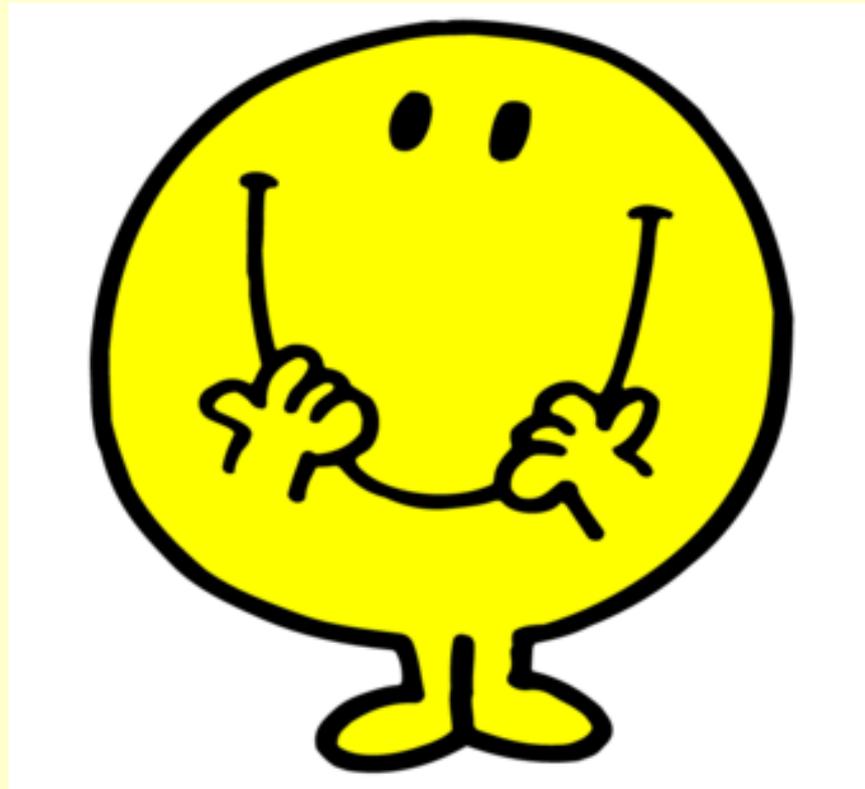
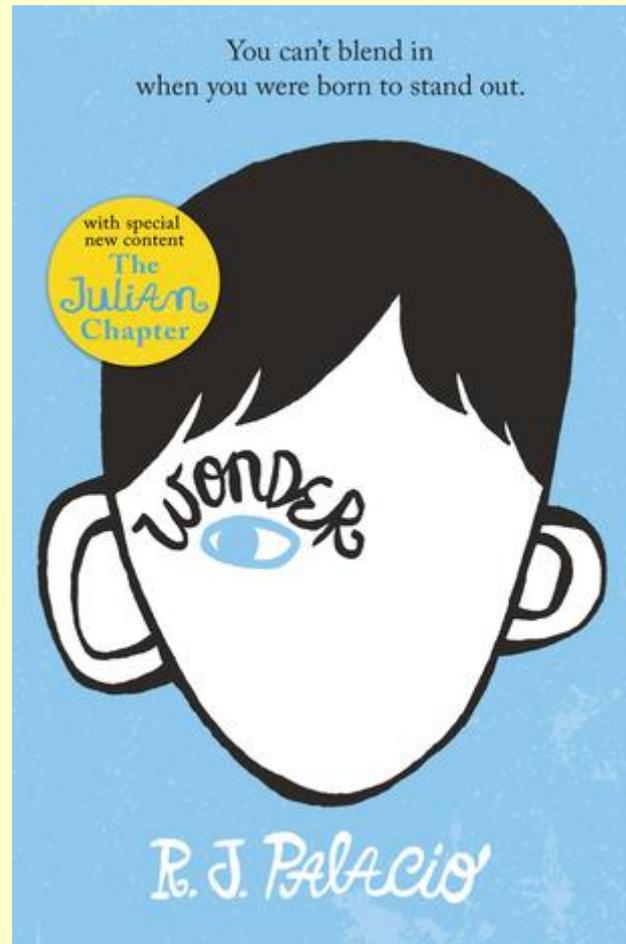


