

Lesson 1

Monday 4th January 2021

L.O: I can summarise the main
points of the text

Finished? Write down 2 phrases of
personification e.g. *flowers danced in the wind*



L.O: I can summarise the main points of the text

Tell your partner: What are you learning about today?

We are learning to use _____ skills.

What strategies do you need to use?

The strategies I will need to use are....

When have you used this strategy before?

I have used this strategy...

When summarising I must remember:

SUMmarise It

Shorter than the text

Use your own words

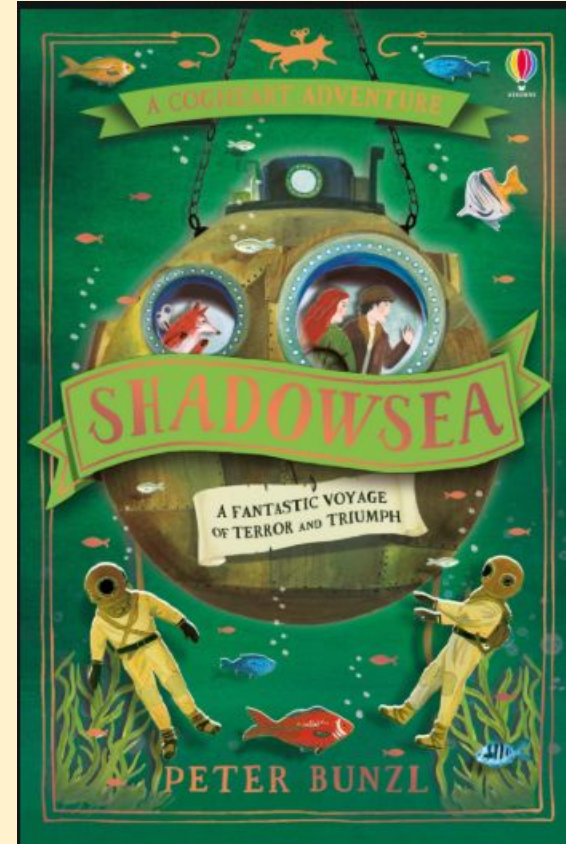
Main ideas only



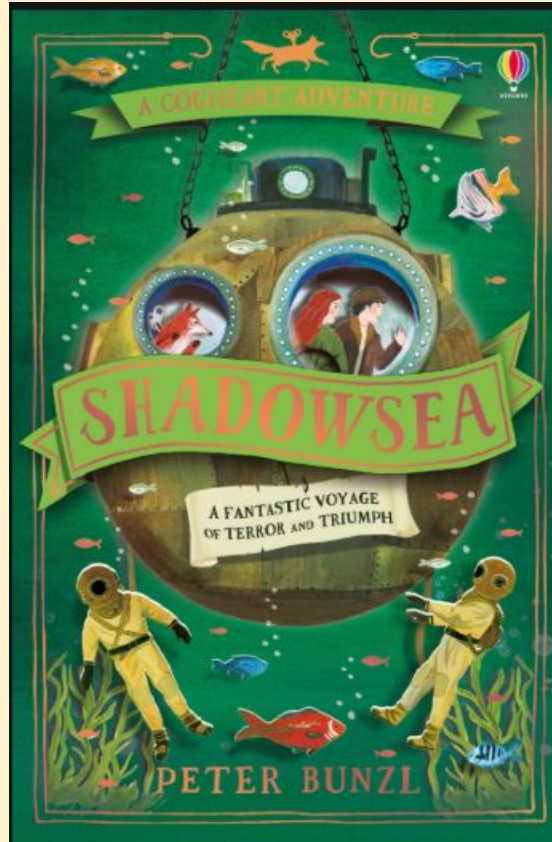
Tell your partner: What do you think the text is about?

Shadowsea

I think the text is about...
because...

