

TIME HUNTERS



TIME HUNTERS – Samurai Assassin Chris Blake

Tasks

Task 1 (for readers aged 8-9) – Skim and Scan

As a reader you regularly skim and scan the books and passages you read, but do you know the difference between skimming and scanning? Use the website below to understand what each word means. Talk about the differences with your group/class. As a class, agree on the differences and display them on your reading wall.

<http://www.bbc.co.uk/skillswise/factsheet/en05skim-e3-f-skimming-and-scanning>

As a group decide whether you will skim or scan the book to complete the following task:

1. Look at the pictures in order to form an idea of what you think will happen in the story. Discuss your ideas with your class. Do your classmates have similar ideas?
2. Note down your ideas using bullet points. Display them next to the explanations of skimming and scanning. As you read through the book tick off any predictions you got right.



Task 2 (for readers aged 7-9) – List Important Points

1. As you read, stop after the end of each chapter and think about what the important points of the chapter were.
2. Discuss your thoughts with the rest of the class and agree which events were the most important.
3. List these main ideas using bullet points. Illustrate your ideas if you wish. Display these pictures and main ideas on the wall or in a book. Link the chapters with arrows to show the sequence. Think about what might happen in the next chapter.



Task 3 (for readers aged 7-8) – Answer in Sentences

Read Chapter 4 ('The Dragon') then answer the following questions:

1. Why were the Dragon's throne and outfit so designed? What were they intended to do?
2. Goro took the three children to see the Dragon rather than punish them himself. Explain why.
3. Oda did not try to hide or lie about his crime. What does this tell us about the young boy?
4. Why did the Dragon punish Goro instead of Oda?
5. Explain why Zuma and Tom were so pleased to hear they were going into battle.
6. Why do you think the Dragon and the Tiger were so called?

Now try to write your own questions:

7. Choose another chapter. Write two good questions for a friend to answer. Consider the following beginnings and don't forget to use a question mark at the end.
 - What might happen if
 - How could be solved?
 - Why did do/not do



Task 4 (for readers aged 8-9) – Write Good Questions

Working with a partner:

1. Choose a chapter and write five good questions about it.
2. Swap your questions with another group.
3. Answer their questions and ask them to answer yours.
4. Make constructive, detailed notes on how good you thought their questions were. Did they make you think? Were they worded well? Etc.
5. Look at the notes the other group made about your questions. Can you use the comments to improve your questions?



Task 5 (for readers aged 8-9) – Cliffhangers

Work in pairs or in small groups.

1. What is a cliffhanger? Discuss this with your group and agree on a definition.
2. Reread the end of each chapter in the book and make a note of five chapters that finish with a good cliffhanger.
3. Explain to the rest of the class which chapters you have chosen and why.



Task 6 (for readers aged 7-9) – Create a Samurai Game

Use the information on pages 141 to 149 to create a board game based on the Samurai.

Consider the following:

1. How will the board be laid out?
2. How will the game start and end?
3. Will there be forfeits, bonuses, etc.?
4. What might you need to make?
5. What are the rules?

Your game should include pictures as well as Samurai characters and should be colourful and entertaining.