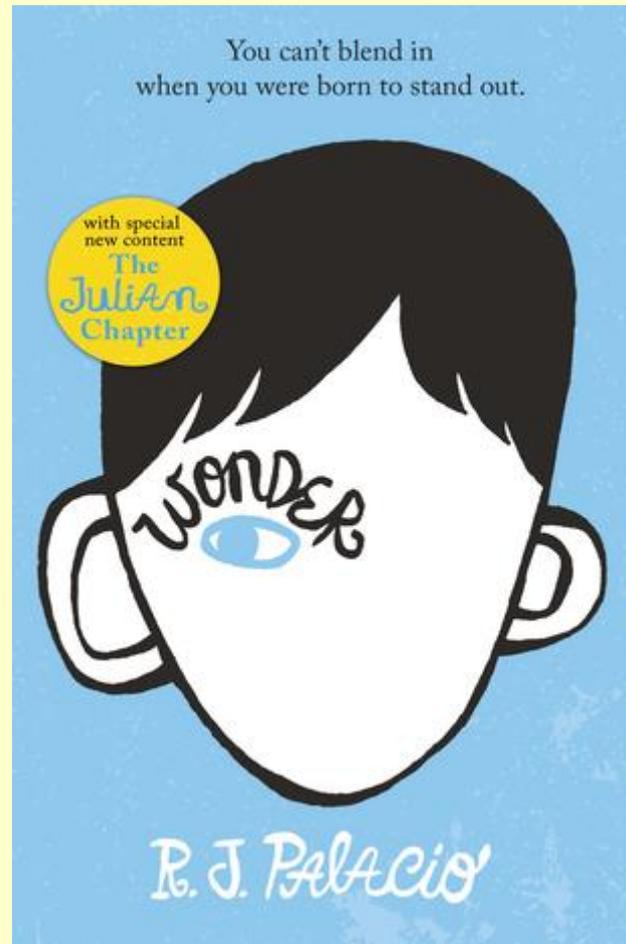
# Day 2



# Day 2 Guided Reading



# Chapter 10



## The Performance Space

CHARLOTTE BASICALLY DIDN'T stop talking as we headed down to the second floor. She was describing the play they had put on last year, which was *Oliver!* She played Oliver even though she's a girl. As she said this, she pushed open the double doors to a huge auditorium. At the other end of the room was a stage.

Charlotte started skipping toward the stage. Julian ran after her, and then turned around halfway down the aisle.

“Come on!” he said loudly, waving for me to follow him, which I did.

“There were like hundreds of people in the audience that night,” said Charlotte, and it took me a second to realize she was still talking about *Oliver!* “I was so, so nervous. I had so many lines, and I had all these songs to sing. It was so, so, so, so hard!” Although she was talking to me, she really didn’t look at me much. “On opening night, my parents were all the way in back of the auditorium, like where Jack is right now, but when the lights are off, you can’t really see that far back. So I was like, ‘Where are my parents? Where are my parents?’ And then Mr. Resnick, our theater-arts teacher last year—he said: ‘Charlotte, stop being such a diva!’ And I was like, ‘Okay!’ And then I spotted my parents and I was totally fine. I didn’t forget a single line.”

While she was talking, I noticed Julian staring at me out of the corner of his eye. This is something I see people do a lot with me. They think I don’t

know they're staring, but I can tell from the way their heads are tilted. I turned around to see where Jack had gone to. He had stayed in the back of the auditorium, like he was bored.

"We put on a play every year," said Charlotte.

"I don't think he's going to want to be in the school play, Charlotte," said Julian sarcastically.

"You can be in the play without actually being 'in' the play," Charlotte answered, looking at me. "You can do the lighting. You can paint the backdrops."

"Oh yeah, whoopee," said Julian, twirling his finger in the air.

"But you don't have to take the theater-arts elective if you don't want to," Charlotte said, shrugging. "There's dance or chorus or band. There's leadership."

"Only dorks take leadership," Julian interrupted.

“Julian, you’re being so obnoxious!” said Charlotte, which made Julian laugh.

“I’m taking the science elective,” I said.

“Cool!” said Charlotte.

Julian looked directly at me. “The science elective is supposedly the hardest elective of all,” he said. “No offense, but if you’ve never, *ever* been in a school before, why do you think you’re suddenly going to be smart enough to take the science elective? I mean, have you ever even studied science before? Like real science, not like the kind you do in kits?”

“Yeah.” I nodded.

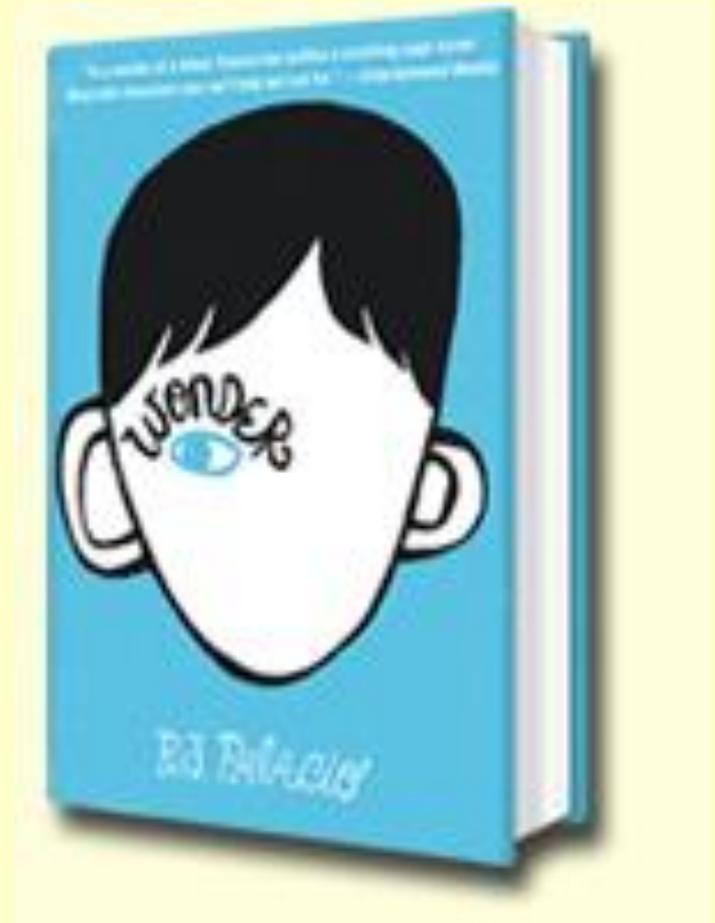
“He was homeschooled, Julian!” said Charlotte.

“So teachers came to his house?” asked Julian, looking puzzled.

“No, his mother taught him!” answered Charlotte.

# Chapter 10 - The Performance Space

- Why might the writer start a new chapter for each room they visit?



# Day 2

# English





**Now let's find out how close your predictions were.  
Read on!**

"Looks simple enough," said Danny, ever impatient, as he set the counters onto the start line. They were jungle animals: a rhino and a jaguar. He also shuffled the game cards and laid them in a neat pile. "Let's just start and learn as we go."

