

EVERYONE
ENGAGED



EXPLAIN AND
ELABORATE



ACTIVE
LISTENING



TEACH AND
SUPPORT



JOB DONE



McKieMastery
Power Literacy™

Day 1
Reading

Monday 22nd June 2020

LO: To identify words and phrases which makes the reader feel a sense uncomfortableness from Zoe's difficulties she faces that reveal different characters.

Success Steps:

- I can identify words and phrases in the text that makes the reader feel a sense of uncomfortableness from Zoe's problems
- I can comment on the effect of this vocabulary using text references.
- I can evaluate the effect of vocabulary and explain how some vocabulary helps the reader fully understand the situation Zoe is in and infer traits of the characters she meets



Spelling

LO: To add 'ed', 'ing', 'er', 'est' and 'y' to words with consonant and short vowel sounds.

dropping

waxed

saddest

wetter

dropped

sadder

runny

wettest

fatter

running

Modelled Practice

Think -Alouds

Chapters 3-5

LO: To identify words and phrases which makes the reader feel a sense uncomfortableness from Zoe's difficulties she faces that reveal different characters.

Success Steps:

- Mr Newton can identify words and phrases in the text that makes the reader feel a sense of uncomfortableness from Zoe's problems.
- Mr Newton can comment on the effect of this vocabulary using text references.
- Mr Newton can evaluate the effect of vocabulary and explain how some vocabulary helps the reader fully understand the danger Zoe is in and infer traits of the characters she meets.

5 Mins
max.

ACTIVE
LISTENING



Modelled Practice



Think -Alouds

Chapters 3-5

LO: To identify words and phrases which makes the reader feel a sense uncomfortableness from Zoe's difficulties she faces that reveal different characters.

Most of the people left on Norwich hung around together in groups, but [Zoe] **preferred to be on her own**. It was safer that way, because you **never knew whom you could trust**.

Zoe is a loner, hesitant to rely on others, perhaps let down by someone in the past so is wary about trusting people.

She saw her dad hesitate. She had never seen that before; he always seemed to know what to do. She could see him torn between getting in the boat with his sick wife, or putting his daughter in with her. **She decided to help her dad**; to make the decision for him.

Zoe is aware of her dad's feelings and can't see him suffer. She wants to make it easier for him; she is selfless, putting the needs of those she loves before herself.

"You go with Mum; she needs you," she yelled.

Modelled Practice

Think -Alouds

“Stinking water rat, isn’t she? Added Molly, looking at Zoe. Again, Zoe just smiled. If she couldn’t get away for a while. Her only chance was to be accepted on the island.

Zoe’s lack of reaction shows she can keep her temper and that her actions have consequences.

“No!” said Zoe aloud. “They’re okay. I know it.”

She told herself that seeing the pendant was a good thing, she wouldn’t believe otherwise. But she had to find her parents, and to do that she had to get off this stinking little island.

Zoe is trying to stay positive in her beliefs that her parents are alive. She is determined to escape from the island and find them. She will not give up and is resilient.

She knew she’d never be able to get him into trouble. And she hated herself for even trying to threaten Munchkin. She would be just as bad as everyone else if she started that kind of thing.

Zoe has a conscience- she knows right from wrong and sees herself as morally superior to the others on the island.

In spite of everything he’d done, Zoe couldn’t hate Dooby completely.... They had all had to grow up fast, and something had been taken from them. Looking at Dooby’s photograph, she wondered if, like herself, he was just a child who wanted his mum and dad back.

Compassionate person even though Dooby has done some horrible things and tries to understand/empathise with him

Zoe gazed at Munchkin, at her parents, and at baby William. And as she looked at her family, she realised that it has grown. There were five of them now. Yes, she thought, five.

Forgiven her parents for leaving her, accepted Munchkin and new baby as part of her family.



Wow word	Definition	Sentence
dimly (adverb)	with a faint light; not brightly used to express disapproval	A single lamp glowed dimly in the gloom. He would look dimly upon any attempt to change her team.
suspiciously (adverb)	with a cautious distrust or suspicion of someone or something	He was arrested after behaving suspiciously.
timid (adjective)	showing a lack of courage or confidence; easily frightened	I was too timid to ask for what I wanted.
island (adverb)	a piece of land surrounded by water	The island of Crete.
masonry (noun)	stonework	Cracks in the finished masonry.
meekly (adverb)	in a quiet, gentle, and submissive manner	To keep the peace, she nodded meekly and smiled.
primitive (noun/ adjective)	relating to, denoting, or preserving the character of an early stage in the evolutionary or historical development of something	Primitive mammals.
aisle (noun)	a passage between rows of seats in a building such as a church or theatre, an aircraft, or train	The musical had the audience dancing in the aisles.
infernal (adjective)	relating to or characteristic of hell or the underworld	The infernal regions.
violence (noun)	behaviour involving physical force intended to hurt, damage, or kill someone or something	Violence erupted in protest marches.

