Teachers’ Resource Pack

The Mixed-Up Summer of Lily McLean

By Lindsay Littleson



* **Writer’s craft**
* **Talking and Listening activities**
* **Comprehension**
* **Creative writing projects**
* **Photocopiable activities**
* **Cross-curricular links –Art, Drama, Social Studies, Science, Technology, Rights education, Health and Wellbeing**



**About *The Mixed-Up Summer of Lily McLean***

*Lily has already got plenty going on, living with a moody teenage sister, two feral brothers and a messy baby sister. Mum and Gran are stressed to the max, both dads are out of the picture and the cats aren't exactly pulling their weight. But when she starts getting mixed-up warnings not to go on holiday to the tiny, safe Scottish island of Cumbrae, her summer just gets weirder and weirder.*  
*The thing is, whoever's talking to Lily doesn't even seem to know she's doing it. If she's a ghost, she's not a very good one. And there's something about her that Lily finds awfully, spine-tinglingly familiar. . .*

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**Reviews**

'Funny, beautifully written, original and finally extremely moving, this is young teen fiction at its best.'  
-- Nicholas Tucker, Carousel

'This is a gently thought-provoking book, beautifully paced and cleverly structured and it should be on the shelves of every junior school library.'  
-- Books for Keeps

**About the author**

Lindsay Littleson was a primary school teacher in Renfrewshire, Scotland for many years. After taking up writing for children in early 2014 she won the Kelpies Prize for new Scottish writing for children with her first children's novel, *The Mixed-Up Summer of Lily McLean* and the sequel *The Awkward Autumn of Lily McLean*. Lindsay has also written two historical novels for children, *A Pattern of Secrets*, set in Victorian Paisley, and *The Titanic Detective Agency*. *Guardians of the Wild Unicorns was* published in 2019 by Floris Books and was nominated for the Carnegie Medal. *Secrets of the Last* *Merfolk* is coming out in July 2021.

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* **Chapter 1 Drawing a setting using information in the text**
* **Chapter 2: Read and reflect**
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* **Chapter 14: Writer’s Craft**
* **Chapter 15: Writing a personal letter**

**Reading activities: Novel Themes, Fact Files, Summarising, Link Maker**

* **Cross Curricular links: Art , Persuasive Writing/Social Studies –creating a leaflet, Technology, Science**

**Pre-reading activity 1**

**Group Discussion**

* Look at the title font and the cover art
* Where and when do you think this story might be set? Give reasons for your answers.
* Does the title/ cover artwork give you any information about the characters?

If so, what does it tell you?

**Now read the blurb at the back of the book.**

**Predictions**

What do you feel about the blurb? What kind of things are you now expecting to see inside the book? What questions do you have?

* Make a prediction about something you think might happen in the story. Write your prediction on a slip of paper and post in a box. Open the box when you reach the end of the story!

I predict that ...................................................

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**Personal Connections:**

* Discuss with a partner – if you have siblings, do you get along?
* Have you ever been out to sea in a rowing boat? If so, share your experiences with the class.

**Vocabulary Development:**

* Define haunted -Write a definition of ‘haunted’ in your own words.
* Look up the dictionary meaning for ‘haunted’.
* Make a list of synonyms for ‘haunted.’

(You can use the same process for any other unfamiliar words you come across while reading!)

Word............................................................................................................

Definition.....................................................................................................

Synonyms....................................................................................................

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Word............................................................................................................

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**(There’s a printable word/definition/synonym sheet is at the back of the resource pack.)**

**Design a new cover.**

* Read the blurb on the book cover again and use it to help you create a new cover design.
* Decide what text should go on the front, the back and the spine.
* Next draw a rough design.
* Choose a colour scheme. Think of the title of the book. What colours might suit the theme?
* Lay out your paper for the cover as below and remember that the left will be the back and the right will be the front when it is folded onto the book.

|  |  |  |
| --- | --- | --- |
| Back | Spine | Front |

Which way will you write on the spine so that you can read it on a bookshelf?

**Chapter 1 : Writer’s Craft**

Extract from Chapter 1 {edited}

For now, though, our house is enough of a war zone without worrying about him. Jenna’s words are bouncing off the walls like grenades.

“I am not going to Millport! You might as well just kill me now! I hate you and I hate this stupid house!” she screams.

