

At home materials

Year 6 Week 1 to 4

Week 1

I have carefully read and thought about the chapter.

I have written two paragraphs using lots of description.

I have responded to the grammar prompts.

I have practised the spellings and learned the definitions.



Week 2

I have answered the questions using information from the text.

I have written a diary entry using correct tense and person.

I have responded to the grammar prompts.

I have practised the spellings and learned definitions.



Week 3

I have answered the questions using information from the text.

I have written using a letter layout and formal language.

I have responded to the grammar prompts.

I have practised the spellings and learned the definitions.



Week 4

I have used the text to answer the questions.

I have written a paragraph using persuasive language.

I have responded to the grammar prompts.

I have practised the spellings and learned the definitions.



This booklet consists of weekly tasks in all areas of English: reading, writing, grammar and spellings.

 **How do I use the booklet?**

- Set aside time each week to complete the tasks. You don't have to do one every day.
- Take your time to read and understand the extract. Ask an adult if you need help understanding the text.
- Read the instructions and questions carefully before you start a task.

 **How do the lessons work?**

Below are some suggested timings for each lesson:

- **Reading** - 30 minutes (including time to re-read, look up words and ask questions)
- **Writing** - 45 minutes
- **Grammar** - 5 minutes
- **Spelling** - 10 minutes

**Can parents, carers and siblings help?**

Yes, of course! Family members can help in the following ways:

- Read the extracts with you aloud.
- Gather all the exciting and difficult words you want to find out about or use in your writing and put them on display.
- Help you with the planning of a story
- Write a story at the same time as you. You could then compare your stories and check each other's writing.

 **What else can I do if I love reading and writing and I want more of a challenge?**

- Keep writing stories using your own ideas.
- Explore www.lovereading4kids.co.uk or www.newsela.com to find other extracts to read and write about.

These packs include the wonderful resources from:

Week 1: Reading and writing prompts

The Girl Who Stole an Elephant – Chapter 1

Reading

Before reading:

Predict. What do you think the story might be about based on the name of it. How many *different* ways might a girl steal an Elephant?

During reading:

Write a list - the names of every new character you meet.

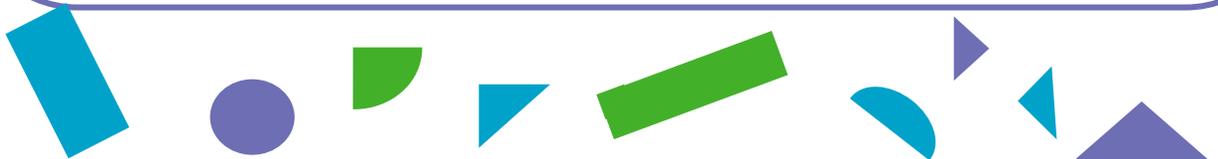
After reading:

Which character do you think is the most important and why? Write 4-5 full sentences saying why.

Writing

Write two paragraphs to describe the palace when Chaya stole the jewels. Use this space to jot down some ideas.

- Around 15-20 lines
- Describe 4-5 different parts of the palace, in detail
- Full stops and capital letters



Week 1: Grammar and Spelling prompts

Grammar

Insert one comma in this sentence.

Every night my Dad and my brother take the dog for a walk.

Circle the word(s) that show(s) the sentence is a command.

To see pictures of the rugby match, [click here](#).

Circle the three adjectives in this sentence.

He made his way up the cobbled street, striding like the bold and determined man he was.

Complete the sentence with a relative clause.

His sister, _____, is learning to speak Polish.

Rewrite the underlined verbs in the simple past.

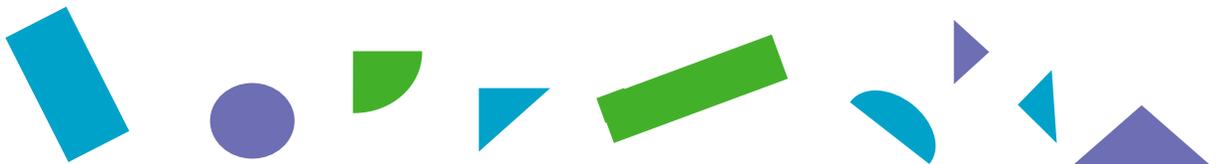
The sky begins to look darker as the storm approaches.

Spelling

**Practise each word. Choose two and write their definitions.
Choose two to write in sentences.**

accommodate
according
aggressive
ancient
appreciate

accompany
achieve
amateur
apparent
attached



Week 2 : Reading and writing prompts

The Girl Who Stole an Elephant – Chapter 1

Reading

Underline 3 words you are not sure of. Find the meaning of these words. Can you use them in a sentence of your own?