Partner Notes

Partner Reading

Chapters 3-5

LO: To identify words and phrases which makes the reader feel a sense uncomfortableness from Zoe's difficulties she faces that reveal different characters.

Success Steps:

- Tom collect words and phrases in the text that makes the reader feel a sense of uncomfortableness from Zoe's problems as Jerry reads. Record in books under partner notes.

- Jerry read one page.

- Tom summarise how effective the vocabulary choices are and explain why in full sentences:

- _____ is effective because _____.

- Swap and repeat page by page.



DEPTH QUESTION

What has the author done to hook the reader in? Use evidence from the text to support your answer.

(THIS IS A 3-MARK QUESTION. FIND TWO EXAMPLES AND JUSTIFY THEM BOTH!)

Sentence stem:

The most effective hooks are _____ and _____.

_____ is effective because...

_____ is also effective because...

Guided Practice

Reading Tasks

This question is from page 40 of the text.

1: Look at page 40. What was Dooby's excuse for taking Zoe's boat? (1 mark)

Sentence stem:

Dooby's excuse for taking Zoe's boat was...

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These questions is from page 41 of the text.

2: Why is Zoe particularly upset that Dooby has taken her boat? (1 mark)

3: The author writes 'She was brought up short again.' What are they trying to tell us about what Zoe was thinking or feeling? (1 mark)

Sentence stem:

2: I think that Zoe is particularly upset that Dooby has taken her boat because....

3: I think the author is trying to tell us that Zoe is thinking/feeling.....



Guided Practice

Reading Tasks

4: How does Dooby change things when he first arrived on the island? (1 mark)

5: What do you think the author means when Dooby says this place is living on borrowed time? (1 mark)

Sentence stem:

4: Dooby changes things when he first arrived on the island by...

5: I think the author means.... when Dooby says this place is living on borrowed time.



Guided Practice

Reading Tasks

6: Why do you think that the Dogs are no longer a problem? What do we already know about Dooby to be able to infer what has happened? (2 marks)

Sentence stem:

6: I think the Dogs are no longer a problem because... .We know that Dooby is so we can infer that this might have happened to them.

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A cartoon illustration of a boy and a girl shaking hands. The boy is on the left, wearing a blue shirt and glasses, with a wide smile. The girl is on the right, wearing a pink shirt and glasses, also smiling. They are both looking at each other. The background is a yellow circle with horizontal stripes.



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Day 2 Reading

Tuesday 23rd June 2020

LO: To identify words and phrases which makes the reader feel a sense uncomfortableness from Zoe's difficulties she faces that reveal different characters.

Success Steps:

- I can identify words and phrases in the text that makes the reader feel a sense of uncomfortableness from Zoe's problems
- I can comment on the effect of this vocabulary using text references.
- I can evaluate the effect of vocabulary and explain how some vocabulary helps the reader fully understand the situation Zoe is in and infer traits of the characters she meets



Spelling

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WORD REVIEW



Modelled Practice

Think -Alouds

Chapters 3-5

LO: To identify words and phrases which makes the reader feel a sense uncomfortableness from Zoe's difficulties she faces that reveal different characters.

Success Steps:

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5 Mins
max.



Partner Notes

Partner Reading

Chapters 3-5

LO: To identify words and phrases which makes the reader feel a sense uncomfortableness from Zoe's difficulties she faces that reveal different characters.

Success Steps:

- Tom collect words and phrases in the text that makes the reader feel a sense of uncomfortableness from Zoe's problems as Jerry reads. Record in books under partner notes.
- Jerry read one page.
- Tom summarise how effective the vocabulary choices are and explain why in full sentences:
 - _____ is effective because _____.
- Swap and repeat page by page.



DEPTH QUESTION

What has the author done to hook the reader in? Use evidence from the text to support your answer.

(THIS IS A 3-MARK QUESTION. FIND TWO EXAMPLES AND JUSTIFY THEM BOTH!)

Sentence stem:

The most effective hooks are _____ and _____.

_____ is effective because...

_____ is also effective because...

Guided Practice

Reading Tasks

These questions are from pages 41-42 of the text.

1: What is different about life in Norwich and life on the island? (1 mark)

2: Do you think Zoe was lucky to be allowed onto the island? Explain your answer. How would you feel if you were Zoe? (2 marks)

Sentence stem:

1: Life on the island is different to life on the island because...

2: I think Zoe was/ wasn't lucky to be allowed on the island because...
I think Zoe probably feels....



Guided Practice

Reading Tasks

This question is from pages 41-42 of the text.

