

LESSON 1: NARRATIVE HOOKS

Learning Title: Narrative Hooks

Learning Objective: To understand how writers use narrative hooks to engage the reader.

Outcomes:

- Identify and comment on writers purposes and viewpoints, and the overall effect of the text on the reader.
- Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.

Resources: Chapter 1, PowerPoint Lesson 1, Worksheet 1.

Starter: What Makes a Good Story?

Using the PowerPoint (Lesson 1) or a white board, write at the top of the screen 'what makes a good story?' Ask the class to write down their top five elements of a good story. Take feedback from the class and display their responses drawing out their knowledge of 'good' stories from the class discussion.

Main Teaching: Narrative Hooks

Introduce the topic of narrative hooks. Explain that there are different ways that writers engage or 'hook' their readers at the start of their stories. Go through the examples on the PowerPoint, and some of the techniques, with the class.

Use Worksheet 1 as a cut-up and matching exercise. Ask the students to work in pairs to link the narrative hook to the example.

Give feedback and go through the correct answers for this exercise.

Read chapter 1 (and page 11, chapter 2, if there is time).

Students should discuss in pairs or small groups the opening to this novel. Use these questions as a starting point:

- What narrative hooks are used in this opening section of the novel?
- What has Joshua Raven done well?
- How has he structured the opening chapter?
- What other techniques has he used to engage the reader?

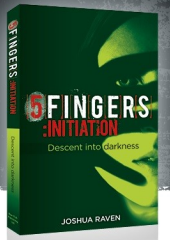
Plenary

Review the learning objective 'to understand how writers use narrative hooks to engage the reader'. Discuss with the class the reasons and purposes behind narrative hooks. What would happen to a story if there were no hooks? Share examples from the class about stories/novels they have read recently and the hooks they observed in them.

Homework/Extension Task

The opening chapter mentions locations such as India and Tibet and also the image of a mountain range.

Research these locations for homework either on the Internet or in the library. Make notes on the things you notice about these locations and why they might be important to the story. Write a list of 'the ten fascinating facts I never knew about ...' ready to share at the start of the next lesson.



LESSON 1: NARRATIVE HOOKS

Worksheet 1:

Cut out the sections and place them into envelopes. Students should match the name of the hook to the appropriate example text.

First Person Narrative

"I am an amazing dancer. My family and all my friends have always told me so. My dance teacher says that I am a natural, but I have doubts."

An outrageous or startling 'hook' – did I really read that?

"As Mrs Malone went over the plan for today's lesson, Jordan took out his pair of scissors and very carefully started to cut the hair of the girl sitting in front of him."

Set an atmosphere – create a setting

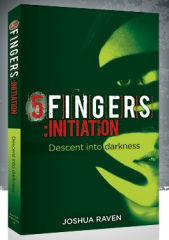
"The sky was dark and ominous, predicting a storm at any moment. Clouds were moving in slow, wispy shapes dancing and circling across the sky at the lakeside."

Funny or shocking

"Hamsters are never usually given any credit for being the brightest of creatures; however when Jonathan woke up on Monday morning and found that he had turned into a hamster, he started to think differently."

Ask a question to leave the reader guessing

"Caroline couldn't believe her luck, one million pounds! She had won the competition fair and square and was now the richest fourteen year old in the country. What would she spend the money on?"



LESSON 2: INTRODUCING CHARACTERS

Learning Title: Introducing Characters

Learning Objective: To 'read between the lines' and to conclude some of the first impressions of the characters.

Outcomes:

- Deduce, infer or interpret information, events or ideas from texts.
- Select appropriate and effective vocabulary.

Resources: Chapters 2 and 3, PowerPoint Lesson 2, Worksheet 2, Class Set of Thesauruses.

Starter

Remind the class of the purpose and use of a Thesaurus. Display the PowerPoint Lesson 2 and ask students to look up the words listed and find alternative vocabulary. Take feedback from the class on the most effective vocabulary. Ask the question: 'Why is the choice of vocabulary important?' Take feedback.

Main Teaching: Introducing Characters

Introduce the objective of the lesson to 'read between the lines' and to formulate some conclusions about the characters. Display the slide with the quote:

"She had no idea where she had found this strange calmness. It certainly wasn't like her. Her friends would normally describe her as emotional, and even irrational." p11

Identify the highlighted words to the class and model what changing the vocabulary might do to the sentence and our understanding of the character of Rachel. Use worksheet 1 and ask the class to rewrite the sentence using some of the words they selected from their Thesaurus.

