# Writing: Year 6 – Summer 1 Week 3

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Writing	1. Watch teacher recap of what has happened in the story so far. Lori and Max Recap.  2. Listen and read along with Chapter Four. Add notes to your mind map about Max's character.  3. Listen and read along with Chapter Five. Add notes to your mind map about Lori's character. Pay particular attention to the following:  • her family situation: pp25-27 • her detective career so far: pp31-33  4. Re-read the final sentence of the chapter.  You see the hardest part of being a detective isn't solving mysteries, it's finding mysteries to solve.  Based upon what you have read so far, predict what will happen next in the story.  5. Listen and read along with Chapter Six. Add notes to your mind map about Max's character.	1. Listen and read along with Chapter Seven Extract One. Answer question 1 on Resource 2A.  2. Listen and read along to Chapter Seven Extract Two. Answer question 2 on Resource 2A.  3. Watch teacher explanation of how to answer inference questions. Answering Inference Questions. Answering Inference Questions. Answer question 3 on Resource 2A.  4. Listen and read along to Chapter Seven and Chapter Eight. Add to your notes with any new information about Lori and Max.  5. Listen and read along to Chapter Nine Extract. Answer question 4 on Resource 2A.  6. Listen and read along to the rest of Chapter Nine. Answer questions 5 and 6 on Resource 2A.	1.Listen and read along with Chapter 10 and Chapter 11.  Answer question 7 on Resource 2A.  2. Read the following section: 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. 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.  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.	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 Lori and Max.  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.  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.  3. Create an evidence wall, using notes made on various characters on previous day.	1. Watch Diary Writing Introduction.  2. Write a diary entry from Lori's point of view recording her first thoughts about what has happened to the missing money.  Remember to:  Write in the first person, mainly using forms of the past tense.  Write a series of paragraphed events.  Use modal verbs when Lori is speculating, using conjunctions to explain her thinking.  Use descriptive language (setting/events/feelings).  Use a range of sentence structures and a range of punctuation.  Use Resource 5A diary entry plan to order your ideas and Resource 5B word bank to help you write your diary.
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	Resource 5A: diary entry plan Resource 5B: word bank





## Reading: Year 6 - Summer 1 Week 3

			Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Reading	ole	class	Holes Chapter 45 Holes Chapter 46	Holes Chapters 48-50	Can You See Me? Chapters 1-2	Can You See Me? Chapter 3	Can You See Me? Chapter 4
	W	ਠ	Holes Chapter 47				Can You See Me? Chapter 5
	_	*	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
	Independent	* *	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
	Inc	* * *	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 5A, Resource 5B



### **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?** I think it means to ...

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? Impressions are usually adjectives, describing words, which explain someone's personality, skills or behaviour, i.e. strict, kind, in control.

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

Impression	Evidence

**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?

Impressions are usually adjectives, describing words, which explain someone's personality, skills or behaviour, i.e. clever, thoughtful, observant.

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

Impression	Evidence

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

#### 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**.

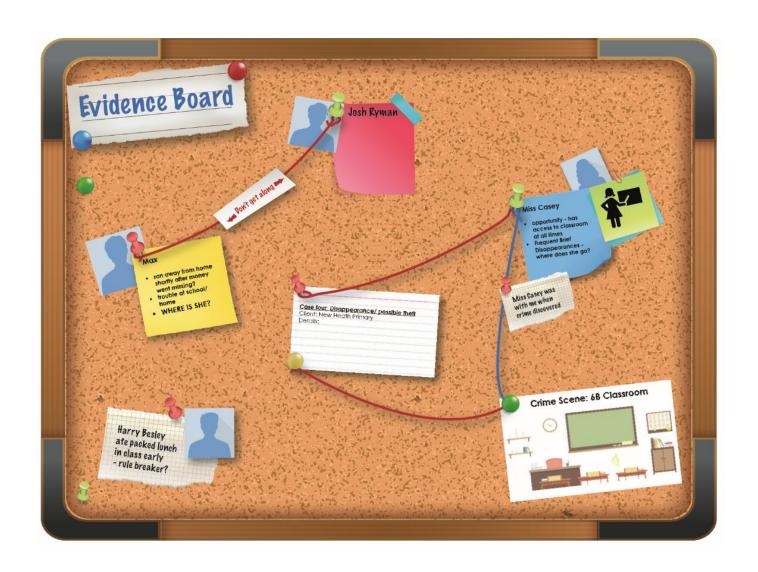
#### **Chapter Nine**

**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]			

# Resource 5A: Diary entry plan

Mr Wilson's Assembly	Back to the classroom	Other ideas (It could be her future plans)	
What was it about?	Actions e.g. Mr Wilson spoke to us	Actions e.g. I won't stop until I find who did this.	
Moral of the story?	Thoughts e.g. Have you taken it, Miss Casey?	Thoughts e.g. I wonder if I could prove that.	
Feelings/ Thoughts/ Actions e.g. Little did I know that the story was about to become real.	Feelings e.g. I first sensed that something was not right.	Feelings e.g. I won't stop until I find the thief.	
Possible suspects (who might be responsible)			
Miss Casey	Josh Ryman	Harry Besley	
Why I think that:	Why I think that:	Why I think that:	

Resource 5B: Word bank



'Speech-like' phrases Anyway, Apparently, At the end of the day, By the way, Best of all, I'm looking forward to / not looking forward to As it happened,	Sentence starters For once, No matter what, I felt so Perhaps, Maybe, At least, Sometimes, No matter what, I wonder if,
Rhetorical questions Can you believe that? Would you believe it? You'll never guess what happened	Adverbs Hopefully Interestingly Luckily Unluckily Unfortunately
Modal verbs Could Should May Might Must Will	Cause and effect phrases This led to For this reason, which means As a result of Thanks to Seeing that