

## Lesson 5



**WALT:** identify key words in a question *so that we can retrieve information from the story. Retrieving information from a text helps us to understand it more*

## Being a reader

When I am learning to read, I am decoding words in the text.

p-l-ay-ing

When I am learning to read, I practise reading with fluency, intonation and at an appropriate pace.

When I read, I am learning to take meaning from different texts.



Reading broadens my knowledge and widens my vocabulary, allowing me to link this to my previous and new learning.

I am learning to read because it allows me to make more sense of the world around me.

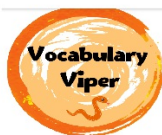


I am learning to read because it gives me the power to develop myself as an individual and as a part of society.



When I am reading, I am igniting my imagination.

When I am reading, I use a range of skills to understand the text



## New Vocabulary

Pp 4-5

These are the definitions of the new vocabulary, when we read them in the text, we can then check if the definition fits in the context of the story.

**Cloakroom** - *noun*

1. a room in a public building where outdoor clothes or luggage may be left.
2. (BRITISH) a room that contains a toilet or toilets.

**bulging** - adjective - full, extending outwards, protruding

**shoe-shuffle** - noun - shuffling movement, not lifting feet off the ground properly

**scrabbling** - verb - groping around with one's fingers

**like a scalded cat** - simile - moving fast as though frightened

**tidal** - an extremely large wave caused by movement of the earth under the sea

It wasn't hard to work out which way she'd gone. To bang that many doors one after another, you have to be running downstairs to the cloakroom. I pushed the last one open quietly.

'Helly? Are you hiding?'

There was no answer. I'm not sure that I was expecting one, but I was pretty sure she was in there somewhere. The trouble is that the cloakroom's enormous – rack after rack, bulging with thick winter coats and woolly scarves. You could spend hours searching the place for missing persons.

I'm not daft. I used the method my sister Jude perfected to catch the gerbils each time they make one of their spectacular cage-breaks. First I stepped in the room and called again: 'Helen? Helen, are you *in* here?' Then I sighed, slightly impatiently, and did a quick shoe-shuffle on the spot. Then I clicked the door shut firmly behind my back.

And then I waited.

It wasn't long before I heard them, the first little gerbilly scrabblings for a tissue, some long sniffs and a huge fruity blow.

'Gotcha!'

She sprang up like a scalded cat.

'Just go *away*!'

She looked quite frightful, truly she did. If you'd have seen her, you'd have thought everyone in her family had just been swept away by tidal waves. Her face was swollen and her nose was running. She screamed at me:

'Leave me alone!'

'I can't,' I told her. 'I've been *sent*. I'm to sit here and wait till you calm down. It's my job to make sure you don't get run over.'

Question: How did Kitty know that Helen was running downstairs?

What are we looking for? name time place an explanation

Identify the key words in the question.



Scan for these words in the text, mark if that helps.

It wasn't hard to work out which way she'd gone. To bang that many doors one after another, you have to be running downstairs to the cloakroom. I pushed the last one open quietly.

Read the sentence containing those words to answer the question.

Kitty knew that Helen was running downstairs because ...

Question: Why could you struggle to find someone in the cloakroom?

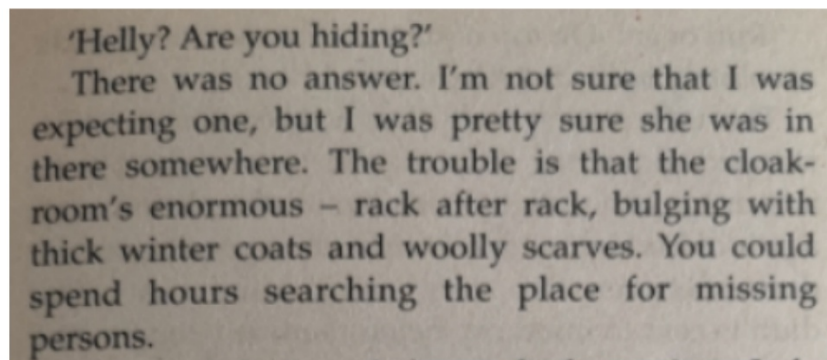
What are we looking for: name time place explanation

Identify the key words in the question:



Scan the text for these words.

If they are not there, you will need to use your vocabulary knowledge to scan for a synonym.



If the answer isn't in that sentence, you will have to read 'around it', perhaps the sentence/s before or after.

Question: Find and copy the group of words which tell you that Helen was unhappy about being found by Kitty.

What are we being asked to do?

Identify the key words in the question.

What will you need to do?

She looked quite frightful, truly she did. If you'd have seen her, you'd have thought everyone in her family had just been swept away by tidal waves. Her face was swollen and her nose was running. She screamed at me:

'Run over?' On top of distraught, she now looked absolutely baffled. 'Oh, run *over*.'

This information seemed to weaken her a bit. She stopped glowering at me quite so fiercely. I took advantage of her slight softening of attitude to sweep a pair of hockey boots off the bench opposite, and sit down between two very nasty damp coats. She didn't seem to mind my being there any longer. She seemed to accept that it was my job to sit amongst all those dangling shoe bags and straying socks, and stop her getting run over. It is a generally accepted fact in our school that all of the teachers and most of the parents are obsessed with the fear that one day someone will charge out of the main door without looking, and end up squashed to pulp under the tyres of some delivery van. It comes from the building being smack in the middle of town. When we did block graphs in maths, we made one of every single thing we could think of, down to the last words everyone's parents said as we left home in the mornings. That was a really odd looking block graph. Alice said her parents always told her: '*Be good, little beansprout,*' and everyone else reported some version or another of: '*Mind you be careful crossing all those roads!*'

Helen was groping in her pockets for tissues now. The tears were rolling down her cheeks. Her mouth hung open and her lips looked blubbery. I think her nose was blocked. She couldn't breathe.

I couldn't stand to watch. Jumping to my feet, I started rooting through everybody's pockets, coat



after coat, until I came across one of those little cellophane packets of five tissues.

'Here. Take these.'

Helen's so *good*. Even before she'd managed to prise one out to blow her nose, she'd peered up at the peg to read the number, and asked in a really shaky voice,

'Whose are they?'

'For heaven's sake,' I said. 'They're only tissues.'

I don't know if it was my impatience showing through, but Helly crumpled visibly, and took to snivelling again. I felt a right brute, and cursed Mrs Lupey for not having had the sense to send Liz. Liz would have known what to do. She was Helen's best friend. She would have put her arms around her shoulders and given her a comforting hug.

I slid my arm rather clumsily around her back and gave her a little tentative squeeze.

'Get off!' she snarled. 'Don't touch me!'

'Fine!' I scuttled backwards to my place on the bench opposite. 'Fine by me! I won't come near you again. I'll just sit here quietly and count the coats!'

I sat there quietly, counting the coats. But I couldn't count anywhere in Helen's direction because by now she was looking such a mess it would have been embarrassing for both of us. So I just ended up staring about, desperately wishing I'd had the sense to bring down my school bag. At least that way I'd have had something to read. I hate sitting anywhere without a book. ██████████

## Goggle-Eyes Pp 6-7

1. Why did Kitty think that Helen had weakened a little?
2. Why did Helen need tissues?
3. Why did Kitty think that Liz would have known what to do?
4. Find and copy the word which tells the reader that Helen didn't want to be touched by Kitty.