

PRIMARY 4 NOVEL STUDY

THE FISH IN ROOM 11 BY HEATHER DYER

This unit of work is designed to develop skills in close reading and inferential comprehension. The majority of the suggested activities relate to specific parts of the book but many of these activities can be replicated and used in other sections of the book and for other novels.

Each activity has been cross-matched to the 5-14 Guidelines and most activities have a learning intention that identifies the skill, knowledge or understanding that is the focus for the activity. Possible success criteria have been provided to accompany the learning intention but the teacher should aim to develop these with the children as much as possible. Some activities have not been given a learning intention because they are intended to be very short or warm up activities.

Some activities indicate that they require additional resources; these are provided along with the activity descriptor.

There are 22 activities in the pack. The teacher can decide on the activities that are most suitable for your class and the order in which you wish to carry them out. It is not envisaged that anyone will do all of the activities.

Many of the activities lend themselves to paired, group or whole class situations, it is up to the teacher to decide how to organise the activities. The story has been recorded onto a CD-Rom so that all children can access the novel regardless of their ability.

An introduction to hotels using holiday brochures or leaflets may be necessary depending on your children's prior knowledge and experience.

ACTIVITY 1 - Mindmapping - Whole Class - Ongoing
Introduce near the beginning of the novel

5-14 Strand

Reading to reflect on the writer's ideas and craft

Resources Provided - 'How to Mindmap' instructions and an example of a mindmap

- Every school has a copy of a mindmapping programme called 'kidspiration'. You might like to look at this before you begin the activity.
- Different classes may choose to mindmap in different ways. You could either mindmap the story as it unfolds or mindmap the experiences of the characters as they develop.

ACTIVITY 2 - Imaginative Writing

Chapter 1

5-14 Strand	Learning Intention	Possible Success Criteria	Possible Assessment Strategies
<ul style="list-style-type: none"> ➤ Knowledge about Language - R ➤ Imaginative Writing 	<ul style="list-style-type: none"> ➤ To use effective description in a short piece of writing 	<ul style="list-style-type: none"> ➤ I can write a 4 line poem with description on each line ➤ I can include powerful words 	<ul style="list-style-type: none"> ➤ High order questioning *3 ➤ Traffic lighting *2

Resources provided - writing planner and copy of pages 4 and 5

- Read aloud with the children Chapter 1 - pages 4 - 12.
 - Then go back to beginning and focus on pages 4 and 5.
 - Discuss the beginning with the children and encourage them to look at the shape of the writing and make connections with the clothes blowing in the wind.
 - Identify with the children some of the powerful verbs on these pages e.g. snapped, cracked, flapping, crashing, cart wheeling.
 - Brainstorm on your board - 'What happens on a windy day?'
-
- Line 1 - What is blowing?
 - Line 2 - How is it blown ?
 - Line 3 - Where does it go?
 - Line 4 - What happens next?
-
- Using the planner provided encourage the children to write 4 short lines about the wind, using the final, shaped format, encourage the children to write out their plan accurately and decorate around the edges.
 - Children can read out their work to other class members.
 - Children can then choose 2 or 3 examples to send to their nearest school.

ACTIVITY 3 - Comparisons
Chapter 1 - Openings

5-14 Strand	Learning Intention	Possible Success Criteria	Possible Assessment Strategies
<ul style="list-style-type: none"> ➤ Listening in order to respond to text ➤ Talking about texts ➤ Reading for enjoyment 	<ul style="list-style-type: none"> ➤ To give a personal response to what is happening in a text 	<ul style="list-style-type: none"> ➤ I can give my opinion to my partner ➤ My opinion is based on what I have read in the book 	<ul style="list-style-type: none"> ➤ Think, pair and share *4 ➤ High Order questioning *3 ➤ Traffic lighting *2 ➤ Talking partners *6

- Discuss with the children what they think is effective about the opening and why?
- Encourage children to justify their opinions.

Use the 'Tell Me' approach

- Was there anything you liked about the start?
- Was there anything you disliked?
- Was there anything that puzzled you?
- Were there any patterns or connections?
- Were there any links to other books? (Some examples are - The After Dark Princess or Bill's New Frock.)

ACTIVITY 4 - Author's Choice
Chapter 1 - pages 4 and 5

5-14 Strand	Learning Intention	Possible Success Criteria	Possible Assessment Strategies
➤ Reading to reflect on the writer's ideas and craft	➤ To identify good vocabulary and understand why it is effective	<ul style="list-style-type: none"> ➤ I can identify 5 effective words and phrases ➤ I can say why I made these choices 	<ul style="list-style-type: none"> ➤ Think, pair and share *4 ➤ Traffic lighting *2

Resources provided - Copy of pages 4 and 5

- Using a copy of pages 4 and 5 discuss with the children that they are going to highlight 5 of their favourite words/phrases from the passage. These words could be put into a personal wordbank, added to your Reading and Writing Wall or the class 'Good Ideas Book'.
- Children think, pair and share their choices and why they think the author has used these particular words.
- Use the 'Tell Me' approach to discuss words and phrases further.
 - Which words/phrases do you like?
 - Which words/phrases do you dislike?
 - Which words/phrases puzzle you?
 - Are there any patterns or connections?

