



Session 1 - Close Read

Teacher Notes

The purpose of a close read activity is to gain an understanding of the text by reading it multiple times and making sure we really study what the author is trying to tell us.

(All close read texts are age appropriate.)

Close Read Instructions:

- 1) Look at the vocabulary highlighted. Do you know what the words mean? The vocabulary box will help you.
- 2) Read the text to yourself and think:
What did I just read?
What did it say?
- 3) Now read the text again with a grown-up.
- 4) Read the questions and now reread the text again to find the clues for your answer.
- 5) Answer the questions in writing.

A long, long time ago, even before television was invented, there lived a knight called Sir Gadabout. This was in the days of the famous King Arthur and his Round Table. It was an exciting and mysterious time to live in, especially for a knight.

In a **misty** and **remote** corner of England stood the castle called Camelot, and there King Arthur gathered the best knights in the land to sit at the Round Table. These knights had to be prepared to go out at a moment's notice and fight villains, dragons, people who drop litter – and generally keep the peace.

If you could travel in time and visit Camelot, you would find the gallant King Arthur, tall and brave, much loved and respected. By his side would be the Queen – Guinivere, beautiful, graceful, and a **dab hand** at woodwork.

Today's extract comes from this book.

MARTYN BEARDSLEY

Sir
Gadabout

Illustrated by Tony Ross



Vocab Box

misty - light fog

remote - far away part of the land

dab hand - quite good at something



Questions

- (1) Why was it an exciting time to live?
- (2) What parts of this text do you think are just a bit silly?

Sessions 2,3,4 and 5



This week, we are going to look at the book called *The Way Back Home*. It is written by Oliver Jeffers and is about a really special friendship between a boy and ... well I'll let you find that out.

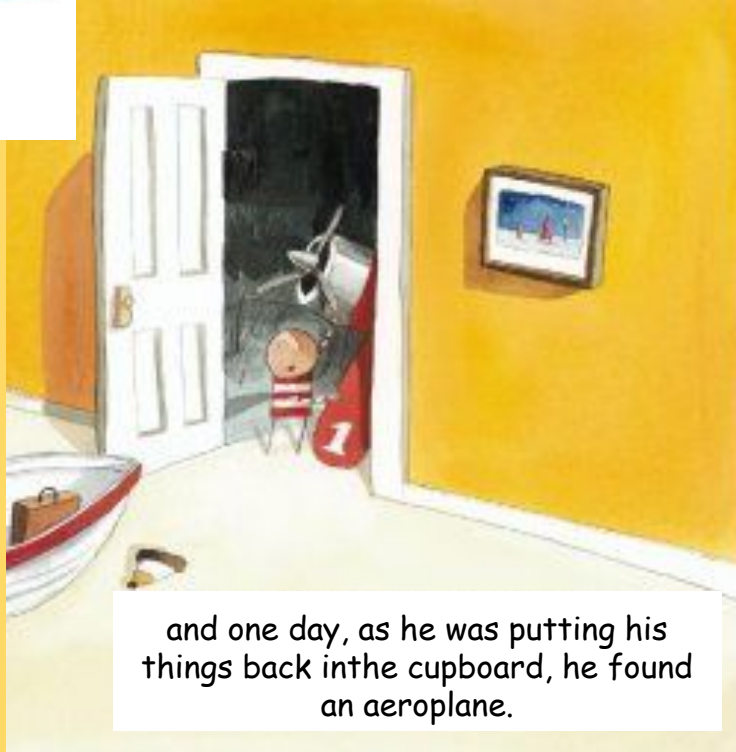
You can follow the book on the next pages as well as watching it on YouTube (by clicking on the link below). Each day you have to read a few pages and then do a task. Have fun!

<https://www.youtube.com/watch?v=RbyUrb0X5iU>

Session 2



Once there was
a boy,

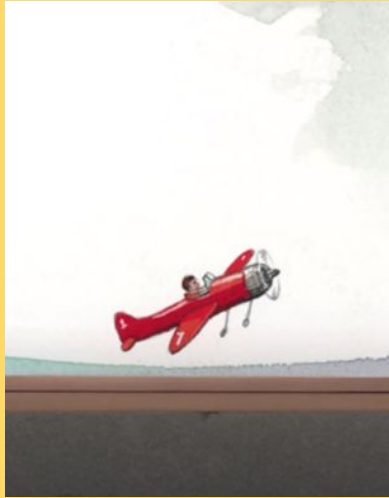


and one day, as he was putting his
things back in the cupboard, he found
an aeroplane.



He didn't remember leaving it in there but he
thought he'd take it out for a go right away.





