Andrew Jennings

COMPREHENSION NINJA

MASTERING COMPREHENSION: Photocopiable Activities to Improve Reading

FOR AGES 10–11

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ANDREW JENNINGS

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ALSO AVAILABLE FROM ANDREW JENNINGS
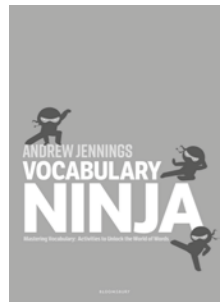
VOCABULARY NINJA

Vocabulary Ninja is an essential toolkit of strategies and resources to supercharge primary pupils and transform them into vocabulary ninjas! This practical book features theory, teaching approaches and photocopiable activities, as well as key topic vocabulary, etymology and phrases to bring the primary curriculum to life.

Go to www.vocabularyninja.co.uk and visit the book section to find out more.

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A unique whole-school modeling tool for writing and sentence construction. The app models the expansion of basic sentences to more complex and detailed ones. Each set of sentences has been carefully written to match the National Curriculum's writing requirements and expectations of each year group – Year 1 through to Year 6 in one app!

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INTRODUCTION

Comprehension Ninja is designed to be a core part of your arsenal for teaching reading comprehension skills. *Comprehension Ninja* specifically focuses on the retrieval of information, using eight core comprehension skills that underpin the reading domains set out by the National Curriculum. This book contains 24 non-fiction texts that align themselves to the primary National Curriculum, the corresponding foundation subjects and subsequent topics taught within them. As the new curriculum develops, a greater focus has been placed on how pupils retain the knowledge they have learned within all lessons. *Comprehension Ninja* will allow schools to further embed reading opportunities across the curriculum while reinforcing the retention of pupil knowledge via the eight skills found below.

High-quality retrieval skills are the foundation of reading comprehension. If pupils can effectively and efficiently locate and retrieve information, then from there, inference, sequencing and explanation-type questions can be accessed. Without being able to retrieve information, none of this is possible. Many years ago, before SATs, these skills were known as comprehension skills! Now, sadly, they are known as question types. But the key principles still apply – and the eight skills below need to be taught, practised and mastered.

- Labelling
- Matching
- Fill in the gap
- Multiple choice
- True or false
- Find and copy
- 123 Sequencing
- Underline or highlight

Most comprehension texts bombard pupils with a range of question types that they have not yet had time to master – meaning they quickly encounter questions they cannot answer. *Comprehension Ninja* places the emphasis on teachers to teach and model each skill, while pupils develop their understanding of each question type individually.

HOW TO USE THIS BOOK

This book contains 24 non-fiction texts for you to use in your classroom. Texts 1 to 12 have eight subsequent pages of questions built around each comprehension skill. These texts and questions have been created so that you can specifically target and teach each individual skill, and then have a plethora of questions for pupils to work on and answer. In maths, you wouldn't jump from division one day into 3D shapes the next. The same must apply to reading – we should teach each skill and give pupils the opportunities to practise and master these skills before we move on. You now have in your hands 12 texts and associated questions to teach each skill – that's a minimum of 96 lessons from the first 12 texts.

Texts 13 to 24 look more like a traditional test. Each text has a corresponding set of questions. Each set of questions requires the pupil to use the comprehension skills mastered from texts 1 to 12. You could choose to use these texts formatively across the year to inform which skills require further attention, but here lies a fantastic opportunity for pupils to apply their new skills to each question type independently and with confidence. Don't allow pupils to flounder: if they require support, give it – teach!

It is important to note that this resource hasn't been designed to be a testing tool, but rather a teaching and learning tool. A tool where teachers support pupils to access texts and to master the eight comprehension skills. However, because of the nature of testing in schools, it is important that children see and experience test-type texts and questions as they will from texts 13 through 24. Because of the versatility of this resource, it really is up to you how it is used. Plus, as pupils grow in confidence and skill level, they will relish completing these activities.

