



# Home Learning – Week commencing 18.05.20

Year 6

Dear Parents. Tapestry is now live: <https://tapestryjournal.com/> Please login and view the teachers' videos on the 'Memos' tab and share any learning or activities on the 'Observations' tab. Thank you! We seek to provide daily, meaningful learning activities that parents can provide some level of support with. We hope children will be encouraged to maintain their learning through the activities below as much as possible. Please can all recorded work be completed in the blank exercise book that has been sent home, apart from where the task dictates otherwise. Please use this area of our website for useful information: <http://bathwickstmary.org/home-learning-resources-2/> Please feel free to adapt or change the activity for your child if appropriate. Thank you for your on-going support. Mr. Purkiss

Dear Year 6,  
 You have made it through a whole term at home – well done. We have really missed you but are so proud of how well you are all doing. Thank you to those of you who have been using Tapestry. For those that haven't please can you add some work that you are proud of from last week and then again at the end of this week. We also post videos about the lesson or with extra resources during the week so do keep checking back in. At the time of writing this plan we still aren't sure about returning to school on 1<sup>st</sup> June – please know that we want you back in school more than anything but it must also be safe for you to do so. More information on this will follow soon. Keep working hard and enjoying the sunshine.  
 Miss Bowman and Miss Manaton.

*Topics this term: Diversity*  
*Class reading book: Wonder by R J Palacio*

	English	Maths	Topic
Monday 18 <sup>th</sup>	<p><b>Grammar:</b>            Review the rule 42 spellings from last week – are you ok with them? This week start to learn rule 43.</p> <p>Tenses – which tenses can you remember? Try and say them out loud or explain them to someone in your family.            Go through the powerpoint about tenses and try the activities suggested on all the pages. You can do this in your exercise book. Make a note in your exercise book of each tense that you need to know.</p> <p><b>Challenge:</b>            Try the memory challenge grid sheet – how did you do? Check your answers with those provided.</p>	<p><b>Awesome Algebra!</b>            It has been a little while since we looked at algebra (which is new in Year 6), so we need to do a little revision of it!</p> <p>Start by reading pages 33 in you revision guide. Have a go at answering the questions on those pages and check your answers in the back.</p> <p>This page is a reminder of how we can use letters to represent numbers and how we can be given formulae to solve problems (like the in the let's practice question).</p> <p>Have a go at the Monday Algebra Questions that also use formulae. <b>The questions are at the end of this document.</b></p> <p>The answers will be uploaded to Tapestry for you to check.</p> <p><b>Challenge:</b>            There are two challenge questions at the end of the Monday Algebra Questions sheet.</p>	<p><b>Art: Banksy</b>            Banksy is a famous Bristolian street artist – have you seen any of his work? We will look at him for the next 2 weeks. Please read through the slides that are on Tapestry. For each Banksy image, think about what you can see and what the message is. Then follow the instructions to make your own stencil. There is an instruction sheet and images to use attached as separate document Use the level of instructions you prefer. See what type of image you can create. You might want to sponge on paint or just colour in the stencil using pencils or pens. I can't wait to see the results!</p> <p><b>Challenge:</b>            You could make a stencil to create a logo for your snack bar? Stencils are used a lot in advertising.</p>
Tuesday 19 <sup>th</sup>	<p><b>The Arrival</b>            We are now going to use a new book for English over the next few weeks.</p> <p>Please follow the powerpoint I have made for each day this week – you can follow the activities on each page. Please record all activities in your exercise books.</p>	<p><b>Amazing Algebra!</b>            Read page 35 in your revision guide and complete the questions. This is all about solving algebraic equations.</p> <p>Remember, when using algebra in Year 6, questions are often about finding missing numbers (which we represent as letters). Some questions ask you to write an expression (e.g. <math>x+4</math>), write an equation (e.g. <math>x+4=8</math>) or to solve an</p>	<p><b>MFL: Food</b>            Use linguascope (see email for login details) to learn the names of different fruits and vegetables. Go to beginner – L'alimentation and try both Les fruits and les legumes.</p> <p>Try to learn as much new vocabulary as you can and play the games that help.</p>