3: The author uses a one word sentence 'Food'. Why do you think he does that? (1 mark)

Sentence stem:

3: I think the author uses a one word sentence 'Food' because....



These questions are from page 42 of the text.

4: How do we know that life on the island is really tough? (1 mark)

5: How did Dooby try to solve the problem of making sure they had food? (1 mark)

6: What important piece of information do we find out that might be useful for Zoe? (1 mark)

Sentence stem:

4: We know that life on the island is really tough because...

5: Dooby tried to solve the problem of making sure they had food by...

6: The important piece of useful information for Zoe we find out is...



Guided Practice

Reading Tasks

These questions are from page 43 of the text.

7: What are Dooby's plans for the boat? (1 mark)

8: What does Dooby need from Zoe and what does Zoe need from Dooby? (1 mark)

Sentence stem:

7: Dooby's plans for the boat are....

8: Dooby needs.... from Zoe and Zoe needs... from Dooby.



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Day 4
SPaG

Thursday 25th June 2020

LO: To write a character description which reveals the traits of different characters through Zoe's difficulties from the uncomfortableness the reader feels.


Success Steps:

- I can write consistently in first or third person.
- I can use effective vocabulary to create a specific atmosphere.
- I can write using paragraphs.
- PLUS the **Success Matrix**

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Success Matrix

	My Judgement	Partner Judgement
<u>LO: To write a character description which reveals the traits of different characters through Zoe's difficulties from the uncomfortableness the reader feels.</u>	Professional	Professional
	World Class	World Class
	Legendary	Legendary
Write for a range of purposes and audiences.	<div> <div>JOB DONE</div>  </div>	
Select language that shows good awareness of the reader.		
Select vocabulary that are appropriate for the audience and purpose.		
Use a range of devices to build cohesion within and across paragraphs.		
Use verb tenses consistently and correctly throughout most writing.		
Use a range of punctuation (commas, colons, parentheses, etc).		
Spell correctly words from year 5/6 spelling lists.		
Write legibly, fluently and with increasing speed.		
Use language that is designed to be persuasive to convince the reader.		
Use appropriate detail to explain/describe something and the tasks it performs		

Modelled Practice

SPaG Knowledge – Mini-Lesson

10-15 minutes

To use and identify fronted adverbials

5a. Using the word bank below, write a sentence with a fronted adverbial.

awoke	deep	its	wolf
within	the	hungry	lair

Remember to use the correct punctuation.



Guided

4a. Change the sentences below so that each adverbial becomes a fronted adverbial.

They formed their secret plan as

A. carefully as possible and didn't tell a soul.

B. The children and their friends were lost deep in the dark forest.

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Partner

6a. Which fronted adverbial has been used correctly? Explain your answer.

A. Late yesterday evening I walked steadily along the tightrope.

B. Early tomorrow morning, I walked steadily along the tightrope.

C. With arms out wide, I walked steadily along the tightrope.

3a. Which fronted adverbial has been used correctly? Explain your answer.

A. Sadly we won the trophy.

B. Often, we won the trophy.

C. Last weekend, we won the trophy.

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Independent

3b. Which fronted adverbial has been used correctly? Explain your answer.

- A. Echoing loudly, the bell rang out.
- B. Next week, the bell rang out.
- C. Joyfully the bell rang out.

5b. Using the word bank below, write a sentence with a fronted adverbial.

crept	when	they	nobody
was	all	looking	forwards

Remember to use the correct punctuation.

4b. Change the sentences below so that each adverbial becomes a fronted adverbial.

- A. Bob cycled to school as quickly as he possibly could but he was still late.

She accepted her gold medal for the
B. 100m swim and was glowing with pride.

6b. Which fronted adverbial has been used correctly? Explain your answer.

- A. Sometime next week, the children knew they were in trouble.
- B. Standing in the head teacher's office, the children knew they were in trouble.
- C. Somewhere near here the children knew they were in trouble.

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Day 5

Writing – First Draft

Friday 26th June 2020

LO: To write a character description which reveals the traits of different characters through Zoe's difficulties from the uncomfortableness the reader feels.

Success Steps:

- I can write consistently in first or third person.
- I can use effective vocabulary to create a specific atmosphere.
- I can write using paragraphs.
- PLUS the **Success Matrix**

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Guided Practice

20 Minute Content Plan

1: Describe the character of Zoe as a whole. What do you see? How does she look? What grabs your attention first? How do you feel about her?
Adjectives to describe Zoe.
Try to find some words that reveal the traits of different characters.

2: Describe another character such as Dooby. What do you see? How does she look? What grabs your attention first? How do you feel about them? How do you feel? What's around you/ behaviours that adds to uncomfortableness of what's happening?
Adjectives to describe them.
Think how this might make Zoe feel. How do you think Zoe might respond?



Independent Practice

First Draft Writing
45-50 minutes