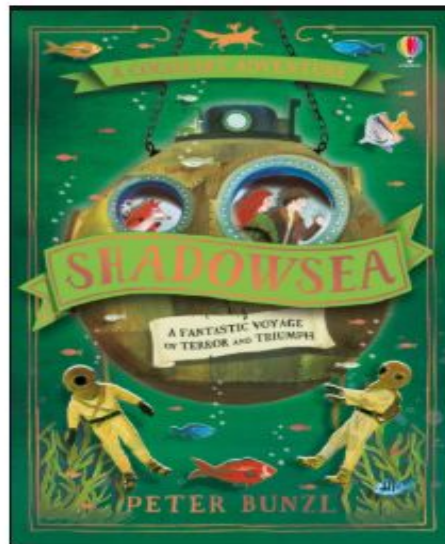


Teacher read



Shadowsea, written by Peter Bunzl

Chapter 1



Lily woke on Christmas morning to find herself not at home, as she had been dreaming, but on a top bunk in the cabin of a sleeper zep that was crossing the Atlantic Ocean. |

She blinked her green eyes and rubbed her freckled face until she felt entirely awake. Then, with her fingers, she began combing out the worst of the knots in her tangled fire-red hair.

Under the thrum of the airship's purring engines she could hear the beat of her Cogheart: a mechanical heart of cogs and springs that her papa had given her. It sat ticking in her chest like an overwound carriage clock.

Because it was a perpetual motion machine, the Cogheart might go on for ever. Lily didn't quite understand what that meant, but she knew one thing: without it she would not be alive today. Nor would she be taking this trip. Papa, whose name was Professor John Hartman, was lying in the middle bunk beneath her. He wore a nightgown and nightcap and snored softly in his sleep. His feet stuck out the end of the bed, for he was quite tall, even lying down.

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Malkin, Lily's pet mechanical fox, most trusted confidant and a red furry-faced know-it-all, lay next to Robert, curled up beside his pillow. Lily was only relieved he wasn't sleeping on Robert's head, which he sometimes did.

Malkin, of course, was frozen still. That was how mechanicals looked at night, when they were run down, before you took their winding key and wound them up again in the morning.

Christmas Eve had been most diverting. The three friends and Papa had set out from Liverpool Airstation on the Firefly airship, for what promised to be a once-in-a-lifetime adventure: a four-day flight to New York.

Tell your partner:



What intrigued you about the text?

I was intrigued by..

Did anything confuse you about the story?

I was confused by..

Tell your partner: How do you know
this text is a fiction text? Give 3
reasons.

Task 1. Put these events in order 1-6 write in your books

- Malkin, the mechanical pet fox, laid by Robert.
- Papa was sleeping beneath Lily.
- Lily could hear her Cogheart turning.
- Lily's friend, Robert, slept on the bottom bunk.
- Lily woke up on the top bunk of a ship crossing the Atlantic Ocean.
- Lily tidied her face and her hair.

Task 2:

Summarise in 30 words or less, the personality of Lily.

Ext: Write down your prediction of the story.

'I predict that this story will be aboutbecause.....'

Ordering answers

1. Lily woke up on the top bunk of a ship crossing the Atlantic Ocean.
2. Lily tidied her face and her hair.
3. Lily could hear her Cogheart turning.
4. Papa was sleeping beneath Lily.
5. Lily's friend, Robert, slept on the bottom bunk.
6. Malkin, the mechanical pet fox, laid by Robert.

Self – assessment: Reflection

When summarising I must....

Lesson 2

Tuesday 5th January 2021

LO: I can explain the meaning of words in context.

Finished? Uplevel this sentence with ambitious vocabulary and parenthesis. **The boy went up the stairs**

E.g. With a gleam in his eye, the boy raced up to the top of the staircase.



L.O: I can explain the meaning of words in context

Tell your partner: What are you learning about today?

We are learning to use _____ skills.

What strategies do you need to use?

The strategies I will need to use are....

