



# Year 6



## Summer Term 2 Week 2

Literacy Day 1	<p><b>WALT:</b> draw an image of Mr Tushman's office</p>	<p>Draw a picture</p> <p>Understand a character</p>	<p><b>Year 6: Week beginning 8th June 2020</b></p> <p><u><b>Input</b></u></p> <p>Children to read chapter Jack, Will, Julian and Charlotte. Discuss the following questions:</p> <ul style="list-style-type: none"><li>-What does August think of Mr Tushman's office?</li><li>-What does it tell you about Mr Tushman?</li><li>-Why does the writer create humour in this section?</li></ul> <p><u><b>Task</b></u></p> <p>Think about Mr Tushmans' office. What do you imagine it to look like? Draw a picture of it and add detailed labels to explain how each part of his office reflects his personality e.g he has framed pictures of childrens' work. He has a funny portrait of himself.</p> <p>Think about what this communicates about his personality and answer the question:</p> <p>What does Mr Tushman's office show about his personality?</p>	<p><b>Extension:</b> create a picture to be framed on your teacher's wall. Think about words that you might use around the picture to describe your teacher.</p>
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**WALT:** write a description

Use similes

Metaphor

Year 5/6 spelling words

Contractions to show informal language

### Input

Read chapter Jack, Will, Julian and Charlotte again. Discuss the ideas:

-How does August feel about meeting the children? Why do you think he feels this way?

-How do the children greet him? What are the similarities and differences? Are some of the children kinder than others?

-Think about all the emotions he might feel inside.

### Tasks

Draw an image to show how August was feeling inside e.g. heart beating fast like a drum, angry that his mum made him do it.

Create a descriptive paragraph to describe how nervous August felt inside about going on a tour with the children. Use figurative language to create imagery.

Use the model below to start you off:

*My heart was beating like a drum, as the beats amplified in my ears like speakers about to blow. The blood rushed around the pathways in my body like a rollercoaster, trying to find a way out. I couldn't hear a single sound.*

**Extension:** Add in a colon sentence. This could be a De:de sentence or a colon in a list.

Look at this example:

*My hands began to shake: I was so scared what they might think of me.*

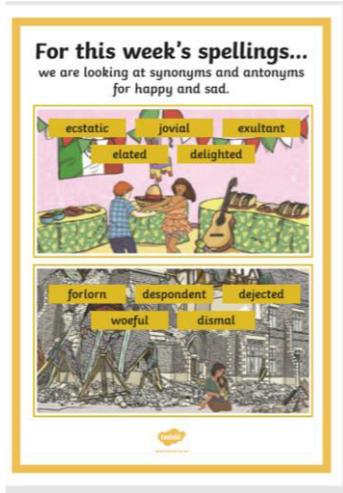
*Parts of my body started to sweat: the palms of my hands; my upper lip and even forehead.*

<p>Literacy Day 3</p>	<p><b>WALT:</b> compare and contrast characters</p>		<p><b><u>Input</u></b></p> <p>Recap Chapter 8 with the children. Discuss the similarities and differences between August and the other children.</p> <p><b><u>Task</u></b></p> <p>Compare and contrast how you think August felt and how the other children might have been feeling about August. Discuss how you think they might be feeling.</p> <p>Use the character sheet to show the different thoughts they may have about meeting August.</p>	<p><b>Extension:</b> think about how August's mother might have been feeling. Add some of her thoughts onto your sheet.</p>
<p>Literacy Day 4</p>	<p><b>WALT:</b> revise SPaG concepts</p>		<p><b>Task</b></p> <p>Using the SPaG mat, revise the Year 6 SPag concepts. Use the differentiated sheets to decide which level to complete.</p>	

**WALT:**  
spellings

**Task**

Revise the spelling words below. Use the look, cover, write sheet to practise these words. Practise your handwriting by writing the words out on the cursive handwriting sheet.



**Extension:** try the word search and puzzle sheet.

**WALT:**  
comprehend a text

**Task**

Read the extract from Wonder chapter 8 again and answer the comprehension questions. Remember to use full answers and to proof-read your work.

**WALT:**  
revise the  
heart and  
lungs

**Task**

Using the keywords, fill in the missing blanks in the paragraph about the heart.

Challenge: Use the keywords to write your own paragraph about the heart.

**Extension:** cut out the model of the ribcage and lungs.  
Use the folds and glue to create a 3D model.

## Chapter 8: Jack, Will, Julian and Charlotte

We followed Mr Tushman into a small room across from Mrs Garcia's desk. He was talking as he closed the door to his office and sat down behind his big desk, though I wasn't really much attention to what he was saying. I was looking around at all the things on his desk. Cool stuff, like a globe that floated in the air and a rubics-type cube made with little mirrors. I liked his office a lot. I liked that there were all these neat little drawings and painting son the walls, framed like they were important.

Mum sat down in a chair in front of Mr Tushman's desk, and even though there was another chair right next to hers, I decided to stand beside her.

"Why do you have your own room and Mrs G doesn't?" I said.

"You mean, why do I have an office?" asked Mr Tushman.

"You said she runs the place," I said.

"Oh! Well, I was kind of kidding. Mrs G is my assistant."

"Mr Tushman is the Director of the middle school," Mum explained.

"Do they call you Mr T?" I asked, which made him smile.

"DO you know who Mr T is?" he answered. "I pity the fool?" he said in a funny tough voice like he was imitating someone.

I had no idea what he was talking about.

"Anyway, no," said Mr Tushman, shaking his head. "No one calls me Mr T. Though I have a feeling I'm called a lot of other things I don't know about. Let's face it, a name like mine is not so easy to live with, you know what I mean?"

Here I have to admit I totally laughed , because I knew exactly what he meant.

"My Mom and dad had a teacher called Miss Butt," I said.

"Auggie!" said Mom, but Mr Tushman laughed.

"Now that's bad," said Mr Tushman, shaking his head. "I guess I shouldn't complain. Hey, so listen, August, here's what I thought we would do today...."

"Is that a pumpkin?" I said, pointing to a framed painting behind Mr Tushman's desk.

"Auggie, sweetie, don't interrupt," said Mom.

"You like it?" said Mr Tushman, turning around and looking up at the painting. I do, too. And I thought it was a pumpkin , too until the student who gave it to me explained that it is actually not a pumpkin. It is...are you ready for this...a portrait of me! Now, August, I ask you: do I really look that much like a pumpkin?"

"No, I answered, though I was thinking yes. Something about the way his cheeks puffed out when he smiled made him look like a jack-o-lantern. Just as I thought that, it occurred to me how funny that was: cheeks, Mr Tushman. And I started laughing a little. I shook my head and covered my mouth with my hand.

Mr Tushman smiled like he could read my mind.

I was about to say something else, but then all of a sudden I heard other voices outside the office: kids' voices. I'm not exaggerating when I say this, but my heart literally started beating like I'd run the longest race in the world. The laughter I had inside poured out of me.

The thing is, when I was little, I never minded meeting new kids because all the kids were really little, too. What's cool about really little kids is that they don't say stuff to try to hurt your feelings, even though sometimes they do say stuff that hurts your feelings. But they don't actually know what they're saying. Big kids though: they know exactly what they are saying. And that is definitely not fun for me. One of the reasons I grew my hair long last year was that I like how my bangs cover my eyes: it helps me block out the things I don't want to see.