Susie went first. She grasped the dice and threw them down onto the centre of the board. An eight! She moved her rhino eight paces, to land on an orange-coloured square. It showed a picture of a giant Tarantula. She lifted a game card and read it out. "If you do not catch this beast,

then you're on the menu for its next feast." She stared at Danny and shrugged. "I don't get it!" she said.

At that moment, the table began to shake, the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.

"EARTHQUAKE!" shouted Billy, bursting into laughter. He soon stopped, as in a blink of an eye, an enormous spider, bigger than a horse, shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce and its whole body seemed to pulse. Eight, bulging eyes scanned the room and then ...

It sprung into action. It crushed the tables, smashed the windows and flung children all around the classroom with a flick of its legs. It powered towards Mrs Allbright as she stood rooted to the floor in terror. The room was filled with shrieks of panic and despair.

"What shall we do?" shouted Danny desperately, pressing himself tightly against the wall.

"Read the instructions," ordered Susie. "We have to stop it!"

Quickly, they scabbled around to find the box underneath all the mess. They rescued it from under a pile of maths books and scanned the upturned lid to read the instructions. All the while, the spider got closer and closer to their teacher. It stretched out its forelegs, ready to grab her. Her eyes widened in horror as she realised what was coming next.

"It says we've got to throw two sixes to end the game," screeched Danny, looking pale. Susie grasped the dice again. She threw and she threw and she threw. No luck. She glanced up and saw the spider had her teacher in its grasp. Its striped legs were holding her in a vice-like grip. She threw again and then again, faster and faster each time and then, just as she was losing all hope, TWO SIXES!

Suddenly, out of nowhere, there was a loud hissing sound. It pierced the air and everyone covered their ears. A flash of light streaked through the classroom and the game rattled into life. It started to suck everything into a vortex in the centre of the room: the mess, the

children, the spider, Mrs Allbright. There was an almighty boom and then ... nothing.

Danny and Susie opened their eyes. Everything was back to normal; even Mrs Allbright was back in her chair, marking with the ferocity of a wild beast. Then the bell went.

"Pack up, Class 5!" ordered Mrs Allbright. "Science starts in two minutes and we're looking at animals in their habitats."

Susie looked at Danny and raised her eyebrows. They carefully packed the contents of the game back into the box. Everything went in except the dice and the animal counters, which Susie wrapped in a paper towel and placed into the bin instead. They put the lid on the box and lifted it high up onto the bookshelf. They never wanted anyone to play that game, ever again!

Everyone settled down to afternoon lessons. Everyone, that was, except Billy. He had spotted something on top of the bookshelf that he'd never noticed before and he intended to investigate it, the very next time they were in for wet play ...

# What Do the Words Mean?



Go back through the story and underline any words you don't know the meaning of.

Now let's investigate some of them together.

## The Sentence Challenge:

Take a look at the definitions of the following words from the text. Take each word and put them into new sentences. How many sentences can you create?



... rain **streaked** the classroom windowpanes

To **streak along** - to move rapidly

e.g. John **streaked** along the pavement towards the crowd.

**Now write your new sentences:**



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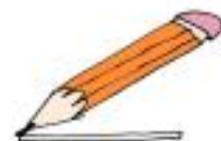
... a **resurgence** of the game slap

A **resurgence** - something that returns or starts again after disappearing for a while

e.g. The teachers have seen a **resurgence** of skipping games in the playground.

**Now write your new sentences:**

---





... the ferocity of a wild beast

Ferocity - extremely fierce (fierce = strong, powerful, violent or frightening)

e.g. We were surprised by the ferocity of the storm.



**Now write your new sentences:**

---

# Day 2

# Maths



# Maths Answers

## Discover

Question 1 a): Olivia and Ebo will need 27 tiles to make pattern number 5.

Question 1 b): Pattern number 8 has 42 tiles.

# Thinking Together

Question ① a): 13 tiles are needed to make pattern number 5.

Question ① b): Pattern 6 needs 15 tiles.

Question ② a): 6, 10, 14, **18, 22, 26** – add 4 each time

Question ② b): 23, 26, 29, 32, **35, 38, 41** – add 3 each time

Question ② c): 800, 750, 700, 650, **600, 550, 500** – subtract 50 each time

Question ② d): 10, 7, 4, **1, -2, -5** – subtract 3 each time

Question ② e): -11, -7, -3, **1, 5, 9** – add 4 each time

Question ③ : The sequence is: 11, 16, 21, 26, 31, 36, 41, 46, 51  
– add 5 each time

Pattern 9 will be the first to have more than 50 tiles.

1. a) Children should draw three matches to make 3 linked horizontal squares.  
b) 4 7 10 13 16  
c) 22 matchsticks. Explanations will vary; for example: The rule for the pattern is to add 3 each time so I added 3 and 3 again to 16 (which is the 5th number in the pattern).

2. Rule for the sequence is to add 4 but  $19 + 4 = 23$ , not 22. All numbers in the sequence will be odd.

3. a) 23 26                      f) 125 100  
b) 11 13                        g) 7 2  
c) 23 27                        h) 21 31  
d) 4 0                            i) 7 10  
e) 31 37                        j) -2 -8

4. 41

6. 48

**Reflect**

Children should design and describe their own sequence.

WALT: Add and subtract whole numbers with more than 4 digits

# Daily Maths

- ❖ **Discovery – Discuss** this page with your parent.
- ❖ **Share** – Show different methods of how a question could be answered - **Discussion**
- ❖ **Thinking Together** – Discuss method shared, use information to answer questions
- ❖ **Challenge** – Plato only
- ❖ **Practice** – Children to work independently on tasks.



