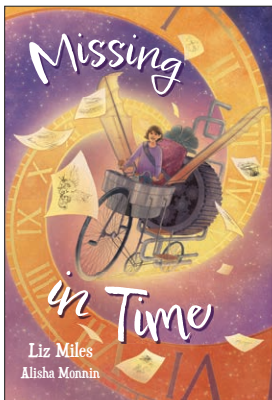


INSPIRATIONAL BOOKS AND TEACHING SUPPORT
TO CREATE READERS FOR LIFE

Missing in Time

By Liz Miles, illustrated by Alisha Monnin



About the book

This historical time-travel adventure tells the story of a girl named Maria who wants to find an uncle who has been missing for ten years. This uncle was interested in inventions, and Maria discovers that he had created a time machine in his house. From clues in the basement, she suspects he has attempted to meet Leonardo da Vinci. Maria uses the time machine and it takes her back to Renaissance Italy, where she hopes to discover what happened to her uncle. Through the story, we learn about the life, genius and inventions of da Vinci, as Maria disguises herself as a boy to become his apprentice. Non-fiction bonus materials give children additional information about da Vinci, the city of Florence in the time of da Vinci, the Renaissance and the first aeroplane.

Linked texts

Books about time travel

Fortunately, the Milk by Neil Gaiman, illustrated by Chris Riddell (Bloomsbury Children's Books)

A Chase in Time by Sally Nicholls, illustrated by Rachael Dean (Nosy Crow)

The Time Warp Trio, No. 1, The Knights of the Kitchen Table by Jon Scieszka, illustrated by Lane Smith (Puffin)

Chapter 1: *Hidden in the basement*

Pre-read (5 mins) Ensure the children can read every word.	Read the book (10 mins) Ensure the children can read accurately at a steady pace.	After reading (15 mins) Ensure the children can understand what they have read and develop fluency.			
Word reading Read the words Ask the children to read each word. Use the chunking method. <table><tr><td>des/per/ate/ly</td></tr><tr><td>Le/on/ar/do</td></tr><tr><td>pre/car/i/ous/ly (suffix: precarious-ly)</td></tr></table> Vocabulary support Read each word and tell the children what it means. musty: stale-smelling draught: a movement of air cogs: wheels with teeth standing out from the edge, which interlock to turn machinery struts: strong rods that hold something together pounded: beat fast juddered: moved jerkily Quick summary/hook • Say: <i>In this book, we are going to meet a girl who is trying to solve a mystery.</i> • Bonus material (pages 2–3): Read the ‘Missing’ poster and Maria’s speech bubble. • Ask: <i>How might Maria be able to solve the mystery of somebody who went missing in the past?</i>	des/per/ate/ly	Le/on/ar/do	pre/car/i/ous/ly (suffix: precarious-ly)	Reading aloud • Ask the children to read Chapter 1. • Tap in to hear every child read aloud. Assessment for Learning Use your assessments from tapping in to teach any words that the children could not read, or read incorrectly, before starting the next part of the lesson.	Prosody Focus: Emphasising words in the style of a panicked character. Read: From <i>Mum can’t to saw me?</i> (page 6). • Ask: <i>How did Maria feel when she first saw the time machine, but did not know what it was?</i> • Say: <i>When somebody is shocked or panicked, the way they speak changes. When we read Maria’s words, we will read more quickly and expressively.</i> • Read for the children – emphasise <i>MASSIVE</i>, <i>so big</i> and <i>whole room</i>. When asking the question, use a timid voice. • Invite the children to read this section aloud in the same way. Repeated reading Read: From <i>What?</i> to <i>uncle lie?</i> (page 9). Emotion reading: • Say: <i>In this section, Maria is struggling to believe her uncle’s letter. I’m going to read the section twice – copy me after each read and then decide which one sounds most appropriate.</i> • First, read the words in a confused tone, speaking quickly – as if you are thinking fast, on the spot. • Second, read the words in an upbeat and happy tone. • Invite the children to choose which they think works best and then invite them to read the passage again in this way. Comprehension Discuss these questions using a dialogic talk model to explore the book so far. Ask: • <i>Have you ever been surprised to learn something about a family member?</i> • <i>Do you believe in time travel? Why, or why not?</i> • <i>If you were to imagine a time machine, would it look like the one in this book?</i> Bonus material (pages 14–15) • Let the children explore the diagram of Uncle Aldo’s time machine. • Say: <i>Talk with your partner about what each part of the machine might be used for.</i>
des/per/ate/ly					
Le/on/ar/do					
pre/car/i/ous/ly (suffix: precarious-ly)					