What can we deduce and infer about the character of Rachel from this sentence? Take feedback from the class.

Read chapters 2 and 3.

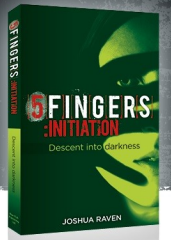
Use Worksheet 2 with the class to extend their learning about the character of Rachel. Draw out their skills and ability to infer and deduce by looking closely at the language. And extension for higher level students here could include looking at chapters 1- 3 to gather further evidence about Rachel.

Plenary

Model the deduction of ideas about the character of Rachel from the PowerPoint slides. Do the students agree? Do they disagree? Take feedback from some of the students. They could read out their paragraphs to the rest of the class.

Homework/Extension Task

Apply the same structure of lesson to the other characters introduced in the opening chapters; Eddie Race, Lara Summer, Lake Emerson and Iona. What can the students deduce and infer about these characters? Use the quotes on the PowerPoint as a starting point, or ask the students to select their own.



LESSON 2: INTRODUCING CHARACTERS

Worksheet 2:

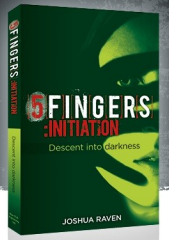
“She had no idea where she had found this strange calmness. It certainly wasn’t like her. Her friends would normally describe her as emotional, and even irrational.” p11

Rewrite the sentence here using your Thesaurus.

Write a paragraph in your own words to summarise what you know about Rachel and what her character is like. Use quotes to back up your points. Use the passages below or find your own evidence from chapters 1-3.

“In her room, Rachel lay staring at the moon, with her big brown eyes half closed. Around her face was a pool of wavy brown hair, dyed blue at the tips.” p8

“The social worker, Hilary, had ascertained that Rachel Race lived with her dad Eddie and that her mother Maryam had died seven years ago, when Rachel was nine years old. There were no brothers or sisters. Hilary had also determined that most of Rachel’s family lived either in Solihull or Kerala, India, with little in between.” p26



LESSON 3: NEWSPAPER REPORTS

Learning Title: Newspaper Reports

Learning Objective: To understand the structure and language of newspapers. .

Outcomes:

- Produce texts which are appropriate to task, reader and purpose.
- Organise and present whole texts effectively, sequencing and structuring information, ideas and events.

Resources: Chapter 1-3, PowerPoint Lesson 3, Worksheet 3.

Starter

Start the discussion in the class on the structure and presentation of tabloid newspapers. What would they expect to see on a newspaper front page? Take feedback and put this on the white board. Use PowerPoint 3 and go through the conventions of newspaper headlines. Display slide 2. Go through some of the language techniques and devices used in headlines. Explain why these are effective. Ask the class if they can think of any examples.

Main Teaching: Newspaper Reports

Read chapter 4. Use the PowerPoint to go through some of the techniques of headlines used recently in the press. What techniques can they find and what is the effect on the reader? Go through the slides and take feedback and comments.

Give examples of story-lines for a newspaper. In pairs or individually, the class should make up an exciting headline using one of the techniques learnt in the lesson. Reward the best examples of headlines, e.g. best use of a technique, or funniest headline.

Use Handout 3 Newspaper Grid. Copy enough for one each in the class. Discuss the story of 5fingers so far. What story-lines could be used by a newspaper? Plan and design a front page newspaper based on the story of 5fingers.

Plenary

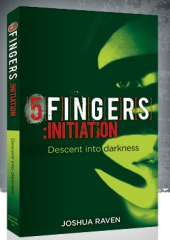
In pairs or small groups, swap the newspaper stories and headlines you have been working on. Use peer assessment on the use of the headline techniques and the effect on the reader. Give positive feedback and targets for improvement.

Share the best examples with the class. What have you learnt today? The class should be able to recount to you some of the language techniques used by newspapers and also the structure and common elements of a newspaper.

Homework/Extension Task

The class can research newspapers and collect an example to bring into the class next time. They should look for exciting headlines and see if they can spot any of the techniques being used in action. This can be done either online or in print.

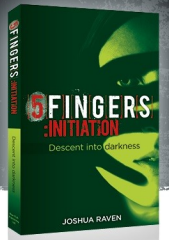
Make a list of the features of newspapers that tend to stay the same. Look at this list, and then go back to students' own front-page design. Is it the same? Which features did they include? Independently assess their own work and moderate accordingly.



