

# Crookhorn College

## Super Challenging

### Transition Reading

## Challenges



I have hundreds of leaves but I am not a tree. I have a spine but I'm not an animal.

What am I?

Hand me in to your tutor in September with your name on!

# Emoji Quiz

Can you work out which famous children's books these emojis are describing:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

1. \_\_\_\_\_
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11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Wordsearch

L	I	Y	P	U	N	C	T	U	A	T	I	O	N
I	M	R	F	A	I	R	O	H	T	U	A	I	I
B	T	A	P	L	T	I	M	C	L	T	M	L	P
R	A	R	G	Y	B	I	G	R	E	A	R	L	O
A	E	B	A	A	L	T	E	O	N	R	G	U	H
R	T	I	L	O	Z	T	E	G	R	U	E	S	P
I	B	L	A	A	P	I	A	C	R	A	N	T	A
A	A	N	I	A	R	I	N	L	I	A	R	R	R
N	N	E	H	B	R	L	L	E	D	L	E	A	G
A	Y	C	A	R	E	T	I	L	I	F	G	T	A
A	U	D	I	O	B	O	O	K	N	A	R	O	R
Y	E	I	M	M	F	I	C	T	I	O	N	R	A
G	R	A	M	M	A	R	B	L	U	R	B	R	P
L	B	O	R	R	O	W	E	K	O	O	B	E	R

LITERACY  
LIBRARIAN  
MANGA  
EBOOK  
LOAN  
PUNCTUATION

AUTHOR  
FICTION  
BORROW  
GENRE  
AUDIOBOOK  
GRAMMAR

MAGAZINE  
PARAGRAPH  
BLURB  
ILLUSTRATOR  
LIBRARY  
CHAPTER

## Fictional Character Islands

Guess which book CHARACTERS live on each of the seven islands on the treasure map below:



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

## **Stranded on a Deserted Island**

Imagine you are stranded on a deserted island, all you have are the clothes on your back and a backpack. Chose **eight** items from the below list to fill your backpack and explain why you chose each item.

Can opener	Rope	Frying pan
Box of matches	Tent	Radio
Towel	Watch	Toilet paper
Magnifying glass	Camera	Guitar
Atlas	Pocket knife	Flashlight
Blanket	Diary	Compass

Item:

Reason:

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

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6. \_\_\_\_\_

7. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

8. \_\_\_\_\_

At the bottom of your backpack there is room for **one** book and **one** snack. What would you pick?

Book: \_\_\_\_\_

Snack: \_\_\_\_\_

## SPaG

Spelling, punctuation and grammar is important for reading comprehension, as well as for being clearly understood. Crookhorn teachers will use these codes when marking your work:

A guide to Literacy marking	Presentation guidelines										
<p><b>sp</b> = spelling <b>p</b> = punctuation is incorrect/ missing <b>C</b> = capital letter needed <b>H</b> = wrong homophone used <b>G</b> = grammar needs changing <b>UL</b> = underline with ruler</p>	<ol style="list-style-type: none"><li>1. All written work should be in <b>blue</b> or <b>black</b> ink with the exception of 'response time' when this should be written in <b>red</b>.</li><li>2. Upon starting a piece of written work, write the title and date. This should be underlined using a ruler.</li><li>3. Written work should start at the margin of each page and writing should stick to the lines in the exercise book.</li><li>4. Graffiti is not permitted anywhere.</li><li>5. Diagrams and graphs should be drawn in pencil and a ruler.</li><li>6. Mistakes should be crossed out with a single straight line. Scribbling out and correction fluid are not permitted.</li><li>7. Exercise books and folders must have your name, year, teacher and subject written neatly on the front.</li></ol>										
<p><b>How do you know where the full stop goes?</b> The most basic sentences (simple sentences) consist of one <b>subject</b> (what it focuses on) and one <b>verb</b> (the action or doing word) and usually end with a full stop. For example: The <b>teacher</b> <b>marked</b> the books. My <b>dog</b> <b>chased</b> the postman. A <b>seagull</b> <b>stole</b> my sausage roll.</p>	<table border="1"><thead><tr><th>Punctuation</th><th>How it is used</th><th>How it will be marked</th></tr></thead><tbody><tr><td>Full stop</td><td>At the end of sentences.</td><td>Circle ● to show error and p in the margin.</td></tr><tr><td>Capital letter</td><td>At the beginning of sentences or to denote a pronoun (a name, country, title) e.g. Bob, England, Lord</td><td>Underline error and C in the margin.</td></tr></tbody></table>	Punctuation	How it is used	How it will be marked	Full stop	At the end of sentences.	Circle ● to show error and p in the margin.	Capital letter	At the beginning of sentences or to denote a pronoun (a name, country, title) e.g. Bob, England, Lord	Underline error and C in the margin.	
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**Here are some SPaG tasks to have a go at:**