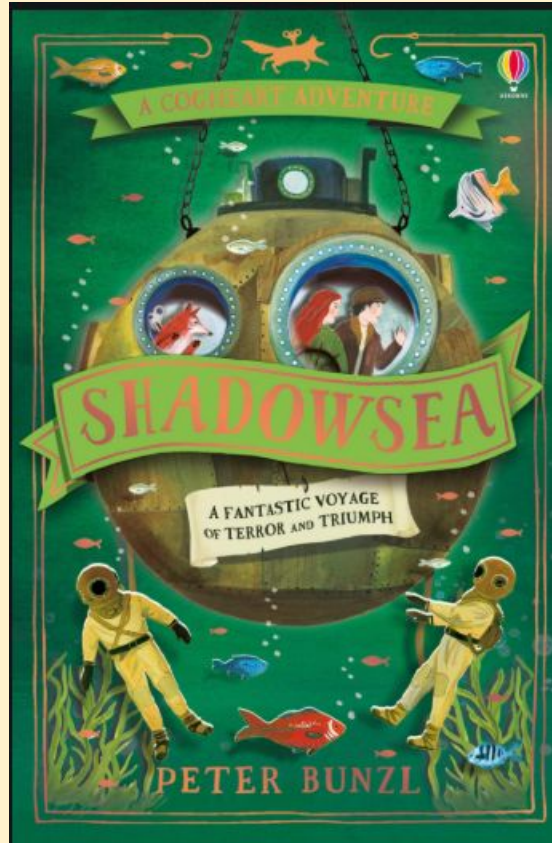
When have you used this strategy before?

I have used this strategy...

Steps to success

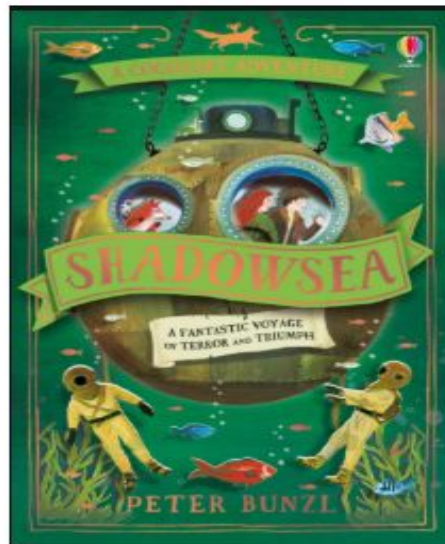
- To work out unfamiliar words.
- To read around the text to understand the meaning of the word
- To use synonyms to work out the meaning of an unfamiliar word.

Teacher plus 2 confident readers read



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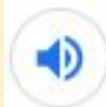
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Partner talk: Discuss what it means by 'thrum'

Under the **thrum** of the airship's purring engines she could hear the beat of her Cogheart: a mechanical heart of cogs and springs that her papa had given her. It sat ticking in her chest like an overwound carriage clock.

What is the Cogheart?



thrum¹

/θrʌm/

verb

make a continuous rhythmic humming sound.
"the boat's huge engines thrummed in his ears"

noun

a continuous rhythmic humming sound.
"the steady thrum of rain on the windows"

Main Task - Answer these questions in your book. Write out the question, miss a line, then write the answer. Use APE.

1. What phrase tells you that Lily's heart was beating fast?
2. What does the author mean by '*perpetual motion machine*'?
3. What does 'comrade' mean? Find three synonyms.
4. What does the author mean by describing Christmas Eve as 'diverting'?
5. What phrase tells you that Lily and her pet have a special relationship?

Finished? Find five simple words and uplevel them using a dictionary.

Answers

1. What phrase tells you that Lily's heart was beating fast?

Like an overwound carriage clock

2. What does the author mean by '*perpetual motion machine*'?

Continues forever and never stops

3. What does 'comrade' mean? Find three synonyms.

A person who takes part in the same activities as you.
(colleague, co-worker, friend)

4. What does the author mean by describing Christmas Eve as 'diverting'?

That it was entertaining

5. What phrase tells you that Lily and her pet have a special relationship?

Trusted confidant

Self – assessment: Reflection

What words do you now understand?

How has this session helped to make sense of the text?

Lesson 3

Wednesday 6th January 2021

**LO: I can retrieve and record information
from texts**

Finished? Write down some possessive pronouns. Which ones would be used in 1st person writing?