Mum’s replies are machine gun staccato. And suddenly, adding to the din, there’s a deafeningly high-pitched wail like an air raid siren.

“Mum! Bronx has the remote and he won’t give it to me and I don’t want to watch Ben 10. I want to watch the Spiderman DVD. Mum! It’s not fair! Mum!”

Oh great. Now Hudson has joined in. Let World War Three commence.

*Read the extract and highlight the war related imagery the author has used in this passage. Continue the argument, using similar imagery.*

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**Extract from Chapter 1**

Finally, there’s the living room, which is in dire need of a 60-minute makeover. It has a swirly lime green carpet, floral patterned peach curtains and lumpy textured wallpaper. It’s in here that Bronx and Hudson watch cartoons and play Xbox and fight with each other, while baby Summer howls in her play pen and Mum and I try and eat our dinner and hear the television above the racket.

Read the description of the living room. Draw and label a picture of it.

Include all the details which the author has described.

**Write a short description of a room in your own home. ................................................................................................................................**

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**Chapter 2: Read and Reflect**

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| **Why does Lily have mixed feelings about going on holiday in the last week of term? Include evidence from the text in your responses.**  **...............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................** |
| **Why is Rowan not allowed to visit Lily’s house? Include evidence from the text in your responses.**  **.......................................................................................................................................................................................................................................................................................**  **............................................................................................................................................**  **...........................................................................................................................................**  **What is your initial opinion of Lily? Can you identify with her at all? Give reasons for your answer.**  **................................................................................................................................**  **................................................................................................................................**  **................................................................................................................................**  **What are your initial reactions to events in the first two chapters? Give reasons for your answer.**  **................................................................................................................................**  **................................................................................................................................**  **................................................................................................................................** |

**Chapter 3: Friendship Recipe**In these edited extracts Lily is describing her best friend Rowan.

*Rowan Forrest has a sweet, round, freckled face with big, sparkly hazel eyes. Her brown curls are blowing in the wind and she’s dressed in cute denim cut offs and a bright yellow t-shirt...she looks so smiley that I can’t help smiling straight back. Rowan is the loveliest person in the world and it’s a criminal offence to feel jealous of her.*

*I... remind myself that I am a strong person. Rowan is always telling me that. It’s one of the reasons I love her so much. She is completely honest and always says what she feels, like Anne of Green Gables, and unlike me. If Rowan tells you something about yourself, you’re sure it must be true.*

* Discuss with your partner. What is most important to you in a friend: loyalty, generosity, honesty? Why?
* Write a recipe for a good friend.

Ingredients

A heaped teaspoon of ………………………………………….

A pinch of ………………………………………………………

50g of…………………………………………………………..

A dash of …………………………………………………………

Instructions

1. First ……………………………………………………………

2. Then …………………………………………………………..

3. Next ……………………………………………………………

4. Finally…………………………………………………………..

**Read Chapter 3 and answer the questions. Remember to include evidence from the text .**

**Why is Lily scared when Rowan calls her name? Write two phrases the author uses to show she is afraid.**

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**Why do you think Summer is so happy to be outside in the ‘Big Wide World’?**

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**Give two reasons why Lily doesn’t tell Rowan about the ghostly voice.**

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**Chapter 4: Writer’s Craft**

He would jerk around like an out of control robot.

She turns to Mum and shoos her as if she were an annoying insect.

My eyes are an odd, light grey colour, like beach pebbles.

**Circle thesimile which you think is most effective. Why do you think the author has chosen to use it?**

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**Finish these sentences with effective similes of your own.**

He would jerk around like

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She turns to Mum and shoos her as if she were ..................................................................................................

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**Chapter 4: Character Description **

“Lily!” shouts my gran. “Come when you’re called!”

*I amble casually through to the living room, where Gran is standing, the image of a cartoon battleaxe, face grim and arms folded round her large chest, glaring at the clothes draped over the chairs and at the toys scattered on the carpet. Bronx and Hudson sit awestruck on the couch, silent for the first time today. Thank goodness they’re dressed at least. Gran is a frightening sight when she is preparing for battle.*

*“You girls should be more help to your mother,” she snaps, as Jenna slouches in behind me. “Look at the state of this place. It’s a disgrace!”*

Draw a detailed picture of Gran based on this description.

Write some interesting adjectives around your drawing which describe her appearance and personality.

