

# Daily Reading: Jazz Harper Space Explorer 5

The video focuses on **understanding how layout changes the meaning of the text**. Children watch the **video** relating to Chapter 4. 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 4

### During the Video



1. Why do you think the author has finished the paragraph with 'and', leaving it with no punctuation? (p.60)  
**Children should recognise that Jazz has stopped writing halfway through a sentence.**
2. What do you think the new timestamp (7:00 a.m.) tells the reader?  
**Children should recognise that Jazz has fallen asleep and continued writing when she has woken up at 7 a.m.**
3. What two things has Jazz done to this paragraph to make it look different? (p.64)

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**Jazz has written this paragraph in all capitals and has put it in the middle of the page instead of starting writing at the edges. This makes the writing look more like the LED display that was behind the teacher's desk and it makes it clear that it is not Jazz's own words. She has been careful to start a new paragraph before it and after it, to make it stand out as someone else's writing.**

### After the Video



4. Look at page 58. What does the time of the diary entry tell you about how Jazz feels?  
**The fact that Jazz is awake in the middle of the night suggests that she cannot sleep, either because she is excited or nervous.**
5. Why couldn't Jazz get in touch with Elijah? (p.58)  
**there are no webspectacles or phones on Mars**
6. What does Jazz mean when she says that 'explorers can't afford to be scared'?  
**Jazz is telling herself that in order to be a good explorer, one cannot let fear get in the way of the mission.**

7. Which new characters do we meet in this chapter and what impression do we get of them?

**Ms Kay: a very dull teacher**

**Letitia: a mean child in Jazz's class**

**'Mr Moustache': a stern man with a neat moustache**

8. Does the spacesuit look like you expected it to? Why or why not?

**Children may explain their own thoughts on the Mars spacesuit, such as 'I wasn't expecting it to be blue. I thought it might be red to match the planet, but blue might make the colonists stand out more to each other.'**

## Deeper Reading



9. Why does Jazz say that the whiteboard is like it is from Victorian times?

**Children should show that they understand that, because Jazz is from our future, the interactive whiteboards that children use in 2020 would seem very out of date to her. She cannot distinguish between something that is 40 years old and something that is 160 years old; she sees both as ancient.**

10. Look at the paragraph on page 64 consisting of 'Elijah frowned.' Why is this paragraph on its own, instead of attached to the one before or after it?

**Children should recognise that, if the paragraph were attached to the previous one it might cause confusion about why Elijah was frowning alongside Jazz's question. If it were attached to the following one, it would seem as though Elijah were the one replying.**

## Related Activity



Each day, an activity related to the session will be provided. This activity asks children to design their own Mars classroom. Let their imaginations run wild! Speak to them about the conditions on Mars and which school subjects would be the most important.