	<p>Today you will use the link <a href="https://vimeo.com/74292820">https://vimeo.com/74292820</a></p> <p>Today you will use part one (up to 1:57) of the book to write a poem. Use my model on the powerpoint to help you.</p> <p><b>Challenge:</b> You could either publish the poem or make it look old? Or why not learn the poem and film yourself?</p>	<p>equation (e.g. what is x if <math>x+4=8 \rightarrow x=8-4 \rightarrow x=4</math>).</p> <p>Have a go at the Tuesday Algebra Questions. These contain a mixture of different ways to find missing values using algebra. There are a lot of questions so don't worry about completing them all, just do what you can in the time. <b>The questions are at the end of this document. The answers will be uploaded to Tapestry for you to check.</b></p> <p><b>Challenge:</b> There is a challenge question at the bottom of the sheet. Can you use both of these equations to find the missing values of z and x?</p>	<p>List the vocabulary from each section under the two headings into your book – masculine (le, un) and feminine (la, une). Can you sort the foods into the correct column? Be careful as those with 'les' could be either as it is a plural determiner. Where will you put them? Or make a plural column</p> <p><b>Challenge:</b> Try the attached French activity sheets.</p>
<p><b>Wednesday 20<sup>th</sup></b></p>	<p><b>The Arrival</b> Use the link above to watch part two (up to 7:20) of the arrival – please follow instructions via the powerpoint from day 2.</p> <p>Today you will use images to discuss what is happening in this part of the book. I have attached an 'Image discussion task' for you to try. You can either note thoughts in your book or onto the sheet or just talk about it with someone else. You can even film the discussion if that helps?</p> <p><b>Challenge:</b> Write a summary of what we learnt so far about the book and the main character so far. How do you feel about him? Why?</p>	<p><b>Algebra Challenge:</b> Look at the 'Wednesday Algebra Challenge' page <b>at the bottom of this document</b>. This first problem is all about missing numbers. Use the clues about the triangle and rectangle to work out the value of the red shape.</p> <p>Remember: the value of the red shape changes with each question. For example, if the answer is 10 on Question 1, it will not be 10 for question 2.</p> <p><b>Challenge:</b> Below that problem is another challenge question: Plenty of Pens. Can you work out how many pens and pencils Amy bought? How could you use algebra to help? Could you create a formula?</p> <p>Make sure you can explain (in words) how you found your answer!</p>	<p><b>Science:</b> Use the power point I have made you called 'Healthy hearts.' Follow the instructions on each slide to complete the activities – you will find out about how to keep your heart healthy and then design an eye-catching poster to encourage people to do the same.</p> <p><b>Challenge:</b> Link this to your English this week and create a simple poem or rhyme that can get your message across in a fun way. Maybe it could be aimed at children?</p>
<p><b>Thursday 21<sup>st</sup></b></p>	<p><b>The Arrival</b> Use the powerpoint and find day 3. Re watch the book up the end of part 2 again (7:20).</p> <p>Try the activities in the powerpoint slides. Then look at the images sheet I have attached. You are going to write about your favourite image – read my example on slide 25. Now try your own.</p> <p><b>Challenge:</b> Repeat with another picture that suggests a very different emotion.</p>	<p><b>The Mystery of the Missing Pirate Treasure!</b> <i>Ahoy there Year 6. Shiver me timbers... We've been searching these waters for the last seven weeks in search of the famous Crusty Clam Treasure! Alas, not one of us buccaneers can lay hands on the bounty. I need your help to steer the Jolly Jack in the right direction...otherwise Cap'n Olly will make me walk the plank and send me down to Davy Jones' Locker. Blimey...I don't want that!</i></p>	<p><b>R.E.: Mosques</b> We are going to finding out all about the Islamic place of worship – a mosque.</p> <p>Read the information on 'Mosque information sheet 1'. This will tell you about how people use the mosque as well as some of its key features. You will need to know these and why they are needed for the next task.</p> <p>This term's DT was originally going to be making our own mosques. Because we don't</p>