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**Chapter 5**

Lily hates P.E. and decides that forging sick notes might be a good plan.

Dear Mrs McKenzie,

Please excuse Lily from P.E.

Unfortunately, she has developed a serious allergy to forward rolls.

Best wishes

Claire McLean

Dear Mrs McKenzie,

Please excuse Lily from P.E. Her leg was badly

mauled by a lion during a trip to the zoo at the weekend.

Best wishes

Claire McLean

What’s your least favourite school subject?

Write a funny and imaginative ‘sick note’.

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**Read Chapter 5 and answer the questions. Remember to include evidence from the text in your responses.**

**Why does it irritate Lily when Rowan giggles and tosses her hair?**

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**“I’m pretty sure they’ll live...” Why do you think Lily finds it difficult to take the other girls’ worries seriously?**

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**Read the list at the beginning of Chapter 5.**

**In your own words, explain why Lily doesn’t enjoy school sport.**

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**Drama Activity: Hot Seating**

**Sitting in a semi-circle, one pupil plays Lily and the other pupils question her about her background, feelings, behaviour and motivation. Take turns in the hot seat. Do the same with David.**

**Chapter 6**

***Golden Rules of Dialogue***

1. **All dialogue must be contained in quotation marks.**
2. **Before the end of the quotation marks, you must punctuate ( , ! ? . )**
3. **New speaker, new line.**
4. **Include dialogue tags where necessary – who said what and how.**

**Use highlighters to mark examples of where the author has kept the golden rules of dialogue.**

“Mum, we’re on the train,” I groan, hoping nobody has heard us. “Please don’t talk about that stuff *now*.”

“It’s important stuff, Lily,” says Mum. “You’re at an age when you need as much reliable information as possible. You mustn’t feel embarrassed. You can ask your old mum anything.”

I am in a positive agony of embarrassment by now. My face is on fire. My whole body is burning.

“I’ve had the talk from the nurse at school, Mum,” I hiss, through clenched teeth. “Can we do this another time, please?”

**Discuss the purpose/s of the dialogue above.** **Remember…**

**In a story, dialogue should do at least one of the following:**

**1. Reveal characters’ relationships to one another.**

**2. Move the story forward.**

**3. Increase the tension.**

**Write a short piece of dialogue between Lily and her mum, set when they first see Lily’s step-dad get on to the train.**

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**Chapter 6: Show, Don’t Tell!**

**In the scene on the train Lily is clearly feeling upset and anxious, but authors prefer to show rather than tell how their characters are feeling.**

I stare down at my journal as if I’m concentrating really hard, but the words are jumping about on the page. My heart is jumping about in my rib cage too. And my hands are shaking too much to write.

The train carries on rumbling along the rails and I pray silently that he won’t turn around.

List some of the phrases the author uses to show that Lily is feeling anxious.

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Think about a time you felt anxious or upset.

Write about what happened, making sure you include your feelings and any physical symptoms.

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**Chapter 7: How do you feel about change?**

**This chapter begins with Lily’s list of things she will miss about primary school. How are you feeling about going to high school? Write two lists.**

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| **I’m looking forward to....** | **I’m worried about.....** |
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| **Conclusion: (do the pros outweigh the cons or vice versa?)**  **................................................................................................................................ ................................................................................................................................................................................................................................................................**  **................................................................................................................................** | |

**Drama Activity: Emotion Walk**

**Use your imagination and think about how it might feel on the first day of high school.**

**As a class, discuss and name possible emotions. Pupils walk around the room. When the teacher calls out one of these emotions, the pupils change their walk accordingly.**

**Read Chapter 7 and answer the questions. Remember to include evidence from the text in your responses.**

**What does Lily mean when she says “So much for progress”?**

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**Read Mrs McKenzie’s little speech. Is her character assessment of Lily accurate? Give examples which prove or disprove her assessment.**

**Lily is strong and resilient:**

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**Lily is kind and patient:**

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**Drama Activity: Role on the wall**

**Draw around a pupil in class on a large sheet of paper so you are left with a simple outline. Just upper body is fine. Write all Lily’s emotions inside the outline, and everything that is said/known/thought about her by others on the outside.**

**Chapter 8: Writer’s Craft**

**Find and write two animal/bird themed similes used by the author in this chapter. Highlight the simile you think is more effective and explain why.**

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**I think the simile I’ve highlighted is more effective because…**

