

LISA THOMPSON

# THE DAY I WAS ERASED

## Lesson Plans and Activity Sheets

### Contents

#### Lesson Plan One

Activity Sheet One – *The Day I Was Erased*: Summary of first six chapters

Activity Sheet Two – *The Day I Was Erased*: Identifying significant points

#### Lesson Plan Two

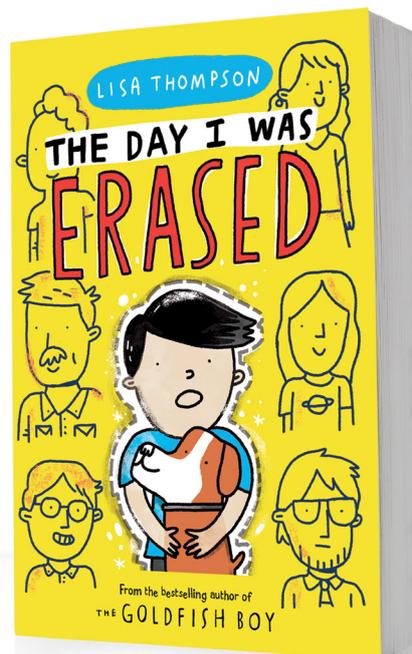
Activity Sheet Three – *The Day I Was Erased*: Character descriptions

Activity Sheet Four – *The Day I Was Erased*: Creating a fictional character

#### Lesson Plan Three

Activity Sheet Five: *The Day I Was Erased*: How the story changed direction

Activity Sheet Six: *The Day I Was Erased*: Unsolved mysteries



SCHOLASTIC

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# THE DAY I WAS ERASED

## Lesson Plan One

### Objectives

- To summarise the main plot points of a story.
- To identify key details that support the main themes.
- To identify and consider the main points of a favourite chapter.
- To formally present work to the group.

### Outcomes

Children will review and present a summarised version of a favourite section of the story in their own words.

### Resources

Prior reading and/or listening to the book *The Day I Was Erased* by Lisa Thompson.

### Supporting Resource Sheets

Activity Sheet One – *The Day I Was Erased*: Summary of first six chapters

Activity Sheet Two – *The Day I Was Erased*: Identifying significant points

### Lead in

Provide each child with a copy of Activity Sheet One.

Re-visit Chapters one to six of the book, pausing after each chapter to consider the relevant summarised notes on the activity sheet.

Explain how each chapter summary takes the most important points from the chapter.

Discuss whether other aspects of the story might have been included in the chapter summaries.

### Main Task

#### Activity One

Re-read Chapter seven. Work as a whole class to select the most important features of the chapter and write them down as a summary on the back of the activity sheet.

#### Activity Two

Invite children to decide individually which of the other chapters of the book they most enjoyed.

Assign each child a chapter to summarise in a similar way to Activity Sheet One, using Activity Sheet Two.

Differentiation: Ask older or more confident children to complete two or three summaries.

### Extension

Ask children to read and discuss their summaries of the different chapters with the whole class.

Collate their summaries into a class book for subsequent reading and comparison with other books.



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## Activity Sheet One – *The Day I Was Erased*: Summary of first six chapters

### Chapter One – Bins

Told in the first person, by Maxwell, this is an introduction to some of the main characters. Firstly, we meet Maxwell's dog, Monster, and find out about the trouble he gets into with the next-door neighbour Mrs. Banks, who has a low opinion of Maxwell and is outraged by the dog's regular raiding of her bins. We are introduced to the constant sniping by Maxwell's parents who stick labels on items of their own food in the kitchen. According to Maxwell, his older sister Bex is a "total nerd".

### Chapter Two – Flamingo

Maxwell decides to take his revenge on Mrs Banks by knocking over the ornamental pink flamingo she has in her front garden. Unfortunately, in doing so, he knocks its head off.

### Chapter Three – Monster

Maxwell recalls how, after a detention, he was walking home and found Monster in the middle of the road where he narrowly misses being run over by a car. He and his father take him to the vets and in time, re-home him. There are more arguments between his parents.

### Chapter Four – Charlie

We meet Maxwell's friend, who he has nicknamed Charlie Geek, because "he is so geeky". New characters are introduced including Marcus Grundy, a bully, and Claudia Bradwell, an enemy of his sister Bex. We learn of a romance between Mr Howard, Maxwell's form teacher and Miss Huxley, the Spanish teacher. Maxwell lets out the secret that he found on the head teacher Mrs Lloyd's emails that the Jed and Baz Roadshow is coming to the school's Centenary Ball Extravaganza.

### Chapter Five – Tennis

Partnering with each other, because no-one else will partner them, Maxwell and Charlie begin to work together. But Maxwell starts playing around, not letting Charlie take a tennis racket from him. Soon there is a crowd of children, all supporting Charlie. Maxwell is humiliated. Later, attempting to pick up a ball, he accidentally cracks his head on Charlie's nose, causing it to bleed, and knocking Charlie unconscious.

### Chapter Six – Blood

Maxwell is summoned to Mrs Lloyd's office and his parents are sent for. Maxwell is banned from attending the Centenary Ball. Thinking this is unjustified, Maxwell reminds Mrs Lloyd about the money he won for the school refurbishment, but she is adamant. His parents are just relieved that he has not been suspended.