ACTIVITY 5 - Chapter 1 Overview
After Reading Chapter 1

5-14 Strand	Learning Intention	Possible Success Criteria	Possible Assessment Strategies
<ul style="list-style-type: none"> ➤ Reading aloud ➤ Listening in order to respond to texts ➤ Reading to reflect on the writer's ideas and craft 	<ul style="list-style-type: none"> ➤ To find and talk about the main ideas in a text 	<ul style="list-style-type: none"> ➤ I can name the main characters ➤ I can say where the book is set ➤ I can note the main points of interest 	<ul style="list-style-type: none"> ➤ Traffic lighting *2 ➤ Talking partners *6

- Give children the task of reading Chapter 1 aloud or listening to it on the CD-Rom.
- They can then work with talking partners to identify the characters, scene and main points of interest from the chapter. The children could jot their ideas on a whiteboard and then report back.
- The teacher then selects some of the ideas and adds them to the mindmap or the wall display.
- Ask the children to give Chapter 1 a title.
- Children then think, pair and share their predictions for the next chapter. These could be written down and displayed on the wall.

Example of Overview

Characters	Scene	Main points of interest
<ul style="list-style-type: none"> ➤ Cook ➤ Mr Harris ➤ Toby 	<ul style="list-style-type: none"> ➤ At the Grand Hotel situated next to the seafront 	<ul style="list-style-type: none"> ➤ The cook sounds quite frightening and angry ➤ Mr Harris is mean, creepy and needs to know everything ➤ Toby was abandoned as a baby, he is lonely bored ➤ Etc, etc

ACTIVITY 6 - Thought Tracking
Chapter 2 and Chapter 19

5-14 Strand
Reading for enjoyment

- Revealing publicly the private thoughts/reactions of Toby at specific moments. The identified parts are:- chapter 2 and chapter 19.
- All children can record the character's thoughts or speech bubbles on their white boards. This strategy can be applied throughout the story with different characters.
- Children could choose the best thought bubbles to be added to the wall display.

ACTIVITY 7 - Characterisations
After Reading Chapter 3

5-14 Strand	Learning Intention	Possible Success Criteria	Possible Assessment Strategies
<ul style="list-style-type: none"> ➤ Talking about texts ➤ Reading for enjoyment ➤ Awareness of genre 	<ul style="list-style-type: none"> ➤ To make comparisons and contrasts between characters in different novels 	<ul style="list-style-type: none"> ➤ I can identify some of the main events in Toby's life ➤ I can compare other characters from different novels 	<ul style="list-style-type: none"> ➤ Talking partners *6 ➤ High order questioning *3 ➤ Traffic lighting *2

- In pairs children identify what they know about Toby so far. Teacher gathers in main points and writes them up.
- Children think, pair and share with their partners, characters that have experienced similar situations in other novels e.g. Being left as a baby - Harry Potter, James being left with his two aunts in 'James and the Giant Peach.'
- Children predict what they think is going to change for Toby later on in the novel.
- It may be an idea to encourage the children to develop empathy with the character, discuss in pairs what they would change for Toby?

ACTIVITY 8 - Character Description
Chapter 3 - pages 18 and 19

5-14 Strand	Learning Intention	Possible Success Criteria	Possible Assessment Strategies
<ul style="list-style-type: none"> ➤ Reading for information ➤ Reading to reflect on the writer's ideas and craft 	<ul style="list-style-type: none"> ➤ To explore a character in more detail 	<ul style="list-style-type: none"> ➤ I can give one piece of description for a mermaid ➤ I can write 5 pieces of description for Eliza ➤ I can write down 5 questions that I want to know about Eliza 	<ul style="list-style-type: none"> ➤ Traffic lighting *2 ➤ KWL *8

Resources provided - KWL Table

Warm up

- Class discussion on their prior knowledge of mermaids (recorded on white boards)
- 'A living sentence activity' - Teacher starts off with 'A mermaid is...' everyone thinks of a descriptive word or phrase about a mermaid and writes it on a whiteboard, the children stand in a line to build up the living sentence.

Main lesson

Use the **KWL** sheet (What the children **know**, what they **want to know** - and later what they have **learned**).

- Children fill in actual description of Eliza in one column (bullet points). In the other column children write key questions of what they want to know about her.
- As the children read the book they should be encouraged to reflect on and answer the questions from the KWL table.