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*I can see her colourless features as if through frosted glass. She has wide eyes, a small, heart shaped face and long, wavy hair. Today she’s wearing what looks like a school uniform.*

**Use the description in the text to draw Lily’s ghost.**

**Chapter 9:**

**Personification**

*I watch the big bow door clank like a monster’s jaw onto the stone ramp and spit the cars out one by one.*

**Discuss with your partner the author’s use of personification in this description of the Millport ferry. Do you think it is effective? Explain why/why not?**

**Read this description and highlight as many of the adjectives and verbs as you can find.**

I gaze out at the rocky foreshore, hoping for a glimpse of a grey seal, but the only wildlife I can see are the hordes of gulls and a small group of pretty sandpipers, their heads bobbing as they search for insects on the rocks. As the bus drives past an enormous lump of volcanic rock shaped like a squatting lion, I squirm with excitement in my seat. We’re nearly there!

**Rewrite the passage using synonyms for each word you have highlighted.**

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**Chapter 9: The Legend of Lion Rock**

Enlarge this sheet and use your imagination to retell the legend of Millport’s Lion Rock with text, illustrations, speech bubbles and captions. Plan your story first on 6 post-it notes.

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| --- | --- | --- |
| 1. | 2. | 3. |
| Once upon a time the Millport elves decided to build a bridge to the mainland. |  |  |
| 4. | 5. | 6. |
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**Chapter 10: Inferential Questions**

**Why do you think Lily get annoyed when Aisha says “No more racing, Lily.”**

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**“Anyway, Aisha would probably just say that she’s being haunted too, and her ghost is far scarier than my ghost.” What do you think the author is telling the reader about Aisha’s personality?**

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**“I deal with sadness by closing down and keeping quiet, not by sharing my worries with people, never mind people I hardly know.” Discuss in your group. In your opinion, is Lily’s way of dealing with sadness healthy? Explain your thinking.**

**There’s a list of strategies to help with sadness on page 5 of this document.**

<https://classroom.kidshealth.org/classroom/3to5/problems/emotions/sad.pdf> (strategies are listed on page 5)

*Challenge:* **Write a note to Lily suggesting one or two strategies which you think might be most effective in helping her cope with sadness. Tell her why you think they might work better than keeping her worries to herself.**

****Chapter 11

*Potentially life changing events:*

* *I decide on my future career.*
* *Aisha and I fall out.*
* *The caravan is hit by a tsunami. (Well, nearly.)*

**Skills for Life and Work**

*I’m seriously considering a future career as a marine biologist.*

**As a class, explore and discuss the skills you have gained during lockdown home learning: completing research and presentation tasks independently, timekeeping, improved IT skills. Think about which careers you might like to consider in the future. Investigate skills and attributes related to that particular job and how yours might be a good fit.**

**Role Play-Peer Pressure**

*Aisha says nothing, and doesn’t walk me to the door.*

**In this chapter, Aisha uses several techniques to try and pressurise Lily into going out in the rowing boat. List them on the board.**

**In a group of four, role play this scenario with one person being pressured, one person putting pressure on and two bystanders. The bystanders must begin by listening but then take a side to join in.**

**Discuss- What techniques did those putting pressure on use? What techniques were used to resist? How does it feel to stand up to peer pressure? Which techniques were the most/least effective? Why?**

**Storm at Sea Music challenge**

*I’m lounging across the bench seats, head on a cushion, listening to the howling wind and the crashing of the waves against the rocks.*

**Listen to these 6 pieces of classical music inspired by the sea. Which one do you feel is most effective at evoking a storm at sea?**

<https://www.bbc.co.uk/programmes/articles/3Fm3H66YnxNZslLrSX3mMvh/top-six-sea-pieces>

**Read Chapter 12 and answer the questions. Remember to include evidence from the text in your responses.**

***“I try and glare at her, but she isn’t looking my way. She has Rowan and David in her sights and delivers a killer shot.”***

**What does this language tell you about how Lily feels about Aisha’s behaviour? What does she mean by a ‘killer shot’?**

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**How do Rowan and David feel when Lily refuses to get in the boat with them?**

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**Find two or three words or phrases in the text which describe Lily’s feelings about getting in the boat.**

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**‘They are going without me.’ What is the effect of the author’s use of a short sentence at the end of this chapter?**

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**Chapter 12: Drama Activity Freeze Frame Tableau**