Mrs Garcia knocked on the door and poked her head inside.

"They're here, Mr Tushman," she said.

"Who's here?" I said.

"Thanks," said Mr Tushman to Mrs Garcia. "August, I thought it would be a good idea for you to meet some students who'll be in your homeroom this year. I figure they could take you around school a bit, show you the lay of the land, so to speak."

"I don't want to meet anyone," I said to Mom.

Mr Tushman was suddenly right in front of me, his hands on my shoulders. He leaned down and said very softly in my ear:

"It'll be okay, August. These are nice kids, I promise."

"You'll going to be okay, Auggie," Mom whispered with all her might.

Before she could say anything else, Mr Tushman opened the door to his office.

"Come in, kids," he said, and in walked two boys and a girl. None of them looked over at me or Mom: they stood by the door looking straight at Mr Tushman like their lives depended on it.

"Thanks so much for coming, guys – especially since school doesn't start until next month!" said Mr Tushman. "Have you had a good summer?"

All of them nodded but no one said anything.

"Great, great," said Mr Tushman. "So, guys, I wanted you to meet August, who's going to be a new student here this year. August, these guys have been students at Beecher prep since kindergarten, though, of course, they were in the lower-school building, but they know all the ins and outs of the middle-school program. And since you're all in the same homeroom, I thought it would be nice if you got to know each other before school started. Okay? So, kids, this August. August this is Jack Will."

Jack Will looked at me and put his hand out. When I shook it, he kind of half smiled and said: "ey," and looked down really fast.

"This is Julian," said Mr Tushman.

"Hey," said Julian, and did the same exact thing as Jack Will: took my hand, forced a smile, looked down fast.

"And Charlotte," said Mr Tushman.

Charlotte had the blondest hair I've ever seen. She didn't shake my hand but gave me a quick little wave and smiled. "Hi August. Nice to meet you," she said.

“Hi,” I said, looking down. She was wearing bright green Crocs.

“So,” said Mr Tushman, putting his hands together in a kind of slow clap. “What I thought you guys could do is take August on a tour of the school. Maybe you could start on the third floor? That’s where your homeroom class is going to be: room 301. I think. Mrs G, is –“

“Room 301!” Mrs Garcia called out from the other room.

“Room 301.” Mr Tushman nodded. “And then you can show August the science labs and the computer room. Then work your way down to the library and the performance space on the second floor. Take him to the cafeteria, of course.”

“Should we take him to the music room?” asked Julian.

“Good idea, yes,” said Mr Tushman. “August, do you play any instruments?”

“No,” I said. It wasn’t my favourite subject on account of the fact that I don’t really have ears. Well, I do, but they don’t exactly look like normal ears.

“Well, you may enjoy seeing the music room anyway,” said Mr Tushman. “We have a very nice selection of percussion instruments.”

“August, you’ve been wanting to learn to play the drums,” Mom said, trying to get me to look at her. But my eyes were covered by my bangs as I stared at a piece of old gum that was stuck to the bottom of Mr Tushman’s desk.

“Great! Okay, so why don’t you guys get going?” said Mr Tushman. “Just be back here in…” He looked at Mom. “Half an hour, okay?”

I think Mom nodded.

“So it that okay with you, August? “ he asked me.

I didn’t answer.

“Is that okay, August?” Mom repeated. I looked at her now. I wanted to see how mad I was at her. But then I saw her face and just nodded. She seemed more scared than I was.

The other kids had started out the door, so I followed them.

“See you soon,” said Mom, her voice sounding a little higher than normal. I didn’t answer her.



# Figurative Language

## Metaphor

She is a ray of sunshine.  
Heart of stone.  
He is the light of my life.  
A rollercoaster of emotions.

## Personification

The snow speaks.  
The grass tickled my feet.  
The leaves danced on the trees.  
The husky corn spoke.

## Onomatopoeia

Crash! Splash! Boom!  
Pop! Bam! Snap!  
Honk! Buzz! Drip!  
Swish! Ring! Crackle!

## Alliteration

Evil eagles eat eels.  
Dreary, dismal darkness.  
Pretty purple purses.  
Adjectives and adverbs.

## Simile

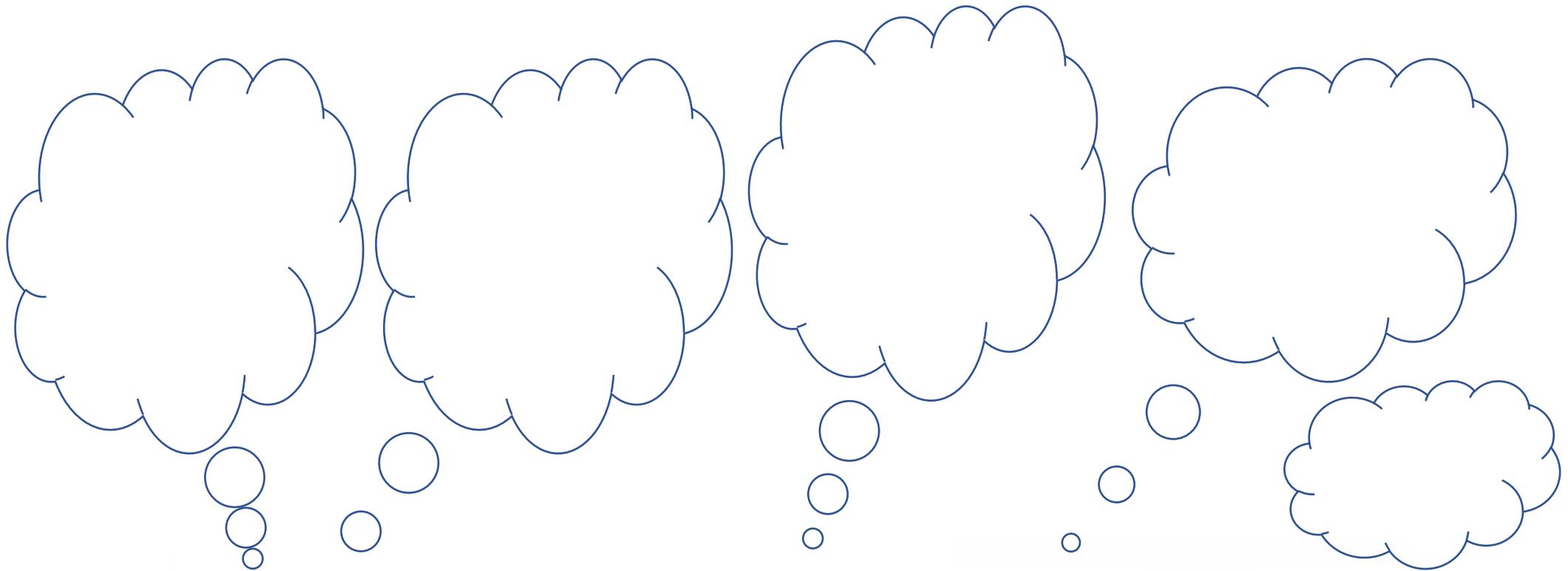
Pure as snow.  
Quiet as a mouse.  
Busy as a bee.  
Cute as a kitten.

## Idiom

Time flies.  
Cat got your tongue.  
Broken heart.  
Face the music.

## Hyperbole

For the millionth time, be quiet!  
He's got a brain the size of a pea.  
These shoes are killing me.  
Speed up- a snail can go faster than you!



