

Questions

This activity is to be completed once Chapters 4-6 of 'Our Teachers Are Superheroes' have been read.

1. What word is used to describe Mr Wilstead's briefcase?

2. Find one clue which suggests that the teachers could be superheroes and explain your reason.

3. Use a dictionary to find the meaning of the word 'dismissive'.

4. When Mr Wilstead left school, the children noticed that...

he caught the bus.

he climbed into his car.

he rode on his bike.

5. Mrs Yates trudged past a few minutes later, hunched over and hauling two shopping bags full to the brim with exercise books.

What does 'full to the brim' suggest?

That the shopping bags were almost overflowing.

That the shopping bags were empty.

That the shopping bags were broken.

6. "I'm on a mission tonight."

What does the word 'mission' mean?

7. Write the numbers 1-3 next to the statements to show the order in which they happen.

- Mr Jay receives a message on his wrist gadget.
- The two teachers leave school with a stack of books each.
- The children hide in the cloakroom area.

8. What do you think will happen next in the story?

Answers

	I can...
<p>1. What word is used to describe Mr Wilstead's briefcase? Battered</p>	<ul style="list-style-type: none"> • check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.
<p>2. Find one clue which suggests that the teachers could be superheroes and explain your reason. Clues include: Mrs Higgins left the room extremely quickly; "I'm on a mission tonight!" could suggest they are on a superhero mission; Mrs Higgins has a cape in her cupboard; Miss Higgins looked a bit flustered, which could suggest she had been completing a mission; Mr Jay had a 'really fancy gadget on his wrist'.</p>	<ul style="list-style-type: none"> • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
<p>3. Use a dictionary to find the meaning of the word 'dismissive'. Feeling or showing that something is unworthy of consideration.</p>	<ul style="list-style-type: none"> • use a dictionary to check the meaning of words that I have read.
<p>4. When Mr Wilstead left school, the children noticed that...</p> <p><input type="radio"/> he caught the bus.</p> <p><input checked="" type="radio"/> he climbed into his car.</p> <p><input type="radio"/> he rode on his bike.</p>	<ul style="list-style-type: none"> • understand what I have read.
<p>5. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;">Mrs Yates trudged past a few minutes later, hunched over and hauling two shopping bags full to the brim with exercise books.</div></p> <p>What does 'full to the brim' suggest?</p> <p><input checked="" type="radio"/> That the shopping bags were almost overflowing.</p> <p><input type="radio"/> That the shopping bags were empty.</p> <p><input type="radio"/> That the shopping bags were broken.</p>	<ul style="list-style-type: none"> • identify how language, structure, and presentation contribute to meaning.

	I can...
<p>6. "I'm on a mission tonight."</p> <p>What does the word 'mission' mean? An important assignment given to a person.</p>	<ul style="list-style-type: none"> • identify how language, structure, and presentation contribute to meaning.
<p>7. Write the numbers 1-3 next to the statements to show the order in which they happen.</p> <p>③ Mr Jay receives a message on his wrist gadget.</p> <p>① The two teachers leave school with a stack of books each.</p> <p>② The children hide in the cloakroom area.</p>	<ul style="list-style-type: none"> • understand what I have read. • check that the text makes sense to me.
<p>8. What do you think will happen next in the story? Children's own responses.</p>	<ul style="list-style-type: none"> • predict what might happen from details stated and implied.

Questions

This activity is to be completed once Chapters 4-6 of 'Our Teachers Are Superheroes' have been read.

1. What synonym for 'battered' could be used to describe Mr Wilstead's briefcase?

2. From Chapters 4-6, list two clues which suggest that the teachers could be superheroes.

1. _____

2. _____

3. Why did the author choose to use the word 'dismissive' to describe the way Freya waved?

4. Match the character's name to their role with a straight line.

Mr Wilstead

'carrying a sporty rucksack'

Mrs Yates

'hunched over'

Mr Jay

'brown tweed jacket'

5. What is Freya described as in Chapter 6? Tick one.

- a great pupil
- a great helper
- a great worker

6.