# What you need to do?

- ❖ Discovery – Plato, Aristotle, Pythagoras
- ❖ Share – Plato, Aristotle, Pythagoras
- ❖ Thinking Together – Aristotle, Pythagoras
- ❖ Challenge - Plato
- ❖ Practice – Pythagoras Qu 1 - 2  
Aristotle Qu 1 – 4  
Plato Qu 1 - Reflection

# Discovery – Discussion with parent



How many views are there on Tuesday?

How many views are there on Wednesday?  
What does total mean?

How could you add these amounts together?

What method could you use to find which two days make this total?

- 1 a) What is the total number of video views for Tuesday and Wednesday?
- b) Which two days have the total number of views of 37,592?



# Share – Show methods of how a question could be answered – Discuss with parent

## Share

a) Add the number of video views for Tuesday and Wednesday.



I will use counters to help me. I will set out the work in columns and add them together, starting with the column of least place value.



TTh	Th	H	T	O

$$\begin{array}{r}
 \text{TTh} \quad \text{Th} \quad \text{H} \quad \text{T} \quad \text{O} \\
 \hline
 2 \quad 0 \quad 1 \quad 5 \quad 3 \\
 + 1 \quad 9 \quad 1 \quad 7 \quad 5 \\
 \hline
 3 \quad 9 \quad 3 \quad 2 \quad 8 \\
 \hline
 \end{array}$$

The total number of video views for Tuesday and Wednesday is 39,328.

What method can you use to add the two numbers together?  
 Which place value column do you need to start with?  
 Do you need to make an exchange?



**b)**

	T	T	H	T	O	
Monday	2	1	6	3	0	
Tuesday	+	2	0	1	5	3
	4	1	7	8	3	

	T	T	H	T	O	
Monday	2	1	6	3	0	
Wednesday	+	1	9	1	7	5
	4	0	8	0	5	

	T	T	H	T	O	
Wednesday	1	9	1	7	5	
Friday	+	1	8	4	1	7
	3	7	5	9	2	



I will use trial and improvement to find the correct 2 days.  
I will need to take my time and be careful not to miss any.

The last digit of Wednesday is 5.

The last digit of Friday is 7.

$$5 + 7 = 12$$

Wednesday and Friday have the total number of views of 37,592.

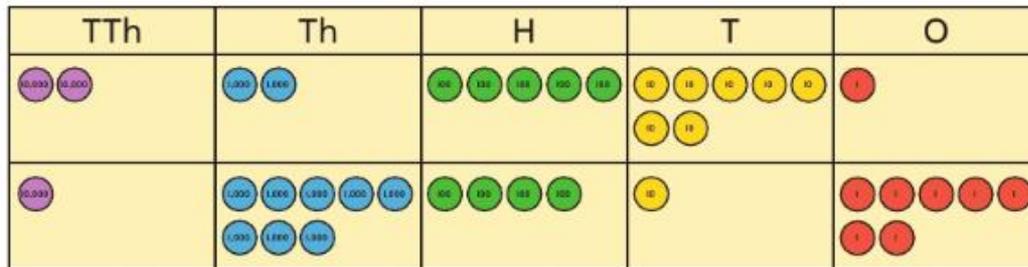
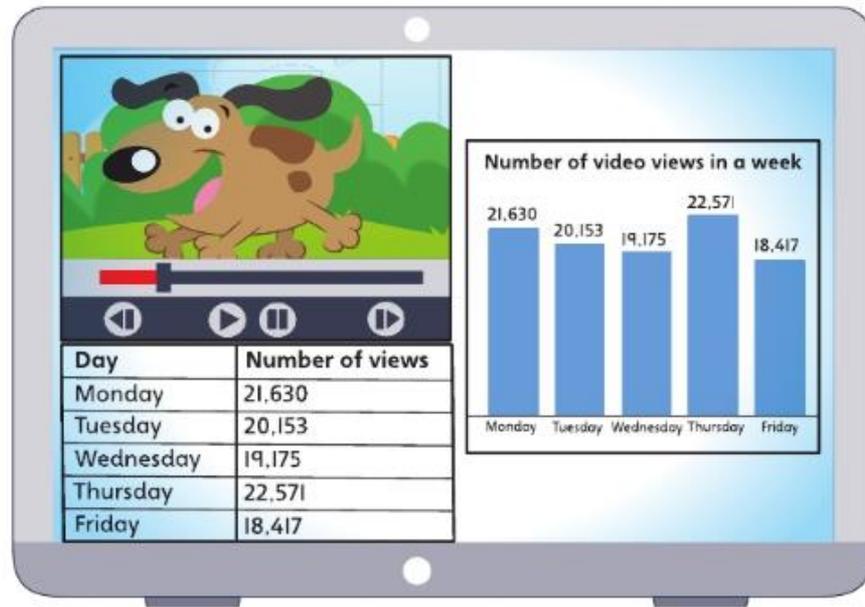
I think there may be a way you can tell by just adding the last digits.



**What method could you use to work out which two numbers make that total? Is there a quicker way?**

# Thinking Together

1 What is the total number of views for Thursday and Friday?



$$\begin{array}{r}
 \text{TTh} \text{ Th} \text{ H} \text{ T} \text{ O} \\
 2 \quad 2 \quad 5 \quad 7 \quad 1 \\
 + 1 \quad 8 \quad 4 \quad 1 \quad 7 \\
 \hline
 \hline
 \end{array}$$

The total number of views is .

How many views are there on Saturday? How many views are there on Friday? What method can you use to add these amounts together?

- 2 On Saturday, the video is viewed 1,564 times. What is the total number of views for Friday and Saturday?