PROGRESSION AND DEVELOPMENT OF SKILLS

Normally, teachers and leadership teams love to see a polished skill development matrix that shows how each skill becomes more complex as the pupil learns and grows. The way that *Comprehension Ninja* grows in difficulty is via the complexity and length of the texts. The vocabulary in the book for ages 7–8 is more challenging than the vocabulary in the book for ages 5–6, for example. Some texts will include statutory words from the National Curriculum, plus a range of technical vocabulary related to each different subject. The length of texts that pupils are exposed to falls in line with statutory assessments at Year 2 and Year 6, growing in increments each year, thus increasing the demands on the pupil to retrieve information with accuracy and speed from larger and more complex texts.

Approximate text length progression in the *Comprehension Ninja* series:

Ages 5-6:   100-150 words
Ages 6-7:   200-250 words
Ages 7-8:   300-450 words
Ages 8-9:   500-600 words
Ages 9-10:   650-700 words
Ages 10-11: 700-800 words

PRE-READING AND KEY INFORMATION TO IDENTIFY IN THE TEXT

Ideally, before answering questions, we want to teach pupils to pre-read a text and identify key information in the text.

Pupils need to adopt a positive reading position, sat up straight and ready to read. Prompt children to read with their pencil, so they move it across the page underneath each line as they read it. This means that when it comes to underlining a key piece of information, their pencil is already in the correct location – it's efficient. If pupils need to look away from the text to pick up the pencil, they will need to relocate the key information and time will be lost in every instance they perform this inefficient action.

We often ask pupils to underline key information as they read, but what is this key information?

Names of people, places, companies, events, teams, etc.

Dates including days, months, years, times and periods of time from beginning to end.

Statistics and numbers including percentages, fractions, amounts, figures, etc.

Unknown vocabulary – words pupils don't understand. Identifying them may still help pupils answer a question.

Headings, subheadings and images help direct readers to the correct area of the text when answering a question.

As pupils read through the text with their pencils, we want to train them to underline these pieces of key information. A good guideline as to how much to underline is three to six pieces per paragraph. Key information should be single words, or small groups of words, not full sentences. Model this skill to pupils and discuss why you have underlined this information, referring back to the information above.

KEYWORDS IN THE QUESTION

Once we have read the text and underlined key information, we can begin to answer questions about it. We now need to teach pupils to spot the keyword or phrase in a question. This is a word or phrase that signposts where to look in the text to find the answer. In the example question below, the keyword or phrase is **Morse code**.

*How did soldiers effectively use **Morse code** during World War II?*

If pupils have pre-read the text effectively, Morse code should be underlined, or they may even remember where it is mentioned. Pupils would skim (see below) the text to find the paragraph in which Morse code is mentioned, then scan that section for the exact word or phrase. Once located, pupils should be trained to read the sentence that comes before and the sentence after the one that contains the keyword or phrase. Doing this will give pupils a much greater chance of answering successfully.

In the example question, 'soldiers' or 'World War II' are not the keyword or phrase as it is likely that they would be mentioned numerous times throughout the text and would not help the reader locate the answer.

This is another instance where underlining unknown vocabulary could be effective. Pupils may not understand what Morse code is. However, they can see that it is a proper noun and should underline it when pre-reading as it is a name and unknown vocabulary. They can still answer the question correctly and receive a mark by efficiently locating the information and reading around the keyword, even though they may have no understanding of what Morse code actually is.

SKIMMING AND SCANNING

To be a good retriever of information, pupils must be able to locate information quickly. By skimming and scanning a text efficiently and methodically, pupils will have a much higher chance of locating the information they require.

It's crucial to agree a shared language amongst staff as to what skimming and scanning is. We don't want to use the phrase 'skimming and scanning' without everyone, including pupils, being very clear on what this means.

Skimming is a whole text process. Pupils skim across the text to locate a specific paragraph or area where the required information is likely to be. Skimming is like looking at the chapters of a DVD and choosing which one to start from. We won't necessarily find the answer when skimming, but we hope to locate the correct area of the text.

