

George and the Supply Teacher

- P1 When I was a baby, I was in a car crash. I only bumped my head but I now have a scar above my right ear. Something special also happened. Ever since the crash, I have been able to read minds. Now I'm only six years old, but my powers are getting stronger every year.
- P2 Having a superpower is amazing, but it is important I keep it a secret. There is only one other person who knows about my superpower and that's my best friend, Archie. Together, we use my powers for good. We help children who are feeling sad or lonely and we show them kindness or play with them.

- P3 Last week, something strange happened at school. We were waiting for Mrs Bell to let us into class and I noticed I couldn't hear my classmates' thoughts very clearly. They were all jumbled up and squeaky.
- P4 The bell rang and the door opened, but instead of seeing Mrs Bell, a tall man stood at the door wearing a black suit and a bike helmet. He seemed to be looking straight at me. He walked slowly, moving almost as if he was floating. He told us he was our supply teacher, Mr Black. I tried to tune into his thoughts, but all I could hear was a loud buzzing noise. It was as if he was blocking my powers.

P5 At break time, I told Archie what was happening. We decided it was time for ‘George and Archie’s Investigation Stations’. We needed to find out what was stopping my powers and why Mr Black was blocking them.

P6 Back in class, Archie put up his hand and asked Mr Black if he could have some help. Whilst he was helping, Archie noticed a flashing red light on the side of Mr Black’s helmet. Archie shouted this to me and I quickly grabbed the helmet from his head. Mr Black spun around in shock as I broke off the transformer hidden inside the helmet.



P7 Now his thoughts came flooding back to me and I discovered Mr Black’s plan. He was part of a supervillain hit squad, out to disable all superhero powers. I asked him why he was out to get me, and he replied that all superheroes must be stopped and it will not be the last time we meet. And with that, he ran from the classroom and disappeared into the distance.

P8 I am glad my powers are back in working order and I can go back to helping those around me. I will always be on the lookout for Mr Black’s return, but next time I’ll be ready! Archie and I are working on an invention to make my powers stronger and harder to stop.

Vocabulary

1. 'Having a superpower is amazing but it is important I keep it a secret.' What does this sentence tell you about the character?
2. What does the word 'jumbled' mean?
3. What is an 'investigation'?
4. What does the verb 'disable' mean?

Retrieve

1. What does George do with his powers?
2. How did George's classmates' thoughts sound?
3. What was strange about Mr Black's helmet?
4. Why was Mr Black at George's school?

Sequence

1. What happened to George before he started school?
2. In what order did George notice a problem with his powers?
3. Order these events: Archie talks to Mr Black, George breaks the helmet, George and Archie make a plan.
4. What did Mr Black do after he said all superheroes must be stopped?

Infer

1. How do you feel about how George has chosen to use his powers?
2. Why does the author use the word 'floating' to describe the way Mr Black moved?
3. Why was the plan for Archie to ask Mr Black for help?
4. What gives you the impression that George is not scared of Mr Black?

Predict

1. What might happen to George in the story?
2. What could be blocking George's powers?
3. What will Mr Black do to George now?
4. What could George and Archie invent to make his powers stronger and harder to stop?

George and the Supply Teacher

1. Why did George remove Mr Black’s helmet?

1 mark

2. What makes George think it is Mr Black who is affecting his powers?

Tick **one**.

His classmates’ thoughts were jumbled up.

Mr Black was wearing a suit.

He knew Mr Black was evil.

When he tuned into Mr Black, he could hear buzzing.

1 mark

3. George and Archie carry out missions together and like to solve problems.

Write **two** examples to prove this.

1.

2.

2 marks

George and the Supply Teacher

1. Why did George remove Mr Black's helmet?

Archie shouts George when he sees the light on the helmet.

☐

1 mark

2. What makes George think it is Mr Black who is affecting his powers?

Tick **one**.

His classmates' thoughts were jumbled up.

☐

Mr Black was wearing a suit.

☐

He knew Mr Black was evil.