**Auggie**



**Jack Will**



**Julian**



**Charlotte**

The ground was lit up by the hovering spaceship.



Is this sentence active or passive?

\_\_\_\_\_

a

Can you think of a more **formal** synonym to replace this adjective?

**gutted** → \_\_\_\_\_

b

Read the sentence below and underline the **two** words modal verbs:



c

**The new restaurant, The Pizza Palace, will be opening at the weekend, and my family and I may go for a meal there.**

Insert a colon in the correct place in the sentence below to separate the two independent clauses.

**The golfer dropped to his knees in celebration he had finally won a major tournament.**

d

Mr Whoops has got in a muddle with his commas. Could you help him to add **two** missing commas to this sentence?

**During my magic show I accidentally dropped my top hat which revealed the hidden playing cards to the audience.**



e

Change these nouns/adjectives into verbs by adding the suffixes -ise, -ify, -ate or -en.

**dark** → \_\_\_\_\_

**glory** → \_\_\_\_\_

f

# Year 6 Summer Term 1 Answers

1

**a**  
The ground was lit up by the hovering spaceship.



Is this sentence active or passive?

\_\_\_\_\_ passive \_\_\_\_\_

**d**  
Insert a colon in the correct place in the sentence below to separate the two independent clauses.

**The golfer dropped to his knees in celebration: he had finally won a major tournament.**

**b**  
Can you think of a more formal synonym to replace this adjective?

**Accept more formal synonyms, e.g. devastated, traumatised, distraught.**

**e**  
Mr Whoops has got in a muddle with his commas. Could you help him to add **two** missing commas to this sentence?

**During my magic show, I accidentally dropped my top hat, which revealed the hidden playing cards to the audience.**



**c**  
Read the sentence below and underline the **two** words modal verbs:



The new restaurant, The Pizza Palace, **will** be opening at the weekend, and my family and I **may** go for a meal there.

**f**  
Change these nouns/adjectives into verbs by adding the suffixes -ise, -ify, -ate or -en.

dark → darken

glory → glorify

# Summer Term 1

1

**The ground was lit up by the hovering spaceship.**

a

Is this sentence active or passive?



\_\_\_\_\_

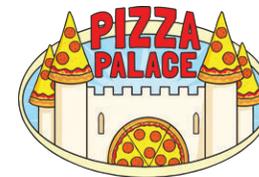
Underline the object of the sentence.

Can you think of a more **formal** synonym to replace this adjective?

b

**gutted** → \_\_\_\_\_

Look at the sentence below and add two modal verbs:



c

**The new restaurant, The Pizza Palace, \_\_\_\_\_ be opening at the weekend, and my family and I \_\_\_\_\_ go for a meal there.**

Insert the most appropriate punctuation mark between the two independent clauses in the sentence below.

d

**The golfer dropped to his knees in celebration he had finally won a major tournament.**

Mr Whoops has got in a muddle with his commas. Could you help him to add all of the missing commas to this sentence?

e

**During my magic show I accidentally dropped my top hat which revealed the hidden playing cards to the audience.**



Change these nouns/adjectives into verbs by adding the suffixes -ise, -ify, -ate or -en.

f

**dark** → \_\_\_\_\_

**glory** → \_\_\_\_\_

**agony** → \_\_\_\_\_

# Year 6 Summer Term 1 Answers

1

The ground was lit up by the **hovering spaceship**.

Is this sentence active or passive?

passive

Underline the object of the sentence.



a

Can you think of a more **formal** synonym to replace this adjective?

**Accept more formal synonyms, e.g. devastated, traumatised, distraught.**

b

Look at the sentence below and add two modal verbs:



**Accept two modal verbs that make sense in the sentence, i.e. will, might, may, can, should.**

c

Insert the most appropriate punctuation mark between the two independent clauses in the sentence below.

**The golfer dropped to his knees in celebration: he had finally won a major tournament.**

d

Mr Whoops has got in a muddle with his commas. Could you help him to add all of the missing commas to this sentence?

**During my magic show, I accidentally dropped my top hat, which revealed the hidden playing cards to the audience.**



e

Change these nouns/adjectives into verbs by adding the suffixes -ise, -ify, -ate or -en.

dark → darken

glory → glorify

agony → agonise

f

# Summer Term 1

a

Write a passive sentence about this spaceship. Underline the object of the sentence.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b

Can you think of more **formal** synonyms to replace this adjective?

**gutted** → \_\_\_\_\_

Now, use your synonym in a sentence that contains parentheses.

\_\_\_\_\_

\_\_\_\_\_

c

Insert the most appropriate missing punctuation mark in the sentence below. Explain the punctuation mark you have chosen and explain your reasoning.

**The golfer dropped to his knees in celebration he had finally won a major tournament.**

\_\_\_\_\_

\_\_\_\_\_

d

Change these nouns/adjectives into verbs by adding the suffixes -ise, -ify, -ate or -en.

- dark** → \_\_\_\_\_
- glory** → \_\_\_\_\_
- agony** → \_\_\_\_\_

Now use one of your verbs in a direct speech sentence where the reporting clause comes before the inverted commas.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

e

Look at the sentence below and add two modal verbs:

**The new restaurant, The Pizza Palace, \_\_\_\_\_ be opening at the weekend, and my family and I \_\_\_\_\_ go for a meal there.**

Now, write your own sentence about the new pizza restaurant that contains a different modal verb and underline it.



\_\_\_\_\_

\_\_\_\_\_

f

Mr Whoops has got in a muddle with his commas. Could you help him to add all of the missing commas to this sentence?

**During my magic show I accidentally dropped my top hat which revealed the hidden playing cards all fifty-two of them to the audience.**



# Year 6 Summer Term 1 Answers

1

Write a passive sentence about this spaceship.  
Underline the object of the sentence.



**Accept any passive sentence with an underlined object, e.g. The ground was lit up by the hovering spaceship.**

a

**Accept more formal synonyms, e.g. devastated, traumatised, distraught.**

**Accept any sentence where the synonym is used in the correct context with added parenthesis, e.g. Danny, the star striker for Fenchurch FC, was traumatised that he would miss the cup final through injury.**

b

Insert the most appropriate missing punctuation mark in the sentence below. Explain the punctuation mark you have chosen and explain your reasoning.

**Accept any appropriate explanation why they chose to insert a colon, e.g. to mark the two independent clauses in a formal sentence.**

c

Change these nouns/adjectives into verbs by adding the suffixes -ise, -ify, -ate or -en.

dark → darken

glory → glorify

agony → agonise

**Accept any direct speech sentence with the reporting clause before the spoken words that contains designate, finalise or strengthen, e.g. The head teacher, "I have really had to agonise over my decision."**

d

Look at the sentence below and add two modal verbs:

**Accept two modal verbs that make sense in the sentence, i.e. will, might, may, can, should.**

Now, write your own sentence about the new pizza restaurant that contains a different modal verb and underline it.

**Accept any sensible sentence that contains an underlined modal verb, i.e. can, could, may, might, shall, should, will, would and must.**

e

Mr Whoops has got in a muddle with his commas. Could you help him to add all of the missing commas to this sentence?