**In this technique, pupils establish still images with their bodies to represent a scene. There’s more information on this website.**

[**https://dramaresource.com/tableaux/**](https://dramaresource.com/tableaux/)

*Imran jumps aboard and Aisha leaps in after him. The boat rocks wildly and I know without a doubt that I can’t go out to sea with them, however much I wish I could. Rowan and David clamber into the boat and it rocks to and fro again. The movement makes me feel chilled and seasick and I’m still on the jetty.*

*“May the Force be with us!” yells David cheerfully.*

*“It’s a rowing boat, you eejit, not a spaceship,” laughs Rowan.   
They don’t have a clue how I’m feeling.*

*Imran holds out his hand, and I step back so quickly that I stumble.*

*“I’m sorry,” I mutter. “I don’t want to come. I’m just going to stay here and wait for you. It’s not a problem.”*

*“Aw, come on Lil!” shouts David, in surprise. “It’ll be fun. Come with us, please. Don’t be daft!”*

*I look at his shocked face, and suddenly feel panicky. What if something awful happens to my friends? Maybe they should be staying away from boats too.*

*“Please don’t go,” I say desperately. “I don’t want you to go out in a boat. It might … it might capsize or something. You might drown. You’re not wearing life jackets. Shouldn’t you have life jackets?”*

*Rowan looks anxious and upset, while Aisha just looks irritated. “Lily, you really need to chill. Stop thinking that everything is a disaster waiting to happen!”*

**In groups, devise a tableau of this scene. Think about how each character is feeling and why. Use body language and facial expression to try and convey their different emotions.**

**Drama Activity: Conscience Alley**

Should Lily’s friends have stayed with her or gone on the boat?

Create two lines; each line taking an opposing viewpoint. One pupil is chosen to walk between the two lines as each side voices their thoughts. This pupil then has to decide what their decision will be. [**https://dramaresource.com/conscience-alley/**](https://dramaresource.com/conscience-alley/)

**Chapter 13**

**Inferential Question**

**Why do you think Lily so angry with her friends? Would you have felt the same? Explain your thinking.**

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**Retell a story**

**Describe in your own words what the ‘ghost’ tells Lily about her family.**

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**Chapter 14: Writer’s craft**

*I try to scream, but a wave washes over my frozen, upturned face and cold saltwater fills my mouth. My throat and lungs burn and my limbs feel tired and heavy. Another wave slaps against my face and I panic, cry and gargle water. As the cold bites and my strength fades, I realise I’m drowning.*

‘A wave slaps against my face’ ‘As the cold bites’

**Why do you think the author has chosen to use these phrases?**

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**Continue the description of Lily’s struggle in the water. Try to maintain the writer’s style and a sense of tension and drama.**

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**Chapter 15: A Personal letter **

**Write a letter of apology from Lily to her gran.**

**Dear Gran,**

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**The Main Themes of The Mixed-Up Summer of Lily McLean**

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| Below are listed three of the main themes of The Mixed-Up Summer of Lily McLean.  Write down a quote from the novel that fits each theme.  **Friendship**  **............................................................................................................................**  **.............................................................................................................................**  **.............................................................................................................................**  **Change/ Transition**  **............................................................................................................................**  **.............................................................................................................................**  **.............................................................................................................................**  **Family**  **............................................................................................................................**  **.............................................................................................................................**  **.............................................................................................................................**  **Personal Writing:**  **Think of a time when you have been a good friend or had to cope with a major change. Write about your experiences.** |

**Fact files.**

**Using information in the novel, complete fact files for the book’s main characters.**

|  |  |
| --- | --- |
| **Full name** |  |
| **Age** |  |
| **Hair colour** |  |
| **Parent info** |  |
| **Friends** |  |
| **Hobbies** |  |
| **Personality** |  |
| **Aims** |  |

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| --- | --- |
| **Full name** |  |
| **Age** |  |
| **Hair colour** |  |
| **Parent info** |  |
| **Friends** |  |
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| **Personality** |  |
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**The Mixed-Up Summer of Lily McLean**

Summarising - What has happened so far?

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**The Mixed-Up Summer of Lily McLean**

Summarising - What has happened so far?

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**Link Maker**

Discuss the novel in small group of 4/6 pupils. Find a part of the novel that links with your own lives. It could be a character, an event or a place in the book.