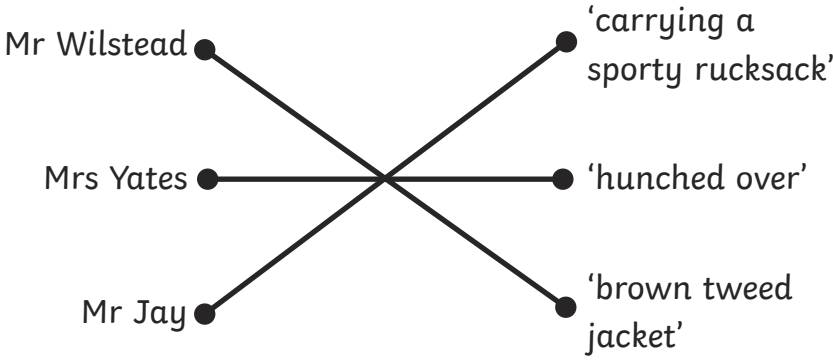
“I’m on a mission tonight.”

What ‘mission’ could the teachers be on?

7. What do you think “Target achieved. Mission accomplished” means?

8. What do you think will happen next in the story? Explain what clues make you think this.

Answers

	I can...
<p>1. What synonym for 'battered' could be used to describe Mr Wilstead's briefcase?</p> <p>Accept suitable synonyms, including: damaged; shabby; run-down; worn-out; falling to pieces; falling apart; dilapidated; rickety; ramshackle; crumbling; decayed.</p>	<ul style="list-style-type: none"> • use a dictionary to check the meaning of words that I have read. • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
<p>2. From Chapters 4-6, list two clues which suggest that the teachers could be superheroes.</p> <p>Clues include: Mrs Higgins left the room extremely quickly; "I'm on a mission tonight!" could suggest they are on a superhero mission; Mrs Higgins has a cape in her cupboard; Miss Higgins looked a bit flustered, which could suggest she had been completing a mission; Mr Jay had a 'really fancy gadget on his wrist'.</p>	<ul style="list-style-type: none"> • discuss words and phrases that capture the reader's interest and imagination.
<p>3. Why did the author choose to use the word 'dismissive' to describe the way Freya waved?</p> <p>To show that she is uninterested and doesn't want to waste more time thinking about what Benji is talking about.</p>	<ul style="list-style-type: none"> • identify how language, structure, and presentation contribute to meaning.
<p>4. Match the character's name to their role with a straight line.</p> 	<ul style="list-style-type: none"> • explain and discuss my understanding of what I have read.

	I can...
<p>5. What is Freya described as in Chapter 6? Tick one.</p> <p><input type="radio"/> a great pupil</p> <p><input checked="" type="radio"/> a great helper</p> <p><input type="radio"/> a great worker</p>	<ul style="list-style-type: none"> • explain and discuss my understanding of what I have read.
<p>6. <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 5px 0;">“I’m on a mission tonight.”</div></p> <p>What ‘mission’ could the teachers be on?</p> <p>Children’s own responses.</p>	<ul style="list-style-type: none"> • predict what might happen from details stated and implied.
<p>7. What do you think “Target achieved. Mission accomplished” means?</p> <p>Children’s own responses.</p>	<ul style="list-style-type: none"> • check that the text makes sense to me, discuss my understanding and explaining the meaning of words in context.
<p>8. What do you think will happen next in the story? Explain what clues make you think this.</p> <p>Children’s own responses.</p>	<ul style="list-style-type: none"> • predict what might happen from details stated and implied.

Questions

This activity is to be completed once Chapters 4-6 of 'Our Teachers Are Superheroes' have been read.

1. Describe Mr Wilstead's appearance using a quotation from Chapter 4 of the story.

2. From Chapters 4-6, list three clues which suggest that the teachers could be superheroes.

1. _____

2. _____

3. _____

3.

Freya gave a dismissive wave of her hand, barely glancing back over her shoulder as she headed into her class.

What impression of Freya does the reader get from this sentence?

4.

"I'm on a mission tonight."

What do you think this means and why?

5. Read the following extracts and decide whether the children are stating facts or opinions. The first one has been done for you.

Fact **Opinion**

“She was like a flash – it was incredible!”	<input type="radio"/>	<input checked="" type="radio"/>
“William here has come back for a little extra help with the maths work from this morning.”	<input type="radio"/>	<input type="radio"/>
“Helping Will was great but being wedged in between those coat pegs was not my idea of fun.”	<input type="radio"/>	<input type="radio"/>

6. An hour and a half later Freya was watching the clock from her seat near the back of Mr Jay’s classroom, trying to ignore the butterflies in her stomach. She chewed absent-mindedly on the end of her pencil and fiddled with a strand of hair as she watched the minutes until lunchtime disappear.

What does this tell you about how Freya is feeling? Can you think of any other signs of this feeling that could have been included?

7. Benji is convinced that the teachers are superheroes.

“I told you!” Benji launched into an animated appeal. “A mission! They’re both superheroes; they’re fighting crime or something. There’s definitely something going on!”