		<p>Well...what are you waiting for? All hands to the rigging! Heave ho!</p> <p>Mission accepted! You will find all the clues to where the missing treasure is located as well as the list of possible locations on the 'Mystery of the Missing Pirate Treasure' sheet. You do not need to print this. Some questions ask you to colour in, but you can write these words into your book instead. Make sure you read the instructions for each clue very carefully!</p> <p>Check your answers on Tapestry on Friday!</p> <p><b>Challenge:</b> Create your own clue that you could use for the same mystery. It must use a completely different area of maths (e.g. coordinates, fractions or percentages).</p>	<p>know how, when or if schools can open before summer, we are going to start designing our mosques just in case. It can always be something we ask you to create at home!</p> <p>So, you will be starting your designing process by investigating the appearance and features of other mosques. Use the Mosque images sheet to look at examples of famous mosques. On the 'Mosque Investigation Sheet' you will see that there are boxes to analyse and sketch 3 of these mosques. Carry out your investigation thoroughly as this will help inspire your own mosque design!</p> <p>You will have to think carefully about the materials that you think have been used and how sturdy the design of the structure is.</p>
<p><b>Friday 22<sup>nd</sup></b></p>	<p><b>Reading: Wonder</b> In the book please look at pages 15 -23 if you have it. Use the link I sent last week if not or I have typed out the pages for you (<b>attached at end of planning</b>).</p> <p>Try the comprehension questions (a separate document) and keep referring back to the text to help you. I will upload the answers to Tapestry.</p> <p><b>Challenge:</b> Try the challenge question at the end – can you give a longer answer and do some research?</p>	<p><b>Aristotle the Arithmetic Aardvark:</b> Aristotle is using the numbers on the apples to calculate the target numbers on the tree.</p> <p>He only uses addition and subtraction and he never uses the same apple twice.</p> <p>How can you make any of the target numbers? Can any of the target numbers be made in more than 7 different ways?</p> <p>Have a go at working out how to reach the target numbers. Make sure you order and show your working out very clearly and carefully in your book!</p>	<p><b>Computing:</b> Spend some time uploading your favourite learning to Tapestry.</p> <p>Have some time on the weekly challenge – you will need to type and email photos. (See below)</p>
<p><b>Works best for Daily activities and practice:</b></p>			
<p><b>Daily reading:</b> <i>Please record this in your reading diary. Can you write an extended book review for any of your reading.</i></p>	<p><b>Daily spelling / phonics practice:</b> Try to go on to <a href="https://spellingframe.co.uk/">https://spellingframe.co.uk/</a></p> <p>Visit the year 5 and 6 words. This week please play on rule 43. Practise these all week and then try to test yourself as often as you can. If you are finding them easy then try another rule.</p>	<p><b>Daily Times tables / mental maths:</b> <i>Please practice the following times tables, ensuring you know the inverse operation for each (e.g. divide).</i></p> <p>Year 3-6: <a href="https://play.ttrockstars.com/auth/school/student/32670">https://play.ttrockstars.com/auth/school/student/32670</a></p> <p>Year 1-2: <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p>	<p>What can you do to be active and get <b>fresh air and exercise?</b> (In line with any Government advice).</p> <p>Take time to look after yourself and your family.</p>

		<p>Refer to our website and videos here for calculation methods. :  <a href="http://bathwickstmary.org/our-creative-curriculum/">http://bathwickstmary.org/our-creative-curriculum/</a></p>	<p>Have fun as much as you can!</p>
--	--	---	-------------------------------------

**Weekly Extension Project / Challenge Activity**

**The yearbook!**

Rupert's mum is kindly making the leavers' yearbook for us all. She needs some information from you. Please spend some time this week finding and writing the following and then asking your parents to email it to her. You need to send the following (if not already done):

1. Photograph of yourselves now.
2. A cute baby or toddler photo.
3. A photo in your new hoodie.
4. Good lockdown photos – what have you been doing? Any fun activities or new skills?
5. Writing – approx. 50 words about yourself, your family, how you want to be remembered, what you will miss etc.
6. A few sentences about your hopes and dreams – what do you want to be or do when you are older?

