

Anisha: Accidental Detective

by Serena Patel

This pack runs alongside the reading of *Anisha: Accidental Detective* by Serena Patel, by Enterprise staff. It is intended to develop and enhance reading comprehension for children in Key Stage 2 by providing a number of activities which can be selected to be completed by children in a reading journal. If you don't already use reading journals with your children, they can be a really useful way for children to respond to texts with the added bonus of providing evidence for reading comprehension. It is recommended to give each child a new exercise book for their reading journal and could be something that you wish to continue with other texts.

Each child will need to have access to a copy of the text (Anisha) and their own reading journal for recording. It is important to note that the journal should be seen by children to be different to other exercise books in that children should be able to note take, create illustrations and cross out where necessary. It is to record their thoughts and their responses – however they emerge.

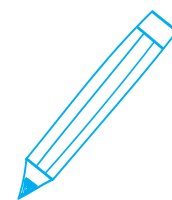
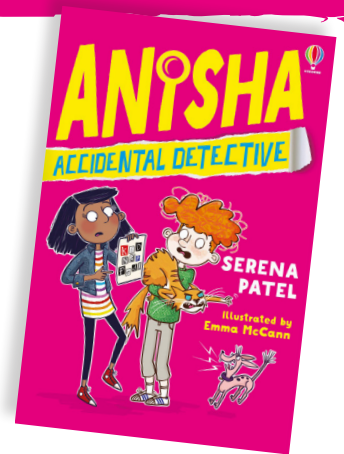
Reading Journals

Reading journals allow pupils to respond to a variety of texts in different ways. They provide space for reflection and evaluation as well as speculation and exploration of ideas, giving teachers valuable insight to pupils' thinking and comprehension skills as they engage with text. Reading journals can take a variety of forms and be completed collaboratively, in pairs and independently through dialogue between teachers and children. There are many formats for reading journals. Much will depend on the age of the children, personal preference and how reading is organised. It could be a book or folder but might also be kept as an audio diary or on a computer. Children can use a journal for fiction or non-fiction texts and there are a number of response objectives in the National Curriculum that support and guide this aspect of reading.

The importance of talk

Journal work will be most successful when children have had opportunities to talk about the text with which they engage. This is a fundamental aspect of any reading session. Pupils need to hear differing opinions, articulate responses, justify ideas, change their minds in light of what others say and generate questions around a text. Teachers can develop talk in a number of ways:

- Offer your own responses and speculate aloud
- Encourage children to share their responses, even if they differ from yours
- Show that you are interested in their views
- Challenge children to justify their opinions by reference to the text
- Make connections between reading and writing – talk about how texts are constructed
- Develop the use of specialist terminology to provide a language for talking about literature
- Use questions and statements that are genuinely exploratory in tone:
 - What makes you think that?
 - What do you think?
 - How do you feel about ...?
 - Can you explain why?
 - Do you agree with what ... did?
Do you think it was right/wrong and why?
 - Do you like the bit where ...?
 - I wonder if...
 - Is there anything that puzzles you?
 - I'm not sure what I think about ...
I wonder what the writer intended.
 - This bit reminds me of...
I wouldn't like to have that happen to me - would you?
 - I like the way the writer has...
 - I wonder why the writer has decided to...

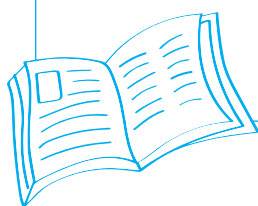


Reading journal activities for *Anisha: Accidental Detective* by Serena Patel

Here are some activities that you might wish to select after the chapter readings. The activities are progressive and are linked to the reading content domains.

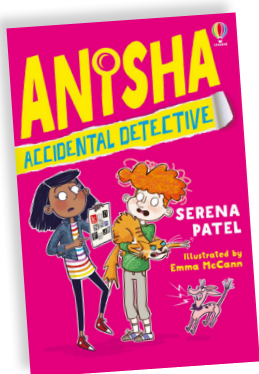
An example of how a session might look is detailed beneath this table of activities.