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## Lesson Plan Two

### Objectives

Discuss, describe and compare characters from the story.  
Consider the viewpoints of these characters.  
Seek alternative descriptive words by using a thesaurus.

### Outcomes

Children will be shown how to recognise and compare characters.  
Children will understand that having well-developed characters in narrative is an important part of weaving a believable plot.  
Children will learn that the characters in a story may have different viewpoints from each other.  
They will learn to use a thesaurus to seek alternative descriptive words.

### Required resources

Prior reading and/or listening to the book *The Day I Was Erased* by Lisa Thompson.

### Supporting Resource Sheets

Activity Sheet Three – *The Day I Was Erased*: Character descriptions  
Activity Sheet Four – *The Day I Was Erased*: Creating a fictional character

### Lead in

Write the name Maxwell Becket, the main character in the story, onto the middle of a board or flip chart. From this, draw arrows to other characters recollected from the book by the children. For example, Charlie Geek, Marcus Grundy, Claudia Bradwell, Bex Becket, Reg.

### Main Task

1. Discuss each character recorded on the mind map, encouraging children to give their opinions about the type of person each one is, and what it is that brings them to these conclusions.
2. Consider the children's analysis of each character, particularly their opinion of Maxwell.
3. Ask if they would they like to have this person as a friend. If not, why not?
4. Provide each child with a copy of Activity Sheet Three and explain how they should complete it.
5. Ask children to share their ideas about what, in their own mind, each of the characters they have named on the sheet looks like.
6. Invite them to draw a picture of this image and write a description which includes features such as hairstyle, height and clothes.
7. Ask children to complete Activity Sheet Four.



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## Lesson Plan Two

### Extension

Compare and discuss children's character descriptions. Write a class list of all the alternative words children have found to describe the different characters.

Invite children to share their ideas about the fictional character they have created who may have fitted into Maxwell's life.



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## Activity Sheet Three – *The Day I Was Erased*: Character descriptions

The following are brief descriptions of some of the characters in the story.

1. Identify which character in the book best fits the description on the left, by writing their name in the right-hand column.
2. In the left-hand column, use a thesaurus to find and add other descriptive words or phrases which could be used to define this person. Examples are given.

Bully	Tormenter
Trouble maker	Nuisance
Studious	Serious
Forgetful	Absent-minded





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## Lesson Plan Three

### Objectives

To explore the use of a plot device in narratives.

### Outcomes

Children will learn to identify and understand the use of a plot device when reading stories and apply this when writing their own narratives.

### Required resources

Prior reading and/or listening to the book *The Day I Was Erased* by Lisa Thompson

Activity Sheet Five: *The Day I Was Erased*: How the story changed direction

Activity Sheet Six: *The Day I Was Erased*: Unsolved mysteries

### Lead in

Re-read pages 57 to 60 which describes the first time that Maxwell sees Reg's strange collection of objects in his cabinet.

Follow by reading pages 94 to 96. Draw children's attention to the section beginning with 'Why can't I do anything right?' at the bottom of page 95, through to the paragraph where Maxwell says 'There's no point in me really, is there?' and wishes he had 'never been born' at the top of the next page.

### Main Task

Open a debate with the whole group about the implications of these two sections. Encourage children to express their opinions on how, for them, the story changed directions, particularly following Maxwell's declaration that there is no point in him ever being born as he toys with the little wooden egg. Examples could be: He is not known at his own house; he is not recognised by Charlie, his sister, or his own father; the school has returned to its former dilapidated condition; his sister has changed in personality.

Provide each child with Activity Sheet Five and ask them to complete it with their own recollections.

Explain that many stories feature an object or objects which have a particular power. The author uses these objects as a device to drive the plot of the book forward. In this story, Maxwell, the principal character, has the problem of discovering how to reverse the power of the magic egg.

### Extension

Work with the group to create and display a list of the many changes in Maxwell's life after his encounter with the wooden egg.

Invite children to select the change that they would least like to happen to them.



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## Lesson Plan Three

### Differentiation

Provide older or more confident children with Activity Sheet Six: *The Day I Was Erased: Unsolved mysteries*. Revisit and discuss the sections mentioned on the sheet that tell of the true unsolved stories of mysterious disappearances, related to the items in Reg's cabinet.

Explore with children any realistic or magical explanations they can offer for the disappearances of these people, distinguishing between the two.

The author has used these examples in the story to introduce the concept of mysterious disappearances. However, lead children into accepting that these true stories differed from Maxwell's disappearance in that Maxwell did not just disappear, it seems he was never born!

Debate the differences in Maxwell's story because of this.





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## Activity Sheet Six – *The Day I Was Erased:* Unsolved mysteries

Discuss the following sections of the story which relate to the disappearances of real people.  
How do their disappearances differ from Maxwell's?

### Roald Amundsen p.225

Bex tells Maxwell the story of how Roald Amundsen successfully led an expedition team to the South Pole, but later disappeared completely when he returned to the Arctic to help find a missing airship.

### Marie Celeste p.193

Maxwell makes the connection to the Marie Celeste, another mystery which was never solved, when the ship was found adrift in the ocean and all its crew were missing.

### Amelia Earhart p.233

Bex reveals that Amelia Earhart was an American aviator who was the first woman to fly solo across the Atlantic. But, when attempting to fly around the world, she disappeared over the Pacific.