Chapter 2: *Back in time*

Pre-read (5 mins)	Read the book (10 mins)	After reading (15 mins)									
Ensure the children can read every word.	Ensure the children can read accurately at a steady pace.	Ensure the children can understand what they have read and develop fluency.									
Word reading Read the words Ask the children to read each word. Use the chunking method. <table><tr><td>roll/er/coast/er</td></tr><tr><td>e/lab/or/ate</td></tr><tr><td>It/al/i/an</td></tr><tr><td>re/li/a/ble</td></tr><tr><td>in/ter/est/ed</td></tr><tr><td>Mich/el/an/gel/o</td></tr><tr><td>in/cred/i/ble</td></tr><tr><td>app/ren/tice</td></tr><tr><td>in/ter/est/ing (suffix: interest-ing)</td></tr></table> Vocabulary support Read each word and tell the children what it means. trough: a long stone or wooden container used for animal food or water elaborate: complicated cathedral: a large and important church reliable: trustworthy; someone who does what they say they will do Renaissance: a time in the 14th to 16th centuries when art, music and literature in Europe changed and took on ideas from ancient Greece and Rome (literally ‘rebirth’ in French) apprentice: a young person who works alongside a more experienced person, and learns on the job swarmed: moved together in a tight group excluded: did not allow someone to join in or take part Quick summary/hook • Say: <i>In Chapter 1, we learned that Maria’s Uncle Aldo was an inventor who was fascinated by the work of Leonardo da Vinci.</i> • Ask: <i>What do you know about Leonardo da Vinci?</i> • Bonus material (pages 16–17): Read ‘Who was Leonardo da Vinci?’ and give the children the time to think and talk about it.	roll/er/coast/er	e/lab/or/ate	It/al/i/an	re/li/a/ble	in/ter/est/ed	Mich/el/an/gel/o	in/cred/i/ble	app/ren/tice	in/ter/est/ing (suffix: interest-ing)	Reading aloud • Ask the children to read Chapter 2. • Tap in to hear every child read aloud. Assessment for Learning Use your assessments from tapping in to teach any words that the children could not read, or read incorrectly, before starting the next part of the lesson.	Prosody Focus: Changing your voice when reading as different characters. Read: From <i>Two bearded</i> to <i>both laughed</i> (page 22). • Say: <i>If we read two characters’ words with identical voices, it can be confusing for the listener – they don’t know who is talking. When we read aloud, we can slightly change the voices to clarify who is speaking.</i> • Read the passage and use two slightly different voices for the two men – a small change in volume, tone, pitch or accent. • Say: <i>We don’t need an enormous change – we are reading, rather than acting – but a small change helps.</i> • Invite the children to read aloud, varying the voices of the two men. Repeated reading Read: From <i>An old smock</i> (page 24) to <i>set off</i> (page 25). Echo reading: Read each sentence with clear intonation and ask the children to read the sentences back to you. • When reading the italicised words, speak more quietly, showing that these are Maria’s internal thoughts. Comprehension Discuss these questions using a dialogic talk model to explore the book so far. Ask: • <i>If you had a choice, would you rather time travel to the past or the future?</i> • <i>What would you do in the place you’ve time travelled to?</i> • <i>What might be the risks of travelling through time?</i> • <i>If you were Maria, how would you be feeling at the end of this chapter?</i> Bonus material (pages 30–31) • Share ‘Florence in the time of Leonardo da Vinci’. • Ensure that the children can pronounce <i>Renaissance</i> (ruh-nay-sonn-ss). • Say: <i>It was known as the Renaissance because it was a ‘rebirth’ of the ideas and art from ancient Greece and Rome.</i>
roll/er/coast/er											
e/lab/or/ate											
It/al/i/an											
re/li/a/ble											
in/ter/est/ed											
Mich/el/an/gel/o											
in/cred/i/ble											
app/ren/tice											
in/ter/est/ing (suffix: interest-ing)											