<p>Complete a 'Tell me' grid about the chapter</p> <table border="1" data-bbox="108 454 544 573"> <tbody> <tr> <td>Likes</td> <td>Dislikes</td> </tr> <tr> <td>Questions</td> <td>Connections</td> </tr> </tbody> </table>	Likes	Dislikes	Questions	Connections	<p>Create a list of interesting/unknown words to make a glossary for your book.</p> <p>e.g. <i>mehndi, Bollywood, emerging, lengha, Bronx, overt, chauffeur, Dr Doolittle, Elvis Presley</i></p> <p>Talk about these with the class and explore the definitions.</p>	<p>Create a cartoon strip of the main events in the chapters and/or of the story as a whole.</p> <p>Spend some time talking about the key events of the chapter/story.</p>		
Likes	Dislikes							
Questions	Connections							
<p>Complete a 'role on the wall' for a character in the book:</p> <table border="1" data-bbox="108 779 544 943"> <tbody> <tr> <td>What I know about Anisha from what the text tells me.</td> <td>Other things that I think I know about Anisha without the author telling me.</td> </tr> </tbody> </table>	What I know about Anisha from what the text tells me.	Other things that I think I know about Anisha without the author telling me.	<p>Write a note to a friend telling them how you felt at the end of the chapter. Explain how you think the author wanted you to feel. How do you know this?</p>	<p>Based on what you have read so far, write a letter to Serena Patel, telling her what you liked about the book and why.</p>				
What I know about Anisha from what the text tells me.	Other things that I think I know about Anisha without the author telling me.							
<p>What do you think is the most important part of <i>Anisha: Accidental Detective</i>? Convince your teacher as to why you think it is the most important part.</p>	<p>Draw a picture of a character from the story. Write their name (e.g. Aunty Bindi) and everything else you know about them from reading the story. Can you include quotes to support your ideas?</p>	<p>Draw a picture or map of where the story is taking place. Label it with words from the story that tell you about the setting.</p>						
<p>Draw an outline of a character. Write down all the different roles that they play in the story inside the shape: e.g. Anisha: niece, friend, detective, cousin, bridesmaid etc</p>	<p>Ask questions beginning with 'I wonder...' identify those where we find the answer in the chapter and those that we might infer and deduce but are written in the text.</p> <p>e.g. I wonder why Granny Jas doesn't always wear her false teeth?</p>	<p>Use speech bubbles to show a conversation that two main characters from your book might have at an important part of the story.</p>						
<p>Complete an emotions graph for a character in your book, recording the journey of their emotions throughout the story so far.</p>	<p>Find examples from the text of when a character felt different emotions</p> <table border="1" data-bbox="571 1630 1010 1966"> <thead> <tr> <th>Feeling</th> <th>Example from the text</th> </tr> </thead> <tbody> <tr> <td>Compassion</td> <td>Milo smiles, stroking the lobster's hard, shiny shell.</td> </tr> <tr> <td></td> <td>'Milo putting his arms protectively over the lobster.'</td> </tr> </tbody> </table>	Feeling	Example from the text	Compassion	Milo smiles, stroking the lobster's hard, shiny shell.		'Milo putting his arms protectively over the lobster.'	<p>Copy out a paragraph from your book. Make sure you include all the punctuation. Colour all the full stops red, commas green, question marks blue, exclamation marks yellow. Colour any speech marks orange.</p> <p>Note how the book is written in the present tense and discuss what effect this has.</p>
Feeling	Example from the text							
Compassion	Milo smiles, stroking the lobster's hard, shiny shell.							
	'Milo putting his arms protectively over the lobster.'							



<p>Write about an experience or memory of your own that is similar to something that has happened in the book. Explain how they are similar</p>	<p>Look through the book and make a list of adjectives the author has used to describe each character. e.g. Granny Jas: gammy leg, smiling sweetly, gummy grin, long grey hair, (her sari is) pleated to perfection, quick as a fox, granny snaps and storms off.</p>	<p>Identify all of the similes, metaphors and examples of alliteration in the chapter you have just read. Identify all of the similes, metaphors and examples of alliteration in the chapter you have just read. e.g. pleated to perfection, totters on her tiptoes, lobster on the loose, catastrophic cosmos etc.</p>
<p>List some of the words and phrases the author has used to create atmosphere. Why did you choose these? Can you use them in your own sentence?</p>	<p>Magpie words and phrases that you think are effective. Collect them in your journal as a spider diagram</p>	<p>From the book that you read, identify the root words and affixes within some of the words that you have read e.g. the prefixes: in, un, dis, mis, re, inter, super, anti, auto and the suffixes: ation, ly, ous. un helpful</p>
<p>Make a list of all the words you have read containing apostrophes. Decide if they are for contraction or possession. If they are for possession are they singular or plural? (It's = contraction A boy's toys = singular Those boys' toys = plural</p>	<p>Create fact boxes about the author and his or her style, finding examples from the text. e.g. written in the present tense, use of informal language etc.</p>	<p>Collect words based around a particular topic. For example, collect 'science words'. Use scanning to locate the words and collect them around an illustration. e.g. tensile strength, friction and adhesion.</p>
<p>Make a list of nouns and verbs that the author has used from an extract of text. Use them to inspire a kenning poem using the 'er' suffix e.g: Lobster boiler False teeth remover Gelebi maker Hair plaiter</p>	<p>Retell an event from the story from another character's point of view. For example, can you retell the events from Uncle Tony's perspective? Use inference & deduction skills.</p>	<p>Raise questions to assess other children's understanding of what they have read. What is? When is ...? Who was...? Can you explain...? How would you ...? What do you think ...? What can you conclude? What if...? How would you improve/change...? Share with a partner.</p>
<p>Make a Tiny Text based on what you have read, for a friend to read, and explain what you know about: the characters, themes, settings, events and author's style.</p>	<p>Write a letter from yourself to a character in your book, making comments based on inference & deduction from textual evidence.</p>	<p>Think about what a character (e.g. Aunty Bindi) might be thinking or feeling at different stages of the story. Record a list of feeling words and create a wordle for that character using a wordle website. Add your wordle to your reading journal.</p>
<p>Continue the story after the end of the book. What might happen next? Write in the style of the author. Alternatively, write the first paragraph of the sequel to the text you have been reading.</p>	<p>Take a moment in the story that you would like to change and rewrite it as a paragraph in the style of the author. Alternatively, think how this section would be written in a different genre. How Uncle Tony's escape from the coffin be written in a horror style text?</p>	<p>Make a list of the language features, style and conventions that the author uses. Find examples of these from the text and write down why you think this is effective. Repetition: 'Please, please, please get me out of here!' This tells me how trapped Uncle Tony felt. One-word or short sentences: 'You have until 7pm. Or else!' This emphasises the possible consequences.</p>

