

TIME HUNTERS



TIME HUNTERS – Stone Age Rampage

Chris Blake

Tasks

Task 1 (for readers aged 7-8) – Predictions 1

When an author writes a book, they often put clues in the text to help you understand more about the story and predict what might happen.

1. Using the front cover and the illustrations and text on pages 26 and 27, work with a reading partner to identify the clues that might help you identify where and when Tom and Zuma might be.
2. Note the clues down on your whiteboard and then share your findings with the rest of your group. Has everyone identified the same clues? Discuss the reasons for any differences in your findings.
3. Now work as a group to predict what might happen in the story. Share your story prediction with the rest of the class, giving reasons for your ideas. Try to agree on a class prediction and display this on your reading wall so you can update it as you read the rest of the book.



Task 2 (for readers aged 8-9) – Predictions 2

When an author writes a book, they often put clues in the text to help you understand more about the story and predict what might happen.

1. Using the front cover, the contents page and the illustrations and text on pages 26 and 27, work with a reading partner to identify the clues which would help you identify where and when Tom and Zuma might be. Note the clues down on your whiteboard and then share your findings with the rest of your group. Has everyone identified the same clues? Discuss the reasons for any differences in your findings.
2. Now as a group read the necklace riddle on page 28 and try and work out what the clues might mean. Put a copy of the riddle on your class reading wall and display your predictions about what it might mean around it. As you read the book and find more clues you should revisit these predictions and update them.



Task 3 (for readers aged 7-9) – Main Points

As a class read Chapters 3 and 4.

1. Now work with your group to identify the main points in this part of the story. (Your teacher will give your group some pieces of paper.) Record each main point on a separate piece of paper. Once you have agreed all the main points sequence them correctly. Are there any gaps or any points you do not need? Remember if you read all the main points you should be able to follow what happened in the story but there should not be any extra details.
2. The group 'Reporter' should now read your main points to the class. Do the rest of the groups agree with your points? If they think there should be any additions or points left out they must be able to justify their opinion.



Task 4 (for readers aged 8-9) – Cave Paintings 1

Reread pages 54 to 56, where the author talks about the cave paintings. Using the internet can you find out a little more about cave paintings that have been found in Europe? Find out:

1. Where they have been found
2. When archaeologists think they were painted
3. What sort of things are shown in them

Create a short report and present this to your reading group. This report will be used for display so think about how you could put the information together so that it looks interesting.

HINT: You could use a map to help you organise your findings.



Task 5 (for readers aged 7-9) – Cave Paintings 2

Working as a group, you are going to use the main points you established in Task 3 to help you create a 'cave painting' of the events.

1. To do this you need to look again at the points you noted down. Remember, there was no text in cave paintings so you can only use events that can be illustrated.
2. Taking these events and thinking about what you found out about cave paintings in Task 4, decide how you could illustrate the story on a cave wall. Once you have agreed what you are doing, each person in the group should take a separate fact or set of facts to illustrate.
3. When you have all completed your illustrations you should sequence them correctly to display on a cave wall in your class reading area.



Task 6 (for readers aged 7-9) – Stone Age Skills

Archaeologists have discovered a lot about how Stone Age people lived.

1. Working with a reading partner, skim through the book once more, noting down all the points that tell us about how the Stone Age people lived and the skills they used. Decide how to display this information on your reading wall.



Task 7 (for readers aged 7-9) – Skills: Weaving

Some of the skills described in the story seem quite simple, but are they?

1. Pick some long grasses from your school grounds, or nearby, dry them and then try to weave them into a mat or a net.
2. Write a report on what you did and what you found out about Stone Age weaving. Before you start, work with your class to identify the different sections your report should contain. You might find it useful to use sub-headings to help you organise your information.



Task 8 (for readers aged 7-9) – Comparisons

In this book Tom is camping with his dad, but when he goes back in time he experiences camping Stone Age style!

1. Working with your reading partner, find all the information you can to make a comparison between the two. You might find it helpful to fold a sheet of paper in half and label the two sections 'Stone Age Camping' and 'Modern Camping'.

Extension:

2. To show what life was like in the Stone Age, your class could work in groups to construct models of different sections of the story. You could then have a Family Afternoon, to show everyone all the things you have found out about Stone Age life.