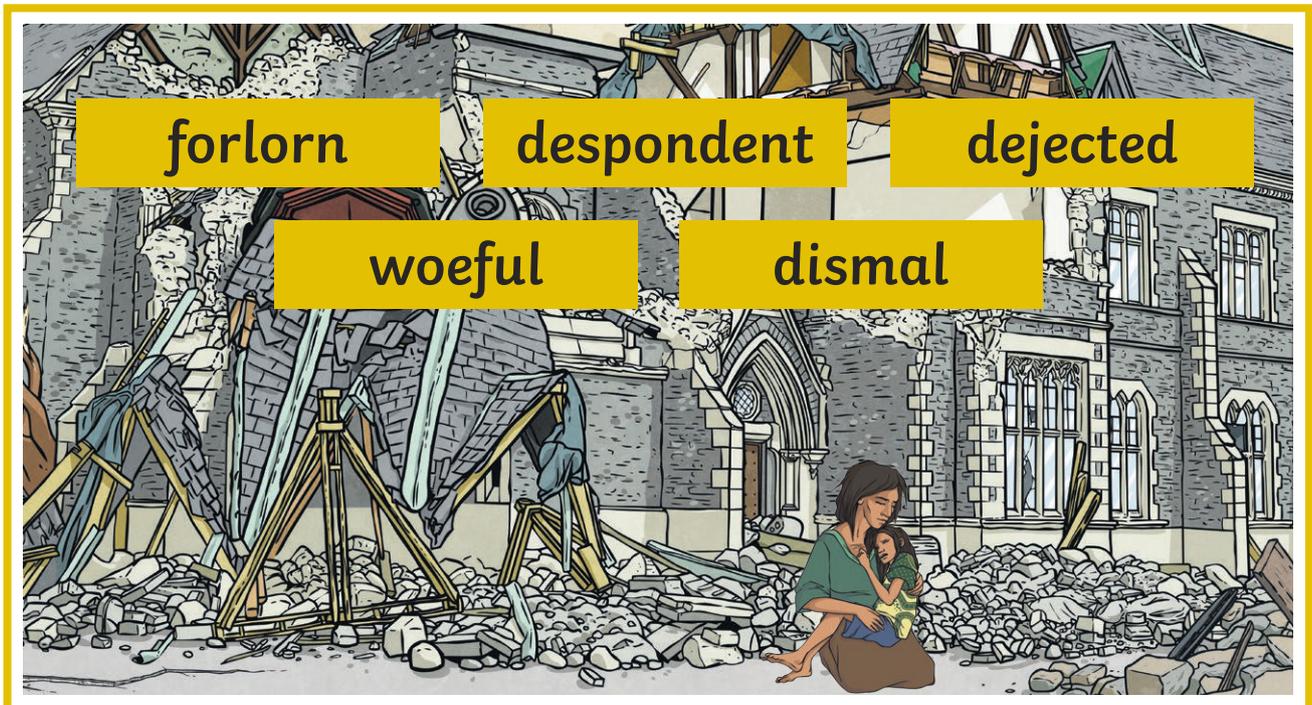
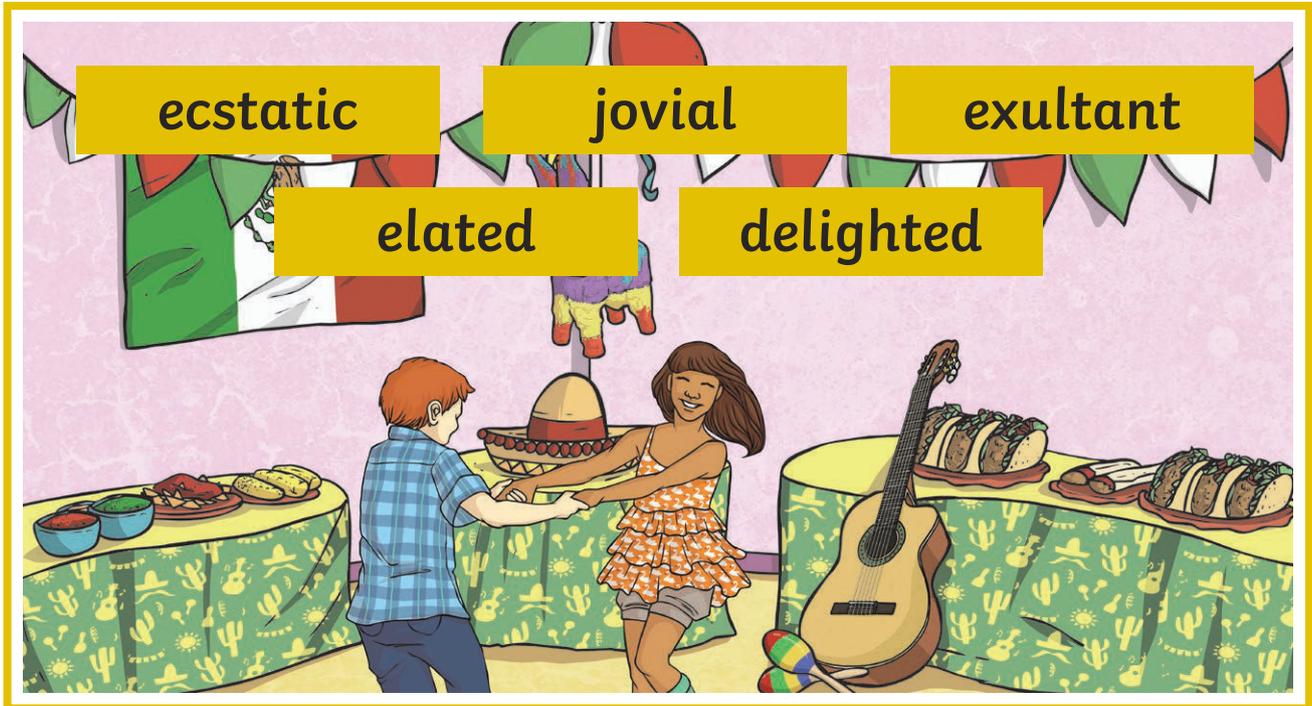
**During my magic show, I accidentally dropped my top hat, which revealed the hidden playing cards, all fifty-two of them, to the audience.**



f

# For this week's spellings...

we are looking at synonyms and antonyms for happy and sad.



# Code Word Jumble Puzzle

Unscramble each of the clue words (they are all this week's spelling words!)

Copy the letters in the numbered cells to the other cells with the same number in the code word. If you complete the puzzle correctly, the code word should make another word with the same spelling pattern from this week.

ivjoal

				8	
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etsaitcc

10							
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deetdjec

					9		
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letnuatx

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letgidhed

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edsdonpent

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roornfl

		7	5			
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wefoul

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leetad

		6			
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dailsm

	4				
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code word:

1	2	3	4	5	6	7	8	9	10	11
---	---	---	---	---	---	---	---	---	----	----

## Challenge Task

Have you worked out the synonym for 'happy' code word? Can you use it in a passive sentence?

# Code Word Jumble Puzzle Answers

Unscramble each of the clue words (they are all this week's spelling words!)