Complete the boxes.

|  |  |  |
| --- | --- | --- |
| What happens in the book: | Who it links to: | How it links: |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
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|  |  |  |

** Cross-Curricular Links**

**Persuasive Writing/Social Studies**

**Your task is to create a leaflet persuading people to visit the Isle of Cumbrae for a day trip or a short break. You need to tell them about things they can do and places they can visit.**

Success Criteria

I can:

* Take notes that I can use to help me to plan my leaflet
* Discuss the elements of an effective persuasive leaflet after examining and comparing some commercially made leaflets
* Create a persuasive leaflet with an attractive layout that incorporates text details and research skills

Note taking

Scan read Chapters 9-13. Take notes under the heading ‘Places Lily visits...’

|  |  |
| --- | --- |
| Places Lily visits/finds out about when she’s on the Isle of Cumbrae. | What else do I want/need to know about this place of interest? |
|  |  |
|  |  |
|  |  |
|  |  |

**Persuasive Writing/Social Studies**

* Using your notes on Chapter 9-13 as a starting point, decide what else you want/need to know about things to do and places to visit on the Isle of Cumbrae.

Fill in the right hand column on your page of notes.

* Do some research using books and the internet to gather the information you need.
* Examine some commercially made leaflets and discuss audience, content and layout.
* Plan your own leaflet carefully.

Think PALL: Purpose, Audience, Language, Layout.

Purpose: What are you trying to do? What is your goal?

Audience: Who is your leaflet aimed at?

Language: What language features will you use? e.g. slogans, alliteration, adjectives, commands.

Layout: How are you going to set out your leaflet? What colours, pictures and graphics will you use?

Useful websites

<http://www.millport.org/>

<http://www.millportonline.co.uk/> <https://www.visitscotland.com/info/towns-villages/millport-p242501>

**Cross-Curricular Links**

**Science: The Seashore**

*We explore the rocky foreshore and they are quite impressed that I know my curlews from my oystercatchers and my cormorants from my gannets. I scan the shoreline, hoping to be able to show them a leaping porpoise or the fin of a basking shark, though remembering Rowan’s hysterics over the jellyfish, perhaps that wouldn’t be a good plan.*

**Find out some interesting information about one of the seabirds or marine mammals mentioned in *The Mixed-Up Summer of Lily McLean*. With a partner, put together a presentation telling the rest of the class about your chosen bird or animal.**

**Consider habitat, diet, lifespan, size, threats. Mention any current projects aimed at protecting your animal or bird. Is the work making a difference?**

**Is there anything you or your class could do to help? Discuss the possibilities.**

**The Arran Coast Merpack**

**This Marine Education Resource Pack is fabulous and has been designed to develop pupils’ knowledge and skills through raising their awareness and encouraging them to take responsibility for the seas around us. It contains both classroom and shore-based activities. The Shore Study pack (section 4) is particularly relevant and useful to the themes in *The Mixed-Up Summer of Lily McLean*, but the packs are all brilliant and come complete with Powerpoints and activity sheets and teachers notes. Highly recommended!**

[**https://www.arrancoast.com/merpack-marine-education-resource-pack/**](https://www.arrancoast.com/merpack-marine-education-resource-pack/)

**Cross-Curricular Links**

**Rights Education**

**Below are three articles from the summary of the UN Convention On the Rights of the Child.**

Article 18 (parental responsibilities and state assistance) Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

Article 27 (adequate standard of living) Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

**Create a class list of facts we know about Lily’s home life, standard of living and responsibility levels.**

**Class discussion: Are Lily’s rights under the UNCRC being met? If not, what needs to change? Find evidence in the text to support your argument.**

**Cross-Curricular Links**

**Art**

**There are summer and seashore art and craft ideas on the Pinterest page I’ve created for The Mixed-Up Summer of Lily McLean.**

<https://www.pinterest.co.uk/lindsaylittleso/the-mixed-up-summer-of-lily-mclean-for-teachers/>

**Technology/Creative Writing**

[**https://www.scottishbooktrust.com/learning-resources/book-trailer-learning-activities**](https://www.scottishbooktrust.com/learning-resources/book-trailer-learning-activities)

**These lessons are aimed at secondary pupils, but are a great source as a source of practical advice, information and inspiration. Have a go at creating an exciting book trailer for *The Mixed Up Summer of Lily McLean*.**