Chapter 3: Leonardo da Vinci

Pre-read (5 mins)	Read the book (10 mins)	After reading (15 mins)				
Ensure the children can read every word.	Ensure the children can read accurately at a steady pace.	Ensure the children can understand what they have read and develop fluency.				
Word reading Read the words Ask the children to read each word. Use the chunking method. <table><tr><td>en/cour/ag/ing/ly</td></tr><tr><td>acc/omm/od/a/tion</td></tr><tr><td>dor/mit/or/y</td></tr><tr><td>def/in/ite/ly (suffix: definite-ly)</td></tr></table> Vocabulary support Read each word and tell the children what it means. glared: looked at something in a harsh, unfriendly way ushered: showed someone the way to go quill: an ink pen made from a large feather accommodation: a place to live or stay dormitory: a bedroom with lots of beds in it proportioned: having different parts that are all the right size or shape to fit together well Quick summary/hook • Say: <i>In this chapter, Maria will meet Leonardo da Vinci.</i> • Ask: <i>Do you think Maria will persuade him to take her on as an apprentice? What might happen to Maria in this chapter?</i>	en/cour/ag/ing/ly	acc/omm/od/a/tion	dor/mit/or/y	def/in/ite/ly (suffix: definite-ly)	Reading aloud • Ask the children to read Chapter 3. • Tap in to hear every child read aloud. Assessment for Learning Use your assessments from tapping in to teach any words that the children could not read, or read incorrectly, before starting the next part of the lesson.	Prosody Focus: How and why we sometimes pronounce ‘the’ in different ways. Read: From <i>An older man</i> to <i>Leonardo da Vinci</i>? (page 33). • Ask: <i>What is unusual about the way the word ‘the’ is written in the sentence: Was this THE Leonardo da Vinci?</i> • Say: <i>An unusual thing happens to the way we say ‘the’ when it is emphasised like this. Instead of saying it like we normally do, we pronounce it with an ‘ee’ sound, like ‘THEE’.</i> • Say: <i>Saying it like this implies that there is only one person with this name, and that they are very well known. For example, “I met Taylor Swift.” “THE Taylor Swift?!”</i> • Read aloud, taking care to pronounce <i>THE</i> as ‘thee’. • Invite the children to read this section aloud. Repeated reading Read: From <i>He held</i> to <i>the paper</i> (page 36). Echo reading: Read each sentence with clear intonation and ask the children to read the sentences back to you. • Read the passage in an expressive and quick voice, showing that Maria is feeling under pressure because she’s being watched. Comprehension Discuss these questions using a dialogic talk model to explore the book so far. Ask: • <i>Leonardo da Vinci is someone Maria really admires. Which famous people – living or dead – do you really admire?</i> • <i>How would you feel if you got to meet this person?</i> • <i>Do you think it is wrong that Maria hid her true identity from Leonardo?</i> Bonus material (pages 44–45) • Give the children time to read ‘Leonardo, the artist’. • Ask: <i>Can you show me what a stiff pose without emotion might look like?</i> • Ask: <i>What do you think the woman in the portrait on page 44 might be thinking?</i> • Check that the children recognise that the close-up on page 45 is of the <i>Mona Lisa</i>.
en/cour/ag/ing/ly						
acc/omm/od/a/tion						
dor/mit/or/y						
def/in/ite/ly (suffix: definite-ly)						