When asking pupils to skim the text to find the correct area, try asking them to remember first whether the information was in the beginning, the middle or the end of the text. Is there an image or a subheading that can help them skim the text? These strategies can help signpost pupils to the correct area of the text, thus increasing their chances of being successful in answering the question.

Scanning is then looking at that specific section with a greater level of scrutiny, possibly looking for a keyword or phrase. Following the film example, this is like watching a specific film chapter to locate the required information.

> **NINJA NOTES**
> Introduce skimming and scanning with images, timetables, TV schedules, poems, lists, visual instructions, hidden word pictures. Ask pupils to locate specific items, objects and information – add a time limit to increase the fun factor.

LABEL / DRAW AND LABEL

Labelling asks pupils to look at an image and label parts of the image with a word from a word bank. As the skill develops, pupils will be asked to label statements with information retrieved from across a whole text. Identifying keywords in the statement or question is essential here.

Draw and label requires pupils to draw an image based on the information they have read and then to label it. The quality of the drawing here isn't necessarily important, focus on the accuracy of the retrieved labels.

> **NINJA NOTES**
> Increase the difficulty of labelling by asking pupils to label more complex images without a word bank, but a short paragraph of text. Alternatively, use draw and label as part of your literacy lessons – read and share small yet detailed parts of the book you are using as part of your unit of work. For a task, ask pupils to draw what the text describes, then add labels. Share and discuss the differences in pupils' work and examples of effective labelling.

MATCHING

Matching is a simple skill where pupils are required to match together pieces of information that are in a jumbled state. Pupils must match the information together by drawing lines to the associated pieces of information. The activity becomes more challenging as pupils have a greater number of possible statements to match and larger texts to refer to in order to confirm the match.

> Ask pupils to identify the keyword in each statement and then locate this in the text by skimming and scanning. Matching pair games are a great way of introducing this skill to younger pupils. Older pupils might benefit from this skill as part of a starter in foundation subject lessons. They could match information associated with the topic on cut up pieces of paper, thus embedding reading skills and providing an opportunity for pupils to demonstrate foundation subject knowledge.

FILL IN THE GAP

Pupils are given a sentence with a missing word. Pupils will need to locate this sentence in the text and identify the missing word. This skill becomes progressively more difficult as the amount of text increases and as the pupils are given fewer options to choose from.

> **NINJA NOTES**
> Practise this skill regularly by giving pupils a page of their reading book and the same page with multiple words blanked out. Prompt pupils to spot keywords in each sentence to locate the specific sentences efficiently.

MULTIPLE CHOICE

These questions require pupils to choose an answer from a selection of three or four possible answers. Prompt pupils to locate the required information by spotting keywords in the question and locating them in the text, then reading around this information to find the correct answer.

> **NINJA NOTES**
> Train pupils via discussion to discount illogical answers using what they already know from the pre-read of the text. Also ensure that pupils don't answer questions using their own knowledge of the subject. Prompt pupils to 'prove it' by showing where the exact information is found in the text. This type of question could also be played in the style of a 'Who Wants to Be a Millionaire?' or 'Million Pound Drop' game, where pupils have multiple answers to choose from based on a text of your own choice.

TRUE OR FALSE

Pupils will be given a statement and asked if it is true or false. Younger year groups will begin to learn this skill by answering yes or no, before progressing to true or false.

> **NINJA NOTES**
> Ensure pupils are not guessing. Train pupils to spot the keyword in the question and locate this information in the text. By reading around this information, pupils will be able to discover whether the statement is true or false.

123 SEQUENCING

These questions require pupils to sequence information in the order it occurs in the text, from first to last. Younger pupils order the words in single sentences, progressing to pupils ordering information from across a whole text.

> **NINJA NOTES**
> Teach pupils to allocate each word or statement (usually no more than five) a symbol – a square, a triangle, a rectangle, a star and a cross. Pupils should then find these statements in the text and mark the corresponding symbol on the text. Once pupils have done this, it is easy to look at the text and see which symbol comes first, second, third and so on. A very effective strategy to help pupils effectively sequence information.