LO: I can retrieve and record information
from texts

Tell your partner: What are you learning
about today?

We are learning to use _____
skills.

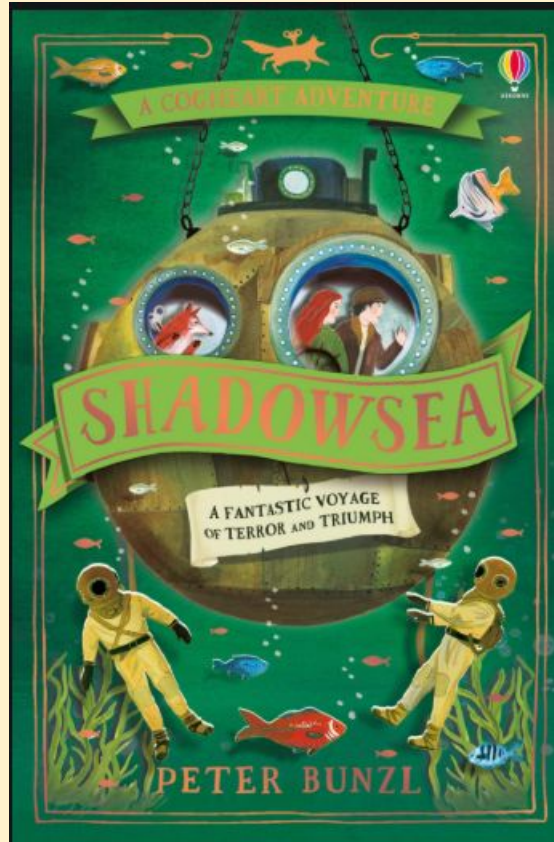
What strategies do you need to use?

The strategies I will need to use are....

Steps to success

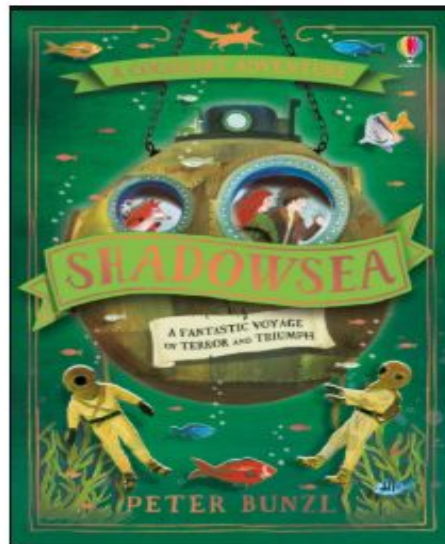
- ❖ Read the text carefully
- ❖ Find the appropriate information
- ❖ Pick out the information in order to answer questions

Whole class read at the same time



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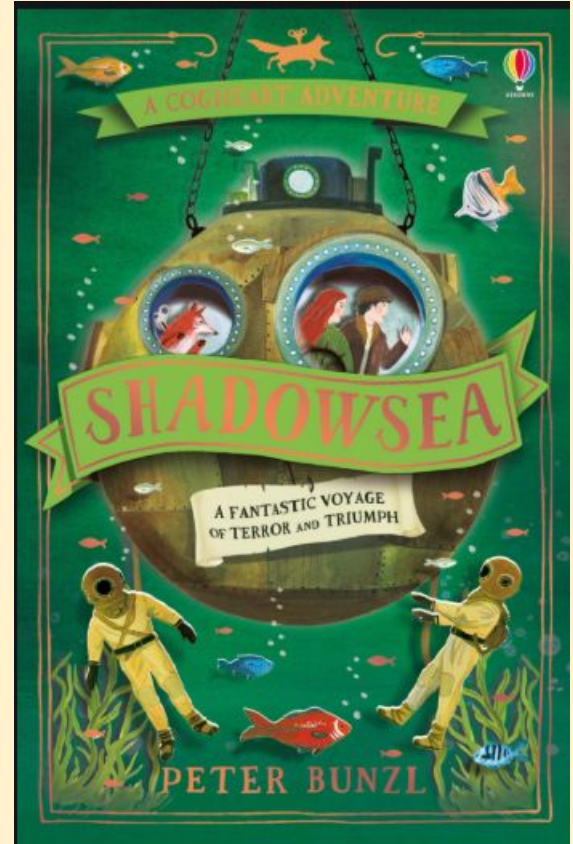
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Malkin, of course, was frozen still. That was how mechanicals looked at night, when they were run down, before you took their winding key and wound them up again in the morning.

