

# Facts about Hurricanes!

## Question Book:

Year 5, pages 12-13

## Author / Source:

www.ngkids.co.uk

## Genre:

Non-fiction — reference text

## Cross-curricular links:

- Geography (weather)
- Art (mood boards)

## Introduction

Hurricanes are huge, rotating storms that form over tropical oceans. They can be more than 2000 km across, and can cause winds of over 300 kmph. They also bring heavy rain and powerful thunderstorms, and can cause serious flooding, particularly in coastal areas. Although Britain is too far north to be hit by tropical hurricanes, it is sometimes affected by major storm systems from the Atlantic, such as the Great Storm of 1987. Before pupils read the article, check their understanding of some key terms in the extract, e.g. diameter, equator, northern hemisphere and southern hemisphere.

## Answers

1. E.g. To emphasise how strong the winds are during a hurricane.
2. E.g. Because they form from the warm, moist air that's found rising above the surface of warm oceans.
3. E.g. Younger people, because the introduction uses chatty language such as "super tight" and calls the readers "gang".
4. E.g. To show that lots of the facts about hurricanes are interesting and impressive.
5. E.g. To help you imagine how big the storm was by giving you something to compare it to.
6. b. to inform and entertain
7. E.g. Because they don't affect people too much at sea, but when they reach land they can cause dangerous floods, and the high winds can kill or injure people by knocking down buildings and trees.

## Extra Activities

- With the whole class, discuss the layout of the text. Do pupils find the layout helpful? Can they think of any other layout features (e.g. subheadings, underlining, diagrams) that would make the text clearer and easier to read?
- Show pupils some pictures of the damage caused by the Great Storm of 1987, then ask them to research the storm. They should use their findings to produce a fact sheet about the storm and how it affected people. Encourage pupils to use the presentational devices discussed in the activity above, such as headings, subheadings and bullet points.
- Show the class some short videos of hurricanes. Ask pupils to come up with phrases that use figurative language (e.g. similes, metaphors, personification, onomatopoeia) to describe the weather conditions.
- Ask pupils to imagine what it would be like to experience a hurricane. Get them to write a letter to a friend describing the experience and how it made them feel.
- Assign pupils different types of weather (e.g. rain, snow, thunderstorms). Ask them to create a mood board showing the words, colours, activities and feelings they associate with that type of weather. As a class, compare the mood boards and discuss the similarities and differences between them.

# Poems about Words

## Question Book:

Year 5, pages 14-15

## Author / Source:

Adisa  
Maya Angelou

## Genre:

Poetry

## Cross-curricular links:

- Drama (performance)
- Art (illustrating imagery)

## Introduction

As a performance poet, Adisa writes poems which are intended to be spoken aloud. His poetry uses language in a playful way, seeking to entertain the audience and make them think. Maya Angelou was a renowned American poet, writer and civil rights activist. Like Adisa, her poems are often lively and playful, with an element of performance to them. These poems both use vivid imagery, including images of food, to convey an enjoyment of language and words. You may want to ask pupils to read the poems aloud.

## Answers

1. “they pop up and down / Like a Jamaican toaster”
2. E.g. It makes the reader feel more involved in the poem because it seems like the poet is talking directly to them.
3. a. E.g. The things you read have a big effect on you because they stay in your mind for a long time. The poet says this is a good thing — like the smell of buttered popcorn. b. E.g. The message is quite similar because it also says that reading can have a really big effect on you. However, it’s a bit different, because it says, “Be afraid”, which makes you think that the effects of reading might be dangerous.
4. Any appropriate answer. E.g. Because they both enjoy words so much that they crave them, in the same way that people crave their favourite foods. They also want to show that bodies absorb and process words, just like they eat and digest food.
5. Any appropriate answer. E.g. *Spellbound*, because lines like “On this lyrical roller coaster” make the poem seem fun and exciting. I also like the way the poet plays with words like “lip-hop” instead of “hip-hop”. OR E.g. *I Love the Look of Words*, because I think the description of eating popcorn is very effective, and I think it is a really good idea to compare reading to eating something delicious.