Chapter 4: Good friends

Pre-read (5 mins) Ensure the children can read every word.	Read the book (10 mins) Ensure the children can read accurately at a steady pace.	After reading (15 mins) Ensure the children can understand what they have read and develop fluency.				
Word reading Read the words Ask the children to read each word. Use the chunking method. <table><tr><td>im/ag/in/a/tion</td></tr><tr><td>hel/i/cop/ter</td></tr><tr><td>de/fin/ite/ly</td></tr><tr><td>re/mark/a/ble (suffix: remark-able)</td></tr></table> Vocabulary support Read each word and tell the children what it means. rotors: parts of a machine that go round and round remarkable: very unusual, often in a good way watercraft: vehicles that can travel on or in water, such as boats or submarines insolence: rudeness, especially from a young person to an older person device: machine flared: got wider Quick summary/hook • Say: <i>At the end of Chapter 3, Maria had been caught doodling cartoon helicopters by Leonardo da Vinci!</i> • Ask: <i>How do you think somebody like da Vinci might react?</i>	im/ag/in/a/tion	hel/i/cop/ter	de/fin/ite/ly	re/mark/a/ble (suffix: remark-able)	Reading aloud • Ask the children to read Chapter 4. • Tap in to hear every child read aloud. Assessment for Learning Use your assessments from tapping in to teach any words that the children could not read, or read incorrectly, before starting the next part of the lesson.	Prosody Focus: Using your voice to convey a character’s emotion. Read: From <i>It was so odd!</i> to “... Remarkable!” (page 47). • Say: <i>Leonardo da Vinci was really excited by Maria’s drawings, as they reminded him of some of his own. When we read out his words, we can show his emotion with our voice.</i> • Read the passage. When reading da Vinci’s words, use an animated, enthusiastic and energetic voice. When saying <i>Remarkable!</i>, say it very loudly, as if he cannot contain his enthusiasm. Repeated reading Read: From <i>Carefully</i> to “... are weak!” (page 55). Rehearsed reading: Model how to read the passage and then give the children time to rehearse in pairs, taking the roles of the narrator/Maria and Tomasso. After rehearsing, invite pairs to share their performances. • When reading Maria’s dialogue, use a cautious, quiet and very polite voice. • When reading as Tomasso, shout your words angrily, as if you are suddenly infuriated by Maria. Comprehension Discuss these questions using a dialogic talk model to explore the book so far. Ask: • <i>How do you think Maria feels when she has to try to persuade Leonardo and Tomasso to change their plan?</i> • <i>How do you give advice to somebody if they are older than you?</i> • <i>Tomasso seems very short-tempered – why do you think some people get angry more easily than others?</i>
im/ag/in/a/tion						
hel/i/cop/ter						
de/fin/ite/ly						
re/mark/a/ble (suffix: remark-able)						

Chapter 5: *The experiment*

Pre-read (5 mins)	Read the book (10 mins)	After reading (15 mins)					
Ensure the children can read every word.	Ensure the children can read accurately at a steady pace.	Ensure the children can understand what they have read and develop fluency.					
Word reading Read the words Ask the children to read each word. Use the chunking method. <table><tr><td>ex/pe/ri/ment</td></tr><tr><td>val/u/a/ble</td></tr><tr><td>opp/or/tun/it/y</td></tr><tr><td>pre/car/i/ous/ly</td></tr><tr><td>re/ass/em/ble (prefix: re-assemble)</td></tr></table>	ex/pe/ri/ment	val/u/a/ble	opp/or/tun/it/y	pre/car/i/ous/ly	re/ass/em/ble (prefix: re-assemble)	Reading aloud - Ask the children to read Chapter 5. - Tap in to hear every child read aloud. Assessment for Learning Use your assessments from tapping in to teach any words that the children could not read, or read incorrectly, before starting the next part of the lesson.	Prosody Focus: Slowing down your reading speed to build tension. Read: From <i>While most</i> to <i>and a pulley</i> (page 64). Say: <i>When Maria is getting ready to climb the tower, it is a very tense moment for us as readers. We don't want some awful disaster to happen.</i> Say: <i>When we read this section aloud, we do not want to rush it. If we slow down, it builds more tension and expectation.</i> - Read the two paragraphs, slowly and steadily, taking slightly longer pauses than normal between sentences. - Invite the children to read this section aloud in the same way. Repeated reading Read: From <i>Leo called</i> to <i>voice away</i> (page 67). Echo reading: Read each sentence with clear intonation and ask the children to read the sentences back to you. - Model this reading by varying your voice, as appropriate, when reading Leo, Tomasso and Maria's words: show Leo as nervous, Tomasso as impatient and Maria as upset. Comprehension Discuss these questions using a dialogic talk model to explore the book so far. Ask: <i>Have you ever had to watch someone make a mistake, knowing that they were doing the wrong thing? What happened?</i> <i>Leonardo said that people laugh at him for not finishing his work – why do we sometimes fear being laughed at?</i> <i>How do you know who to take advice from?</i> Bonus material (pages 68–69) - Give the children time to explore 'The first aeroplane'. Ask: <i>Who do you think the real inventor was – Leonardo, who had the idea for flying machines, or the Wright Brothers, who created one that worked?</i>
ex/pe/ri/ment							
val/u/a/ble							
opp/or/tun/it/y							
pre/car/i/ous/ly							
re/ass/em/ble (prefix: re-assemble)							