Copy the letters in the numbered cells to the other cells with the same number in the code word. If you complete the puzzle correctly, the code word should make another word with the same spelling pattern from this week.

ivjoal

<u>j</u>	<u>o</u>	<u>v</u>	<u>i</u>	<sup>8</sup> <u>a</u>	<u>l</u>
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etsaitcc

<sup>10</sup> <u>e</u>	<u>c</u>	<u>s</u>	<u>t</u>	<u>a</u>	<u>t</u>	<u>i</u>	<u>c</u>
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deetdjec

<u>d</u>	<u>e</u>	<u>j</u>	<u>e</u>	<u>c</u>	<sup>9</sup> <u>t</u>	<u>e</u>	<u>d</u>
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letnuatx

<u>e</u>	<sup>2</sup> <u>x</u>	<u>u</u>	<u>l</u>	<u>t</u>	<u>a</u>	<u>n</u>	<u>t</u>
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letgidhed

<u>d</u>	<u>e</u>	<u>l</u>	<u>i</u>	<u>g</u>	<sup>3</sup> <u>h</u>	<u>t</u>	<sup>1</sup> <u>e</u>	<u>d</u>
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edsdonpent

<u>d</u>	<u>e</u>	<u>s</u>	<u>p</u>	<u>o</u>	<u>n</u>	<sup>11</sup> <u>d</u>	<u>e</u>	<u>n</u>	<u>t</u>
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roornfl

<u>f</u>	<u>o</u>	<sup>7</sup> <u>r</u>	<sup>5</sup> <u>l</u>	<u>o</u>	<u>r</u>	<u>n</u>
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wefoul

<u>w</u>	<u>o</u>	<u>e</u>	<u>f</u>	<u>u</u>	<u>l</u>
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leetad

<u>e</u>	<u>l</u>	<sup>6</sup> <u>a</u>	<u>t</u>	<u>e</u>	<u>d</u>
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dailsm

<u>d</u>	<sup>4</sup> <u>i</u>	<u>s</u>	<u>m</u>	<u>a</u>	<u>l</u>
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code word:

<sup>1</sup> <u>e</u>	<sup>2</sup> <u>x</u>	<sup>3</sup> <u>h</u>	<sup>4</sup> <u>i</u>	<sup>5</sup> <u>l</u>	<sup>6</sup> <u>a</u>	<sup>7</sup> <u>r</u>	<sup>8</sup> <u>a</u>	<sup>9</sup> <u>t</u>	<sup>10</sup> <u>e</u>	<sup>11</sup> <u>d</u>
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## Challenge Task

Have you worked out the synonym for 'happy' code word? Can you use it in a passive sentence?

*The runner was left feeling exhilarated by his personal best time in the marathon.*

# Cursive Handwriting Practice

Practise your weekly spelling words using cursive handwriting.

ecstatic

jovial

exultant

elated

delighted

despondent

fortorn

dejected

woeful

dismal

# Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the 'correction' column.

	Look	Say	Cover	Write	Check	Correction
<b>ecstatic</b>						
<b>jovial</b>						
<b>exultant</b>						
<b>elated</b>						
<b>delighted</b>						
<b>despondent</b>						
<b>forlorn</b>						
<b>dejected</b>						
<b>woeful</b>						
<b>dismal</b>						

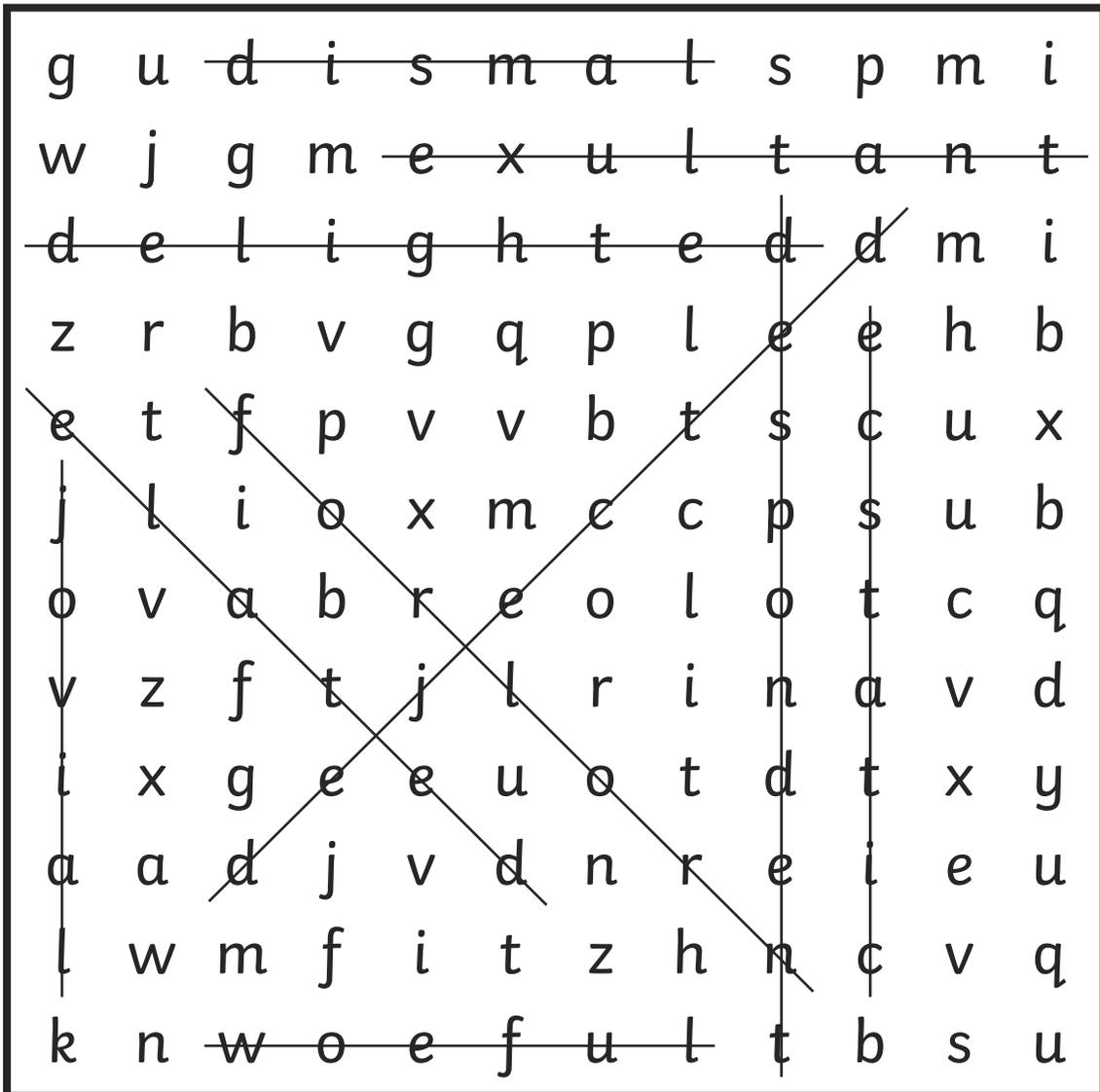
# Synonyms & Antonyms

g u d i s m a l s p m i  
w j g m e x u l t a n t  
d e l i g h t e d d m i  
z r b v g q p l e e h b  
e t f p v v b t s c u x  
j l i o x m c c p s u b  
o v a b r e o l o t c q  
v z f t j l r i n a v d  
i x g e e u o t d t x y  
a a d j v d n r e i e u  
l w m f i t z h n c v q  
k n w o e f u l t b s u

