

The Jelly Fish and the Monkey

The Kingdom of the Sea was governed by a wonderful King. He was called Rin Jin, or the Dragon King of the Sea. His power was immense; he was the ruler of all sea creatures, both great and small, and he was the keeper of the Jewels of the Tide. When the Jewels of the Tide were thrown into the ocean, it made the waves rise as high as mountains and flow upon the shore like a tidal wave.

The Palace of Rin Jin was at the bottom of the sea and it was so beautiful that no one has ever seen anything like it, even in dreams. The walls were made of coral, the roof of jade stone and the floors were of the finest pearl. But, despite all this, the Dragon King was not at all happy for he reigned alone. He thought that if he finally married, he would not only be happier but also more powerful so he decided to take a wife. Calling all of the fish together, he chose several of them to go through the sea and search for a young Dragon Princess who would be his bride.

At last they returned to the palace, bringing with them a lovely, young dragon. Her scales were of glittering green like the wings of summer beetles, her eyes threw out glances of fire and she was dressed in gorgeous robes, decorated with all of the jewels of the sea.

The King fell in love with her at once and the wedding ceremony was celebrated with great splendour. Every living thing in the sea, from the great whales down to the little shrimps, came in shoals to offer their congratulations. Never before had there been such festivities in the underwater world. Each fish carried a lantern and was dressed in ceremonial robes of gleaming blue, pink and silver. The lights twinkled so brightly that, as the waves rose and fell that night, they seemed to be waves of white and green fire.



1. '...came in shoals to offer their congratulations.' What might the word shoals mean in this sentence?



2. Summarise the main events of this story in two short sentences.



3. Give three facts from the text about the Palace of Rin Jin.



4. How does the author make the wedding sound exciting?

The Jelly Fish and the Monkey **Answers**

1. '...came in shoals to offer their congratulations.' What might the word shoals mean in this sentence?

Accept any reasonable answer referring to a group of or lots of creatures.

2. Summarise the main events of this story in two short sentences.

Accept any reasonable summary of the events of the story in two short sentences.

Examples of an acceptable answers are:

'The King of the Sea had a beautiful palace but he was not happy. He fell in love and had a wonderful wedding.' or **'Rin Jin was an unhappy king who lived in a nice palace. Fish found him a princess to marry.'**

3. Give three facts from the text about the Palace of Rin Jin.

Accept any three of the following:

It was at the bottom of the sea.

It was beautiful.

The walls were made of coral.

The roof was made of jade stone.

The floors were made of pearl.

4. How does the author make the wedding sound exciting?

The author makes the wedding sound exciting by:

using exciting vocabulary, e.g. splendour, gleaming, 'the lights twinkled so brightly';

making it sound unique, e.g. 'never before';

using exciting imagery, e.g. 'they seemed to be waves of white and green fire', 'ceremonial robes';

commenting on the characters' feelings, e.g. 'every living thing... came in shoals to offer their congratulations';

making it sound busy and bustling.

Plants

Germination

Germination is when a seed starts to grow into a plant. Seeds on their own or in a packet bought at the garden centre have not germinated yet. They need to be planted to have air, water and some warmth to start to grow – or germinate. First the seed will crack open as it starts to grow and the first thing to be seen (under or over the ground) is a tiny, green shoot. That tells us that the seed is germinating.

Roots

The roots of a plant have a few jobs. One important job is to collect water and nutrients from the soil (or whatever it is growing in). Another job is to keep the plant upright and stable. If the roots are not very strong, the plant might not stay in the soil or it may fall over. Tree roots do the same job, but are sometimes so strong that they can cause damage to walls, roads and buildings. The length of some tree roots is often longer than its height!



Fertilisation

This is what happens when the male and female parts of the flower have mixed. The pollen from the male part of the flower lands on the stigma at the top of the female part of the flower. The flower is now able to make seeds for new plants.



1. '...keep the plant upright and stable.'
What do you think the word stable means in this sentence?



2. Summarise the main point of the first paragraph in one short sentence.



3. Why do you think the author used an exclamation mark in the second paragraph?



4. What are the three things that plants need in order to start to grow?

Plants Answers

1. ‘...keep the plant upright and stable.’ What do you think the word stable means in this sentence?