Thank you so much for doing this – without it there will be no yearbook or you might find your section is blank! We need to have the book finished by the beginning of June so please send this week if possible so there is time to get it into the book.

Please ask if you have any questions. Thank you!

Also, at 4pm on Thursday 21<sup>st</sup> author and illustrator Rob Biddulph is hosting a World Record attempt for the largest online art lesson with any money raised going to help in the fight against coronavirus. Visit his website for more details:

<http://www.robbiddulph.com/draw-with-rob>. His drawing videos are great fun! You could have a go at some of these two if you have time or even during half term.

**Monday Algebra Questions:**

- 1) Here is a rule for the time it takes to cook a chicken.

**Cooking time = 20 minutes plus an extra  
40 minutes for each kilogram**

How many minutes will it take to cook a 3 kg chicken?

minutes

What is the mass of a chicken that takes 100 minutes to cook?

kg

- 2)

Here is a rule to work out the time it takes to cook a piece of meat.

**Time in minutes =  $35 \times$  weight in kg + 30**

A piece of meat has a weight of 4 kg.

Use the rule to work out the time, in minutes, it takes to cook this piece of meat.

minutes

3)

The cost of food for a wedding is £300 plus £9 per person.

This rule written as a formula is

$$C = 300 + 9 \times n$$

Explain what the letter **n** represents in the formula.

A couple want food for **200** guests.

How much will it cost them?

£

4)

Here is the rule that an electrician uses to work out how much to charge a customer.

$$\text{Cost in pounds} = 25 \times \text{hours worked} + 55$$

The electrician takes **three hours** to replace some electrical cable and some sockets.

Use the rule to work out how much the electrician should charge the customer.

£

**CHALLENGE QUESTIONS:** Question 1 is far harder than the Year 6 SATs, so a real challenge!

- 1) Doctors sometimes use this formula to calculate how much medicine to give a child.

$$c = \frac{ay}{12 + y}$$

$c$  is the correct amount for a child, in ml

$a$  is the amount for an adult, in ml

$y$  is the age of the child, in years

A child who is **4 years old** needs some medicine.

The amount for an adult is **20ml**.

Use the formula to work out the correct amount for this child.

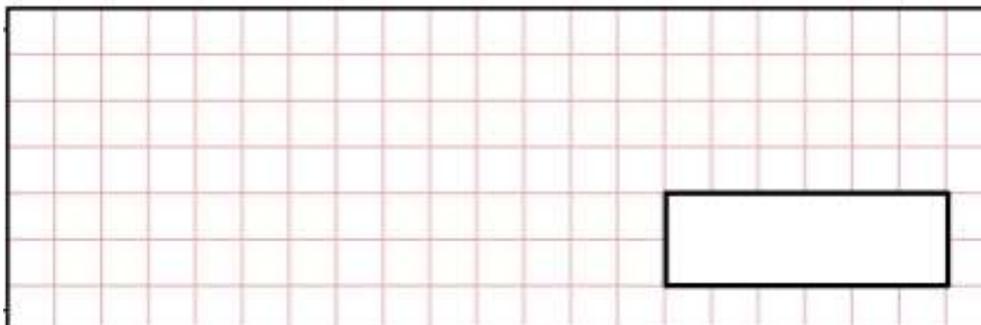


Another child needs some medicine.

The amount for an adult is **30ml**.

The correct amount for this child is **15 ml**.

How old is this child?



[4 marks]



## Tuesday Algebra Questions

### In this task, you will:

- express missing number problems algebraically.

Look at the examples and answer the questions. If you are anxious, try questions 1-6. If you're feeling confident, try questions 1-11. If you're raring to go, try the challenge too!