LESSON 3: NEWSPAPER REPORTS

Worksheet 3:

Date, Price, What's inside?, Barcode		
Headline		
Story1	Caption, By line, sub-heading	
	Story2	Picture
		By line, sub-heading
		Other information of your choice
Advert/Cartoon		



LESSON 4: CREATIVE SENTENCES

Learning Title: Creative Sentences

Learning Objective: To understand how variation and use of sentences in writing can be used.

Outcomes:

- Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.
- Vary sentences for clarity, purpose and effect.

Resources: Chapters 5-4, PowerPoint Lesson 4.

Starter

Using three words (noise, cat and whenever) ask the class to put them quickly into as many different sentences as they can, making use of the different sentence types they know.

Display some of the best ones on the whiteboard and ask the class to identify the sentence types e.g. simple and compound.

Main Teaching: Creative Sentences

Read chapters 5-6. Use the PowerPoint Lesson 4. Go back to the different types of sentences and how they can be used in writing. Go through slides 2 and 3, teaching the use of clauses and connective words. Ask the class to come up with some of their own examples. Revise the differences between compound, complex and simple sentences and how the comma is used within them.

Use slide 7 to display the connectives. Ask the class to describe the events read about in chapters 5 & 6 in sentences, using a range of connectives. You could set a target of a certain number of sentences depending on the ability of the class. Take examples of the sentences from the class and display and reward the best examples.

Move onto complex sentences. Using the list of words below, create as many sentences, in the complex form, as possible. This could be done as a game with a time-limit by dividing the class into groups for a consolidation exercise.

- mountain/sky
- sunglasses/hair
- black/cat
- window/glass

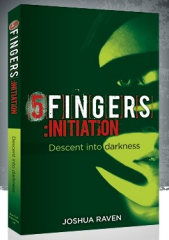
Finally, analyse chapters 5 & 6 of 5fingers by looking for various sentences in the text. Make a list of the best ones, and summarise the style of sentence structure in the writing.

Plenary

Does Joshua Raven have his own style of sentence construction? Give a quote as evidence. Ask the class to evaluate the use of sentences by linking it to the text. Take feedback on their observations of the variety of sentence choice and use.

Homework/Extension Task

Give the class certain styles and limits to their sentences in order to challenge their thinking e.g. *Fewer than 10 words; more than 18 words; in the style of a newsreader; in the style of a soap opera; as an advertising jingle.*



LESSON 5: SETTINGS

Learning Title: Settings

Learning Objective: To evaluate the use of language to create setting and the effect on the reader.

Outcomes:

- Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.
- Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.

Resources: Chapters 7-8, PowerPoint Lesson 5.

Starter

Go through the 'after reading questions', PowerPoint Lesson 5, slide 2, with the class and take answers from the class which can be recorded on the board, or as verbal discussion. Develop this discussion and understanding of the setting of the Himalayan Mountains. Use the homework from Lesson 1 as a starting point, if it was completed.

Consider the phrase 'an abode of snow' and use a dictionary to classify the definition of 'abode'. Pay attention with the class here to the writer's choice of vocabulary as the dictionary definition states it as 'the house or other place where somebody lives'.

Read chapters 7-8.

Main Teaching: Settings

Look at the pictures of the Himalayan Mountains. Do they match your thoughts and prior knowledge of this setting?

Go through the after reading questions with the group (slide 5)

- How are the Himalayan Mountains described in this chapter?
- Did the description match your own perception or ideas?
- What was different?
- What vocabulary does Joshua Raven use to describe the mountains?
- What is effective about his choice of words?
- Use a dictionary and Thesaurus to help you understand any words you don't know.

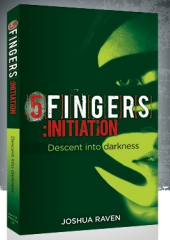
Use Worksheet 5 to draw out the understanding of these points with the class. Complete the worksheet.

Plenary

Conclude by gathering the final thoughts and feelings about the setting in chapter 7. If possible, carry out some research into this particular setting and location. Use textbooks on Geography from the library, or the internet to collect ideas. Ask the class to make notes on the descriptions of the Himalayan Mountains, and add these to the homework carried out in Lesson 1.

Homework/Extension Task

Ask the class to create their own list of vocabulary which they think describes the mountains. This can be used in conjunction with Lesson 6.



