



## Time Chronicles

Oxford Level II

# The TimeWeb

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## Synopsis

This is the sixth book in the *Time Chronicles* series. The children have met Mortlock, the Time Guardian, and found out about their mission to recover the different parts of the TimeWeb in order to help Mortlock defeat the Virans. In *The TimeWeb*, the children arrive safely back in the Time Vault with the missing components of the TimeWeb. Unfortunately Kipper has been left behind in Georgian London. Mortlock assembles the TimeWeb and tries to use it to rescue Kipper, but it doesn't work. Just as the children are beginning to panic, Floppy bounds into the Circularium and knocks over the hourglass. This jolts the Circularium into moving once more and Kipper arrives safely, bringing Tyler with him. When Tyler sees the TimeWeb on the floor, he wonders about the keyhole. Mortlock realises that the TimeWeb needs the magic key in order to work. Mysteriously, the Circularium begins to rotate once more and Biff and Chip are sent into the future to retrieve the magic key from their own home. On their return to the Time Vault, Biff puts the key into place and turns it. The TimeWeb is now complete and it is time for their work to really begin.

## Group or guided reading

### Introducing the book

- (Clarifying, Predicting) Read page 3, and talk about what has happened so far in the series. Ask the children to predict what will happen in this story. Ask: *Do you think all of the children will get back safely? Will the TimeWeb work now?*
- (Predicting, Clarifying) Flip through the book and look at the pictures. Ask the children to identify the different parts of the TimeWeb in the illustrations. *Are there any characters from the past in this story?* Ask: *Do you think any of the children will go back in time in this story?*

### During reading

- (Questioning, Imagining) Focus on the first two paragraphs of the story (page 5). Ask: *How do you think Biff and Chip felt (e.g. worried, nervous ...)? What makes you think that?* Look at how the author builds suspense, e.g. by varying sentence length and helping us see the scene from Biff and Chip's point of view.
- Read to the end of Chapter 1 with the children. Ask them to look out for examples of how the author uses different types of sentences to slow down the action or increase the tension.
- (Predicting) Pause at the end of Chapter 1. What do they think has happened to Kipper? Do they think he will come back?

### Assessment:

- Can the children find longer sentences that slow down the action (e.g. 'Mortlock had not moved, but as the last specks of light ...' on page 6) and short sentences that increase tension (e.g. in the last paragraph on page 10).



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### Independent reading

- Ask the children to read Chapters 2, 3 and 4 (pages 11 to 25).
- (Deducing) As they are reading, ask them to think about Tyler's role in the story. Ask: *How important is he to the story?*
- (Predicting) What do the children think will happen next? *Will the TimeWeb work if Biff and Chip can bring back the key?*

**Objective:** Infer characters' feelings in fiction.

- (Clarifying, Questioning) Ask the children to think about the character of Mortlock. Ask: *How do you think Mortlock felt when the missing parts of the TimeWeb were put into place? What might he have felt when it didn't work? How did he react when Tyler saw the keyhole in the box? What else happened that surprised him?*
- Ask the children to read to the end of the story independently.

**Assessment:** Check that children:

- can understand Mortlock's role as an adult and a Time Guardian and draw sensible conclusions about how he might be feeling when unusual or unexpected things happen
- can find evidence in the text to support their views.

### Returning and responding to the text

- (Summarising) When the children have finished the story, ask them to choose one character from the story and retell the story from that character's point of view.
- (Imagining) In their pairs, ask the children to put themselves into Biff or Chip's place when they went forward in time. *What would the Biff or Chip from the Time Vault have asked Biff and Chip from the future if they had actually met?*

## Speaking, listening and drama activities

**Objective:** Use some drama strategies to explore stories or issues.

- Ask the children to work in small groups and choose a point in the story that is important to the plot. Ask them to act it out as a freeze-frame. Ask them, in role, each to say what they are feeling or thinking at that moment. Invite the other children to say which moment it is and what will happen next.
- In pairs, ask the children to imagine they meet their future selves three years later. Invite them to work out a short role-play. Ask: *Where do you meet? How do you feel? What do you do or say?*

## Writing activities

**Objective:** Signal sequence, place and time to give coherence. Group related material into paragraphs.

- Together, identify the different places and times that feature in this story (the Time Vault, London in 1805, Biff and Chip's home). Write the places on a board and, using shared writing, ask the children to add key pieces of information to summarise what happened in each place using who, what, where and when.
- Ask the children to use the notes from shared writing to write five paragraphs to re-tell the story, beginning in the Time Vault, then describing what happened in London, and so on.
- Encourage the children to write a letter from Tyler to his friend Michael Faraday. Encourage them to describe what is new and strange about where he is now compared to his life in London.



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### Assessment:

- Can the children re-tell the events using temporal vocabulary to show the sequence of events?

## Cross-curricular ideas: Mortlock's Discussion Doorways

### History

- When Tyler ate the food in this story he said, "I've never 'ad such a feast before." Discuss the food that the children were given. *Which food would not have been available to Tyler in Georgian London?* Ask the children to use books and the internet to find out about food in Georgian times.

### Art

- The TimeWeb was described as a beautiful tree with millions of fine, delicate branches. Invite the children to explore different types of webs, such as spider webs, fabrics or snowflakes. They could design and paint their own intricate web patterns.

### Science

- The most common web with which children are familiar is the cobweb or spider's web. The children could research the material (silk), strength, purpose and design of different forms of spider's web.

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