TTh	Th	H	T	O
	1000	500 100 100 100 100	10 10 10 10 10 10 10	1 1 1 1
10,000	1000 1000 1000 1000 1000 1000 1000 1000	500 100 100 100	10	1 1 1 1 1 1 1

$$\begin{array}{r}
 \text{TTh} \quad \text{Th} \quad \text{H} \quad \text{T} \quad \text{O} \\
 \hline
 \phantom{+} \phantom{1} \phantom{8} \phantom{4} \phantom{1} \phantom{7} \\
 \phantom{+} \phantom{1} \phantom{8} \phantom{4} \phantom{1} \phantom{7} \\
 + \phantom{1} \phantom{8} \phantom{4} \phantom{1} \phantom{7} \\
 \hline
 \phantom{1} \phantom{8} \phantom{4} \phantom{1} \phantom{7} \\
 \hline
 \phantom{1} \phantom{8} \phantom{4} \phantom{1} \phantom{7}
 \end{array}$$

The total number of views is .

Do you need to make any exchanges for this addition?

3 Here are the total views for four other videos.



How do you set numbers out in columns when they have different amounts of digits?

Work out the total views for any two of the videos.

Then see if your partner can work out which two videos you added together.



The last digits will help me work out which two videos my partner added.

Be careful when the numbers do not have the same number of digits. Remember to set out the addition correctly.



I Work out the following additions.

a)

TTh	Th	H	T	O
●●●●●●●●	●●●●●●●●	●	●●●●●	●●
●●●●●●●	●●●●●	●●●●●	●●	●●●●●●●●

$$\begin{array}{r}
 \text{TTh Th H T O} \\
 \hline
 4 \quad 5 \quad 1 \quad 4 \quad 2 \\
 + 3 \quad 2 \quad 3 \quad 2 \quad 5 \\
 \hline
 \\
 \hline
 \end{array}$$

b)

TTh	Th	H	T	O
●●●●●●	●●●●●●●● ●●●●●●	●●●●●●●●	●●●●●●●●	●●●●●●●● ●●●●●
	●●●●●	●●●●●●●●●● ●●●●●●●●	●●	

$$\begin{array}{r}
 \text{TTh Th H T O} \\
 \hline
 \\
 + \\
 \hline
 \\
 \hline
 \end{array}$$

Pythagoras

Aristotle

Plato

to do this work

c)

	T	T	h	h	H	T	O
	1	8	7	2	4		
+	2	4	1	0	0		
<hr/>							
<hr/>							

d)

	T	T	h	h	H	T	O
			5	7	8	8	
+	7	2	0	0	8		
<hr/>							
<hr/>							

e)

	T	T	h	h	H	T	O
	3	9	1	7	5		
+	4	2	3	3	4		
<hr/>							
<hr/>							

f)

	T	T	h	h	H	T	O
	1	5	2	6	1		
+				9	8	4	
<hr/>							
<hr/>							

Pythagoras

Aristotle

Plato

to do this  
work

2 Kate works out  $53,175 + 4,362$ .

a) What mistake has Kate made?

---

---

b) What is the correct answer to the addition?

TTh Th H T O

+

---

---

$$\begin{array}{r} \text{TTh Th H T O} \\ \hline 53175 \\ + 4362 \\ \hline 96795 \end{array}$$

- 3 A ball pool contains 76,350 balls. 18,926 balls are removed each hour. How many balls are left in the ball pool after 3 hours?



There are  balls left in the ball pool after 3 hours.

- 4 Fill in the missing digits.

a)

	TTh	Th	H	T	O
			5	0	6
-		4			2
	2	6	7		

b)

	TTh	Th	H	T	O
	3	9	2		
-			8	3	7
	2	7	3	8	0

6 What is ...

a) five more than four hundred thousand?

b) fifty more than four hundred thousand?

c) five thousand more than four hundred thousand?

d) five thousand more than forty thousand?

## Reflect

Imagine you are teaching a partner how to work out  $42,380 + 29,526$ . Explain the steps that they should use.



---

---

---

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**Plato will do this Challenge page and the Reflect page. If other children would like to try other groups work on the slides – please do!**

# PASSOVER



**PASSOVER, OR PESACH IS THE JEWISH  
SPRING FESTIVAL - IT CELEBRATES THE  
FREEDOM OF THE JEWISH PEOPLE FROM  
SLAVERY IN EGYPT**





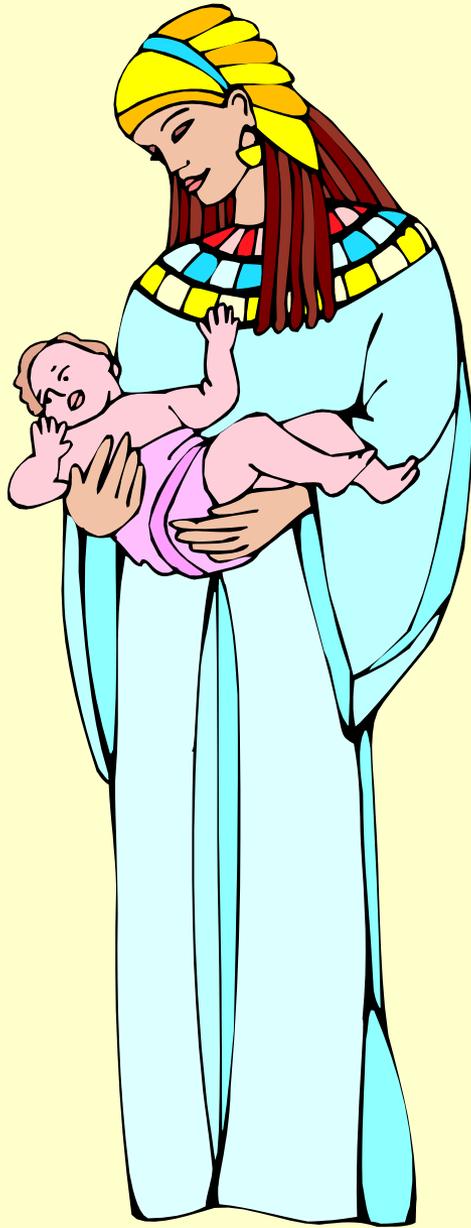
A long time ago a cruel Pharaoh was king over Egypt, where the Jewish people lived. He did not like them and he made them his slaves.