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How would you describe this story/text? What genre is it?
How do you know?

Partner: Where was Lily sleeping? What part of the bunk?



Main Task - Answer these questions in your book. **Write out the question, miss a line, then write the answer.**

1. What ocean were they crossing?
2. Why did Lily blink and rub her face?
3. What can Lily not live without?
4. Where was Papa sleeping?
5. What description tells you that the Papa was tall?

6. Who is Lily's best friend?
7. How is Robert's hair described?
8. Where was Robert sleeping?
9. Where was Malkin?
10. Why wasn't Malkin moving?



10:00

Answers - mark with green pen

1. What ocean were they crossing?

Atlantic Ocean

2. Why did Lily blink and rub her face?

She blinked and rubbed her face because she had just woken up.

3. What can Lily not live without?

Her Cogheart (mechanical heart)

Answers - continued

4. Where was Papa sleeping?

Middle bunk

5. What description tells you that the Papa was tall?

His feet stuck out the end of the bed

6. Who is Lily's best friend?

Robert Townsend

Answers - continued

7. How is Robert's hair described? A coal-black cowlick
8. Where was Robert sleeping? Bottom bunk
9. Where was Malkin? Sleeping next to Robert, curled up beside his pillow
10. Why wasn't Malkin moving? He is a machine and wasn't wound up yet.

Self - assessment

- When retrieving an answer from the text, I must...

Lesson 4

Thursday 7th January 2021

L.O: To use inference

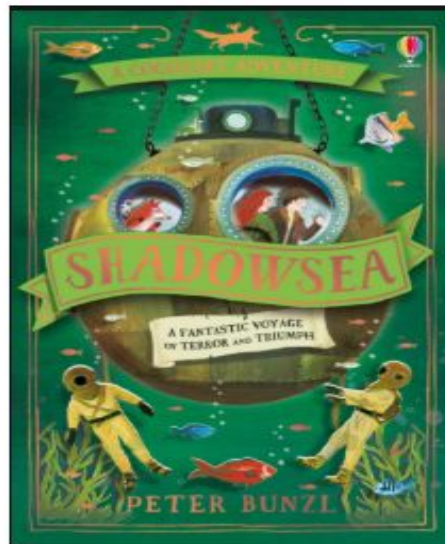
Finished? Write down some relative pronouns. Use one in a sentence with a relative clause.



2:00

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L.O: To use inference

What are we learning today?

We are learning...

What strategies can we use to infer how a character is feeling?

Use evidence from the text

Read between the lines

Look at the character's actions and what they are saying.

Steps to success

- ❖ Use evidence from the text
- ❖ Using clues from the text
- ❖ Reading between the lines
- ❖ To use my prior knowledge and experience

Inferences

How do I infer?









- ✓ Think about what you already know
- ✓ Think about how the character feels
- ✓ Use CLUES in the text to make a good guess
- ✓ Think about how the character acts
- ✓ Put the pieces together
- ✓ Read between the lines

When I **INFER**... I figure out something that wasn't completely explained in the story.

I think...
This could mean...
Maybe...
Perhaps...