The plane lifted off
the ground and up into
the sky....



higher



and higher



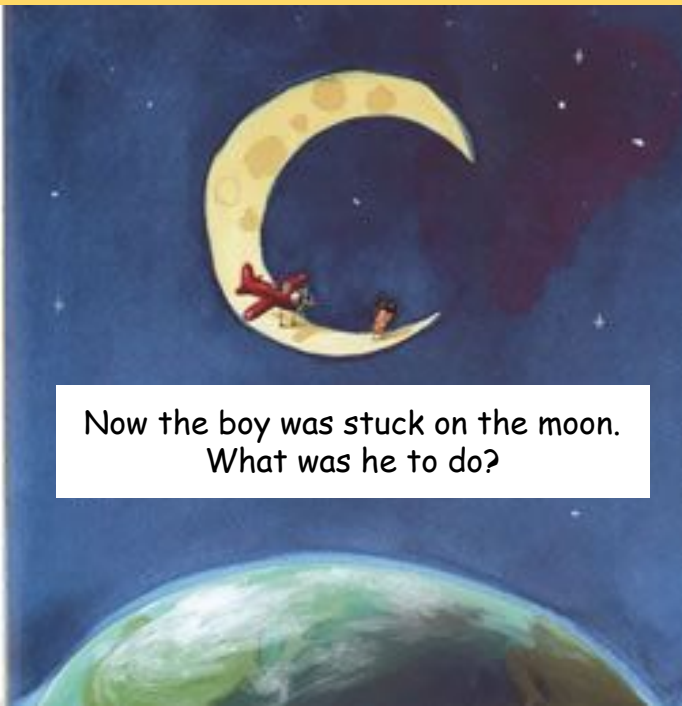
and higher.

Suddenly the plan spluttered ...



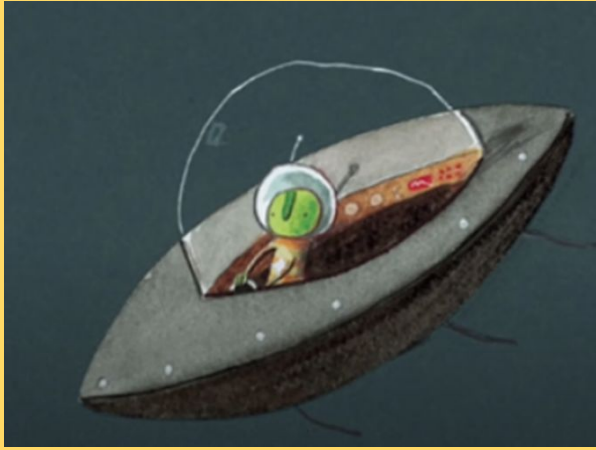
it had run out of petrol.

Now the boy was stuck on the moon.
What was he to do?



He was all alone and afraid and soon
his torch began to go out.





Up in space someone else was in trouble too.
His engine had broken down...

and steering his ship towards a flicker of light, he landed on the moon with a bump.





Both the boy and the Martian could
hear noises in the dark and both
feared the worst.



Task 2 - noun phrases.

Oliver and the martian both imagined monsters.

Draw a picture of your own monster.

Label your monster using noun phrases. Remember a **noun** is a thing (like *table, pen, sky, idea*) and a **noun phrase** is a **noun** with some **adjectives** to describe it (like *huge, razor-sharp fangs* covered with *oozy* slime).



enormous mouth ringed with stubby, white teeth

Session 3



But as their eyes got used to the dark, they both realised they'd met someone else in trouble



They weren't alone any more.



The boy showed the Martian his empty petrol tank and the Martian showed the boy his broken engine.





Together they thought of ways to fix their machines and how to get them both back home.

Task 3 - inverted commas (speech marks).

Inverted commas are the " and " we put around the **words being spoken** by a character in our story. Like this:

"My petrol tank is empty," said the boy.



"My engine should go round and round like this," explained the Martian.
"I think I could fix it if I had a spanner," replied the boy.

Your turn

1. Copy one of the pictures from the previous screen and draw speech bubbles for the Martian and the boy.
2. Decide what you want them to say and put it into the bubbles.
3. Write it down in two sentences like I have done here. DON'T FORGET THE INVERTED COMMAS.

Session 4



The boy jumped down to earth to get the things they would need...

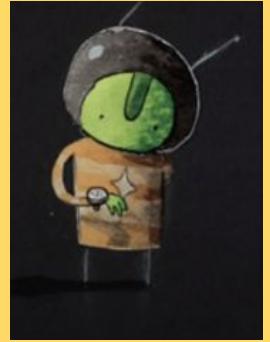
right down into the sea...

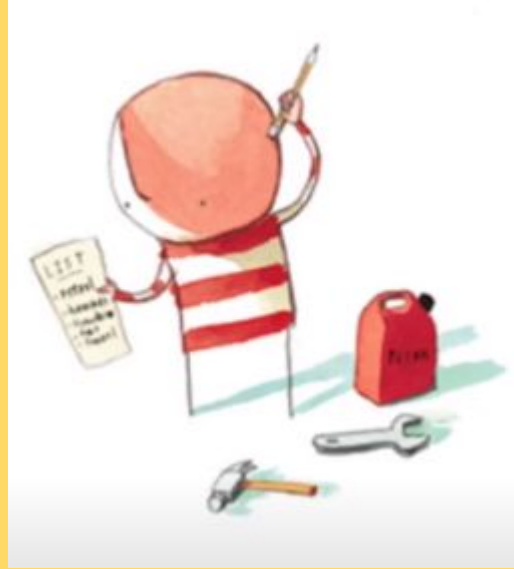
and swam towards home.