ACTIVITY 9 - Cloze Procedure
Chapter 4 - Before you read page 26

5-14 Strand	Learning Intention	Possible Success Criteria	Possible Assessment Strategies
➤ Reading to reflect on the writer's ideas and craft	➤ To gain a clear understanding of texts	➤ We can fill in the gaps in order for the text to make sense	➤ Higher order questioning *3 ➤ Traffic lighting *2

Resources provided - differentiated copies of page 26

- The cloze procedure could be given to the children as it is or with the choice of words from which children select.
- 9A) Complete copy of text for the teacher's reference.
- 9B) Copy of text with words missing to check comprehension and understanding.
- 9C) Copy of text with words missing and a selection of words for children to choose.
- This could be done as a paired activity or as a whole class lesson.
- Class could compare their answers to the original text.

ACTIVITY 10 - Setting the Scene
Chapter 5 - page 33 - Description of the cave

5-14 Strand	Learning Intention	Possible Success Criteria	Possible Assessment Strategies
<ul style="list-style-type: none"> ➤ Knowledge about language (w) ➤ Reading for Information 	<ul style="list-style-type: none"> ➤ To identify and use good description 	<ul style="list-style-type: none"> ➤ I can find descriptive words ➤ I can use a thesaurus to create my own description 	<ul style="list-style-type: none"> ➤ Traffic lighting *2

Resources Provided - differentiated copies of pages 33/34

The teacher could choose to do some or all of these activities below with their class.

- 10A) Give children text as it is and children highlight descriptive words and phrases. After completing this, discuss further using the 'Tell Me' approach.
 1. Which descriptive words/phrases do you like?
 2. Which descriptive words/phrases do you dislike?
 3. Are there any words/phrases that puzzle you?
 4. Are there any patterns or connections that you notice?
- 10B) Give children same text with adjectives taken out and children have to complete using the words provided.
- 10C) Give children same text and they can put in adjectives to give a contrasting scene.
- Follow up could be - children create a picture of the cave in pairs and all details from the text must be included.

ACTIVITY 11 - Hotseating

After Reading Chapter 6 (but can be used at any point in the book)

5-14 Strand	Learning Intention	Possible Success Criteria	Possible Assessment Strategies
<ul style="list-style-type: none"> ➤ Listen in order to respond to texts ➤ Talking about texts 	<ul style="list-style-type: none"> ➤ To develop a deeper understanding of the character's personalities 	<ul style="list-style-type: none"> ➤ I can answer questions about my character that reflect what is happening in the book <li style="text-align: center;">OR ➤ I can ask questions about a character that reflect what is happening in the book 	<ul style="list-style-type: none"> ➤ Hotseat questioning *10 ➤ Peer assessment *13 ➤ Traffic lighting *2

Resources provided - 'hotseating' posters

See 'hotseat' strategy in Formative Assessment booklet

Example:

After Chapter 6

Hotseat character - Eliza

Using the first set of questions:

A number 4 question - 'Why do you live in a cave?'

A number 5 question - 'What kind of food do you eat?'

A number 6 question - 'How do you get to and from the cave?'

Using the second set of questions:

A number 3 question - 'Isn't it true that your mum and dad wished that you all lived somewhere else?'

A number 4 question - 'Are you happy with living with your mum and dad in the cave?'

A number 2 question - 'What do you think about having all that treasure in your cave?'

ACTIVITY 12 - Conscience Alley - ongoing
After Reading Chapter 7 - Should Toby warn the Flots?

5-14 Strand	Learning Intention	Possible Success Criteria	Possible Assessment Strategies
➤ Listen in order to respond to texts	➤ To explore characters, their feelings and their moods	➤ I can give at least one piece of advice to the character ➤ I can summarise with partner the conflicting advice that was given	➤ Traffic lighting *2 ➤ Conscience alley *9

- Sometimes referred to as 'Conflicting Advice'.
- This activity provides an opportunity to consider two different viewpoints or considered actions when facing a dilemma.
- The class divides into two groups to offer conflicting advice to the character(s) in role. In effect, they are acting as voices in the character's head and they are trying to persuade the character to take their course of action.
- The character may engage in dialogue with a voice or voices. He or she walks amongst individuals in the group and as he/she passes, advice is given.
 (It is sometimes a good idea to 'hotseat' the child who is playing the character first as it helps to get them into the role of the character.)