### **Homophone Practice**

Homophones are words that sound alike but are spelt differently. Read through the following sentences, correcting the homophone errors in each one. Some of them contain more than one error.

1. The wait of the box was greater than he expected.

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2. Their are particular differences between plant and animal cells.

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3. She didn't right her essay until the last day of the holidays.

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4. It was a beautiful day; the son was shining and everyone relaxed on the beech.

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5. He tried to untie the sailor's not, but it was extremely tight.

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6. It seemed that every Christmas she court the flew.

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7. "I wouldn't have recognised you even if I past you on the street."

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8. Their were far too many people on the train during the rush our.

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### **Punctuation Practice**

Omissive apostrophes are used in contractions (shortened words or phrases) to show where letters have been missed out. For example, cannot becomes can't.

Write the correct phrase next to each contraction:

1. isn't \_\_\_\_\_

11. it's (2) \_\_\_\_\_

2. won't \_\_\_\_\_

12. there's (1) \_\_\_\_\_

3. mustn't \_\_\_\_\_

13. there's (2) \_\_\_\_\_

4. weren't \_\_\_\_\_

14. you're \_\_\_\_\_

5. haven't \_\_\_\_\_

15. they're \_\_\_\_\_

6. I've \_\_\_\_\_

16. couldn't \_\_\_\_\_

7. let's \_\_\_\_\_

17. wasn't \_\_\_\_\_

8. we've \_\_\_\_\_

18. we'll \_\_\_\_\_

9. I'm \_\_\_\_\_

19. you've \_\_\_\_\_

10. it's (1) \_\_\_\_\_

20. they're \_\_\_\_\_

**It's** is a contraction of 'it is' or 'it has'. For example:

**It's a lovely car. It's only done 30,000 miles.**  
**(It is a lovely car. It has only done 30,000 miles.)**

Its (without the apostrophe) is used when something belongs to an 'it'.

**Its engine is very powerful.**

Add it's or its to each sentence below:

1. \_\_\_\_\_ a lovely day for a walk.
2. If \_\_\_\_\_ bothering you that much, you should report what happened.
3. Our school is well-known for \_\_\_\_\_ excellent extra-curricular programme.
4. The choir I belong to is very proud of \_\_\_\_\_ achievements.
5. My dog chewed on \_\_\_\_\_ bone for hours.
6. My cat always knows when \_\_\_\_\_ time for lunch.

Which of the following sentences is **grammatically correct**?

- Dave was the bestest dancer out of him and his brother.
- Dave was a much betterer dancer than his brother.
- Dave was bestest at dancing than his brother.
- Dave was much better at dancing than his brother.