LESSON 5: SETTINGS

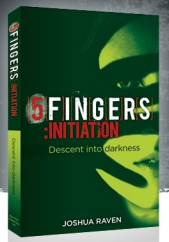
Worksheet 5:

Read chapter 7 before completing the tasks.

Related quote: p10 "She dreamt of a long mountain range somewhere in the east. Perhaps it was India or Tibet."

How are the Himalayan Mountains described in this chapter? Use quotes from the chapter to support your answer and include the effect on the reader.

Read p57 again. What effect does the description of Makalu create at this point in the narrative?



LESSON 6: DESCRIPTIVE WRITING

Learning Title: Descriptive Writing

Learning Objective: To write a piece of descriptive writing using 5Fingers as stimulus material.

Outcomes:

- Write imaginative, interesting and thoughtful texts.
- Select appropriate and effective vocabulary
- Organise and present whole texts effectively, sequencing and structuring ideas and events.

Resources: Chapters 9-10, PowerPoint Lesson 6.

Starter

Read chapters 9-10. Start the lesson by writing on the white board the starter question 'what is descriptive writing?' Take answers and feedback as appropriate. Display PowerPoint 6, slide 1 and the literary techniques commonly used in descriptive writing.

- Metaphors
- Similes
- Personification
- Alliteration
- Onomatopoeia

Ask the class to give you the definitions of these techniques and examples of them in use. Display the best responses on the white board.

Main Teaching: Descriptive Writing

Find examples of the techniques being used in 5fingers. Use the two examples on slide 5 as a starting point. Develop the discussion on these two examples to cover the effectiveness of the techniques, if relevant at this point. Target higher-ability students to find 6-8 examples and lower ability students should find around 3-5.

Once they have found the examples in the novel, they can start to write their own sentences using the techniques based on the description of a character or place from the novel.

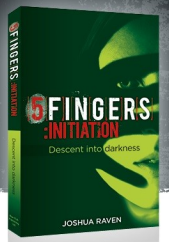
Start to write a description. Use this part of the lesson as a 'free writing' section which should last around 20 minutes. The class should be quiet to allow individuals to think creatively about the description they are going to add to the novel.

Plenary

Share the descriptions as a peer assessment task. Ask the class to work in pairs and share their descriptions. Each pair is to give each other feedback on the techniques they have used in their writing and the effect it creates. Share the best examples with the whole class if appropriate.

Homework/Extension Task

Go onto Joshua Raven's blog at: www.5fingers.co.uk/blog. Read some of his ideas about the writing process and where he gets his inspiration, which can be found under the category: 'Writing'. Email him your descriptive writing or post a comment on the blog!



LESSON 7: INVESTIGATING GENRE

Learning Title: Investigating Genre

Learning Objective: To investigate the role genre takes as an organisational tool within a novel and understand the genres incorporated into 5fingers.

Outcomes:

- Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.
- Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.

Resources: Chapters 11-12, PowerPoint Lesson 7.

Starter

Read chapters 11-12. Discuss the word 'genre' with the class and establish understanding of this term. Ask the class to think of a number of different types (genres) of books they have read recently. Use the link to films here depending on the ability range of the class. Take feedback on the books and films they have suggested.

Develop their thinking by extending their understanding to include the elements of the genre or characteristics of it. Use the accompanying worksheet for this part of the lesson. Ask the students to list the genres they have thought of, this can be done on the board as a whole class activity for Romance and Science Fiction as examples. Go through the characteristics of them.

Take detailed feedback from the class on the genres they have used and their characteristics.

Main Teaching: Investigating Genre

Read page 87 again. The opening to chapter 11 uses words and phrases such as 'fear' and 'shadows'. This vocabulary is conventional of the thriller and suspense genre. Lead the class to this understanding by asking them to list or name the words which link to genre on this page.

Compare this page with p96, opening to chapter 12. Is the genre still thriller and suspense? Ask the class to compare the phrase 'some people might describe them as UFOs' with their list of characteristics on their worksheet. What do they notice? And what is the effect on the reader?

Main task: 'How does Joshua Raven use genre within 5fingers and what effect does this have on the reader?'

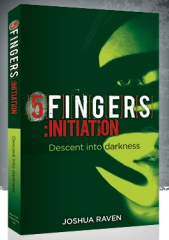
Ask the class to work in silence for 5-10 minutes to answer this question. The written responses can be taken in for formal assessment.

Plenary

Take verbal feedback on the style and organisation of the novel. Draw out the students learning and understanding of what genre is and how it has been used in the novel.