ecstatic  
jovial  
exultant  
elated  
delighted

despondent  
forlorn  
dejected  
woeful  
dismal

# Answers



ecstatic

jovial

exultant

elated

delighted

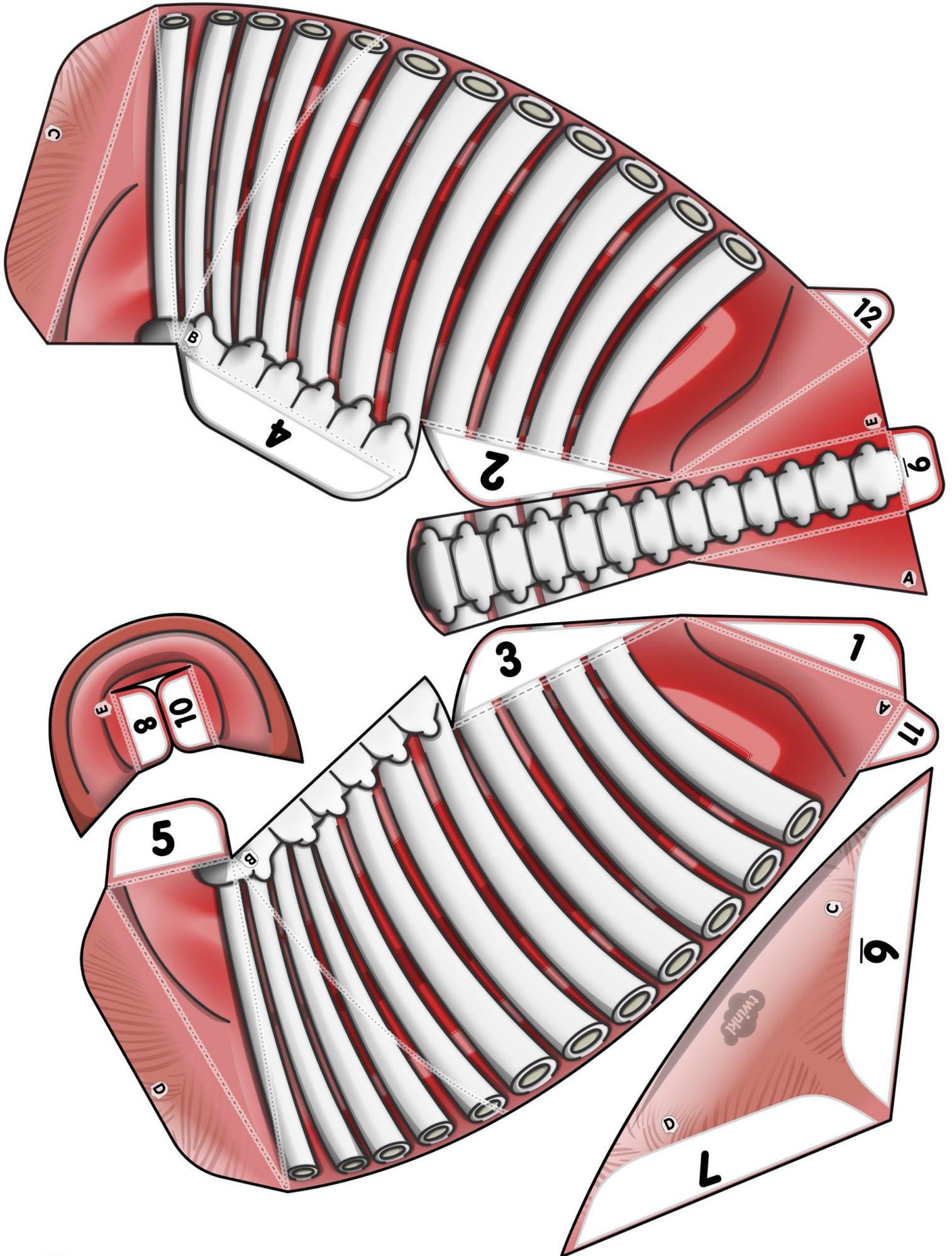
despondent

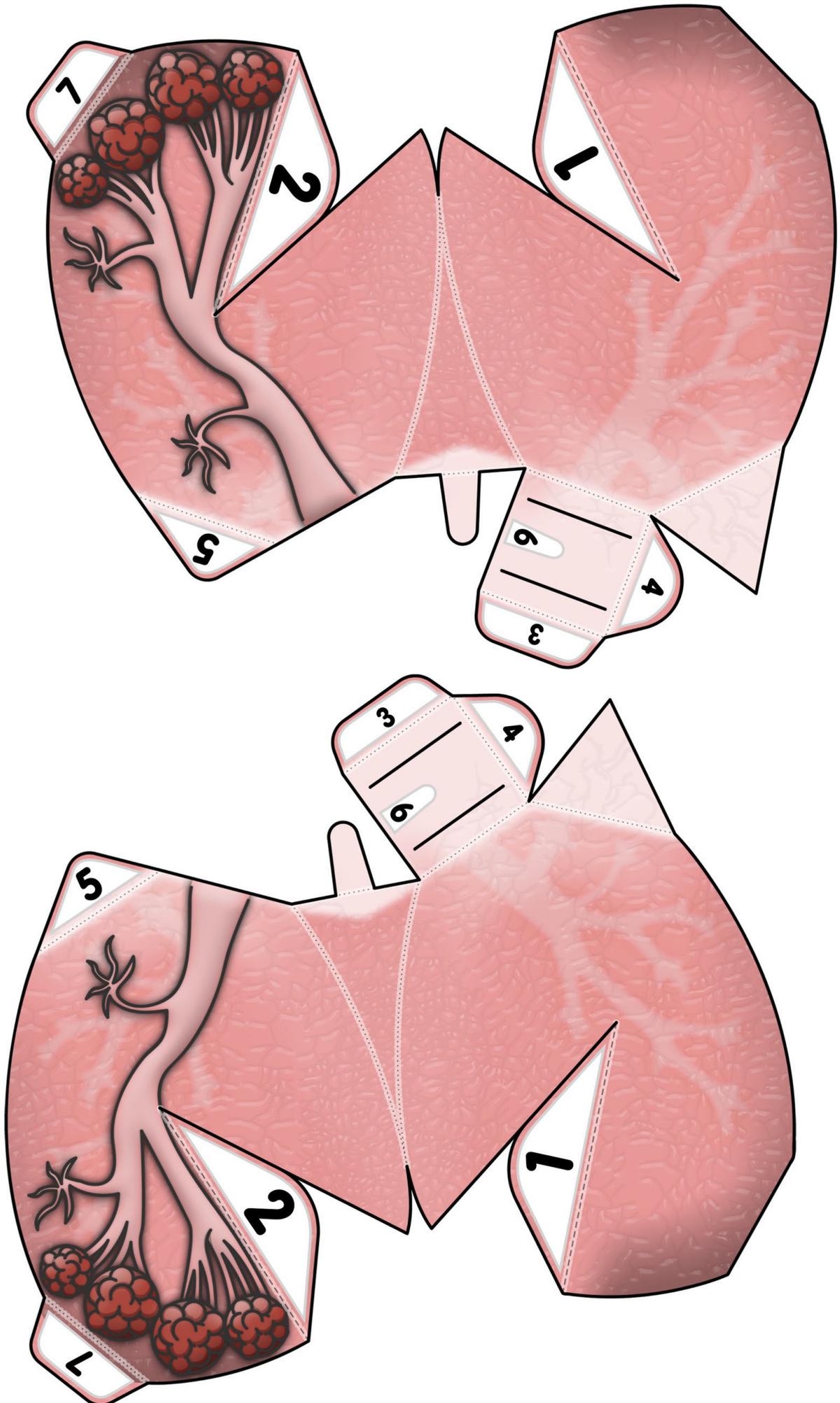
forlorn

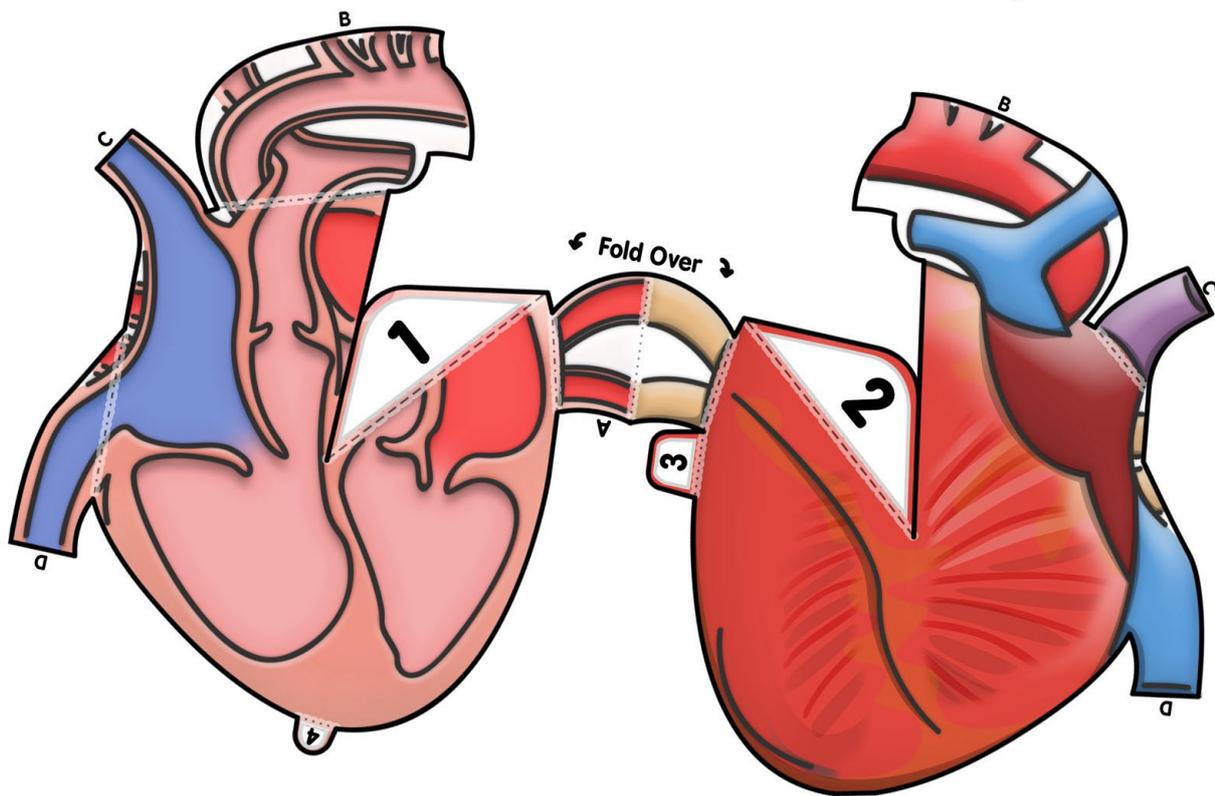
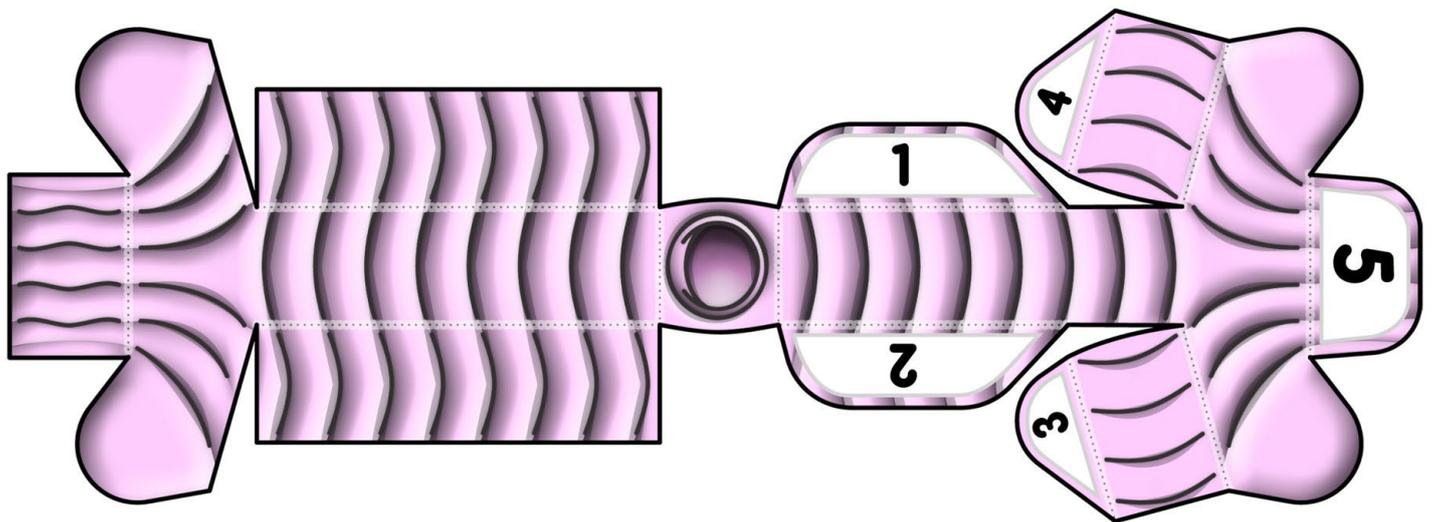
dejected

woeful

dismal







Remember you will need to use some words more than once

**Page 1**

cells	out	red	pumping	chamber	carbon dioxide
	blood vessels	muscle	100,000	blood	in
pushes	heart	circulatory system	heartbeat	veins	valve
oxygen	electrical	pulls	arteries	contract	lungs

**Page 2**

deoxygenated		slower	cycle	red
stronger	waste	less	faster	exercise
oxygenated	valves	more	60-100	fuel

# Easier

(given the initial  
letter of the answers)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Understand the circulatory system