On page 2:

1. What was Chaya doing? (Write full 1-2 sentences)
2. Who stopped her? (Write 1 full sentence)

On page 3:

1. Meekly is closest in meaning to:
a) confidently b) shyly c) loudly d) lovely
2. What was the statue of? What 2-3 things do we learn about it?
3. Why is Chaya at the palace? What reason does she give to the guard? What is the *real* reason?

Writing

You made it home safe! Write a diary entry about escaping with the jewels as if you are Chaya.

- Write as if you are Chaya
- Around 15-20 lines
- Describe your conversation with the guard
- Describe what you had in your pouch and how you feel about it



Week 2 : Grammar and Spelling prompts

Grammar

Insert a semi-colon in the correct place in this sentence.

Frank would like to go to Cornwall next summer he might also visit France in the spring.

Circle the modal verb in this sentence.

Kate hoped that she would see goats and sheep at the farm.

Circle each word that should begin with a capital letter in this sentence.

when we visited the museum in birmingham, gareth arranged to travel by train with aunt laura.

Insert an apostrophe in the correct place in this sentence.

Pupils coats should be hung on the pegs.

Complete this sentence using the subordinate conjunction *when*.

You can go out to play _____

Spelling

Practise each word. Choose two and write their definitions. Choose two to write in sentences.

available

awkward

bruise

cemetery

communicate

competition

average

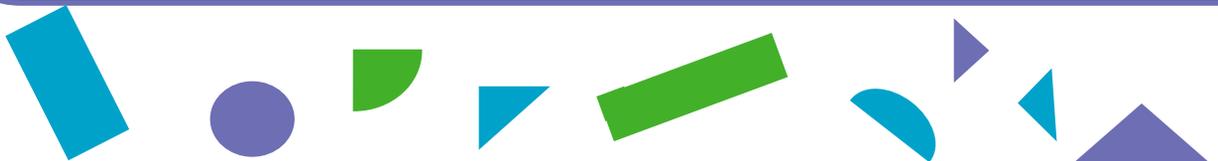
bargain

category

committee

community

conscience



Week 3: Reading and writing prompts

The Girl Who Stole an Elephant – Chapter 1

Reading

On page 4:

1. Thrashing is closest in meaning to:

- a) beating b) stroking c) moving d)
 running

2. Why was it '*really time to get out*'? (1-2 full sentences)

On page 6:

1. Why did the guards try to stop her? (1-2 full sentences)

On page 8:

1. Where did she end up at the end of the chapter?

2. How do Chaya's emotions change throughout the chapter? (Include when she took the jewels, when she was being chased, when she was settled in the tree.) **Write 1-2**

paragraphs.

Writing

You are the Queen, write a letter to the public asking them to find the thief.

- Give a description of the thief (2-4 details)
- Give details of a generous reward
- Around 15-20 lines
- Write words and phrases that sound like a Queen (formal language)



Week 3: Grammar and Spelling prompts

Grammar

Insert a colon in the correct place in this sentence.

Joshua had mastered two new skateboarding skills he could do a perfect aerial jump and execute a complete 180 degree turn.

Circle the three prepositions in this sentence.

After the game, Omar and Alisha walked home with their grandparents, who lived across the road.

Circle the three nouns in this sentence.

The fire gave the room a cosy feeling.

Underline the adverbial in this sentence.

Last week, Ruby went swimming and played football.

Rewrite the sentence in the passive.

The wind damaged the fence.

Spelling

Practise each word. Choose two and write their definitions.

Choose two to write in sentences.

conscious

convenience

criticise

definite

determined

controversy

correspond

curiosity

desperate

develop



Week 4: Reading and writing prompts

'Endangered species: The African Elephant'

Reading

Read the article carefully.

Answer the multiple-choice questions at the end of the reading.

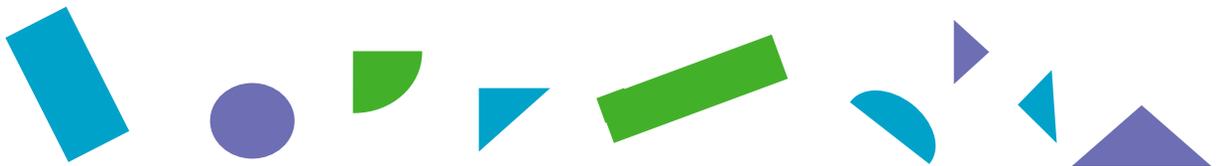
Use this space to write a multiple-choice question of your own.

Writing

Write a persuasive paragraph about protecting elephants.