The Pharaoh made the Jews build cities for him. The work was hard and heavy and he set cruel taskmasters over them, who beat them if they did not work hard.



The Pharaoh was afraid that the number of Jewish people in his country would increase, so he ordered that all the Jewish baby boys should be killed. One Jewish mother decided to try to save her son by putting him in a basket in the river Nile so that a kind person might find him.

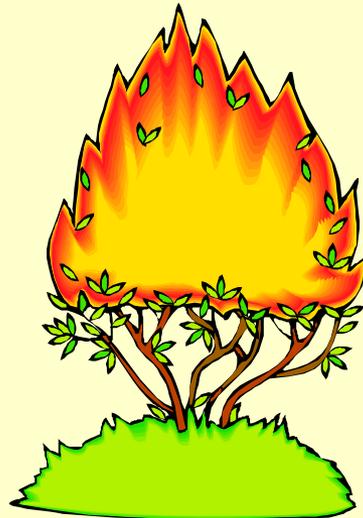


The Pharaoh's daughter found the baby and took him to her palace as her son. She called him Moses. His sister, Miriam, who was watching from nearby, arranged for Moses' mother to be his nurse. No-one knew that he was Jewish.



When Moses grew up he went out one day and saw a taskmaster beating a Jewish slave. He was so angry that he in turn attacked the taskmaster, then he was so frightened that he ran away.

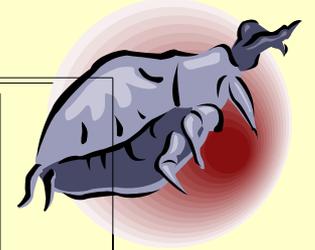
Moses ran into the desert where he saw a bush which was on fire, but did not seem to be burning. From the bush came the voice of God, which told him that he was the leader of the Jewish people and that he had to go to the Pharaoh to ask him to let them go.



*“Go to  
Pharaoh  
and tell  
him to  
LET MY  
PEOPLE  
GO!”*

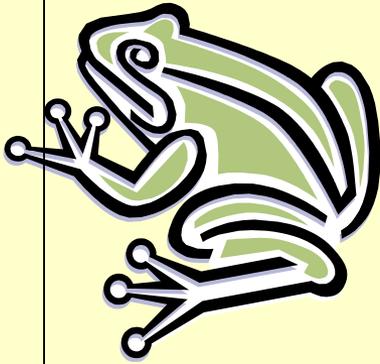
Pharaoh refused,  
so God sent  
plagues to his  
country.

*darkness*  
*blood*



*boils*

*lice*

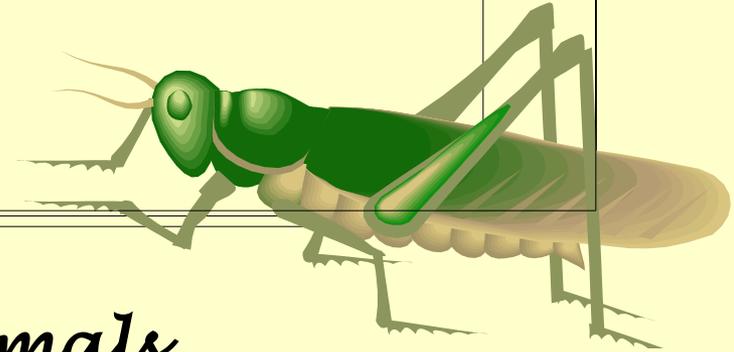


*wild animals*

*hail*

*frogs*

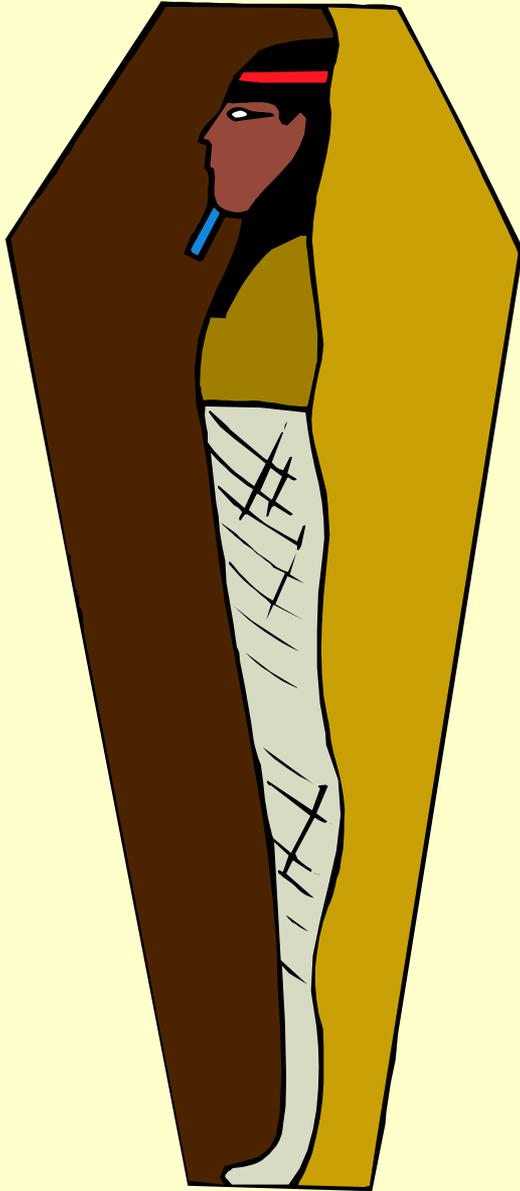
*locusts*



*sick animals*



After each plague Pharaoh said yes, but then changed his mind. This happened nine times, so in the end God decided to send a plague so terrible that he would not refuse.