Example 1	Example 2																					
<p>Fill in the missing numbers.</p> <p>a. <input type="text"/> + 7 = 12    b. 2 × <input type="text"/> = 7</p> <p><b>Answer</b></p> <p>We can use inverse operations +/- and ×/÷ act as opposites.</p> <p>a. 12 - 7 = 5</p> <p>b. 7 + 9 = 16 ... so 2 × <input type="text"/> = 16 then <input type="text"/> = 16 ÷ 2 = 8</p> <hr style="border-top: 1px dashed #ccc;"/> <p>Let <math>x</math> be the unknown.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;"><math>x</math></td> <td style="text-align: center;">→</td> <td style="border: 1px solid #ccc; padding: 2px;"><math>\times 2</math></td> <td style="text-align: center;">→</td> <td style="border: 1px solid #ccc; padding: 2px;"><math>- 9</math></td> <td style="text-align: center;">→</td> <td style="text-align: right;">7</td> </tr> <tr> <td style="text-align: right;">8</td> <td style="text-align: center;">←</td> <td style="border: 1px solid #ccc; padding: 2px;"><math>\div 2</math></td> <td style="text-align: center;">←</td> <td style="border: 1px solid #ccc; padding: 2px;"><math>+ 9</math></td> <td style="text-align: center;">←</td> <td style="text-align: right;">7</td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: center;">16</td> <td></td> <td></td> <td></td> </tr> </table>	$x$	→	$\times 2$	→	$- 9$	→	7	8	←	$\div 2$	←	$+ 9$	←	7				16				<p>An online shop sells t-shirts for £9 and charges £4 for delivery. The shop calculates the total cost using the formula <math>C = 9n + 4</math>, where <math>n</math> is the number of t-shirts per order.</p> <p>a. Find the cost of buying eight t-shirts.</p> <p>b. Fiona paid £112 for some t-shirts. How many did she buy?</p> <p><b>Answer</b></p> <p>a. For 8 t-shirts, <math>C = 9 \times 8 + 4 = 72 + 4 = \mathbf{\pounds 76}</math></p> <p>b. For £112 spent, <math>9n + 4 = 112</math> ... '-4' ... <math>9n = 108</math> ... '÷9' <math>n = 12</math></p> <p>Fiona paid £112 for <b>12 t-shirts</b></p>
$x$	→	$\times 2$	→	$- 9$	→	7																
8	←	$\div 2$	←	$+ 9$	←	7																
			16																			

1. Find the missing numbers:

- a. .... - 11 = 23      b. 25 - ..... = 13      c. 3 × ..... + 5 = 14

2. Find the value of the letters in the following equations:

- a.  $p + 17 = 30$       b.  $5q - 7 = 13$       c.  $2r + 3 = 35$
- $p = \dots\dots\dots$        $q = \dots\dots\dots$        $r = \dots\dots\dots$

3. A taxi driver charges a £3 pick-up fee and then £2 per mile. Circle the formula that he uses to calculate the cost of a journey.

- $3m + 2$        $2m - 3$        $3m - 2$        $2m + 3$

4. The letter  $f$  is 7 less than the letter  $g$ .

Write two equations that show the relationship between  $f$  and  $g$ .

..... = .....

..... = .....

5. By solving this multiplication table, find the values of  $a$ ,  $b$ ,  $c$  and  $d$ .

$\times$	$a$	$b$
4	28	36
$c$	$d$	27

$a = \dots\dots\dots$ ,  $b = \dots\dots\dots$ ,  $c = \dots\dots\dots$ ,  $d = \dots\dots\dots$

6. Robert thinks of a number. He multiplies it by 7 and subtracts 5. He ends up with 23.  
What number did he start with?

.....  
Number = .....

7. Five cauliflowers cost £2. If three cauliflowers and one broccoli cost £1.50, find the cost of two broccoli.

..... pence

8. a. If  $t = 15$ , find the value of  $3t - 20$ .

.....

b. Find the value of  $d$  when  $20 - 3d = 8$

.....

9. Solve these equations by finding the value of  $x$ :

a.  $2x + 5 = 23$

$x = \dots\dots\dots$

b.  $7x - 12 = 30$

$x = \dots\dots\dots$

10. Eric thinks of a number. He doubles it, adds 7 and multiplies that result by 5. He ends up with 75. What number did Eric first think of?