It will be printed in a Wildlife magazine aimed at 9-14 year olds .

- Around 15-20 lines
- Use language that persuades the reader to protect elephants
- Give 3-4 different ideas on the problem



Week 4: Grammar and Spelling prompts

Grammar

Circle the three determiners in this sentence.

William didn't have any cereal in the house, so he went out to buy some cornflakes.

Insert a comma in the correct place in this sentence.

Although he was the youngest Tom was one of the tallest.

Complete the sentence with a noun formed from the verb *invent*.

The engineer thought her latest _____ would solve the problem.

Circle the co-ordinating conjunction in the sentence below.

If you want to enter the competition, you can send your idea by email or by post.

Rewrite the sentence as direct speech: *I asked her if she needed any help.*

I asked, _____

Spelling

Practise each word. Choose two and write their definitions.

Choose two to write in sentences.

dictionary

embarrass

equip (-ped, -ment)

exaggerate

existence

disastrous

environment

especially

excellent

explanation



Extracts

Weeks 1, 2 and 3

The Girl Who Stole an Elephant – Chapter One

Extract from [lovereading4kids](http://lovereading4kids.com): find out more about the book and the author



Week 4

Endangered species: The African Elephant





Chapter One

Chaya looked at the bronze spear pointing at her neck.

“Stop right there,” said the guard.

Chaya took a step back and held up her hands. The linen pouch under her blouse clinked. The chatter of the crowds floated up from the promenade below, where the King’s annual feast was taking place.

“What are you doing here, girl?” The guard waved the spear at her. From below them, the melody of the veenas drifted up. The musical show was starting.

Chaya shrugged, the pouch pressing

against her chest. She rubbed her palms down her skirt and tried to keep her voice level. “I’m just looking around.”

Her voice brought two more guards to the top of the stone steps cut into the hill. This was how the royal palace was built – a network of buildings at the top of the mountain, every rock and ledge forming courtyards and pools for the royal household while they ruled from above.

“You’re not allowed here,” the guard said to Chaya. “You should be down below, enjoying the food and the festivities.”

Not Chaya. She much preferred breaking into the Queen’s rooms and stealing her jewels. There was a particularly nice blue sapphire in her pouch at that moment.

“Well?” The man jabbed his spear towards her. “What have you got to say for yourself?”

“I wanted to get a little closer to the palace. See what it’s like. It looks so pretty from down there.” She pointed in the direction of her village and made her face go all wistful.

The guard sighed. “Fine. Just make sure you don’t do it again.” He put his spear down. “Anything past the lion’s entrance is strictly out of bounds

to the public.”

Chaya looked back and nodded meekly, as if noticing the giant lion statue for the first time, even though it could be seen from villages miles away. The stone stairway carved between the crouching lion’s paws led into the complex of buildings that made up the inner palace.

“Come on now.” The guard gripped her arm, making her wince. He pulled her to the cobbled walkway sloping downwards towards the celebrations below. “I don’t want to see you here again.”

The Queen’s jewels jangled in her pouch. There were sapphires, tourmalines and star rubies, set in heavy, shiny gold. How many jewels did one person need anyway? And these were just the ones from the drawer in the rosewood table by the bed. Pity she’d had to leave so quickly when she heard voices outside the door. And then to be seen when she was halfway down to the promenade was just bad luck.

She shrugged herself free of the guard and set off, her arm stinging from where his fingers had pinched her.

In spite of everything Chaya found herself gasping at the view from up there. The kingdom of Serendib spread out around her as far as the eye could see, thick

green forests and strips of silver rivers, with the King's City below and clusters of little villages beyond.

But she wasn't ready to leave yet. Chaya paused near a tamarind tree and pretended to look up at the monkeys on it. Dappled sunshine prickled her face as she looked at the guard out of the corner of her eye.

He had stopped walking but was still watching her. She heard him swear loudly. "What are you doing now? Get out, girl, before I come and give you a thrashing."

The sensible thing to do was to get out of there as fast as she could. But the Queen's rooms were calling out to her. It was as if she could hear their whisper, right there in the warm sun. The softness of the velvet rugs, the gauzy bed curtains dancing in the breeze, and the promise of more riches within the ebony and teak cabinets.

Suddenly a commotion came from above her, near the Queen's quarters. She heard shouting and the sound of people running.

Chaya thought back quickly. Had she forgotten to close the drawer in her rush?

She sneaked a quick look over her shoulder to see a figure running down the cobbled path behind her.

It really was time to get out.

Chaya carried on walking as casually as she could. Her heart hammered at the sounds behind her.