FIND AND COPY

These word-level questions require pupils to identify a word when provided with a contextual description rather than a contextless definition. Pupils will need to use keywords to locate the correct area of the text and then find and copy the correct word. In answering these questions, pupils may need to use a small amount of inference. Pupils may be directed to a certain part of the text at the beginning of the question, e.g. *Look at the paragraph beginning 'These word-level questions…'.*

Example: Look at the paragraph beginning *'The voyage aboard'*. Find and copy a word that suggests that the animals Darwin collected had been dead for millions of years. Answer: fossil.

> **NINJA NOTES**
> This skill is much more challenging than its name suggests. Teach pupils to follow the instructional part of the question to locate the correct area of the text efficiently. Although counterintuitive, teaching pupils to apply a 'best guess' approach if they are struggling to find the correct word is still a worthwhile strategy and will more often than not produce a correct answer.

UNDERLINE OR HIGHLIGHT

This skill requires pupils to locate words based on an explicit definition of the word. Pupils may be required to underline words from a single sentence or from a chosen paragraph of the text.

> **NINJA NOTES**
> Regularly discuss definitions, play matching games where pupils match words and definitions, and apply the 'best guess' strategy where pupils answer with their own logic without necessarily knowing the answer for certain. Teach Vocabulary Ninja's Word of the Day every day and be sure to explore definitions. Give pupils increasingly difficult words and ask them to create a definition of the word without using the word itself. You can also encourage them to start the definition with 'If someone is…' or 'If something is…'.

Europe's mainland saw the majority of the fighting during World War I, with British soldiers joining others from around the world in the bloody battlefields of Belgium and France. Early in the war, however, hundreds were killed when the German Navy bombarded towns on the east coast of England. The town of Hartlepool, in the north-east of England, took the worst hit. The attacks sparked a wave of anger in Britain and convinced many to support the war effort, scared that further attacks would occur.
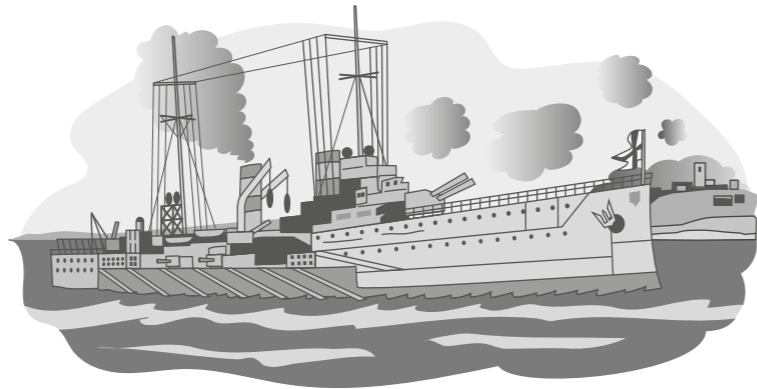
The attack

Just after 8.00 am on the morning of 16 December 1914, the coastal shipbuilding town of Hartlepool suffered the first major attack on British soil in World War I. Over the course of forty minutes, more than 1,100 shells rained down on the town, destroying buildings and injuring or killing hundreds. It is thought to have been a target partly due to its accessible location and partly due to the importance of its shipyards and engine works to the war effort.

The attacks, which included the use of battle cruisers Seydlitz and Moltke, and the armoured cruiser Blücher, began as people prepared to head to work or school. Survivors of the attack recall chaos on the streets as people attempted to gather their loved ones and flee. Those already at work raced home to find their families before trying to escape to the local countryside and villages.

The Hartlepool Headland, an area of the town on ground that reaches out into the sea, was among the most badly damaged areas during the attack. The area was home to the Heugh Battery guns, which fired back at the German ships – but the much larger weaponry of the warships outgunned them. Some of the worst damage in Hartlepool occurred on the nearby streets of Moor Terrace, Victoria Place and Cliff Terrace. Most houses in the area suffered some form of damage, and shrapnel from the attack can still be seen lodged in the walls of some buildings. The Heugh Battery itself is now a volunteer-led military museum.