## Extra Activities

- With the whole class, discuss the form, rhyme scheme and rhythm of the two poems. Encourage pupils to identify similarities and differences between them.
- Get pupils to identify examples of word-play in *Spellbound* (e.g. “lip-hop”, “tongue-tied like Houdini” — you may need to explain who Houdini was). Ask them to explain their meaning and effect on the reader, then challenge them to think of their own examples of word-play relating to the theme of reading.
- Ask pupils to write a poem about their favourite hobby. They should use imaginative imagery and word-play to explain what they like about their hobby.
- Get pupils to choose a verse from either poem, and ask them to learn it by heart and then recite it to the class. Encourage pupils to pay attention to their pace and tone of voice as they perform their verse.
- Split the class into four groups and ask each group to create an illustration based on the imagery in one stanza of *Spellbound*. Each group should then present their illustration to the class and explain how it relates to the poem.

# The Oak and the Linden Tree

## Question Book:

Year 5, pages 16-17

## Author / Source:

Ovid

## Genre:

Myth

## Cross-curricular links:

- History (Ancient Rome)

## Introduction

Ovid is widely seen as one of the most important poets in Latin literature. His best-known work, the 15-book poem the *Metamorphoses*, is a key source of Ancient Greek and Roman mythology. *The Oak and the Linden Tree* comes from book 8 of the *Metamorphoses*. The story ends with Jupiter destroying Phrygia in a great flood. Only Philemon and Baucis are spared, and their humble hut becomes a beautiful temple. When the couple eventually die, they are turned into an oak tree and a linden tree, standing together where Phrygia used to be.

## Answers

1. Any appropriate answer. E.g. Yes, because the text says that Mount Olympus was “perfect” and that the gods had plenty of food, music and stories. If I lived somewhere like that, I’d never want to leave. OR E.g. No, because the text says there was “nothing to do” on Mount Olympus, so I’m not surprised that Jupiter got bored and wanted to leave. I wouldn’t want to stay in a place where there was nothing to do either.
2. E.g. To make himself look like a poor traveller.
3. E.g. Mercury and Jupiter go to Phrygia in disguise. They knock on doors asking for help, but everyone turns them away.
4. c. personification
5. E.g. It’s about gods and it’s set in ancient times.
6. Any appropriate answer. E.g. I think that Jupiter will punish the people of Phrygia who wouldn’t help him, but he will reward Philemon and Baucis because they were kind to him.



## Extra Activities

- Ask pupils to share their answers to question 5 in the Question Book, then discuss other typical features of myths. What are the similarities and differences between myths and legends?
- Drawing on their answers to question 6 in the Question Book, ask pupils to write the last few paragraphs of *The Oak and the Linden Tree*. Encourage them to write in a similar style to the extract.
- Tell pupils the traditional ending to *The Oak and the Linden Tree*. What do they think the message of the myth is? Are they surprised that Philemon and Baucis are turned into trees at the end? Do they think this is a good reward? Divide the class into groups and get pupils to compare the traditional ending with the endings they wrote themselves. Do they find the similarities and/or differences surprising? Which ending is their favourite, and why?
- Assign pupils different Roman gods. Ask them to find out what their god was responsible for and what their particular characteristics and powers were. Pupils should produce an illustrated fact sheet about their god — these could be used to create a classroom display based around Mount Olympus.
- Ask pupils to write their own Roman myth to explain the extinction of the dinosaurs. Their myths should have some of the typical features identified in the class discussion. Encourage them to include some of the Roman gods they have learned about.

# Cora and the King

## Question Book:

Year 5, pages 18-19

## Author / Source:

Louise McEvoy

## Genre:

Fiction — short story

## Cross-curricular links:

- PSHE (peaceful protests)

## Introduction

*Cora and the King* is a short story about a young woman called Cora and her involvement in a rebellion against a cruel king. This extract uses lots of figurative language to bring the setting to life. As pupils read the text, encourage them to identify examples of figurative language and to think about the effect they have on the reader.

## Answers

1. E.g. Worried, because her “hands are trembling”. Shaking hands are often a sign that someone is worried.
2. E.g. That even though she faces a lot of charges, there’s still hope that she could get off.
3. Any appropriate answer. E.g. It makes the reader feel like the story is happening as they read it, which makes it more exciting.
4. c. onomatopoeia
5. E.g. It separates you from Cora when the action reaches its most exciting point. This creates tension because it makes you feel uncertain about what’s happening to her.
6. E.g. Yes, because she’s trying to help the poor and stop the King from treating people unfairly. I don’t think she deserves to be in prison. OR E.g. No, because I think the story would be more exciting if she got captured again. The plot would be too predictable if she managed to escape this easily.