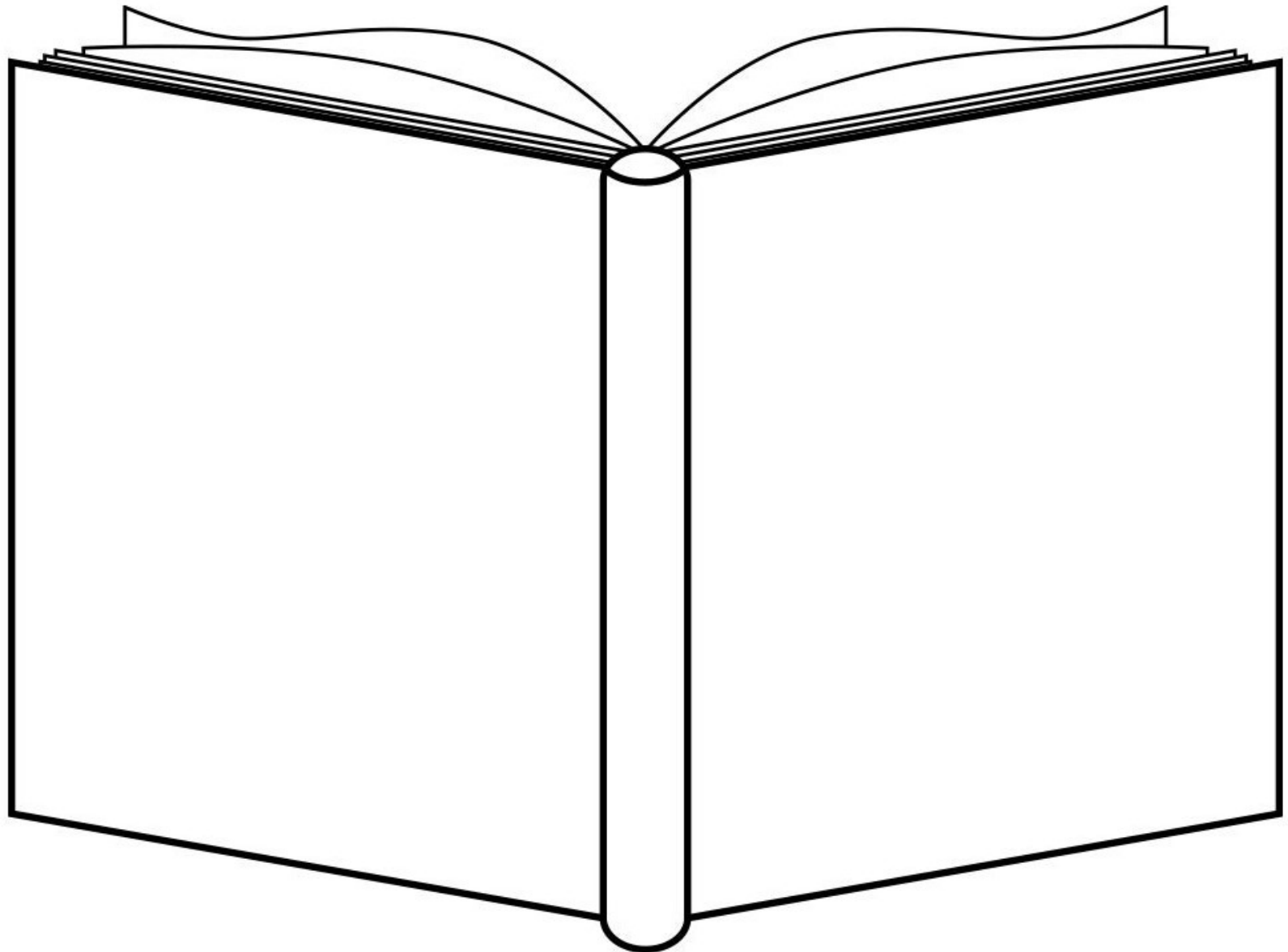
# What is your favourite book?

## Create a new front cover for your favourite book!

Make it colourful and include key moments/ideas from the story.

You could also include a short blurb. This writing on the back of books captures the reader's interest by summarising the book without giving away any spoilers.

**Which genre would your favourite book be a part of?**



Using the extract from Jurassic Park by Michael Crichton (retold by F.H. Cornish), create a storyboard for this significant scene making it as colourful and detailed as possible. Beneath each drawing, write a line or two describing what is taking place.