☐

When he tuned into Mr Black, he could hear buzzing.

☒
☐

1 mark

3. George and Archie carry out missions together and like to solve problems.

Write **two** examples to prove this.

1. They already have a name 'George and Archie's Investigation Stations'.

2. They are already working on a new invention.

☐

2 marks

1

George and the Supply Teacher

P1

When I was a baby, I was in a car crash. I only bumped my head but I now have a scar above my right ear. Something special also happened. Ever since the crash, I have been able to read minds. Now I'm only six years old, but my powers are getting stronger every year.

P2

Having a superpower is amazing, but it is important I keep it a secret. There is only one other person who knows about my superpower and that's my best friend, Archie. Together, we use my powers for good. We help children who are feeling sad or lonely and we show them kindness or play with them.

← QUESTION SELECTION BOX 1

Vocabulary (1a): 'Having a superpower is amazing but it is important I keep it a secret.' What does this sentence tell you about the character?

Retrieve (1b): What does George do with his powers?

Sequence (1c): What happened to George before he started school?

Infer (1d): How do you feel about how George has chosen to use his powers?

Predict (1e): What might happen to George in the story?

Each question in this box is the first question in its respective section of the 'Questions by skill' sheet.

QUESTION SELECTION BOX 2 →

Vocabulary (1a): What does the word 'jumbled' mean?

Retrieve (1b): How did George's classmates' thoughts sound?

Sequence (1c): In what order did George notice a problem with his powers?

Infer (1d): Why does the author use the word 'floating' to describe the way Mr Black moved?

Predict (1e): What could be blocking George's powers?

Each question in this box is the second question in its respective section of the 'Questions by skill' sheet.

- P3** Last week, something strange happened at school. We were waiting for Mrs Bell to let us into class and I noticed I couldn't hear my classmates' thoughts very clearly. They were all jumbled up and squeaky.
- P4** The bell rang and the door opened, but instead of seeing Mrs Bell, a tall man stood at the door wearing a black suit and a bike helmet. He seemed to be looking straight at me. He walked slowly, moving almost as if he was floating. He told us he was our supply teacher, Mr Black. I tried to tune into his thoughts, but all I could hear was a loud buzzing noise. It was as if he was blocking my powers.

- P5 At break time, I told Archie what was happening. We decided it was time for ‘George and Archie’s Investigation Stations’. We needed to find out what was stopping my powers and why Mr Black was blocking them.
- P6 Back in class, Archie put up his hand and asked Mr Black if he could have some help. Whilst he was helping, Archie noticed a flashing red light on the side of Mr Black’s helmet. Archie shouted this to me and I quickly grabbed the helmet from his head. Mr Black spun around in shock as I broke off the transformer hidden inside the helmet.

**← QUESTION SELECTION BOX 3**

Vocabulary (1a): What is an ‘investigation’?

Retrieve (1b): What was strange about Mr Black’s helmet?

Sequence (1c): Order these events: Archie talks to Mr Black, George breaks the helmet, George and Archie make a plan.

Infer (1d): Why was the plan for Archie to ask Mr Black for help?

Predict (1e): What will Mr Black do to George now?

Each question in this box is the third question in its respective section of the ‘Questions by skill’ sheet.

QUESTION SELECTION BOX 4 →

Vocabulary (1a): What does the verb 'disable' mean?

Retrieve (1b): Why was Mr Black at George's school?

Sequence (1c): What did Mr Black do after he said all superheroes must be stopped?

Infer (1d): What gives you the impression that George is not scared of Mr Black?

Predict (1e): What could George and Archie invent to make his powers stronger and harder to stop?

Each question in this box is the fourth question in its respective section of the 'Questions by skill' sheet.

P7 Now his thoughts came flooding back to me and I discovered Mr Black's plan. He was part of a supervillain hit squad, out to disable all superhero powers. I asked him why he was out to get me, and he replied that all superheroes must be stopped and it will not be the last time we meet. And with that, he ran from the classroom and disappeared into the distance.

