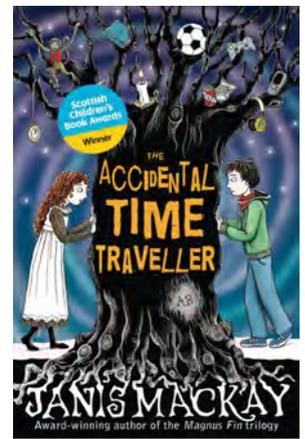


THE ACCIDENTAL TIME TRAVELLER

by Janis Mackay

Novel Study Planning



Bloom's references: 1. Remember 2. Understand 3. Apply 4. Analyse 5. Evaluate 6. Create

	Challenge	Core	Support
1	<p>Setting the scene</p> <ul style="list-style-type: none"> Look at Janis Mackay's website, About page; Discuss Magnus Fin, this new series and what makes a book an award-winner What questions do we have about the book? Study the cover and discuss. Use http://www.scottishbooktrust.com/learning/teachers-librarians/scottish-childrens-book-awards/2013-shortlist/the-accidental-time (Scottish Book Trust excerpt) to read as a class, set scene and discuss predictions. Write predictions on Worksheet 1. Read Chapters 1-4. Discuss new vocabulary – children make glossary page for book study. Reverse of Worksheet 1: 3 columns - what do we know about Saul, his home and Agatha? 		
			Bloom's 1,2,3,5
	<ul style="list-style-type: none"> ✓ I can use strategies to read unfamiliar words and phrases e.g. read on, chunk up word, apply knowledge of phonics, use picture clues. ✓ I can discuss impact of structure, characterisation and setting of text. ✓ I can identify information in text about character and setting. 		
2	<ul style="list-style-type: none"> Re-cap/summarise story so far Watch Janis Mackay's promo video "The Accidental Time Traveller" https://www.youtube.com/watch?v=7JyYRFicl-0&feature=youtu.be Complete Columns 2 and 3 on reverse of Worksheet 1 Read Chapters 5-8. Discuss what Saul needs to include in a prize-winning essay. Make notes on Worksheet 1. Extension: Find all of Saul's notes for his essay in Chapters 5-12. Write essay using Saul's work plus general knowledge information. Peer assess considering whether the essay is prize-worthy. Discuss the main idea of each Chapter and think about other books this one reminds you of. 		
			Bloom's 1,3,4,5,6
	<ul style="list-style-type: none"> ✓ I can recognise main and supporting ideas and relate to own experiences. ✓ I can relate the author's theme to own life and the life of others. ✓ Uses notes to create new texts that demonstrate understanding of the topic or issue. 		
3	<ul style="list-style-type: none"> Use "Session 3 Teaching Literal and Inferential Comp" Powerpoint presentation to discuss different forms of questioning. Recap Bloom's Taxonomy Write different types of question based on Chapters 1-8 (pupils' choice) which could be used for another class. Support by pairing children; extend by working individually. Ask and answer the questions orally; classify using Blooms. 		
			Bloom's 6
	<ul style="list-style-type: none"> ✓ I can ask and respond to literal, inferential and evaluative questions to demonstrate understanding of texts. 		