Chapter 6: *Lost and found*

Pre-read (5 mins)	Read the book (10 mins)	After reading (15 mins)				
Ensure the children can read every word.	Ensure the children can read accurately at a steady pace.	Ensure the children can understand what they have read and develop fluency.				
Word reading Read the words Ask the children to read each word. Use the chunking method. <table><tr><td>ex/pe/ri/ment</td></tr><tr><td>ev/ent/u/all/y</td></tr><tr><td>sig/na/ture</td></tr><tr><td>act/u/all/y (suffix: actual-ly)</td></tr></table> Vocabulary support Read each word and tell the children what it means. postponed: put off until later hazel: light brownish-green in colour, often used to describe eyes glided: moved smoothly through the air without help from an engine rocky: difficult or bumpy Quick summary/hook • Say: <i>Just as Leonardo da Vinci was preparing to leap from the tower at the end of the last chapter, a voice interrupted him.</i> • Ask: <i>Who do you think the voice might belong to?</i> • Ask: <i>How do you think this story might end? What might happen for Maria and for Leonardo da Vinci? Will Maria find Uncle Aldo?</i>	ex/pe/ri/ment	ev/ent/u/all/y	sig/na/ture	act/u/all/y (suffix: actual-ly)	Reading aloud • Ask the children to read Chapter 6. • Tap in to hear every child read aloud. Assessment for Learning Use your assessments from tapping in to teach any words that the children could not read, or read incorrectly, before starting the next part of the lesson.	Prosody Focus: Reading dialogue in a humorous way. Read: From <i>Aldo turned</i> (page 71) to “... tower launch.” (page 72). • Say: <i>When Aldo arrives, it is a turning point, and a moment of relief, because he stops Leonardo from jumping off the tower.</i> • Aldo finishes Leonardo’s sentence in a way that is funny if we read it in a quick, sarcastic way. • Read the passage. When you get to “... there will be a splash – not an – er –” make it clear that Leonardo is not sure how to finish his sentence. • When interrupting as Aldo, say “<i>Splat</i>” very quickly and loudly, before moving on to “<i>Well done, Mario ...</i>”. • Invite the children to read the passage aloud in the same way. Repeated reading Read: From “<i>Mum,</i>” to <i>to see</i> (page 79). Echo reading: Read each sentence with clear intonation and ask the children to read the sentences back to you. • Remind the children that Maria would be very relieved and excited. When people feel this way, they often speak very quickly and more loudly than normal. Show this in your reading. Comprehension Discuss these questions using a dialogic talk model to explore the book so far. Ask: • <i>Did this story change your ideas about time travelling? If so, how?</i> • <i>Did the ending of the story surprise you in any way?</i> • <i>Do all mysteries need to be solved?</i>
ex/pe/ri/ment						
ev/ent/u/all/y						
sig/na/ture						
act/u/all/y (suffix: actual-ly)						

After finishing the book

- **Bonus material (pages 82–83):** Give the children time to read and discuss ‘What Leonardo da Vinci left us’. Invite them to choose one area that they would like to learn more about (his art, his sketches, his engineering designs or his biological studies), and set it as a research project.
- **Bonus material (pages 84–85):** Encourage the children to read and discuss ‘Renaissance women’. Talk together about the reasons why some stories and lives are celebrated more than others. Choose one of the women artists together, and explore some of her paintings or sculpture. It’s a good idea to take a look at images of the art online yourself before doing this, to make sure the artworks are appropriate for the children in your group to see (for example, Renaissance art sometimes includes both nudity and violence).
- Ask the children to read about the author – Liz Miles – on pages 86–87. Discuss together how authors get their ideas for stories. Notice that Liz is a fan of *Doctor Who*, has family in Coventry and has visited Florence. All three of these influenced her book.
- Ask the children to read about the illustrator – Alisha Monnin – on pages 88–89. Alisha enjoyed drawing different versions of the time machine. Invite the children to create their own invented time machine, using the one in the book as inspiration.

Books going home: The book chat questions and ideas can be used by the children at home or when reading with a partner to share their thoughts and connect to the book further.

Teaching notes written by Jonny Walker, teacher and writer