Stable means, in this sentence, that the roots keep the plant steady or secure.

2. Summarise the main point of the first paragraph in one short sentence.

Accept any reasonable attempt of summarising the first paragraph as long as it is one short sentence, for example:

‘When a plant has air, water and warmth, it will germinate.’

‘A seed germinates when it gets what it needs when planted.’

3. Why do you think the author used an exclamation mark in the second paragraph?

Accept any reasonable answers relating to disbelief about the fact, e.g.

The author used an exclamation mark because the fact in that sentence is unbelievable / shocking.

Because the author is surprised about the fact.

4. What are the three things that plants need in order to start to grow?

Only accept the following answer: ‘Plants need air, water and (some) warmth to start to grow’. All three aspects are required for the mark.

A Tempting Treat

Pop! Pop! Poppetty-pop!
Shake and rattle, rattle and shake
The golden grains as they bounce and break
To fluffy puffiness. Poppetty-pop!
Bursting and banging the popper's top.

Poppetty-pop! Pop! Pop!
The yellow kernels, oh, see them grow
As white as cotton or flakes of snow.
Pop! Pop! Oh, how they frolic and fly about
And turn themselves suddenly inside out!

Pop-pop-poppetty! Pop-pop-pop!
The popper's full and we'll have to stop.
Pile the bowl with the tempting treat,
Children, come, it is time to eat!

Evaleen Stein (1863-1923)



1. What kind of food is the tempting treat? How do you know?



2. 'As white as cotton or flakes of snow.'
Why do you think the author chooses these words to describe the treat?



3. Find and copy four verbs from the first verse which tell you what the golden grains are doing.

1. _____ 2. _____
3. _____ 4. _____



4. In the last verse, where does the poet put the treat?

A Tempting Treat **Answers**

1. What kind of food is the tempting treat? How do you know?

The tempting treat is popcorn. I know this because I know that popcorn makes a popping sound when it cooks/popcorn is fluffy and puffs up/popcorn starts off as yellow kernels/popcorn is as white as cotton or flakes of snow/popcorn is cooked in a 'popper'.

2. 'As white as cotton or flakes of snow.' Why do you think the author chooses these words to describe the treat?

Accept any reasonable answer relating to the following: the author's use of language (similes) helps the reader to imagine what it looks like accurately; to give the reader a good picture of what colour the treat is; to emphasise that the popcorn is no longer yellow, like the kernels.

3. Find and copy four verbs from the first verse which tell you what the golden grains are doing.

Accept any four of the following verbs:

pop

shake

rattle

bounce

break

bursting

banging

4. In the last verse, where does the poet put the treat?

The poet puts the treat in a bowl.

Do NOT accept: They eat it.

Reading Revision Mat Guidance

To complete each reading revision mat, you will need to read a short passage of writing; these will be taken from either a fiction text, a non-fiction text or a poem. Once you have read and understood the passage, you will have to answer seven different types of question based on what you have read.

Each of the seven areas has an accompanying canine character to hopefully remind you of the skills you need to answer that particular type of question:

Vocabulary Questions

Vocabulary Victor is there to help you work out the meaning of unknown words and phrases using context clues.

2a: Give / explain the meaning of words in context.



Retrieval Questions

Rex Retriever is there to help you to go into a text and just simply retrieve the facts and key details.

2b: Retrieve and record information / identify key details from fiction and non-fiction.



Summary Questions

Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text.

2c: Summarise main ideas from more than one paragraph.



Inference Questions

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

2d: Make inferences from the text / explain and justify inferences with evidence from the text.



Prediction Questions

Predicting Pip tries to see the future and she will help you to work out what might happen next from clues in the text.

2e: Predict what might happen from details stated and implied.



Compare, Contrast & Comment Questions

Cassie the Commentator discusses the content of a paragraph/text and compares events and characters. Can you do the same?



2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.

Author Choice Questions

Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how these words/phrases add to the meaning of the text.



2g: Identify/explain how meaning is enhanced through choice of words and phrases.