Use A.P.E sheets to support answers

<p>A.P.E. Answer it <small>What is the answer to the question you've been asked? Remember what you've read, don't guess.</small></p> <p>Prove it <small>Choose a quote which helped you answer the question. Remember to use inverted commas around the word(s) or phrase(s) the author used.</small></p> <p>Explain it <small>Why did that quote help you answer the question? Give as much detail as you can.</small></p>   <p><small>©HRSPTeach</small></p>	<p>Answer it</p> <p>I think... The writer... In this text... I believe that... It is clear that... The speaker... The writer creates ... by ... My opinion is ...</p>   <p><small>©HRSPTeach</small></p>
<p>Prove it</p> <p>For example... I know this because... The writer states that... The text includes... The character says... For instance, the writer describes ... as ... I get this impression because...</p>   <p><small>©HRSPTeach</small></p>	<p>Explain it</p> <p>This implies... This suggests that... This means that... This makes you realise... This creates a sense of... This makes the reader think/feel... This can be interpreted as... The effect of this is...</p>   <p><small>©HRSPTeach</small></p>

Main Task - Answer these questions in your book. Write out the question, miss a line, then write the answer. Use APE.

1. Why did Lily only go on the trip with her friend and her Papa?
2. How old do you think Lily is? Explain why.
3. Why did Lily bring her pet on the ship?
4. Why does the author describe the trip as a 'once-in-a-lifetime adventure'?
5. How does Lily feel about her heart?
6. What kind of person is Papa? Explain your reasoning.
7. Lily has a mechanical heart and her pet is a machine. What does his tell you about the world they are living in?

Discuss answers

Lesson 5

Friday 8th January 2021

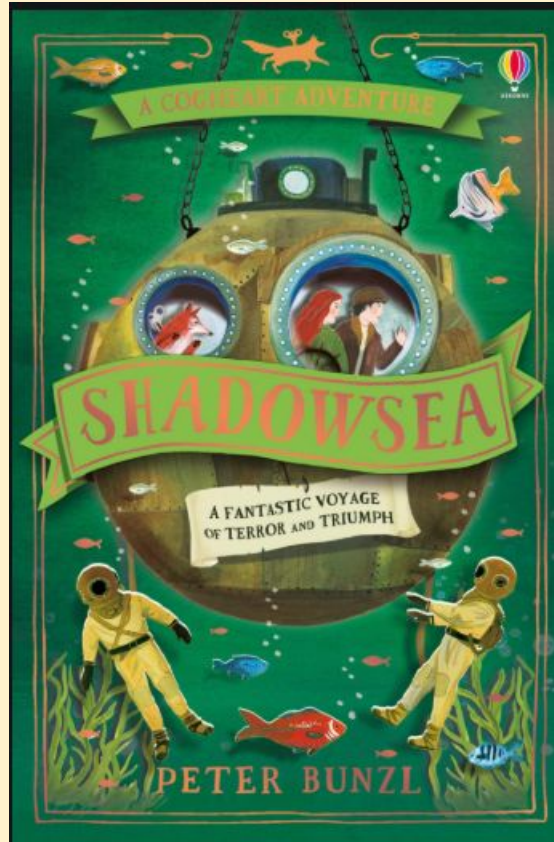
**L.O: I can provide reasoned justifications
for my views**

Finished? What are your views on the
extract? Will you want to read the book?
What do you want to find out?



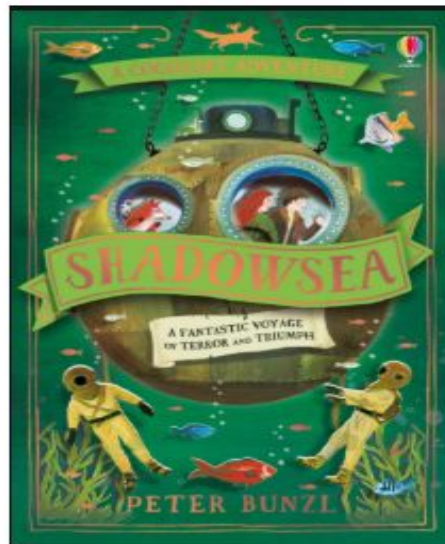
2:00

Individual readers (all)



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Task 1

Imagine you were Lily. Write a short diary entry about your feelings towards the trip. **Include the following:**

- How do you feel?
- What do you want to experience?
- Is there anything that worries you? (e.g. heart/Papa)

Task 2

Has there been an event in your life that you have thought to be 'once in a lifetime'?

Is there something you would like to do that would be a 'once in a lifetime' opportunity?