

Daily Reading: Jazz Harper Space Explorer 4

The video focuses on **using pronouns**. Children watch the [video](#) relating to Chapter 3. They may choose to answer the questions on their activity sheet, they could think about the answers, or you may prefer to talk about them together. If they want to write down their answers, they can pause the video to give them time to write. Answers or example answers are included below. There are also some questions they may wish to answer at the end of the video. It will be useful for them to have the eBook in front of them (included in this pack) to find the answers to these questions.

Watch Video



Chapter 3

During the Video



1. "It's because Mars takes nearly twice as long to orbit the sun as Earth does," he rambled on. Who does the word 'he' refer to? (p.49)

Elijah

2. Write down as many pronouns as you can think of.

Children may write any of the following (but are not expected to remember them all!):

I	her	its	herself
you	me	ours	themselves
she	us	yours	ourselves
he	them	theirs	this
it	mine	their	that
we	yours	myself	those
they	his	yourself	these
him	hers	himself	

For more lists of pronouns, see the Definition Mat in the Spot the Pronouns and Nouns Activity folder.

3. Underline as many pronouns as you can find in this paragraph.

Yesterday, the medics told us that our bodies had FINALLY got used to the idea of gravity again so it was safe to go on a tour of the colony. It's HUGE. We saw the oxygen plant and the water treatment facility, which are outside on the surface and connected to the rest of the colony by corridors. We also stopped for a moment at the greenhouse but I barely had time to take in the jungle of plants and trees before we were off again. We loped down these long, gloomy hallways until we were deep underground.

(On the third line, 'which' is technically a pronoun but children may not recognise it. This is not a problem, but you could explain to them that 'which' has been written so that the author can avoid rewriting 'the oxygen plant and the water treatment facility'.)

After the Video



4. Replace the underlined words in this paragraph with pronouns.

The living quarters are very small, very plain and, of course, there are no windows, but Mum and I soon **we** made it feel like home. Mum brought Mum's favourite blankets from home and Mum had printed out **her** **she** some pictures of home to hang on the walls. There's a photo of Gran on Gran's scooter, riding through **her** Sunset Heights. Gran's wearing Gran's explorer gear and Gran looks like Gran's on a safari, but the only **She's** **her** **she** **she's** wildlife in sight is a puzzled squirrel. There's a photo of me and Mum on the beach. Instead of sunbathing, Mum and I went to explore the caves and rock pools. **we**

5. Why do you think authors use pronouns to replace people's names?

Children may explain their own ideas, such as 'I think that if they used people's names every time, it would get very boring to read and it would be hard to concentrate on the story.'

6. How long is a sol? (p.49)

twenty-four hours and thirty-seven minutes

7. What is different about the date of Jazz's entry this time? (p.48)

Jazz is now using Mars years and 'sols'.

8. What does the word 'around' tell us in the phrase 'it's only around 40% as strong as Earth's gravity'? (p.48)

Children should realise that 40% is an estimate and that the accurate number will be somewhere in the high thirties or low forties.

Deeper Reading



9. List three of the colony's features.

Children may mention any of the following:

- **oxygen plant**
- **water treatment facility**
- **corridors**
- **greenhouse (jungle of plants and trees; a big glass dome which stretches in every direction; rings of vegetable patches)**
- **long, gloomy hallways**
- **most of the colony is underground (to shield from the sun's radiation)**
- **(bustling) labs**
- **canteen**
- **communications room**

- living quarters
- lots and lots of numbered doors
- (behind each door is) a little flat
- no windows
- algae stew and fried cockroaches

10. The fiery sky was washed away and replaced by a deep blue. Why do you think the author used the word 'washed'? (p.54)

Children should recognise the use of imagery (creating a mental image for the reader). The author is describing the way in which the light changes and compares it to water washing something away. This is an example of a metaphor.

(Your child may have thought of some of these points, but if not, have a discussion about them. Their answer might not necessarily be wrong, and feedback is more valuable than a tick or a cross.)

Related Activity



Each day, an activity related to the session will be provided. This activity asks children to recognise the pronouns and nouns. There are three ability levels available for ages 7-11; use age to choose a level. If the final activity on the ★★ level is too challenging, look at the **Types of Pronoun Definition Mat** together and learn the different types of pronoun. Answers are provided below.

★ Answers



1. Put a circle around all of the pronouns in this box. Underline all of the nouns.

<u>fish</u>	<u>me</u>	<u>railway</u>	<u>dog</u>
<u>us</u>	<u>them</u>	<u>group</u>	<u>it</u>
<u>she</u>	<u>homework</u>	<u>golf</u>	<u>you</u>
<u>hers</u>	<u>mine</u>	<u>tablecloth</u>	<u>ours</u>
<u>rabbit</u>	<u>sock</u>	<u>yours</u>	<u>I</u>

★★ Answers



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<u>fish</u>	<u>me</u>	<u>railway</u>	<u>dog</u>
<u>us</u>	<u>them</u>	<u>group</u>	<u>it</u>
<u>she</u>	<u>homework</u>	<u>golf</u>	<u>you</u>
<u>hers</u>	<u>mine</u>	<u>tablecloth</u>	<u>ours</u>
<u>rabbit</u>	<u>sock</u>	<u>yours</u>	<u>I</u>
<u>they</u>	<u>air</u>	<u>him</u>	<u>cushion</u>
<u>his</u>	<u>flower</u>	<u>lesson</u>	<u>rubber</u>

★★★ Answers



1. Put a circle around all of the pronouns in this box. Underline all of the nouns.
2. Then, underneath each pronoun, use a coloured pencil to write what type of pronoun it is. Use your Pronoun Definition Sheet to help you.

<u>fish</u>	<u>me</u> (personal)	<u>railway</u>	<u>dog</u>
<u>us</u> (personal)	<u>them</u> (personal)	<u>group</u>	<u>it</u> (personal)
<u>she</u> (personal)	<u>homework</u>	<u>golf</u>	<u>you</u> (personal)
<u>hers</u> (possessive)	<u>mine</u> (possessive)	<u>tablecloth</u>	<u>ours</u> (possessive)
<u>rabbit</u>	<u>sock</u>	<u>yours</u> (possessive)	<u>I</u> (personal)
<u>they</u> (personal)	<u>air</u>	<u>him</u> (personal)	<u>cushion</u>
<u>his</u> (possessive)	<u>flower</u>	<u>lesson</u>	<u>rubber</u>