<p>4</p>	<ul style="list-style-type: none"> • Read Chapter 9 and answer questions in sentences (Worksheet 2: 2a is Extension, 2b is Core and 2c is Support) Peer assess quality of answers and make suggestions for improvements; consider sentence construction, evidence, quotes, detailed answers as appropriate. <p style="text-align: right;">Bloom's 1,2,4,5</p> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> ✓ I can use knowledge of context clues, word recognition texts, grammar, punctuation and layout to read unfamiliar texts with understanding. ✓ I can skim texts to identify purpose and main ideas. ✓ I can scan texts to find key information. 		
<p>5</p>	<ul style="list-style-type: none"> • Read Chapter 10 • Draw the scene as Agatha's father sent her back in time, using only information from Chapter 10 • Write page numbers neatly next to key features, eg the seven flickering candle flames (p65) Write a quality paragraph describing the scene and your feelings as you prepare to be sent back or forwards in time... <p style="text-align: right;">Bloom's 3,6</p> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> ✓ I can use notes and/or other sources to develop thinking and create new texts. ✓ I can select relevant ideas and information. ✓ I can acknowledge sources appropriately. 		
<p>6</p>	<ul style="list-style-type: none"> • As a class, read Chapters 11 and 12. Think, pair, share – summarise the two chapters. • Consider what Agatha has found most shocking about life in the 21st Century and her reactions to it. Collect information from Chapter 12 to complete Worksheet 3 (Agatha's Adventures in the 21st Century) <p style="text-align: right;">Bloom's 3,4,5,6</p> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> ✓ I can select relevant ideas and information. ✓ I can acknowledge sources appropriately. ✓ I can organise information in an appropriate way. 		
<p>7</p>	<ul style="list-style-type: none"> • Read Chapters 13 and 14. Teacher-led discussion on identifying the main point of the chapters • Collect evidence from pages 83-85 that describes Dick and complete Worksheet 4 • Extension task on reverse of worksheet: collect evidence that describes Crow. <p style="text-align: right;">Bloom's 1,2</p> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> ✓ I can scan texts to find key information. ✓ I can select relevant ideas and information. ✓ I can acknowledge sources appropriately. ✓ I can organise information in an appropriate way. 		
<p>8</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;"> <ul style="list-style-type: none"> • Recap TCQAP structure for a paragraph (Topic sentence, Context, Quotation, Analysis, Personal statement.) • Using TCQP write a TCQAP paragraph about Dick and underline each part of the paragraph in a different colour. Support and Lower Core work as a group with Teacher. • Extension topic sentence: "Dick's appearance reflected his nature." • Core: "Dick is an unpleasant boy who enjoys tormenting Agatha." • Support: "Dick is not a nice person" • Re-draft Critical Paragraphs on lined paper for folder. • Extension task: Compare the characters of Dick and Crow and consider what makes people behave like this. </td> <td style="width: 40%; padding: 5px;"> <ul style="list-style-type: none"> • Use writing frame with sentence starters to support. • Create word bank before beginning activity </td> </tr> </table> <p style="text-align: right;">Bloom's 3,4,5,6</p> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> ✓ I can scan texts to find key information. ✓ I can select relevant ideas and information. ✓ I can acknowledge sources appropriately. ✓ I can organise information in an appropriate way. 	<ul style="list-style-type: none"> • Recap TCQAP structure for a paragraph (Topic sentence, Context, Quotation, Analysis, Personal statement.) • Using TCQP write a TCQAP paragraph about Dick and underline each part of the paragraph in a different colour. Support and Lower Core work as a group with Teacher. • Extension topic sentence: "Dick's appearance reflected his nature." • Core: "Dick is an unpleasant boy who enjoys tormenting Agatha." • Support: "Dick is not a nice person" • Re-draft Critical Paragraphs on lined paper for folder. • Extension task: Compare the characters of Dick and Crow and consider what makes people behave like this. 	<ul style="list-style-type: none"> • Use writing frame with sentence starters to support. • Create word bank before beginning activity
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9	<ul style="list-style-type: none"> • Read Chapters 15–21 • Extension group: see extension task from Session 8 <p style="text-align: right;">Bloom's 2</p> <hr/> <ul style="list-style-type: none"> ✓ I can read with understanding
10	<p>ICT: Making a Book Cover</p> <ul style="list-style-type: none"> • Show pupils how to use features of Word Art • Children to design and create front and back cover for their Accidental Time Traveller work using features of Microsoft Word including Word Art • Front cover should have: <ul style="list-style-type: none"> • Large, attractive title – 'The Accidental Time Traveller' • Name of pupil • Images – black and white only - colour to be added separately. • Back cover should have: <ul style="list-style-type: none"> • Blurb about <i>The Accidental Time Traveller</i> <hr/> <ul style="list-style-type: none"> ✓ I can produce a document demonstrating some of the main features of word processing using Microsoft Word. ✓ I can use features of Word Art. ✓ I can add graphics and use 'Text Wrap' tool to move the image around the page.
11	<p>Close reading, comprehension and 'true or false' activity</p> <ul style="list-style-type: none"> • Remind children of what makes a good answer – detailed sentence, accurate punctuation, actually answers the question, supported by evidence. • Independent task – complete Worksheet 5: 5a is Extension, 5b is Core and 5c is Support <hr/> <ul style="list-style-type: none"> ✓ I can use context clues to develop prediction, interpretation and evaluation of texts.
12	<p>Chapter 21–23: Agnes</p> <ul style="list-style-type: none"> • Re-read the chapters, plus Ch17-18, making bullet-point notes of everything they know about Agnes. • Complete detailed mind-map poster of Agnes with points about her character and evidence to support each point. Worksheet 6 <div style="float: right; border-left: 1px solid black; padding-left: 10px;"> <ul style="list-style-type: none"> • Fewer points • Evidence in own words rather than quotes </div> <p style="text-align: right;">Bloom's 1,2,3,4</p> <hr/> <ul style="list-style-type: none"> ✓ I can select appropriate information and record on worksheet 6. ✓ I can make notes by looking for key words and phrases.
13	<p>Critical Paragraph: Agnes</p> <ul style="list-style-type: none"> • Remind pupils of TCQAP structure for a paragraph (Topic sentence, Context, Quotation, (Analysis), Personal statement.) (Toads Can't Quack At Penguins) • Pupils write a TCQAP paragraph about Agnes and underline each part of the paragraph in a different colour. • Re-draft Critical Paragraphs on lined paper for folder. <div style="float: right; border-left: 1px solid black; padding-left: 10px;"> <ul style="list-style-type: none"> • 3-part paragraph· • Say it in your own words· • Quote • Personal opinion. </div> <p style="text-align: right;">Bloom's 3,4,5,6</p> <hr/> <ul style="list-style-type: none"> ✓ I can organise notes to write a detailed paragraph of a character, using the TCQAP structure.