Homework/Extension Task

Choose one of the genres discussed in the lesson. Write a paragraph within that genre exploiting as many of the conventions as possible. Pupils might also like to read Joshua's blog post about genre, *What type of genre should I write?*, which can be found at www.5fingers.uk/blog under the category: 'Writing'.



LESSON 9: FREEZE FRAME A SCENE

Learning Title: Freeze Frame a Scene

Learning Objective: To prepare a freeze frame scene based on a scene from the novel and to develop understanding of the characters and their motivation through a speaking & listening activity.

Outcomes:

- Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments, and questions.

Resources: Chapters 15-16, PowerPoint Lesson 9.

Starter

Read chapters 15-16.

Ask the students to recap on the story so far in no more than 10 steps or stages within the plot. What do they leave out? What do they include? Why do they think this is?

Agree on the top 5 points within the plot structure with the class.

Display these on the whiteboard.

Main Teaching: Freeze Frame a Scene

Choose Rachel's missing finger as the starting point for the freeze frame activity. Ask all of the class to hold the 'look', using the facial expression Rachel would have had when she woke up in the morning to find her finger missing. Choose three volunteers from the class to come to the front to demonstrate this pose to the rest of the class.

Put the class into groups of 2-4 and ask them to prepare a series of freeze frames to demonstrate the plot so far in five steps. This should be done first on paper to plan and prepare which part of the novel they will focus on and also demonstrate a progression of the plot through the frames.

Give the class 10-15 minutes to prepare these freeze frame scenes.

Plenary

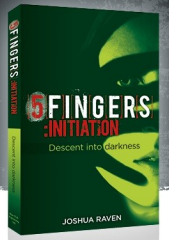
Ask for 2-3 groups to show their freeze frame scenes to the rest of the class. The class should make notes on which scene from the novel they believe the freeze frame to be. Feedback the ideas – are they right?

Develop discussion to why they thought those scenes were the ones from the novel.

This activity could be a Speaking and Listening assessment of group work and understanding of the novel, as well as speaking and listening AF2, AF1 could also be addressed in this lesson.

Homework/Extension Task

Some students will be able to add quotes from the novel to develop their freeze frames. Ask them to read out their quotes when they have finished the freeze frame. This can be done either before or after the class have suggested which scene it is from the novel.



LESSON 10: HOT SEATING A CHARACTER

Learning Title: Hot Seating a Character

Learning Objective: To interview a character from the novel through a hot seating activity.

Outcomes:

- Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas, and issues.

Resources: Chapters 17-18, PowerPoint Lesson 10.

Starter

Read chapters 17-19. Ask the question – ‘What types of questions are there?’ Take feedback and answers to this question. Display power point slide 1, lesson 10 with the definitions of different questioning styles on. Are there any the class do not know? Go over the examples and what situations and contexts the questions are used for.

Complete slide 2 in exercise books or paper. Choose a character from the novel and imagine you are going to ask them a series of questions about their role in the novel so far. Devise a series of questions in the different questioning styles completed in the starter activity.

Main Teaching: Hot Seating a Character

In pairs, the class should plan and rehearse the answers they have to each other’s characters, imagining that they are now the character. What would the character say? Does the answer sound like them?

Either in the same pairs, or move pairs around, each group will now plan an interview activity where they become the character from the novel and answer the questions accordingly. For example, Rachel could be interviewed by the local police regarding CCTV footage they found at the Griffon Metropolitan Hotel of her carrying a large black bag. Or the interview could be of a news reporter interviewing Lake Emerson on his mysterious disappearance and amazing rescue.

Give the pairs 10-15 minutes to rehearse their interviews and answers.

(The best results for this activity will be if the class don’t read answers from paper, but improvise and answer as if in a real life interview. Some lower-ability students may, however, may need a prompt sheet to help them.)

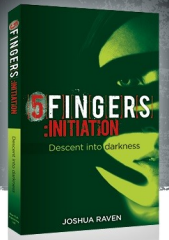
Plenary

Ask some of the pairs to perform their interviews in front of the class. The class can peer assess the groups according to how accurate the answers are in terms of being like the characters from the novel and also how many different styles of questions they use.

Homework/Extension Task

The class could research interviews and the style of questions used by recording and watching a TV news programme. How do the interviews take place? What questions are asked? What style of questions are these?

They could also comment on the context and why those particular question styles were used.



LESSON 11: SPEECH WRITING

Learning Title: Speech Writing

Learning Objective: To prepare a speech on one of the topical issues raised by the novel.