ACTIVITY 13 - Newspaper Article After Reading Chapter 8

5-14 Strand	Learning Intention	Possible Success Criteria	Possible Assessment Strategies
<ul style="list-style-type: none"> ➤ Talking about texts ➤ Imaginative writing 	<ul style="list-style-type: none"> ➤ To give a written account of an event in the book 	<ul style="list-style-type: none"> ➤ I can include who, what, when and where in my article ➤ I can include important details written in a logical order 	<ul style="list-style-type: none"> ➤ Traffic lighting *2 ➤ Think, pair and share *4 ➤ Talking partners *6

Resources provided - writing planners

- The children are expected to write a small news article about the discovery of the signet ring at the beach.
- They should be encouraged to think of the following:

LAYOUT FEATURES

- Headlines (to attract attention of the reader)
- Sub headings

LANGUAGE FEATURES

- Paragraph should include important information e.g. who, what, where and when?
- These events should be explained clearly and details are written in chronological order.
- Some comment from people involved e.g. eye witness.
- Simple summary/conclusion to article.
- Writing in the past tense in the third person - he, she, they (don't use I or me).

ACTIVITY 14 - Tell Me
After Reading Chapter 9

5-14 Strand	Learning Intention	Possible Success Criteria	Possible Assessment Strategies
<ul style="list-style-type: none"> ➤ Talking about texts ➤ Talking in groups 	<ul style="list-style-type: none"> ➤ To give personal opinions about a book 	<ul style="list-style-type: none"> ➤ If there is something I like or dislike about the book I can tell someone else about it ➤ I can explain to someone else anything that is puzzling me in the book 	<ul style="list-style-type: none"> ➤ Speed dating *11 ➤ Traffic lighting *2

Resources provided - 'Tell Me' booklet based on the Aidan Chambers book

- This is around the half way point in the book and so it would be a good idea to use the 'Tell Me' approach to gather the children's thoughts on the book so far.
- On the board write up the following headings: Likes, Dislikes, Puzzles and Connections.
- Organise the children into 'speed dating' circles and ask them to discuss the following questions:
 - Is there anything you like about the book?
 - Is there anything you dislike about the book?
 - Is there anything that is puzzling you?
 - Are there any patterns or any connections that you have noticed?
- After one minute ask the outer circle to move around one place and begin the discussions again. Continue this for as long as you think is necessary.
- At the end of the 'speed dating' the teacher can write up the children's ideas and suggestions.
- Identify any topic included in more than one column and draw lines to and from them.
- Select which entry has the most lines leading to it and this is chosen as the first topic to discuss.
- The teacher asks the pupil who suggested linked entry to 'tell a little more' about their headline.
- Begin with likes/dislikes, then move on to puzzles and finally to connections.
- Re-do this activity at the end of the book.

Example of the 'Tell Me' approach:

Likes	Dislikes	Puzzles	Connections
Easy to read, imaginative, quite a comedy.	Don't like Nigel or his father Mr Harris.	Why did Toby not get taken to the police when he was a baby?	The Flots have the Duke of Dudley's ring and the Duke of Dudley's ship sank 10 years ago.
Toby and Eliza are interesting characters.	Don't like the fact that Margot stays in bed all day.	Why did the cave never get flooded?	DD was embroidered on the corner of Toby's baby blanket and the Duke of Dudley's initials are DD.
Mermaids that can talk, living in a cave near hotel.	Don't like Toby having to sleep in the attic.	Why did Toby never get changed out of his pyjamas?	Mr and Mrs Flot know Toby when he visits them in the cave for the first time but he doesn't know them.

ACTIVITY 15 - Question Game
After Reading Chapter 10

5-14 Strand	Learning Intention	Possible Success Criteria	Possible Assessment Strategies
<ul style="list-style-type: none"> ➤ Listening in order to respond to text ➤ Reading aloud ➤ Reading to reflect on the writer's ideas and craft 	<ul style="list-style-type: none"> ➤ To question and discuss text 	<ul style="list-style-type: none"> ➤ I can write 3 questions I have about the chapter ➤ I can talk about the chapter with other people 	<ul style="list-style-type: none"> ➤ Think, pair and share *4 ➤ Traffic lighting *2

- Read chapter 10 with the children either aloud or listening to the CD-Rom.
- Each child writes down 3 questions about the chapter that they would like answered.
- Children then pair up with another child and try to answer each others questions.
- The pair then formulates one question they would still like answered.
- Pairs join up with other pairs and try to answer each others questions and settle on one question to present for full class discussion.

ACTIVITY 16 - Develop the Character

After Reading Chapter 11

The characters of the captain and Margot have a small role in the book but it is important for children to explore the different roles of many characters within a novel.

5-14 Strand	Learning Intention	Possible Success Criteria	Possible Assessment Strategies
➤ Reading for enjoyment	To further our understanding of characters in books	<ul style="list-style-type: none"> ➤ We can contribute to each character's description ➤ I can provide my own vocabulary to extend the description 	<ul style="list-style-type: none"> ➤ Carousel brainstorm *12 ➤ Traffic lighting *2

- Put children into groups and choose a few characters that you wish to develop further. Put each character's name and headings on the top of separate pieces of paper.
- Using a carousel typed approach and make sure that each group uses a different coloured marker pen for when they move around each paper.
- The groups should visit each piece of paper, writing down their ideas under the headings.
- After the activity is finished the large pieces of paper can be displayed in the class for children to use for the activity below.
- The children should now choose a character and write 10 words around him/her that would describe their personality and looks.
- They could then use these words to write a short description of the character.

