

Writing: Year 6 – Summer 1 Week 3

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Writing	<p>1. Watch teacher recap of what has happened in the story so far. Lori and Max Recap.</p> <p>2. Listen and read along with Chapter Four. Add notes to your mind map about Max's character.</p> <p>3. Listen and read along with Chapter Five. Add notes to your mind map about Lori's character. Pay particular attention to the following:</p> <ul style="list-style-type: none"> her family situation: pp25-27 her detective career so far: pp31-33 <p>4. Re-read the final sentence of the chapter.</p> <p><i>You see the hardest part of being a detective isn't solving mysteries, it's finding mysteries to solve.</i></p> <p>Based upon what you have read so far, predict what will happen next in the story.</p> <p>5. Listen and read along with Chapter Six. Add notes to your mind map about Max's character.</p>	<p>1. Listen and read along with Chapter Seven Extract One. Answer question 1 on Resource 2A.</p> <p>2. Listen and read along to Chapter Seven Extract Two. Answer question 2 on Resource 2A.</p> <p>3. Watch teacher explanation of how to answer inference questions. Answering Inference Questions and answer question 3 on Resource 2A.</p> <p>4. Listen and read along to Chapter Seven and Chapter Eight. Add to your notes with any new information about Lori and Max.</p> <p>5. Listen and read along to Chapter Nine Extract. Answer question 4 on Resource 2A.</p> <p>6. Listen and read along to the rest of Chapter Nine. Answer questions 5 and 6 on Resource 2A.</p>	<p>1. Listen and read along with Chapter 10 and Chapter 11. Answer question 7 on Resource 2A.</p> <p>2. Read the following section: <i>Behind the desk I'll have an enormous whiteboard or high-tech pinboard of some sort, where I can stick pictures of suspects and victims and clues and draw lines and question marks between them.</i> You are going to start creating an evidence wall, including details of what you know about Lori and Max's classmates, (suspects). Watch these videos in Resource 3A below to help give you ideas.</p> <p>3. You will be making notes on any information you think may be relevant to the crime on characters in the book. See Resource 3B for the list of characters and videos.</p>	<p>1. Re-watch Evidence Wall Introduction 1 and Evidence Wall Introduction 2. Resource 4A is an example of an evidence wall including information gathered from the Introduction and Chapter One of <i>Lori and Max</i>.</p> <p>2. Watch Motive and Opportunity about the concepts of motive (the reason why someone commits a crime) and opportunity (being in a position to commit the crime). These are matters you will need to consider when adding to your evidence wall.</p> <p>2. Read along with Lori's Case Notes (Cases 1-4) and Lori's Case Notes Task Introduction (Case 5). Write the first part of Lori's case notes for Case 5, by filling out the Client (person/ organisation that wants Lori to solve the crime for them) and Details (information about the crime that has been committed) on Resource 4B. To help you with this, listen and make notes Chapter 11.</p> <p>3. Create an evidence wall, using notes made on various characters on previous day.</p>	<p>1. Watch Diary Writing Introduction.</p> <p>2. Write a diary entry from Lori's point of view recording her first thoughts about what has happened to the missing money.</p> <p>Remember to:</p> <p>Write in the first person, mainly using forms of the past tense.</p> <p>Write a series of paragraphed events.</p> <p>Use modal verbs when Lori is speculating, using conjunctions to explain her thinking.</p> <p>Use descriptive language (setting/ events/ feelings).</p> <p>Use a range of sentence structures and a range of punctuation.</p>
Resources		Resource 2A: Reading for Writing questions	Resource 3A: evidence wall videos Resource 3B: list of characters	Resource 4A: Evidence Wall example Resource 4B: Template for Lori's Case Notes	