11. Joe and Ted think of the same number. Joe adds 15 to the number. Ted multiplies the number by 4. They both get the same answer. What was the original number?

### Challenge

1. Here are two equations:

$$z = 3y + 5$$

$$x = 30 - z$$

If the value of  $y$  is 6, find the value of  $x$ .

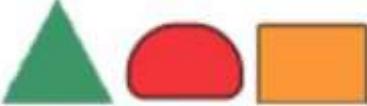
## Wednesday Algebra Challenge:

Each of the following shapes has a value:

$$\triangle = 7 \quad \square = 17$$

The value of the red shapes changes in each of the following problems.

Can you discover its value in each problem below, if the values of the shapes are being added together?

(a)  = 25

(b)  = 51

(c)  = 136

(d)  = 48

(e)  = 100

### Challenge:

#### Plenty of Pens

Amy went into her local stationery shop. Her mum had given her £2.50 to spend.

Amy liked the look of some luminous pens, which cost 15p each, and some fancy pencils, which cost 10p each.

She bought four times as many pens as pencils and was given 40p change.

How many of each did she buy?



## Paging Mr. Tushman

I would have been more nervous about meeting Mr. Tushman if I'd known I was also going to be meeting some kids from the new school. But I didn't know, so if anything, I was kind of giggly. I couldn't stop thinking about all the jokes Daddy had made about Mr. Tushman's name. So when me and Mom arrived at Beecher Prep a few weeks before the start of school, and I saw Mr. Tushman standing there, waiting for us at the entrance, I started giggling right away. He didn't look at all like what I pictured, though. I guess I thought he would have a huge butt, but he didn't. In fact, he was a pretty normal guy. Tall and thin. Old but not really old. He seemed nice. He shook my mom's hand first.

"Hi, Mr. Tushman, it's so nice to see you again," said Mom. "This is my son, August."

Mr. Tushman looked right at me and smiled and nodded. He put his hand out for me to shake.

"Hi, August," he said, totally normally. "It's a pleasure to meet you."

"Hi," I mumbled, dropping my hand into his hand while I looked down at his feet. He was wearing red Adidas.

"So," he said, kneeling down in front of me so I couldn't look at his sneakers but had to look at his face, "your mom and dad have told me a lot about you."

"Like what have they told you?" I asked.

"Sorry?"

"Honey, you have to speak up," said Mom.

"Like what?" I asked, trying not to mumble. I admit I have a bad habit of mumbling.

"Well, that you like to read," said Mr. Tushman, "and that you're a great artist." He had blue eyes with white eyelashes. "And you're into science, right?"

"Uh-huh," I said, nodding. "We have a couple of great science electives at Beecher," he said. "Maybe you'll take one of them?"

"Uh-huh," I said, though I had no idea what an elective was.

"So, are you ready to take a tour?"

"You mean we're doing that now?" I said.

"Did you think we were going to the movies?" he answered, smiling as he stood up.

"You didn't tell me we were taking a tour," I said to Mom in my accusing voice.

"Auggie . . . ," she started to say. "It'll be fine, August," said Mr. Tushman, holding his hand out to me. "I promise."

I think he wanted me to take his hand, but I took Mom's instead. He smiled and started walking toward the entrance. Mommy gave my hand a little squeeze, though I don't know if it was an "I love you" squeeze or an "I'm sorry" squeeze. Probably a little of both.

The only school I'd ever been inside before was Via's, when I went with Mom and Dad to watch Via sing in spring concerts and stuff like that. This school was very different. It was smaller. It smelled like a hospital.

## Nice Mrs. Garcia

We followed Mr. Tushman down a few hallways. There weren't a lot of people around. And the few people who were there didn't seem to notice me at all, though that may have been because they didn't see me. I sort of hid behind Mom as I walked. I know that sounds kind of babyish of me, but I wasn't feeling very brave right then.