Headings

- What does the character look like?
- What type of person is the character?
- What do you like about the character?
- What do you dislike about the character?
- What puzzles you about the character?
- Do you notice any patterns or connections between this character and others in the book?

ACTIVITY 17 - Collaborative Writing Activity
After Reading Chapter 13

5-14 Strand	Learning Intention	Possible Success Criteria	Possible Assessment Strategies
<ul style="list-style-type: none"> ➤ Imaginative writing ➤ Writer's Craft 	<ul style="list-style-type: none"> ➤ To predict what might happen next and continue writing in the same genre 	<ul style="list-style-type: none"> ➤ I can continue the characters in the story ➤ I can continue the setting ➤ I can use some words or phrases that are similar to the author's 	<ul style="list-style-type: none"> ➤ Talking partners *6 ➤ Traffic lighting *2

Resources provided - writing planner

- We have twinned most schools with another one or two schools.
- As a class think, pair and share ideas about what could happen next.
- At this point in the novel the Flots have made a huge impact by moving into the hotel and things have really changed.
- They should be encouraged to continue writing in the same genre and an example of where you might like to start is at the end of Chapter 13.
 'I won't be made a fool of!' And with that he turned and walked away, muttering as he went: 'I knew it! I knew there was something fishy about that lot. Something very fishy indeed ...'
- Children then write individual 'next parts' to the story but leave the ending off.
- As a class children decide which story or stories to email on to their twin school
- The twin school then completes the story with an appropriate ending and emails back to the original school.

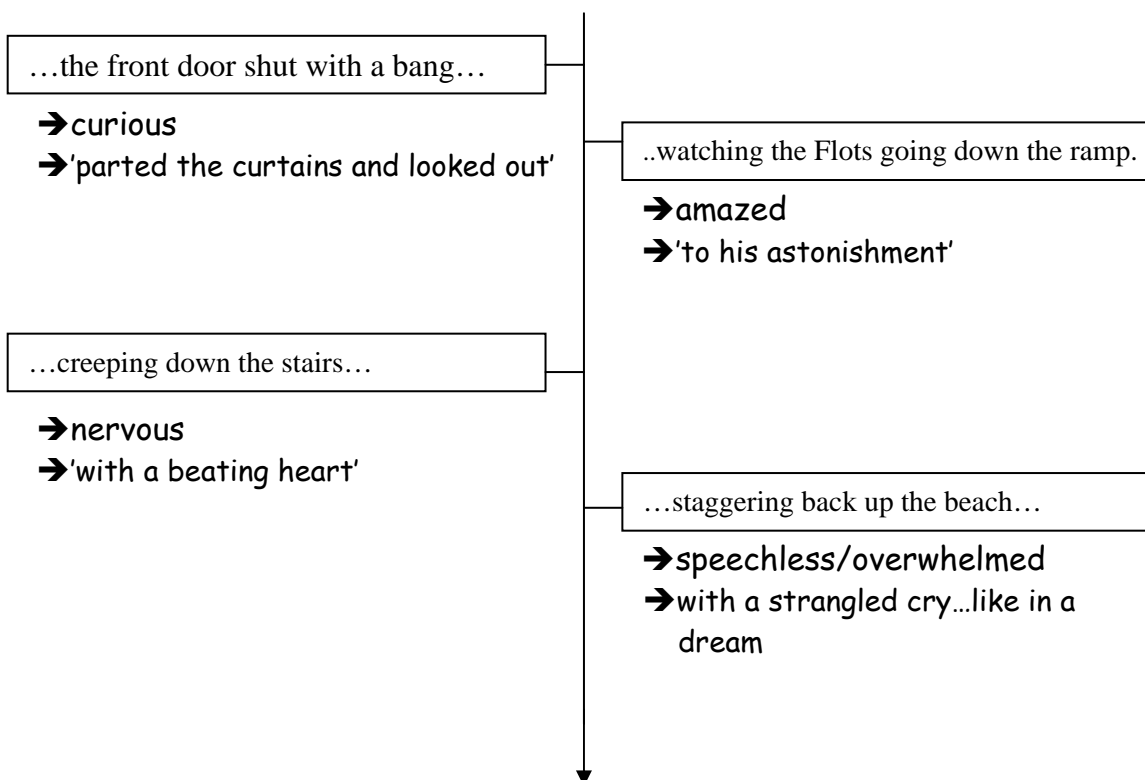
ACTIVITY 18 - Map the Emotions

Chapter 14 - page 105 - Nigel discovers the mermaids

5-14 Strand	Learning Intention	Possible Success Criteria	Possible Assessment Strategies
<ul style="list-style-type: none"> ➤ Reading for enjoyment ➤ Reading for information ➤ Talking about texts 	<ul style="list-style-type: none"> ➤ To develop a clear understanding of how a character's emotions can be affected by events in a novel 	<ul style="list-style-type: none"> ➤ I can find words and phrases from the book that tell what Toby is feeling/thinking 	<ul style="list-style-type: none"> ➤ High order questioning *3 ➤ Traffic lighting *2