Reading: Year 6 – Summer 1 Week 3

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity	
Reading	Whole Class	Holes Chapter 45 Holes Chapter 46 Holes Chapter 47	Holes Chapters 48-50	Can You See Me? Chapters 1-2	Can You See Me? Chapter 3	Can You See Me? Chapter 4 Can You See Me? Chapter 5	
	Independent	*	The Ghost who Haunted the Capitol Chapters 1-2	The Ghost who Haunted the Capitol Chapters 3-4	The Ghost who Haunted the Capitol Chapters 5-6	The Ghost who Haunted the Capitol Chapters 7-8	The Ghost who Haunted the Capitol Chapters 9-10
	**	The Burglar who bit the Big Apple Chapters 1-2	The Burglar who bit the Big Apple Chapters 3-4	The Burglar who bit the Big Apple Chapters 5-6	The Burglar who bit the Big Apple Chapters 7-8	The Burglar who bit the Big Apple Chapters 9-10	
	***	The Village that Almost Vanished Chapters 1-2	The Village that Almost Vanished Chapters 3-4	The Village that Almost Vanished Chapters 5-6	The Village that Almost Vanished Chapters 7-8	The Village that Almost Vanished Chapters 9-11	
Spelling		Use the spelling strategies below for the words of the week: suggest, sufficient, stomach, soldier, sincerely Challenge: Choose more words from the appropriate spelling list below to practise spelling.					

See below for: Resource 2A, Resource 3A, Resource 3B, Resource 4A, Resource 4B



Resource 2A: Reading for Writing Questions

Chapter Seven

Give / explain the meaning of words in context

1. Look at the first paragraph of the chapter (p36).

In your own words, what is **horsing around**?

2. There are some skills that are **essential** for being a teacher. (p38)

Which of these words is closest in meaning to *essential*?

Circle **one**.

unimportant
creative
important
rare

Make inferences from the text / explain and justify inferences with evidence from the text

3. Look at the section beginning '*Children. Really. Settle down...*' and ending *...Miss Casey's idea of exciting.* (pp37-39)

What impressions do you get of Miss Casey from this section of the text?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
<hr/>	<hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>

Chapter Nine

Make inferences from the text / explain and justify inferences with evidence from the text

4. Look at the section beginning *Being a learning mentor...* and ending *...tapping at my elbow.* (pp51-53)

What impressions do you get of Max from this section of the text?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
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<hr/>	<hr/> <hr/> <hr/>

5. Look at pages 54-59 from the section beginning *I lean over and ask her...* until the end of the chapter.

What impressions do you get of Josh Ryman from this section of the text?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
<hr/>	<hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>

Summarise main ideas from more than one paragraph

6. What is the main development (change) in *Chapter Nine*?

Chapter Eleven

Summarise main ideas from more than one paragraph

7. What is the main development in this chapter?

Resource 3A: Evidence Wall videos

[Using the Six Steps when reading Lori and Max](#)

[Evidence Wall Introduction 1](#)

[Evidence Wall Introduction 2](#)

Resource 3B: Making notes on characters

Listen and **read** along to the section from *the beginning of Chapter One* until the words *...is to detect secretly.* (p6)

[Chapter One \(Extract\)](#)

Make notes on any information you think may be relevant to the crime on the following characters:

Miss Casey
Yasmin Oldershaw
Nina Masters
Josh Ryman
Jessica Pemberton
Harry Besley
Elijah Stephens

Listen and **read** along to **Chapter Three**.

Make notes on any information you think may be relevant to the crime on the following characters:

Tariq
Kieron Aisley
Josh Ryman
Miss Casey

Listen and **read** along to **Chapter Seven**.

[Chapter Seven](#)

Make notes on any information you think may be relevant to the crime on the following characters:

Miss Casey
Josh Ryman
Jessica Pemberton

Listen and **read** along to **Chapter Nine**.

[Chapter Nine](#)

Make notes on any further information you think may be relevant to the crime on the any classmates mentioned, but particularly:

Josh Ryman

Resource 4A: Evidence Wall example



Resource 4B: Template for Lori's case notes

Case five : Disappearance/ possible theft	
Client:	
Details:	
Investigation [to be completed later]	