She was just passing under the stone lion when she heard a yell.

"Hey, you!"

Chaya sped up, her bare feet scorched by the cobbles.

"Hey! I need to talk to you, girl."

She had to get away fast or everything would be over. Her feet slapped harder on the path and her breath came out in puffs.

There was a scuffle of hurrying feet behind her.

Chaya hitched up her skirt and raced down the path. The sound of thundering feet chased her; heavy sandals pounding on cobbles.

She pulled up with a jolt when she saw a row of guards racing towards her from below. She turned and ran blindly sideways, springing up some steps into the Queen's prayer hall and threading through its granite columns. Spears clattered against columns as the guards tramped after her. She got to the far side of the hall and plunged down into the foliage, thrashing through it and down the steps into the formal gardens.

She found herself close to the promenade where the

feast was taking place. The smell of frying sweetmeats meant the food tables were just round the corner.

Chaya skidded to a halt in front of two boys stuffing rice cakes down their shirts. They looked up in alarm at her sudden arrival, and took off in different directions.

Leaping away from them she pitched into a crowd of dancers and musicians. The revellers were oblivious to the unfolding drama, and cymbals clashed and bare-torsoed dancers jumped and twirled to the beat of drums. She ran through the band, clapping her hands over her ears to escape the shrill sounds of the swaying flutes.

“Stop her!” came a shout. “*Stop her!*” The dancers paused, one by one, and some of the music petered out. People gawped, looking behind Chaya towards the guards chasing her. “The girl! *Stop the girl!*”

A man in the crowd lunged at Chaya but she slipped out of his grasp and ran towards the gates of the royal complex. Coconut-flower decorations tied along strings came crashing down as she ran through them, wrapping themselves around her like a trap. She tore them off and kept running.

Elephants from the temple stood on the lawn ahead of her, draped in their mirror-studded regalia, ready

for the pageant later. In the middle of them stood the King’s Grand Tusker himself, Ananda. He was wearing his special maroon and gold garments, and his tusks were massive and powerful up close.

Chaya ground to a stop on the grass and looked back. She was boxed in.

She sprinted up and ducked under the mighty bulk of Ananda, the world instantly going dark and dank. His mahout gave a shout and grabbed at her plait, yanking her head back, but she broke free and rolled out on the other side. She sprang up to see the mahout turn and yell at the guards thundering towards them, as some of the elephants had started to toss their heads alarmingly.

“Stop!” The mahout waved his arms at the guards. “The elephants are getting disturbed.”

The guards slowed down and Chaya took her chance. She ran to the boundary and dashed out through the gates. She was free.

Skirting the city, she headed towards the patches of wilderness on the east side of the palace, the wind flying through her hair as she sprinted away.

When she got there she stopped and leaned against a tree, catching her breath. She peered through the wilderness and smiled.

She'd lost them.

Chaya shimmied up the tree, hands scratching against the rough bark. She settled herself in one of the high branches and picked out the coconut blossoms stuck in her hair. Lifting her linen pouch over her neck, she dropped the jewels into her lap. They sparkled in shards of bright blue, green and pink against the grey of her skirt.

It had been a huge risk. Her boldest robbery to date. And yet she'd pulled it off.

She picked a *jambu* fruit from a branch nearby and crunched into its juicy pink flesh, peering through the leaves at the royal compound in the distance.

It was pandemonium down there. The crowds were scattered and panicked, clusters of people moving in different directions. The King, standing out in his gold-encrusted waistcoat, had come down from the dais and was roaring at his staff. The Queen and her procession of ladies were being guided out of the promenade up to the palace. The mahouts on the green were trying desperately to calm their confused charges and stop them running amok. In the middle of it all, Ananda lifted up his majestic head and trumpeted loudly into the blue, blue sky.



Chapter Two

After going home for a quick change of clothes, Chaya hastened towards the edge of the village to see her friend, Neel. She picked her way through the paddy fields, turning back from time to time to check if she was being followed. Ahead of her was the carpenter's workshop where Neel worked, and beyond its waist-high walls she could see him bent over his work.

"Hey, Neel," she said, stepping into the smell of woodchips and polish.

Neel looked up and smiled, then bent down again to the square of teak he was

Endangered Species: The African elephant

By Gale, Cengage Learning, adapted by Newsela staff on 01.16.18

Word Count **551**

Level **530L**



Image 1. An African elephant in South Africa's Kruger National Park. The African elephant is the world's largest land animal. Photo by: Frédéric Soltan/Corbis via Getty Images.