Do you agree or disagree with Benji’s theory? Explain your reasoning.

8. If you thought your teachers were superheroes, how would you act?

9. What do you think will happen next in the story? Explain what clues make you think this.

Answers

	I can...
<p>1. Describe Mr Wilstead's appearance using a quotation from Chapter 4 of the story.</p> <p>Mr Wilstead wears a 'brown tweed jacket' and carries 'a battered briefcase'. He wears 'a hands-free earpiece hooked around his ear'.</p>	<ul style="list-style-type: none"> • summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
<p>2. From Chapters 4-6, list three clues which suggest that the teachers could be superheroes.</p> <p>Clues include: Mrs Higgins left the room extremely quickly; "I'm on a mission tonight!" could suggest they are on a superhero mission; Mrs Higgins has a cape in her cupboard; Miss Higgins looked a bit flustered, which could suggest she had been completing a mission; Mr Jay had a 'really fancy gadget on his wrist'.</p>	<ul style="list-style-type: none"> • discuss words and phrases that capture the reader's interest and imagination.
<p>3.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Freya gave a dismissive wave of her hand, barely glancing back over her shoulder as she headed into her class.</p> </div> <p>What impression of Freya does the reader get from this sentence?</p> <p>Freya is disinterested with Benji's plan; Freya does not have the same enthusiasm as Benji; Freya is trying to ignore Benji's plan; Freya isn't interested in what Benji has to say.</p>	<ul style="list-style-type: none"> • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
<p>4.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>"I'm on a mission tonight."</p> </div> <p>What do you think this means and why?</p> <p>Children's own responses.</p>	<ul style="list-style-type: none"> • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

		I can...												
<p>5. Read the following extracts and decide whether the children are stating facts or opinions. The first one has been done for you.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;">Fact</th> <th style="width: 20%; text-align: center;">Opinion</th> </tr> </thead> <tbody> <tr> <td>“She was like a flash – it was incredible!”</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> <tr> <td>“William here has come back for a little extra help with the maths work from this morning.”</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>“Helping Will was great but being wedged in between those coat pegs was not my idea of fun.”</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> </tbody> </table>		Fact	Opinion	“She was like a flash – it was incredible!”	<input type="radio"/>	<input checked="" type="radio"/>	“William here has come back for a little extra help with the maths work from this morning.”	<input checked="" type="radio"/>	<input type="radio"/>	“Helping Will was great but being wedged in between those coat pegs was not my idea of fun.”	<input type="radio"/>	<input checked="" type="radio"/>		<ul style="list-style-type: none"> • distinguish between statements of fact and opinion.
	Fact	Opinion												
“She was like a flash – it was incredible!”	<input type="radio"/>	<input checked="" type="radio"/>												
“William here has come back for a little extra help with the maths work from this morning.”	<input checked="" type="radio"/>	<input type="radio"/>												
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<p>6.</p> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>An hour and a half later Freya was watching the clock from her seat near the back of Mr Jay’s classroom, trying to ignore the butterflies in her stomach. She chewed absent-mindedly on the end of her pencil and fiddled with a strand of hair as she watched the minutes until lunchtime disappear.</p> </div> <p>What does this tell you about how Freya is feeling? Can you think of any other signs of this feeling that could have been included?</p> <p>These are all symptoms of being nervous, anxious, distracted and apprehensive. Other signs could have been: sweaty palms; feeling sick; cold sweats; heart pounding; hands shaking, watching the door.</p>		<ul style="list-style-type: none"> • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 												

	I can...
<p>7. Benji is convinced that the teachers are superheroes.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>“I told you!” Benji launched into an animated appeal. “A mission! They’re both superheroes; they’re fighting crime or something. There’s definitely something going on!”</p> </div> <p>What does this tell you about how Freya is feeling? Can you think of any other signs of this feeling that could have been included?</p> <p>Children’s own responses, with appropriate justification.</p>	<ul style="list-style-type: none"> • explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • provide reasoned justifications for my views.
<p>8. If you thought your teachers were superheroes, how would you act?</p> <p>Children’s own responses.</p>	<ul style="list-style-type: none"> • participate in discussions about books that are read to me and those I can read for myself, building on my own and others’ ideas and challenging views courteously. • explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
<p>9. What do you think will happen next in the story? Explain what clues make you think this.</p> <p>Children’s own responses.</p>	<ul style="list-style-type: none"> • predict what might happen from details stated and implied.