Despite the majority of shells falling in the Headland area, several streets in the west side of Hartlepool were also hit. In the days following the attacks, many residents feared more of them, and stayed further inland.

Hartlepool's victims

In total, more than 130 people were killed in Hartlepool that day. Among the dead was Theophilus Jones, a private in the 18th Battalion of the Durham Light Infantry. Private Jones was a young school headteacher in Leicestershire but, when war broke out, he returned to Hartlepool to serve his country.

He was hit directly by a shell – and so is believed to have been the first soldier to be killed on British soil during the war. A number of other soldiers also lost their lives, although less directly, alongside him. Reports say that a shard of the shell that hit Private Jones's chest was found lodged in a prayer book given to him by pupils. Hundreds attended his funeral, and school children in Hartlepool are still taught about his – and his fellow troops' – bravery.

Hundreds of other victims are also remembered from the tragic day.

The effect of the attack

The attacks on Hartlepool – and, later, across England – had a significant and growing impact on the public's opinions of the war. The views of many people quickly changed, as they feared further and more severe attacks from the Germans.

Their fears were well founded. In 1915 and 1916, German airships called Zeppelins attacked mainland Britain. In 1917, the first true air raid took place, by huge Gotha bomber aircraft. Streetlights were dimmed in response, and huge searchlights across the country swept the sky instead.

The devastating attacks on home soil also helped to shape a publicity campaign of 'propaganda': information promoting a political cause or point of view. The British government used the attacks to encourage men to enlist in the military. It produced posters asking: 'Men of Britain! Will you stand this?'

The attacks created a surge in the number of people joining up to support the war effort, especially in Hartlepool. While some signed up for military roles, many more began working in the town's shipyards and munitions factories. The town's people played an important role in the nearly four years of war that followed.

World War I ended at 11 am on the eleventh day of the eleventh month – 11 November – in 1918. Germany signed an armistice agreement – ensuring peace and no further fighting.

✏️ FILL IN THE GAP

Read the sentences and choose the correct word or words to fill the gap.

It produced _____ asking: 'Men of Britain! Will you stand this?'

Just after 8:00 am on the morning of 16 _____ 1914, the coastal shipbuilding town of Hartlepool suffered the first major home attack on British soil in World War I.

Most houses in the area suffered some form of damage, and _____ from the attack can still be seen lodged in the walls of some buildings.

The attacks created a surge in the number of people joining up to support the war effort, especially in _____.

The _____ itself is now a volunteer-led military museum.

Despite the majority of shells falling in the _____ area, several streets in the west side of Hartlepool were also hit.

The British government used the attacks to _____ men to enlist in the military.

Early in the war, however, hundreds were killed when the _____ bombarded towns on the east coast of England.

The attacks, which included the use of battle cruisers _____ and Moltke, and the armoured cruiser Blücher, began as people prepared to head to work or school.

The Hartlepool Headland, an area of the town on ground that reaches out into the sea, was among the most badly _____ areas during the attack.

The attacks sparked a wave of anger in Britain and _____ many to support the war effort, scared that further attacks would occur.

In total, more than _____ people were killed in Hartlepool that day.

Reports say that a shard of the shell that hit Private Jones's chest was found lodged in a _____ given to him by pupils.

While some signed up for military roles, many more began working in the town's _____ and munitions factories.

The views of many people quickly changed, as they feared further and more _____ attacks from the Germans.

🔄 MATCHING

Draw a line with a ruler to match the information.

German cruiser	Hartlepool
bloody battlefields	Belgium and France
bombarded town	Moltke
propaganda poster	'Men of Britain!'

Theophilus Jones	Heugh Battery gun
fired back at German ships	Theophilus Jones
important to war effort	Battalion of Durham Light Infantry
killed on British soil	shipyards

prayer book	shard of a shell
Heugh Battery military museum	people headed to work and school
attack began as	16 December 1914
1,100 shells rained down	led by volunteers

18th	war ended
1917	people killed in Hartlepool
1918	first true air raid
130	Battalion of the Durham Light Infantry

propaganda	German airships
'Men of Britain!'	chaos
survivors recall	information promoting a political cause or point of view
Zeppelins	'Will you stand this?'