- Prepare a time line on the board.
- As a class, read through pages 103 - 107 and discuss how Nigel's emotions build up throughout the pages and come to a climax. As the class does this, the teacher should note down, on the timeline, the children's comments on how Nigel is feeling at certain points.
- The children can then copy the timeline and find words and phrases from the novel that reflect each emotion that has been written down.

Example of a partially completed timeline:



ACTIVITY 19 - Assess your Reading - Ongoing
Chapter 15

5-14 Strand	Learning Intention	Possible Success Criteria	Possible Assessment Strategies
➤ Reading aloud	➤ To read and understand familiar text	➤ See peer and self assessment sheets	➤ Self assessment *13 ➤ Peer assessment *13

Resources provided - self assessment reading sheet and peer assessment reading sheet

- In small groups or pairs, children could film each other reading and talking about extracts from the book using a digital video camera, digital blue camera, web camera or tape recorder.
- Children can peer assess each other or self assess using sheets provided.
- If you do not have access to filming equipment children could peer assess each other as they read using the assessment sheets.

ACTIVITY 20 - Yes/No Statements
Chapter 16

5-14 Strand	Learning Intention	Possible Success Criteria	Possible Assessment Strategies
<ul style="list-style-type: none"> ➤ Talking in groups ➤ Listen in order to respond to text 	<ul style="list-style-type: none"> ➤ To give my opinion about a book 	<ul style="list-style-type: none"> ➤ I can discuss the statements with my partner ➤ I can justify what I think 	<ul style="list-style-type: none"> ➤ Talking partners *6 ➤ Yes/no statements *5 ➤ Traffic lighting *2

Resources provided - Yes/No statement cards

- The teacher hands out cards that have statements on them relating to the book.
- In pairs or trios, children give their opinion about the statements.
- This can open up into a class discussion at the end of the session.

Some examples of Yes/No statements:

Nigel is a good person in the book because he has being loyal to his father and that is important.

Margot has been a very lazy woman over the years as she has spent a long time in her bed.

The Flots should never have come to the hotel, not only could they have got Toby into trouble, they could have also been discovered and captured.

ACTIVITY 21 - Retelling Story Collaboratively
Chapter 18

5-14 Strand	Learning Intention	Possible Success Criteria	Possible Assessment Strategies
<ul style="list-style-type: none"> ➤ Reading to reflect on the writer's ideas and craft ➤ Talking about texts ➤ Talking in groups ➤ Writing? 	<ul style="list-style-type: none"> ➤ To recall and summarise events in a book 	<ul style="list-style-type: none"> ➤ I can talk to my partner about the main points in this chapter ➤ I can support my partner in retelling the story through writing 	<ul style="list-style-type: none"> ➤ Traffic lighting *2 ➤ Talking partners *6

Resources provided - writing planner

- This is where Mr Harris makes a real fool of himself.
- The text itself is quite complicated here and children should be encouraged to listen to it carefully.
- Then with their writing partner they should discuss what they have heard and one child should make brief notes about the main points in the chapter.
- They should then use their notes to produce a collaborative piece of writing with their partner that summarises the chapter.
- One child should be prepared to write the story with the other child supporting with ideas.

ACTIVITY 22 - This Is Your Life
After Reading Chapter 19

5-14 Strand	Learning Intention	Possible Success Criteria	Possible Assessment Strategies
➤ Imaginative writing	➤ To look at events from the point of view of the character	➤ I can contribute ideas to the piece of writing ➤ We can include 4 key points relating to Toby and our character's life	➤ Traffic lighting *2

- One child takes on the role of Toby and the rest of the class split into small groups. Each group is taking the role of one of the characters: Nigel, Mr Harris, Cook, Captain, The Flots, Margot.
- Each group will refer back to the text to reflect on Toby's life and how each character has been involved. Children would be expected to write as a group, an interpretation from their character's point of view.
- Key points could include:
 - Where they first met Toby?
 - A memory that they want to share
 - What they like/dislike about him
 - Where they can see his future heading

Name: _____ Date: _____

Writing Planner for Activity 2

What happens on a windy day?

Line 1	➤ What is blowing?	
Line 2	➤ How is it blowing ?	
Line 3	➤ Where does it go?	
Line 4	➤ What happens next?	