We ended up in a small room with the words OFFICE OF THE MIDDLE SCHOOL DIRECTOR on the door. Inside, there was a desk with a nice-seeming lady sitting behind it.

"This is Mrs. Garcia," said Mr. Tushman, and the lady smiled at Mom and took off her glasses and got up out of her chair.

My mother shook her hand and said: "Isabel Pullman, nice to meet you."

"And this is August," Mr. Tushman said. Mom kind of stepped to the side a bit, so I would move forward. Then that thing happened that I've seen happen a million times before. When I looked up at her, Mrs. Garcia's eyes dropped for a second. It was so fast no one else would have noticed, since the rest of her face stayed exactly the same. She was smiling a really shiny smile.

"Such a pleasure to meet you, August," she said, holding out her hand for me to shake.

"Hi," I said quietly, giving her my hand, but I didn't want to look at her face, so I kept staring at her glasses, which hung from a chain around her neck.

"Wow, what a firm grip!" said Mrs. Garcia. Her hand was really warm.

"The kid's got a killer handshake," Mr. Tushman agreed, and everyone laughed above my head.

"You can call me Mrs. G," Mrs. Garcia said. I think she was talking to me, but I was looking at all the stuff on her desk now. "That's what everyone calls me. Mrs. G, I forgot my combination. Mrs. G, I need a late pass. Mrs. G, I want to change my elective."

"Mrs. G's actually the one who runs the place," said Mr. Tushman, which again made all the grown-ups laugh.

"I'm here every morning by seven-thirty," Mrs. Garcia continued, still looking at me while I stared at her brown sandals with small purple flowers on the buckles. "So if you ever need anything, August, I'm the one to ask. And you can ask me anything."

"Okay," I mumbled.

"Oh, look at that cute baby," Mom said, pointing to one of the photographs on Mrs. Garcia's bulletin board. "Is he yours?"

"No, my goodness!" said Mrs. Garcia, smiling a big smile now that was totally different from her shiny smile. "You've just made my day. He's my grandson."

"What a cutie!" said Mom, shaking her head. "How old?"

"In that picture he was five months, I think. But he's big now. Almost eight years old!"

"Wow," said Mom, nodding and smiling. "Well, he is absolutely beautiful."

"Thank you!" said Mrs. Garcia, nodding like she was about to say something else about her grandson. But then all of a sudden her smile got a little smaller. "We're all going to take very good care of August," she said to Mom, and I saw her give Mom's hand a little squeeze. I looked at Mom's face, and that's when I realized she was just as nervous as I was. I guess I liked Mrs. Garcia—when she wasn't wearing her shiny smile.

## 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 paying 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 Rubik's-type cube made with little mirrors. I liked his office a lot. I liked that there were all these neat little drawings and paintings by students on the walls, framed like they were important.

Mom 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," Mom 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 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 just run the longest race in the world. The laughter I had inside just poured out of me.

The thing is, when I was little, I never minded meeting new kids because all the kids I met 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 what they're 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 the 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're 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 on 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 lowerschool 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 a little before school started. Okay? So, kids, this is August. August, this is Jack Will."

Jack Will looked at me and put out his hand. When I shook it, he kind of half smiled and said: "Hey," 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 little 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 favorite 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, is 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 her 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.

## Verbal Comprehension - The Arrival for Wednesday

What are your thoughts and ideas in response to these questions? Can you talk them through with someone at home or maybe even film your thoughts to share with us on Tapestry?

1. Why do you think the man does this?



2. If you were one of the passengers on the ship, what would you be thinking at this moment?



3. Provide three reasons that suggest this country is completely different to the man's home country.



4. Why do you think so many people have travelled to this new place?



5. What do you think is happening in this image?



6. Why might somebody be doing this to the man?



7. Look very carefully at the man. What is he thinking at this point? How do the images help you to understand this?



8. What do you think he needs this for?



9. What's his new job? How would you feel in this job?



10. Birds seem to feature throughout the story. Can you think of a reason why this might be?



What have you learnt about the book so far from just this part? Write a summary below or in your book.

Arrival images for Thursday