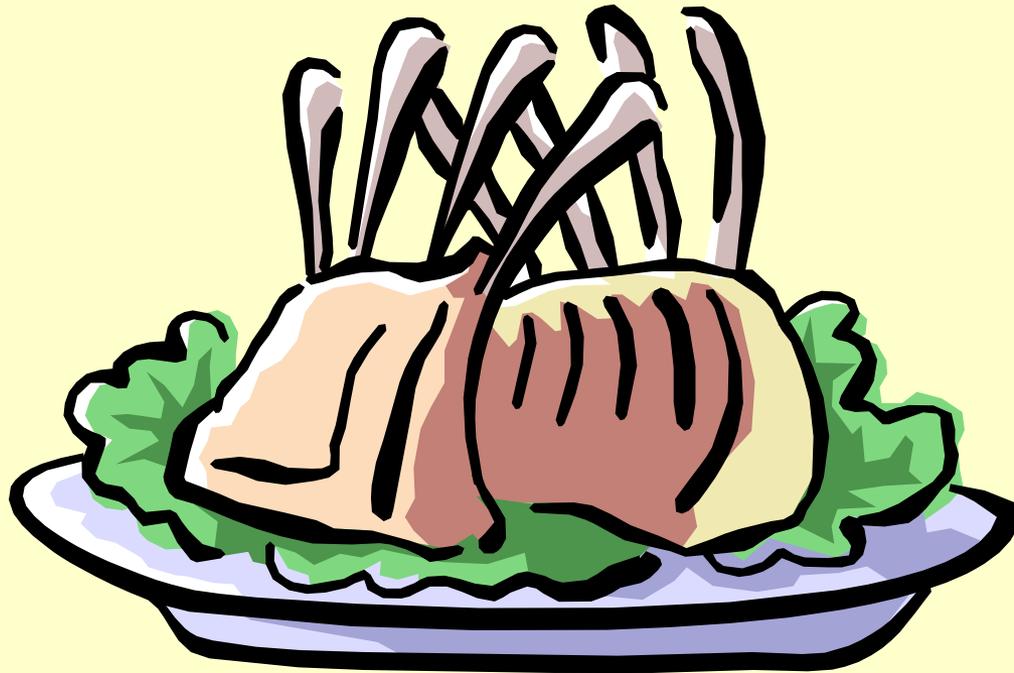


The tenth plague was the death of all the firstborn sons of the Egyptians. Pharaoh at last said yes.

Moses told the Jewish people to prepare to leave the country very quickly. They baked bread for the journey, but in such a hurry that the dough did not have time to rise, so the bread was flat.



They ate roast lamb and Moses told them to paint the blood of the lamb on their doorposts so that they would be recognised as Jewish houses where the firstborn sons would not die.



So the Jewish people began their journey out of Egypt. Pharaoh again changed his mind and sent his soldiers after them. They came to a big sea and thought that they were trapped but God told Moses to stretch his hand out over the sea, which parted so that they could walk across, and the waters closed after them to stop the Egyptians.



The Jewish people travelled for forty years across the desert to the country we now call Israel. On the way they accepted the ten commandments, the laws by which they should live in their land. Other religions also live by the same rules.