List some of the words and phrases the author has used to create atmosphere/suspense & explain why you think each one is effective.	Take an extract from the text that you are using to create a blackout poem. Select language and words that convey the mood and atmosphere of the book and blackout all other words.	Make a semantic field of adjectives by blacking out all words except for adjectives. Share with a partner. What do you think the text is about? What does the text mean? How are the words related?
Make a semantic field of nouns by blacking out all words except for nouns. Share with a partner. What do you think the text is about? What does the text mean? How are the words related?	Note how the book is written in the present tense and discuss the effects of this and the affect it has on the reader. Copy a short paragraph , change to past tense and discuss why children think that Serena Patel decided to write using the present tense.	Give some advice to a character in trouble. E.g. What would you say to Anisha when she is blamed for damaging her lengha?



Example of how sessions might run:

Chapter 1 Summary

We are introduced to some of the characters: Auntie Bindi who is about to be married to Uncle Tony (aka Tarnvir), Anisha’s mum (Bhavana aka Didi). As part of the run up to tomorrow’s wedding, today marks the day of the mehndi party and 100 family guests are expected. Things seem to be going quite badly: the carnations for the wedding are the wrong colour, Auntie Bindi has a spot on her nose and she is behaving like quite the primadonna. Anisha decides to avoid the drama by going to her best friend’s

house (Milo) but on her way out, she finds an envelope posted through the letterbox addressed to the Bride but with no stamp. Anisha opens this and finds within it a poison pen letter stating that the wedding must be cancelled if Bindi ever wants to see Tony again. It is signed by ‘The Kidnapper’. Anisha decides to keep the letter and take it with her to Milo’s as she thinks that he will know what to do.

Before the reading

Introduce the glossary for vocabulary development and discuss the first chapter.

Before the reading of chapter one, tell the children to listen out for any words that they do not know or that they might find challenging or interesting. If children have copies of their own text, they can follow the reading of the text in their own book.

Vocabulary activity

Note the following words and phrases on the board: *‘right racket’, mehndi, corduroy, Bollywood, emerging, lengha, marquee, Elvis Presley, suspiciously, sharp odour.*

Explain to the children that, when you were reading the text, there were some words and phrases that made you feel puzzled. Before the reading, tell the children what the words mean – you could have brief definitions or pictures/examples of these on the board. Encourage children to note any words or phrases that they find challenging or interesting as the reading takes place. They could note these words in their journals

This vocabulary activity can continue throughout the readings of each chapter whereby children identify such words and investigate their meaning through discussion and research.



After the reading

Vocabulary follow up – discuss the meaning of any words or phrases that the children identify and go back to them in context.

Activity: 'I wonder'

Discuss with children their first impression of the book. Was there anything in particular that stood out to them? Has it made them wonder anything? Begin by modelling this e.g.

I wonder if Uncle Tony **has** been kidnapped?

I wonder if Aunt Bindi's spot will go in time for the wedding?

I wonder if the wedding will take place?

I wonder why mehndi patterns are important to Anisha's family?

Ask the children: do you wonder anything about this? They will likely try to answer the questions, but try to focus them on asking the questions. Take responses and then ask children to write some 'I wonder' questions on their page for chapter one in their reading journal. We will come back to these questions periodically to check whether any of them have been answered as the reading of the book progresses. Challenge children to write a question that they think will be answered in subsequent chapters and a question about the book that they think will never be answered.

