating of thousands of wings caused the sea to churn and boil. Huge waves tossed the fragile craft high into the air and it was in constant danger of capsizing. Suddenly, Sedna was knocked overboard, but before she sank into the icy water, she managed to grasp the side of the boat with her fingertips. "Help me, Father!" Sedna pleaded.

But the boat lurched so violently that her father could not reach her. Seeing that he could not help her, she burst into tears of despair. As the first tear fell into the deep, slate sea, it merged with the salt and came alive as a grey seal. The next tear struck the turbulent water and transformed into a wonderful walrus with long curved tusks. Another tear floated down below the surface and became a gigantic blue whale. Her tears kept on flowing and as each tear fell, a new sea creature came to life.

Sedna could hold on no longer. She slipped below the waves and was lost forever. However, she did not perish, but was reborn as the Goddess of the Sea, ruler of all the animals that live below the waves.

Even today, the fishermen of the north throw back a part of their catch in gratitude to Sedna for giving them food. They still fear her wrath, which they blame for the vicious storms that batter the seas in that part of the world.



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Date/week:

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
- 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 Making Headway today?	What were your total marks for Aiming High 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 Getting Started 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 