Name: _____ Date: _____

Example of Writing Planner for Activity 13 - News Article

HEADLINE: LOCAL BOY FINDS DUKE'S RING

SUB HEADING: Dudley's jewels washed ashore

When?	Yesterday
What?	signet ring
Who?	was found by a boy called Toby
Where?	on the beach outside the Grand Hotel.
What happened?	It was reported that a ring had been found washed up on the beach.
Then what happened?	The boy was not aware of its value until the manager of the hotel had it examined by local jewellers Newton and Sons.
Eye witness	The manager, Mr Harris told the Weekly News that the ring was found on the beach by one of his employees. Dr Seaworthy, Director of Sea Sciences at Bodlum University explained that the jewels may have been disturbed by recent storms and washed ashore.
Conclusion	Divers are expected to turn up in the next few days in order to conduct a thorough search of the area.

Name: _____ Date: _____

Writing Planner for Activity 13 - News Article

HEADLINE: _____

SUB HEADING: _____

When?	
What?	
Who?	
Where?	
What happened?	
Then what happened?	
Eye witness	
Conclusion	

Name: _____ Date: _____

Writing Planner for Activity 17

'I won't be made a fool of!' And with that he turned and walked away, muttering as he went: 'I knew it! I knew there was something fishy about that lot. Something very fishy indeed...'

Write down what you think happens next. But don't end the story. Leave that to someone else!

What happened next?	
Then what happened?	
Finally what happened?	

Name: _____ Date: _____

Example of Writing Planner for Activity 21 - Retelling Chapter 18

When?	The next morning
Setting? <ul style="list-style-type: none"> • Place • Sounds • Sights • Thoughts/feelings 	The Grand Hotel <ul style="list-style-type: none"> • In Mr Harris's office • Reporters and photographers tinkering with their equipment • Chatting to each other • Mr Harris quite excited by feeling quite anxious at the same time
Atmosphere <ul style="list-style-type: none"> • Mood 	<ul style="list-style-type: none"> • Hectic, bustling with people • Grumbling reporters • Constable Brick waiting to hear news
First Event	<ul style="list-style-type: none"> • Mr Harris tells reporters that he has discovered the rest of the Duke's jewels • He's also discovered the individuals who found the treasure • Mermaids
Next Event	<ul style="list-style-type: none"> • While Mr Harris is talking in the hotel to reporters and Constable Brick, the Flots' are on their way to the pier to board The Queen Canute. • The captain, the cook and Toby go to wave goodbye to the Flots. • Meanwhile Nigel and Margot are listening at the door of the office. • Reporters don't believe Mr Harris. • Nigel and Margot deny knowing anything about the mermaids.
Final Event	<ul style="list-style-type: none"> • Mr Harris runs to the pier to find the Flots. • They think that he has come to wave them off. • Mr Harris is shouting for them to come back and jumps into the sea and starts swimming towards the ship. • Rescue vessel and the dog catcher come to fish Mr Harris out of the sea.

Name: _____ Date: _____

Writing Planner for Activity 21 - Retelling Chapter 18

When?	
Setting? <ul style="list-style-type: none">• Place• Sounds• Sights• Thoughts/feelings	
Atmosphere <ul style="list-style-type: none">• Mood	
First Event	
Next Event	
Final Event	

DIFFERENTIATED ACTIVITY 9A - page 26

Then the sailors let down the anchor with a rattling chain and eventually the gangplank was lowered and the passengers poured out. Two by two they descended, like the animals out of the Ark, then down the pier they went, chatting and laughing and into the hotel for cakes and tea.

In the bustle and the crush no one had noticed the girl peeping out from under the pier - no one but Toby, that is.

'Who are you waving at down there?' asked the Captain. 'No one,' said Toby. And he came away from the railings and headed back down the pier, smiling secretly to himself.

DIFFERENTIATED ACTIVITY 9B - page 26

Then the sailors let down the anchor with a _____ chain and eventually the gangplank was lowered and the passengers _____ out. Two by two they _____, like the animals out of the Ark, then down the pier they went, _____ and laughing and into the hotel for cakes and tea. In the bustle and the _____ no one had noticed the girl _____ out from under the pier - no one but Toby, that is.

'Who are you _____ at down there?' asked the Captain.

'No one,' said Toby. And he came away from the railings and _____ back down the pier, _____ secretly to himself.

DIFFERENTIATED ACTIVITY 9C - page 26

Then the sailors let down the anchor with a _____(1)_____ chain and eventually the gangplank was lowered and the passengers _____(2)_____ out. Two by two they _____(3)_____, like the animals out of the Ark, then down the pier they went, _____(4)_____ and laughing and into the hotel for cakes and tea.

In the bustle and the _____(5)_____ no one had noticed the girl _____(6)_____ out from under the pier - no one but Toby, that is.