<p>14</p>	<ul style="list-style-type: none"> • Read Chapters 24-27 • Core: Use Worksheet 7b to mind map what happens in these chapters • Extension: Worksheet 7a to identify interesting or exciting uses of language, then mind map what happens in two of these chapters <p style="text-align: right;">Bloom's 1,2,3,6</p> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> ✓ I can make and organise notes using my own words. ✓ I can use notes to create new texts that demonstrate understanding of the topic or issue. ✓ I can identify the purpose of a text with appropriate explanation. ✓ I can identify the key ideas of a text with appropriate detail. ✓ Ext: I can make relevant comments about features of language, for example, word choice, sentence structure and punctuation.
<p>15</p>	<ul style="list-style-type: none"> • Recap Chapters 26 and 27. Group discussions feeding into class discussion • Discussion points on IWB: During discussion pupils to look for <ul style="list-style-type: none"> • What were the boys' first thoughts about visiting Agnes? • What do you think of their misgivings (worries)? • How do you think *Agnes, *Agnes' family felt about the visit? • Would you have enjoyed this visit? • What do you think of the relationship between Agatha, Agnes and Agnes' Gran? • On p.178 Saul thinks Agnes could disappear and not be missed. Thoughts on that? <p style="text-align: right;">Bloom's 1,2,3,4,5</p> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> ✓ I can contribute a number of relevant ideas, information and opinions when engaging with others. ✓ I can show respect for the views of others and offer my own viewpoint. ✓ I can build on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas. ✓ I can apply verbal and non-verbal techniques in oral presentations and interactions clearly, for example, eye contact, body language, pace and/or tone.
<p>16</p>	<ul style="list-style-type: none"> ✓ Read aloud from Chapter 28 to the end of the book ✓ Class discussion ✓ Worksheet 8: 8a is Extension, 8b is Core and 8c is Support <p style="text-align: right;">Bloom's 1,2,3,6</p> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> ✓ I can make relevant comments about structure, characterisation and/or setting with evidence from the text. ✓ I can relate the writer's theme to my own and/or others' experiences. ✓ I can make relevant comments about aspects of the writer's style, use of language and other features appropriate to genre with evidence from the text.
<p>17</p>	<p>Extension task: significant teacher support will be needed here.</p> <ul style="list-style-type: none"> • Considering what you know about characters from The Accidental Time Traveller, and using character mind maps you have made throughout the book, write a critical essay using the TCQ(A)P format for each paragraph. Challenge: make the essay flow by linking the paragraphs, referring to previous points made. <p style="text-align: right;">Bloom's 3,4,5,6</p> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> ✓ I can make relevant comments about features of language, for example, word choice, sentence structure and punctuation. ✓ I can use notes and/or other sources to develop thinking and create new texts. ✓ I can select relevant ideas and information. ✓ I can acknowledge sources appropriately. ✓ I can organise information in an appropriate way.

<p>18</p>	<ul style="list-style-type: none"> • Recap "Session 3 Teaching Literal and Inferential Comp" Ppt to discuss different forms of questioning. • Recap Bloom's Taxonomy • Write different types of question based on any chapter or chapters from the book (pupils' choice) which could be used for another class. Support by pairing children; extend by working individually. • Ask and answer the questions orally; classify using Blooms. Worksheet 9 <p style="text-align: right;">Bloom's 6</p> <hr style="border-top: 1px dashed black;"/> <p>✓ I can ask and respond to literal, inferential and evaluative questions to demonstrate understanding of texts.</p>
<p>19</p>	<p>Writing task</p> <ul style="list-style-type: none"> • Has Agatha really gone for good? Do she and Saul have another adventure together? What happens when she returns to 1812? <p style="text-align: right;">Bloom's 3,4,6</p>
<p>20</p>	<p>Blooms Snakes and Ladders</p> <ul style="list-style-type: none"> • Use questions from Session 18 to play the board game – partners • Use Worksheet 10 <p style="text-align: right;">Bloom's 1,2,3,4,5,6</p>