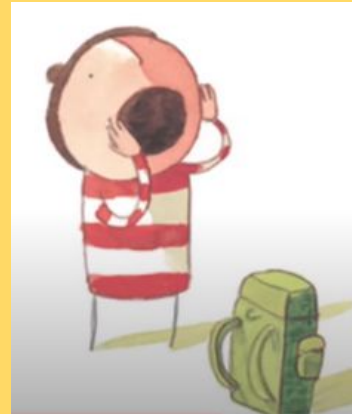


But by the time he got there, the boy was tired so he sat in his favourite chair just to catch his breath.





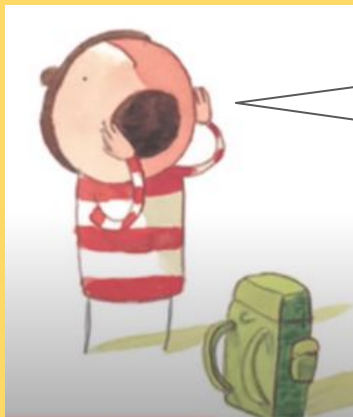
Suddenly he remembered what he should be doing and rushed off to the cupboard to get what he needed.



He ran outside and shouted.

Task 4 - inverted commas (speech marks).

Remember ***inverted commas*** we put around the **words being spoken** by a character? Today we are going to use them with exclamation marks **!** and question marks **?**.



Hello my friend! Can you hear me?

" Hello my friend **!** Can you hear me **?** " **said** the boy.

Your turn

1. Copy the picture of the boy.
2. Decide what you want him to shout up to the Martian on the Moon and put it into the bubble.
3. Write it down in the sentence like I have done here. **DON'T FORGET THE INVERTED COMMAS.**
4. Can you think of a better word than **said**?

Session 4



The boy began to climb and the Martian
began to pull.
Soon the boy was back on the moon.



They sad goodbye and thanked each other
for their help.
They wondered if they'd ever meet again.



The boy fixed up the Martian's engine with
the right spanner and the Martian filled
the boy's petrol tank.



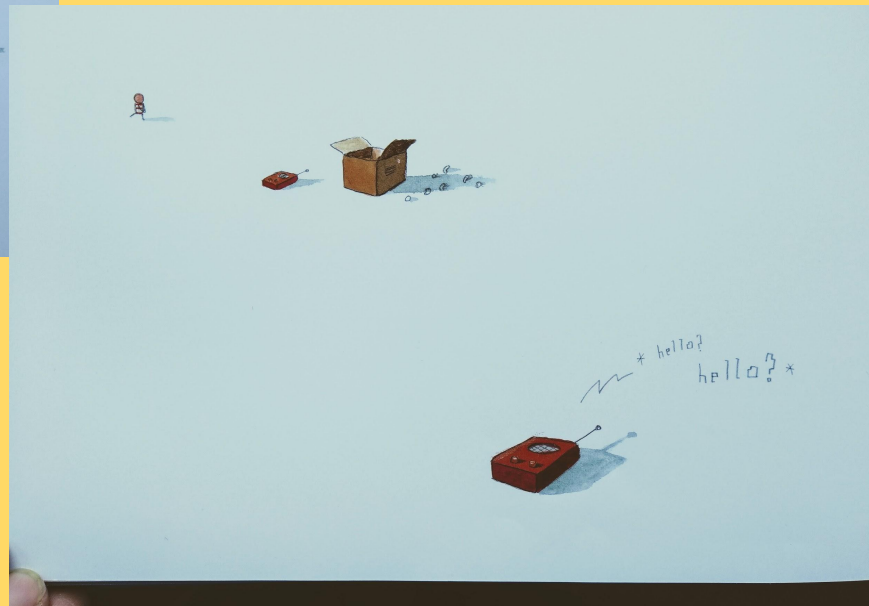
After a long night they were both finally
off the moon.



The boy went one way and the Martian
went another, both on their way back
home.



A few weeks later, a parcel arrived.
What was it?
Who could it have been from?



Task 5 - inverted commas (speech marks).

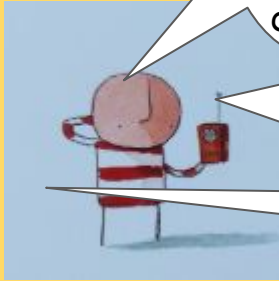
Hi! It's me! Did you make it home okay?

I never got to know your name!

Shall we meet again one day?

Hi! I miss you so much!

Thanks for helping me back up to the moon.



Your turn

1. Imagine a conversation between the boy and the Martian over their walkie-talkies.
2. Write down in sentences what they might say to each other. DON'T FORGET THE INVERTED COMMAS.

If you have time, why not try to make a model of the boy's aeroplane or the Martian's space ship?