Together, the heart, blood and blood vessels make up the c\_\_\_\_\_s\_\_\_\_\_. The h\_\_\_\_\_p\_\_\_\_\_umps b\_\_\_\_\_l\_\_\_\_\_ all around the body. The heart is a m\_\_\_\_\_a\_\_\_\_\_ that keeps p\_\_\_\_\_ump\_\_\_\_\_ all of the time. When the heart moves, this is called a h\_\_\_\_\_e\_\_\_\_\_. Each heartbeat is caused by an e\_\_\_\_\_l\_\_\_\_\_ signal that causes the heart to c\_\_\_\_\_o\_\_\_\_\_. The heart beats at least 1\_\_\_\_\_0\_\_\_\_\_ times each day. When the heart beats, it p\_\_\_\_\_umps blood into itself and p\_\_\_\_\_umps blood out of itself. Each c\_\_\_\_\_h\_\_\_\_\_ of the heart has a v\_\_\_\_\_a\_\_\_\_\_ that only allows blood to travel in one direction. Within the blood there are r\_\_\_\_\_e\_\_\_\_\_ blood cells, which pick up oxygen from the l\_\_\_\_\_u\_\_\_\_\_ and take carbon dioxide back to the l\_\_\_\_\_u\_\_\_\_\_. The lungs breathe i\_\_\_\_\_n\_\_\_\_\_ oxygen and breathe o\_\_\_\_\_u\_\_\_\_\_ carbon dioxide. The blood is transported through the b\_\_\_\_\_l\_\_\_\_\_ v\_\_\_\_\_e\_\_\_\_\_, which travel to every part of the body. The body is made up of microscopic c\_\_\_\_\_e\_\_\_\_\_ and each of these c\_\_\_\_\_e\_\_\_\_\_ needs oxygen. A\_\_\_\_\_r\_\_\_\_\_ carry the blood away from the heart. When blood leaves the heart it is full of o\_\_\_\_\_2\_\_\_\_\_. V\_\_\_\_\_e\_\_\_\_\_ carry the blood back to the heart. When blood is returned to the heart, it has no o\_\_\_\_\_2\_\_\_\_\_ and instead is full of c\_\_\_\_\_o\_\_\_\_\_ d\_\_\_\_\_u\_\_\_\_\_.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Understand the circulatory system

Blood is always r\_\_\_\_\_ in colour, whether it is o\_\_\_\_\_ (full of oxygen) or d\_\_\_\_\_ (without oxygen), even though it looks blue when we look at it through our skin. Like the heart, veins also have v\_\_\_\_\_ so that the blood can only travel in one direction. The blood also carries f\_\_\_\_\_ to the cells and takes away w\_\_\_\_\_ from them. While we are resting, our heart beats \_\_\_\_\_ times per minute. When we sleep, our bodies need l\_\_\_\_\_ oxygen, so our heartbeat is s\_\_\_\_\_. When we are scared, our heart beats f\_\_\_\_\_ because the brain thinks that the body needs m\_\_\_\_\_ oxygen to fight or to run away. Our heartbeat also speeds up when we do e\_\_\_\_\_ because our muscles need more oxygen to keep working. Exercise is good for our muscles, including the heart, because it makes them s\_\_\_\_\_. The circulatory system process is a c\_\_\_\_\_, which means that it is repeated over and over again.

# Harder

(NOT given the initial  
letter of the answers)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Understand the circulatory system

Together, the heart, blood and blood vessels make up the \_\_\_\_\_. The \_\_\_\_\_ pumps \_\_\_\_\_ all around the body. The heart is a \_\_\_\_\_ that keeps \_\_\_\_\_ all of the time. When the heart moves, this is called a \_\_\_\_\_. Each heartbeat is caused by an \_\_\_\_\_ signal that causes the heart to \_\_\_\_\_. The heart beats at least \_\_\_\_\_ times each day. When the heart beats, it \_\_\_\_\_ blood into itself and \_\_\_\_\_ blood out of itself. Each \_\_\_\_\_ of the heart has a \_\_\_\_\_ that only allows blood to travel in one direction. Within the blood there are \_\_\_\_\_ blood cells, which pick up oxygen from the \_\_\_\_\_ and take carbon dioxide back to the \_\_\_\_\_. The lungs breathe \_\_\_\_\_ oxygen and breathe \_\_\_\_\_ carbon dioxide. The blood is transported through the \_\_\_\_\_, which travel to every part of the body. The body is made up of microscopic \_\_\_\_\_ and each of these \_\_\_\_\_ needs oxygen. \_\_\_\_\_ carry the blood away from the heart. When blood leaves the heart it is full of \_\_\_\_\_. \_\_\_\_\_ carry the blood back to the heart. When blood is returned to the heart, it has no \_\_\_\_\_ and instead is full of \_\_\_\_\_.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Understand the circulatory system

Blood is always \_\_\_\_\_ in colour, whether it is \_\_\_\_\_ (full of oxygen) or \_\_\_\_\_ (without oxygen), even though it looks blue when we look at it through our skin. Like the heart, veins also have \_\_\_\_\_ so that the blood can only travel in one direction. The blood also carries \_\_\_\_\_ to the cells and takes away \_\_\_\_\_ from them. While we are resting, our heart beats \_\_\_\_\_ times per minute. When we sleep, our bodies need \_\_\_\_\_ oxygen, so our heartbeat is \_\_\_\_\_. When we are scared, our heart beats \_\_\_\_\_ because the brain thinks that the body needs \_\_\_\_\_ oxygen to fight or to run away. Our heartbeat also speeds up when we do \_\_\_\_\_ because our muscles need more oxygen to keep working. Exercise is good for our muscles, including the heart, because it makes them \_\_\_\_\_. The circulatory system process is a \_\_\_\_\_, which means that it is repeated over and over again.

## Answers

Together, the heart, blood and blood vessels make up the circulatory system. The heart pumps blood all around the body. The heart is a muscle that keeps pumping all of the time. When the heart moves, this is called a heartbeat. Each heartbeat is caused by an electrical signal that causes the heart to contract. The heart beats at least 100,000 times each day. When the heart beats, it pulls blood into itself and pushes blood out of itself. Each chamber of the heart has a valve that only allows blood to travel in one direction. Within the blood there are red blood cells, which pick up oxygen from the lungs and take carbon dioxide back to the lungs. The lungs breathe in oxygen and breathe out carbon dioxide. The blood is transported through the blood vessels, which travel to every part of the body. The body is made up of microscopic cells and each of these cells needs oxygen. Arteries carry the blood away from the heart. When blood leaves the heart it is full of oxygen. Veins carry the blood back to the heart. When blood is returned to the heart, it has no oxygen and instead is full of carbon dioxide.

## Answers

Blood is always red in colour, whether it is oxygenated (full of oxygen) or deoxygenated (without oxygen), even though it looks blue when we look at it through our skin. Like the heart, veins also have valves so that the blood can only travel in one direction. The blood also carries fuel to the cells and takes away waste from them. While we are resting, our heart beats 60-100 times per minute. When we sleep, our bodies need less oxygen, so our heartbeat is slower. When we are scared, our heart beats faster because the brain thinks that the body needs more oxygen to fight or to run away. Our heartbeat also speeds up when we do exercise because our muscles need more oxygen to keep working. Exercise is good for our muscles, including the heart, because it makes them stronger. The circulatory system process is a cycle, which means that it is repeated over and over again.

## **Extract from Wonder Chapter 8**

“We followed Mr Tushman into a small room across from Mrs. Garcia’s desk. He was talking as he closed the door to his office and sat behind his big desk, though I wasn’t paying much attention to what he was saying. I was looking around at all the stuff on his desk. Cool stuff, like a globe that floated in the air and a Rubiks-type cube made with little mirrors. I liked his office a lot.”

### **Questions**

What was August not doing?

The adjective “small” is used to describe Mr Tushman’s office. What does this suggest about how he views his role at the school?

The adjective “big” is used to describe Mr Tushman’s desk. What does this suggest about his work?

Why do you think Palacio has used juxtaposition here?

What does Mr Tushman have on his desk?

What adjective does August use to describe these objects?

Why do you think Mr Tushman has these things on his desk? How might they make students or other adults feel?