🏷 LABEL

Label the information with the correct number, date or year.

number of shells that landed	
bombardment happened during World War	
number of German cruisers that fired on Hartlepool	
amount of time the German cruisers fired for	
number of people killed during the bombardment	
day of the month on which World War I ended	

Label the fact with the correct person, object or place (noun).

country which attacked Hartlepool	
armoured German cruiser	
British gun battery	
first soldier killed on British soil	
Private Jones served here as a teacher	
aircraft that flew in the first true air raid	

Label the description with the correct name.

street attacked by German ships	
street attacked by German ships	
street attacked by German ships	
battle cruiser used by the Germans	
battle cruiser used by the Germans	
armoured cruiser used by the Germans	

🔀 TRUE OR FALSE

Read the sentences. Put a tick in the correct box to show which sentences are *true* and which are *false*.

The attack happened as children prepared to head to school. True ☐ False ☐

No one was killed in the early morning attack. True ☐ False ☐

Shrapnel from the attack can still be seen in the walls of some buildings. True ☐ False ☐

The Heugh Gun Battery fired back and sunk the Moltke. True ☐ False ☐

Theophilus Jones was a headteacher in Leicestershire. True ☐ False ☐

World War I ended at 11am on the eleventh day of the eleventh month. True ☐ False ☐

The British government used the attack to encourage people to enlist. True ☐ False ☐

In the forty-minute attack, more than 130 people were killed. True ☐ False ☐

The Heugh Gun Battery was the only building damaged in the attack. True ☐ False ☐

Hartlepool is found on the north-west coast of England. True ☐ False ☐

The bombardment of Hartlepool occurred during World War II. True ☐ False ☐

The Heugh Battery can still be visited as a volunteer-led museum. True ☐ False ☐

People tried to escape to the local countryside and villages. True ☐ False ☐

Theophilus Jones was the only soldier that died during the attack. True ☐ False ☐

Theophilus Jones' prayer book was given to him by his father. True ☐ False ☐

The attack on Hartlepool lasted over four hours. True ☐ False ☐

People hid and stayed inside their homes during the attack. True ☐ False ☐

Moor Terrace, Victoria Place and Cliff Terrace sustained the worst damage. True ☐ False ☐

The Heugh Battery returned fire, but was outgunned by the German ships. True ☐ False ☐

People signed up to work in the shipyards and munitions factories after the attack. True ☐ False ☐

◎ MULTIPLE CHOICE

Circle the correct answer for each of the following questions.

When did the bombardment of Hartlepool begin?

| 16 December 1914 | 17 December 1914 | 6 December 1914 | 26 December 1914 |

In a deadly forty minutes, how many shells hit the town?

| 175 | more than 550 | 798 | more than 1,100 |

What was the name of the armoured German cruiser?

| Seydlitz | Moltke | Fincher | Blücher |

What is Theophilus Jones known for?

| the first soldier to have been killed on British soil | the first person to spot the ships | the person who sank the ships | the last soldier to have been killed on British soil |

What did the attack on Hartlepool create a surge in?

| local unrest | people joining up | crime in the area | sadness and worry |

Which of the following streets is not listed in the text?

| Moor Terrace | Victoria Place | Moor Close | Cliff Terrace |

What possession of Theophilus Jones was a shard of shell found lodged in?

| pocket watch | prayer book | helmet | leather strapping |

Which battalion in the Durham Light Infantry did Theophilus Jones serve in?

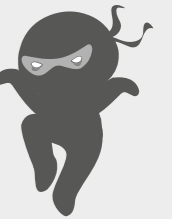| 17th Battalion | 4th Battalion | 16th Battalion | 18th Battalion |

Which gun battery fired back on the German cruisers?

| Cliff Terrace Battery | Heugh Battery | Headland Battery | Moor Battery |

Hartlepool was a target because of its...

| important shipyards and engine works | pleasant seaside | naval base | farmland |

⑫③ SEQUENCING

Look at *World War I: Bombardment*. Number the statements from 1 to 5 to show the order they occur in the text. Look at the first line of each paragraph to help you.