## Extra Activities

- Ask pupils to underline examples of personification in the extract, then get them to suggest other techniques that the author could have used (e.g. similes, metaphors, onomatopoeia). As a class, discuss why authors use these techniques and the effect they have on the reader.
- Discuss what might happen to Cora, then ask pupils to write the next paragraph of the story. They should write in the present tense and use the techniques discussed in the first activity.
- Look at the verbs that describe the rabbit’s behaviour in the final paragraph of the extract, e.g. “lollops”, “waggles”. Ask pupils to rewrite the final paragraph using a different animal, e.g. a bird. They should choose verbs that convey their animal’s movements, e.g. a bird might ‘flit’, ‘flutter’ or ‘glide’.
- Explain that a castle porter’s responsibilities included guarding prisoners and letting people into and out of the castle. Ask pupils to write a set of instructions from the porter, explaining important ‘dos’ and ‘don’ts’ of the job, e.g. ‘don’t let in anyone you don’t know’, ‘always keep the key to the tower around your neck’.
- In the story, Cora initially protests peacefully by begging the king for more food. Can pupils think of any other forms of peaceful protest (e.g. marches, sit-ins, boycotting something, writing a petition)? Why do pupils think some people might choose to protest in this way? Introduce pupils to an example of a successful peaceful protest, such as the Montgomery bus boycott of 1955-56. Are pupils surprised that peaceful protests can be effective?

# Robot on the Ice

## Question Book:

Year 5, pages 20-21

## Author / Source:

Kimberly Shillcutt Tyree

## Genre:

Non-fiction — news article

## Cross-curricular links:

- Science (meteors)
- Geography (Antarctica)
- D&T (product design)

## Introduction

This article focuses on Nomad, a “wandering robot” that helps NASA scientists to find meteorites in remote locations, such as Antarctica. It gives an insight into how this cutting-edge technology is designed, by explaining the features which help Nomad cope with the harsh Antarctic environment, and the instruments that enable it to find meteorites. Before pupils read the extract, show them some pictures of meteors and meteorites. Explain that meteors (also known as shooting stars) are the streaks of light we see when small pieces of space debris burn up in the Earth’s atmosphere, while meteorites are pieces of space debris that have reached Earth.

## Answers

1. E.g. Because they needed to make sure the snow and ice in Antarctica wouldn’t stop it working.
2. E.g. Because it’s a pun. They’re looking for meteorites, which sounds like ‘meteor-rights’, and ordinary rocks are the “wrong” kind of rocks.
3. E.g. Excited. You can tell because she uses an exclamation mark in the sentence about it finding a meteorite.
4. Any appropriate answer. E.g. Yes, because it has sub-headings, which break the text up and make it easier to read. It also includes a picture, which helps you to imagine the landscape that Nomad was exploring.
5. Any appropriate answer. E.g. Because nomads travel around in remote places. This is similar to what Nomad does — it goes to remote places like Antarctica and travels around looking for meteorites.
6. Any appropriate answer. E.g. Yes, because Nomad has done something impressive that most people wouldn’t be able to do. I think that makes it a hero. OR E.g. No, because heroes usually risk their lives to help people. Nomad wasn’t in danger and it wasn’t helping people, so I don’t think it’s a hero.

## Extra Activities

- With the whole class, discuss pupils’ answers to question 5. Do they think Nomad is a good name for the robot? Ask them to come up with alternative names and explain their reasoning.
- Get pupils to imagine that a meteorite has landed in the school playground. They should write a newspaper article reporting the event.
- Ask pupils to research and write a guide to meteor-spotting. Their guide should cover things like what meteors look like as they burn up in the atmosphere, the best times of year and weather conditions for spotting meteors, where to go to look for them, and any equipment that makes it easier to spot them.
- Divide the class into groups and ask each group to research a different feature of Antarctica (e.g. climate, landscape, animal life). Each group should share their findings with the class. Pupils could then use what they have learnt about Antarctica to produce a poster that will persuade tourists to visit the region.
- Suggest other challenging environments (e.g. a dense jungle or the bottom of the ocean) and ask pupils to explain how they would adapt Nomad’s design to enable it to function in those conditions. Get pupils to produce a labelled diagram of their design, with short descriptions of the main features. Pupils could also build models of their designs.