**Scientists have brought dinosaurs back to life and you can see them in a theme park, called Jurassic Park. Tim, aged 11, and his sister, Lex, get caught in a Jurassic Park tour car when the electric fences fail, the dinosaurs escape, and a tyrannosaur attacks their group.**

Tim opened his eyes. He was lying across one of the doors of his land-cruiser. And the vehicle was moving backwards and forwards. What had happened? Slowly he turned round and looked out of the window. He was in a tree 6m above the ground! A branch broke and the land-cruiser moved in the tree.

Tim knew that he had to get out before the vehicle fell down from the tree. Carefully, he moved to the door in the back of the land-cruiser. He opened it and climbed out. His feet touched a branch and he began to climb down the tree. Just before he reached the ground, there was a loud cracking noise and the land-cruiser fell. Tim jumped and landed the soft, wet ground and the vehicle fell beside him.

It was so dark that Tim couldn't see anything. Then he remembered the goggles. He found them in the wreck of his land-cruiser and put them on. Tim and the land-cruiser had fallen onto soft ground below the road.

Tim couldn't see anyone. He was very frightened. He wanted to cry.

“Lex!” he shouted. “Lex!”

He listened. Then he shouted again. At least, he heard someone shout back.

He found his sister hiding in a big pipe under the road. She was crying.

“Lex, it's me. Come out.”

“No. There's animals out there.”

“It’s ok. They’ve gone.”

“There’s a big one.”

“It’s all right, Lex. The rex has gone.”

“Where’s Dr Grant?” Lex asked.

“I don’t know.”

“Dr Grant? Hello! Dr Grant?” she shouted.

Tim was worried the tyrannosaur might hear the shouts. But a minute later, he heard another shout. Through his goggles, Tim saw Dr Grant climbing down towards them.

“Thank God,” said Grant. “I’ve been looking for you.”

They were all wet and dirty but none of them was badly hurt.

“I’m hungry,” said Lex.

“Me too,” said Grant. “We’ve got to get back to the Control Room. And we’ve got to tell them about the raptors on the ship.”

Suddenly they heard someone cough. The noise came from the road above them. They all climbed up to the

road. The moon was shining brightly now and they could see Ed Regis. He was standing very still, close to a tree. Was he hiding from something?

Then there was the sound of breathing. Grant made Lex and Tim stand still.

A large, dark shape moved out of the trees. It was the young tyrannosaur and it went past Regis without stopping. It hadn’t seen him. Soom the rex had disappeared. Regis moved away from the tree and walked into the middle of the road. He was safe.

Then suddenly the tyrannosaur attacked. It came out of the trees on the left side of the road and knocked Regis to the ground. Regis stood up and shouted, “Get away! Get away!”

The dinosaur stepped backwards, then it knocked Regis to the ground again.

It’s a young animal, though Grant. It’s playing a game with him!

“Get away!” shouted Regis again, waving his arms.

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## Stretch and Challenge Task – Reading Canon Review

Read and review one of these books to earn positives as soon as you start at Crookhorn:

- Al Capone Does My Shirts by Gennifer Choldenko
- Clean Getaway by Nic Stone
- D-Day Dog by Tom Palmer
- Titanic: Tragedy at Sea by David Long
- World Burn Down by Steve Cole

These books are all part of our Reading Canon, which is a collection of books that we recommend you read over your five years with us. Every successful review gives you rewards, and every four reviews gives you a badge! You can get a huge head start!

Copies could be available in local libraries, or can be purchased then swapped for another book in the college library swap shop.

Make sure your **full name** is on your review, and hand it in to Miss Humby in the library, or your tutor.

1. Which book did you choose to read from the Crookhorn Canon transition list?

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2. What are your overall opinions of this book?

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3. Write a brief summary of the book you read.

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4. What was your favourite part, and why?

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5. What did you think of the main character/narrator? Did you like them? Why/why not?

Was there a character you liked more? Why?

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6. What didn't you like about this book?

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7. Does this book make you want to read more by this author?

Or does it make you want to read more books in the same genre (same type of book)?

If not, why not?

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8. What score would you give this book out of 10?

1/10 is the worst book you've ever read!

10/10 is one of the best!

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