P8 I am glad my powers are back in working order and I can go back to helping those around me. I will always be on the lookout for Mr Black's return, but next time I'll be ready! Archie and I are working on an invention to make my powers stronger and harder to stop.

George and the supply teacher – Answer Matrix

by skill by selection box	by skill →		
	<p>Vocabulary (1a) 1 ‘Having a superpower is amazing but it is important I keep it a secret.’ What does this sentence tell you about the character? <i>The sentence tells us that George understands the power he holds could be dangerous if people knew about it. He is a sensible boy.</i></p>	<p>Vocabulary (1a) 2 What does the word ‘jumbled’ mean? <i>It means to be mixed up and unclear.</i></p>	<p>Vocabulary (1a) 3 What is an ‘investigation’? <i>An investigation means to explore and study a problem in order to solve it.</i></p>
	<p>Retrieve (1b) 1 What does George do with his powers? <i>George helps children who are feeling sad or lonely and shows them kindness or plays with them.</i></p>	<p>Retrieve (1b) 2 How did George’s classmates’ thoughts sound? <i>They were jumbled up and squeaky.</i></p>	<p>Retrieve (1b) 3 What was strange about Mr Black’s helmet? <i>There was a flashing red light on the side.</i></p>
	<p>Sequence (1c) 1 What happened to George before he started school? <i>He was in a car crash and he banged his head. He now has a scar and the superpower to read minds.</i></p>	<p>Sequence (1c) 2 In what order did George notice a problem with his powers? <i>At first, he couldn’t hear his classmates’ thoughts. Then he heard a loud buzzing noise whilst trying to listen to Mr Black’s thoughts.</i></p>	<p>Sequence (1c) 3 Order these events: Archie talks to Mr Black, George breaks the helmet, George and Archie make a plan. <i>George and Archie make a plan, Archie talks to Mr Black, George breaks the helmet.</i></p>
			<p>Vocabulary (1a) 4 What does the verb ‘disable’ mean? <i>‘Disable’ means stop something from working, to disconnect it from the power.</i></p> <p>Retrieve (1b) 4 Why was Mr Black at George’s school? <i>He was part of a supervillain hit squad, out to disable all superhero powers.</i></p> <p>Sequence (1c) 4 What did Mr Black do after he said all superheroes must be stopped? <i>He ran from the classroom and disappeared into the distance.</i></p>

George and the supply teacher – Answer Matrix

<div>by skill →</div> <div>by selection box ↓</div> <p>Infer (1d) 1 How do you feel about how George has chosen to use his powers? Various answers, for example: George is kind to use his powers for good. However, he shouldn't read people's minds as they may not want other people to know their thoughts.</p>	<p>Infer (1d) 2 Why does the author use the word 'floating' to describe the way Mr Black moved? Various answers, for example: The word 'floating' is used to show Mr Black is strange and appears to also have special powers. He doesn't seem entirely human.</p>	<p>Infer (1d) 3 Why was the plan for Archie to ask Mr Black for help? Various answers, for example: Archie wanted to distract Mr Black and look closely for clues whilst he was close by.</p>	<p>Infer (1d) 4 What gives you the impression that George is not scared of Mr Black? Various answers, for example: George is confident to go back to using his powers for good. He will always be ready for Mr Black to return.</p>
<p>Predict (1e) 1 What might happen to George in the story? Various answers, for example: George may have to use his superpowers against a supply teacher.</p>	<p>Predict (1e) 2 What could be blocking George's powers? Various answers, for example: Mr Black's strange behaviour may mean that he also has superpowers.</p>	<p>Predict (1e) 3 What will Mr Black do to George now? Various answers, for example: Mr Black may grab the helmet and transformer back from George and try to repair it.</p>	<p>Predict (1e) 4 What could George and Archie invent to make his powers stronger and harder to stop? Various answers, for example: George and Archie may invent a special shield that will protect George from people affecting his powers.</p>