The African elephant is the world's largest living land animal. An average male stands more than 10 feet tall. It weighs between 11,000 and 14,000 pounds. That is as much as several cars! A female African elephant is a little shorter. It weighs between 8,000 and 10,000 pounds.

The animal's thick, loose skin is dark gray. It has long white tusks. These are actually teeth. The African elephant has a long lifespan. It can live up to 70 years.

Apart from its tusks, the African elephant has another special feature: its trunk. The elephant's trunk grows out of its nose and upper lip. The animal uses it for many things. It uses it to drink, smell, breathe and feel. The elephant also uses its trunk to communicate. It can use the trunk to greet and signal to other elephants.

African elephants are herbivores. That means they mainly eat plants. They munch on tree bark, leaves, fruits and grasses. The elephants eat about 300 to 400 pounds of food a day! They drink about 50 gallons of water. African elephants are never far from a source of water. They use it for drinking, bathing and cooling.

Elephants are social animals. They like to be around each other. Family units are made up of females and their young. These groups are known as herds. The entire herd is led by an older female. She is called the matriarch. All of the other members of the herd are related to her.

Older male elephants may live by themselves. Or, they may live with other males in small groups. They meet up with females only to mate. A female gives birth to a single calf at a time. The baby lives closely with its mother for several years.

Habitat

African elephants cover a huge territory. They are found in most areas of Africa south of the Sahara Desert. Some live in forest areas. Others live in grasslands.

There are about 500,000 elephants in Africa today. This may sound like a big number. But the elephant population is much smaller than it used to be. There were once as many as 3 to 5 million elephants in Africa.

History And Conservation

African elephants face several dangers today. One is loss of land. People are building on the land where elephants like to live. This pushes the animals out.

Another threat is poaching, or illegal hunting. For many years people have hunted African elephants for their tusks. Tusks are made of ivory. This material has been used to make many things, from jewelry to piano keys. Today, it is against the law to sell ivory. That is because of an agreement between many countries.

They knew the sale of ivory was putting elephants at risk. So they came together to stop it.

Several African countries have taken steps to protect elephants. They have set aside land for the animals. These protected areas are called reserves. Tourists like to visit these places. They can see elephants in their natural setting.

Many efforts to protect elephants have been successful. However, poaching is still a problem. The African elephant is still at risk today.



Quiz

1 The article states that elephants are social animals.

How does being a social animal help elephants survive?

- (A) The family units can help protect the young.
- (B) More food will be needed to feed the herd.
- (C) Elephants living alone can outrun predators.
- (D) A female gives birth to one baby at a time.

2 Finish the sentence below.

One MAIN idea of the article is that:

- (A) There are fewer African elephants today than in the past.
- (B) African elephants can weigh as much as several cars.
- (C) There are African elephants that live to be 70 years old.
- (D) African elephants eat 300 to 400 pounds of food a day.

3 Elephants in a herd will be different from each other.

Based on information in the article, what is an example of how the elephants would be different?

- (A) Some elephants will have a trunk and some will not.
- (B) Some elephants will be larger than other elephants.
- (C) Some elephants will eat plants and others will eat animals.
- (D) Some elephants will be dark gray and others will be brown.

4 Read the list of sentences from the article.

1. *People are building on the land where elephants like to live.*
2. *For many years people have hunted African elephants for their tusks.*
3. *However, poaching is still a problem.*

What MAIN idea do these details support?

- (A) Tusks are used to make piano keys.
- (B) African elephants face many dangers.
- (C) The preserves help African elephants.
- (D) People like to see African elephants.

5 Which of these animals has the most in common with elephants?

- (A) Sea turtles lay more than 100 eggs in the sand. The mother does not stay with the babies.
- (B) Gray wolves give birth to 5 to 7 puppies at a time. The babies stay with the mother for 1 or 2 years.
- (C) Mallard ducks lay around 12 eggs in a nest. After they hatch, the babies stay with the mother for 2 months.
- (D) Blue whales give birth to one whale at a time. The baby stays with the mother over a year.

- 6 Look at Image 3.
Based on the image, what do elephants use to get their food?
- (A) tusks
 - (B) lips
 - (C) trunks
 - (D) ears
- 7 Some African elephants never grow tusks. They now live longer than elephants with tusks.
Why would tuskless elephants live longer?
- (A) Tuskless elephants are the matriarch females.
 - (B) Hunters would not kill elephants without tusks.
 - (C) It is easier for tuskless elephants to eat grasses.
 - (D) Elephants with tusks cannot communicate.
- 8 Read the introduction [paragraphs 1-6].
What does Image 2 in that section show about African elephants?
- (A) how fast they are
 - (B) what they do for fun
 - (C) how many are left
 - (D) how big they are