'Who are you _____(7)_____ at down there?' asked the Captain.

'No one,' said Toby. And he came away from the railings and _____(8)_____ back down the pier, _____(9)_____ secretly to himself.

DIFFERENTIATED ACTIVITY 9C - CONTINUED

(1) rattling	plastic	booming
(2) dripped	poured	drove
(3) ascended	descended	approached
(4) chatting	crying	frightening
(5) market	sea	crush
(6) tidying	cycling	peeping
(7) speaking	waving	dropping
(8) headed	pushed	stopped
(9) smiling	winking	shouting

DIFFERENTIATED ACTIVITY 10A

Example of text - pages 33 and 34

'A moment later Toby turned the corner and found himself in an open space - a dim cavern. He held up the lantern and let the light shine round.

The walls were covered with dripping green slime, and on every ledge large enough to hold them were treasures: shells, broken teacups, vases covered in barnacles, old dolls with missing eyes and greening hair, a rusty crown ... On the ground was a huge pile of broken shells and fish bones gleaming white in the light from Toby's lantern, and at the far side of the cave Eliza was sitting on a barrel, waiting for him. Beside her, a large mermaid that Toby guessed was Eliza's mother was reclining against an orange fishing buoy. The merman lying in a hammock made out of an old fishing net must be her father.'

DIFFERENTIATED ACTIVITY 10B

Example of text - pages 33 and 34

'A moment later Toby turned the corner and found himself in an open space - a _____ cavern. He held up the lantern and let the light shine round.

The walls were covered with _____ _____ slime, and on every ledge _____ enough to hold them were treasures : shells, broken teacups, vases covered in barnacles , old dolls with _____ eyes and _____ hair, a _____ crown ... On the ground was a _____ pile of _____ shells and fish bones _____ in the light from Toby's lantern, and at the far side of the cave Eliza was sitting on a barrel, waiting for him. Beside her, a _____ mermaid that Toby guessed was Eliza's mother was reclining against an _____ fishing buoy. The merman lying in a _____ made out of an _____ fishing net must be her father.'

dripping	white	huge	dim	large	old	broken
rusty	gleaming	orange	green	missing		
		greening				

DIFFERENTIATED ACTIVITY 10C

Example of text - pages 33 and 34

'A moment later Toby turned the corner and found himself in an open space - a _____ cavern. He held up the lantern and let the light shine round.

The walls were covered with _____ _____ slime, and on every ledge _____ enough to hold them were treasures : shells, broken teacups, vases covered in barnacles , old dolls with _____ eyes and _____ hair, a _____ crown ... On the ground was a _____ pile of _____ shells and fish bones _____ in the light from Toby's lantern, and at the far side of the cave Eliza was sitting on a barrel, waiting for him. Beside her, a _____ mermaid that Toby guessed was Eliza's mother was reclining against an _____ fishing buoy. The merman lying in a _____ made out of an _____ fishing net must be her father.'

ACTIVITY 20 - YES/NO STATEMENT CARDS

Nigel is a good person in the book because he has been loyal to his father and that is important.

Margot has been a very lazy woman over the years as she has spent a long time in her bed.

The Flots should never have come to the hotel, not only could they have got Toby into trouble, they could have also been discovered and captured.

Mr Harris is an awful man and is only interested in making money.

It is Toby's fault that the Flot's cave was discovered. He should have made sure that Mr Harris didn't find the Duke's ring and then treasure hunters wouldn't have turned up at the beach.

Eliza is a very nice girl because she gives jewels to all her friends.

Primary Schools Checklist

School	Twin Schools
Bonnyrigg	St. Mary's
Borthwick	Not taking part
Bryans	Langlaw
Cornbank	Sacred Heart
Cousland	Saltersgate
Cranston	Temple
Cuiken	Mauricewood
Cuiken House	Mauricewood
Danderhall	King's Park
Eastfield	Ladywood
Glencorse	Roslin
Gorebridge	Newtongrange
Hawthornden	Hopefield
Hopefield	Hawthornden
King's Park	Danderhall
Ladywood	Eastfield
Langlaw	Bryans
Lasswade	Pathhead
Loanhead	Paradykes, St. Margaret's
Mauricewood	Cuiken, Cuiken House
Mayfield	St. Luke's
Newtongrange	Gorebridge
Paradykes	Loanhead, St. Margaret's
Pathhead	Lasswade
Rosewell	St. Matthew's
Roslin	Glencorse
Sacred Heart	Cornbank
St Andrew's	Stobhill
St David's	Woodburn
St Luke's	Mayfield
St Margaret's	Loanhead, Paradykes
St Mary's	Bonnyrigg
St Matthew's	Rosewell
Stobhill	St. Andrew's
Saltersgate	Cousland
Temple	Cranston
Woodburn	St. David's