*Don't kill*

*Don't steal*

*Don't swear*

*Respect you  
parents*



*Don't be  
unfaithful*

*Respect God*

*Don't lie  
about people*

*Don't be  
jealous*

*Worship your  
God*

*Keep the  
Sabbath day*

# THE SEDER



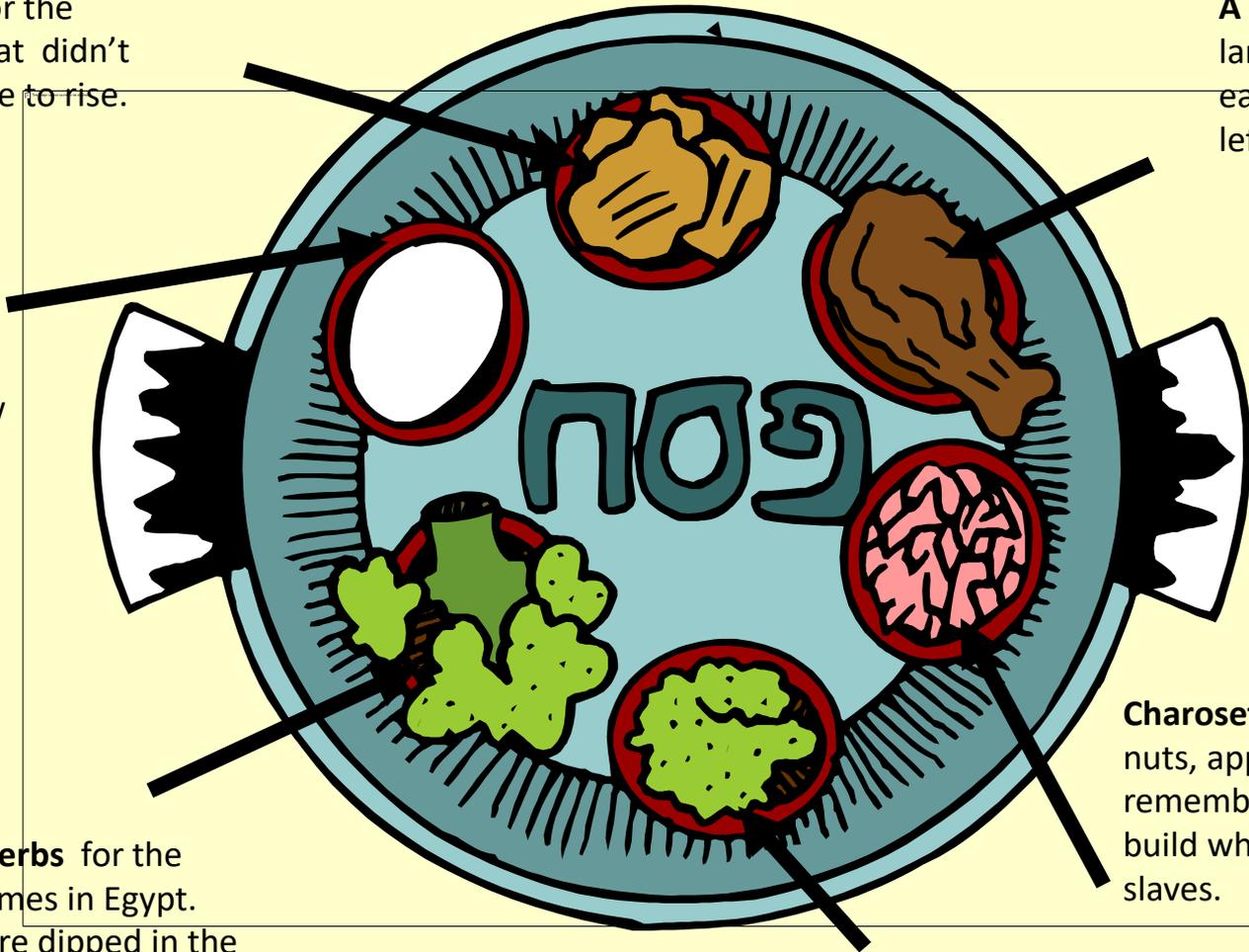
These events happened many years ago, to this day Jewish people all over the world remember them with a special Passover meal called a SEDER. On the table are foods which remind them of the story.

# THE SEDER PLATE

**Matzah**, a flat bread, for the bread that didn't have time to rise.

**A bone** for the lamb which was eaten before they left Egypt.

**An egg** for new life.

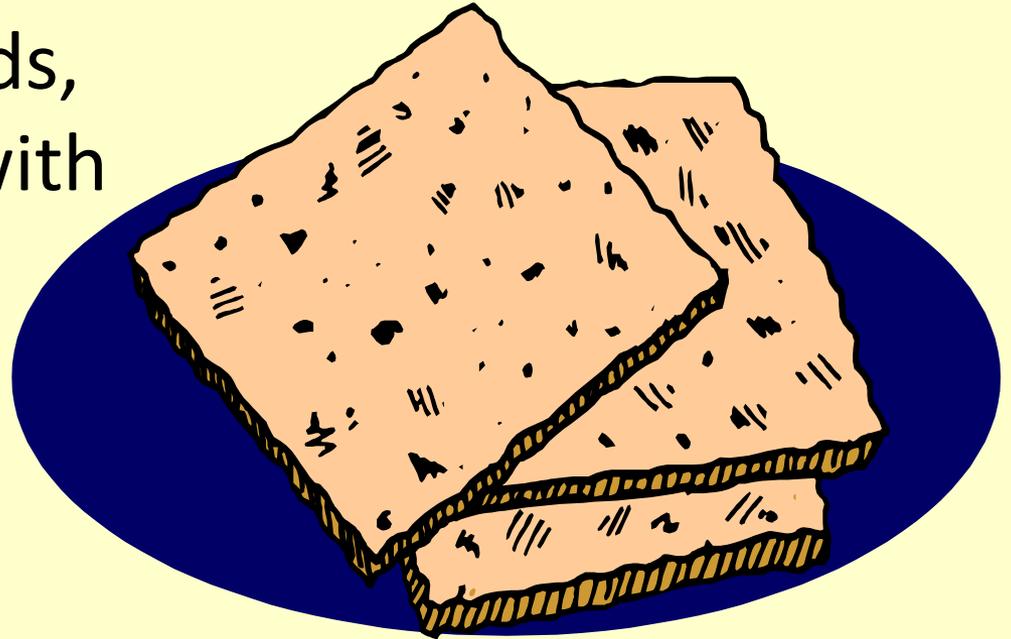


**Bitter herbs** for the bitter times in Egypt. These are dipped in the charoset.

**Charoset**, a paste of raisins, nuts, apple and wine, to remember the cement used to build when the Jews were slaves.

**A green vegetable** for Spring and new life. This is dipped in salt water for tears.

For the week of Passover Jewish people eat matzah, or flat bread to remember the bread that did not rise. They clean their houses thoroughly and eat specially prepared foods, avoiding foods made with certain grains.



# Lessons we can learn from the Passover story.

## My Meal to Remember

Jewish people celebrate Passover with a special meal. Each part of the meal represents a different part of the Passover story and helps Jews remember when God sent the 10 plagues to make the King of Egypt free the Israelites from slavery.

**Task** Imagine you have moved to another country. In the spaces below, design a meal that would help you remember home. Fill in each of the spaces with a different part of the meal and then write an explanation of why you chose this in the box.

This would remind me of...

This would remind me of...