Europe's mainland saw the majority of the fighting during World War I, with British soldiers joining others from around the world in the bloody battlefields of Belgium and France.

The devastating attacks on home soil also helped to shape a publicity campaign of 'propaganda': information promoting a political cause or point of view.

Just after 8:00 am on the morning of 16 December 1914, the coastal shipbuilding town of Hartlepool suffered the first major attack on British soil in World War I.

In total, more than 130 people were killed in Hartlepool that day.

The attacks, which included the use of battle cruisers Seydlitz and Moltke, and the armoured cruiser Blücher, began as people prepared to head to work or school.

Look at paragraph four in *World War I: Bombardment*. Number the statements from 1 to 5 to show the order they occur in the text.

Some of the worst damage in Hartlepool occurred on the nearby streets of Moor Terrace, Victoria Place and Cliff Terrace.

The Hartlepool Headland, an area of the town on ground that reaches out into the sea, was among the most badly damaged areas during the attack.

The Heugh Battery itself is now a volunteer-led military museum.

The area was home to the Heugh Battery guns, which fired back at the German ships – but the much larger weaponry of the warships outgunned them.

Most houses in the area suffered some form of damage, and shrapnel from the attack can still be seen lodged in the walls of some buildings.

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The views of many quickly changed, as they feared further and more severe attacks from the Germans.

It is thought to have been a target partly due to its accessible location and partly due to the importance of its shipyards and engine works to the war effort.

The town's people played an important role in the nearly four years of war that followed.

Reports say that a shard of the shell that hit Private Jones's chest was found lodged in a prayer book given to him by pupils.

FIND AND COPY
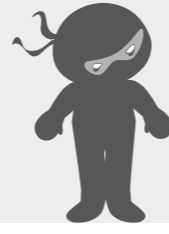
These questions are about *World War I: Bombardment*.

Look at paragraph one. Find and copy a word that suggests a large amount of the war was fought in Europe.

_____

Look at paragraph one. Find and copy a word that suggests the land in which the war was fought had turned red with blood.

_____

Look at paragraph one. Find and copy a word that suggests that the attacks finally persuaded locals to fight in the war.

_____

Look at paragraph three. Find and copy a word that suggests that the streets were disordered after the attack.

_____

Look at paragraph four. Find and copy a word that suggests that the German ships were more powerful that the Heugh Battery.

_____

Look at paragraph five. Find and copy a word that suggests that more than one location was hit during the attack.

_____

Look at section called 'Hartlepool's victims'. Find and copy a word that refers to a small piece of metal with sharp edges.

_____

Look at the second to last paragraph. Find and copy a word that suggests that there was a sudden increase in the people joining the war effort.

_____

UNDERLINE OR HIGHLIGHT

Read the paragraphs below and then follow the instructions.

> Just after 8:00 am on the morning of 16 December 1914, the coastal shipbuilding town of Hartlepool suffered the first major attack on British soil in World War I. Over the course of forty minutes, more than 1,100 shells rained down on the town, destroying buildings and injuring or killing hundreds. It is thought to have been a target partly due to its accessible location and partly due to the importance of its shipyards and engine works to the war effort.
>
> The attacks, which included the use of battle cruisers Seydlitz and Moltke, and the armoured cruiser Blücher, began as people prepared to head to work or school. Survivors of the attack recall chaos on the streets as people attempted to gather their loved ones and flee. Those already at work raced home to find their families before trying to escape to the local countryside and villages.

Underline or highlight a word that means something is easy to reach or get into.

Underline or highlight a word that means the territory or land of a particular nation.

Underline or highlight a word that means causing huge amounts of damage.

Underline or highlight a word that means disorder and confusion.

Underline or highlight a word that means a protective layer of metal.

Underline or highlight a word that means something was selected as a focus of attack.