Outcomes:

- Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content.

Resources: Chapters 20-22, PowerPoint Lesson 11, Worksheet 11.

Starter

Read chapters 20-22.

Use the Worksheet for lesson 11 on Colonel Tim Collins' Speech to the troops in Iraq in 2003. Copy one sheet for each of the students.

Use PowerPoint Lesson 11 to go through the techniques of speech writing. Quick recap on the skills and terminology by using the 'what are rhetorical devices?' slide and recap on definitions of the following terms:

- Metaphor and simile
- Sentence structure
- Emotive Language
- Alliteration
- Onomatopoeia

Annotate the speech identifying all of the rhetorical devices used by the Colonel. What do the techniques add to his aim and purpose to persuade the troops to action?

Main Teaching: Speech Writing

Write your own speech to perform to the rest of the class based on a topic from the novel '5fingers'. Use the example of:

The Zodiac Kids – Gangs and our streets

What issues would your community have with youth and gangs hanging around on the streets? What should the local council do to provide activities for teenagers in your area?

Plenary

Choose one or two students to read out the opening of their speeches. Use peer assessment to ensure that rhetorical devices have been used and that the speech is persuasive in tone.

Homework/Extension Task

Research the issue chosen for the speech in more detail e.g. gangs in London. Collect facts and statistics which can be used in the speech and make notes on how the facts will add to the persuasive tone of the speech.

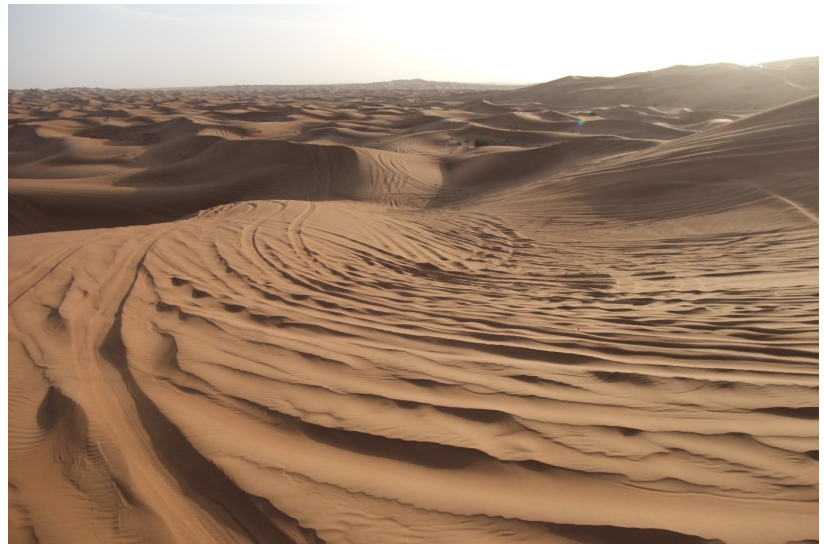
LESSON 11: SPEECH WRITING

Worksheet 11:

Colonel Tim Collins' speech to around 800 men of the battle group of the 1st Battalion of the Royal Irish Regiment, part of the 16 Air Assault Brigade given at their Fort Blair Mayne camp in the Kuwaiti desert about 20 miles from the Iraqi border on Wednesday 19th March 2003.

We go to liberate, not to conquer.
We will not fly our flags in their country
We are entering Iraq to free a people
and the only flag which will be flown in
that ancient land is their own.
Show respect for them.

There are some who are alive at this
moment who will not be alive shortly.
Those who do not wish to go on that
journey, we will not send.
As for the others, I expect you to rock
their world.
Wipe them out if that is what they
choose.
But if you are ferocious in battle re-
member to be magnanimous in victory.



Iraq is steeped in history.
It is the site of the Garden of Eden, of the Great Flood and the birthplace of Abraham.
Tread lightly there.

You will see things that no man could pay to see
- and you will have to go a long way to find a more decent, generous and upright people than the Iraqis.
You will be embarrassed by their hospitality even though they have nothing.

Don't treat them as refugees for they are in their own country.
Their children will be poor, in years to come they will know that the light of liberation in their lives was brought
by you.

If there are casualties of war then remember that when they woke up and got dressed in the morning they did
not plan to die this day.
Allow them dignity in death.
Bury them properly and mark their graves.

It is my foremost intention to bring every single one of you out alive.
But there may be people among us who will not see the end of this campaign.
We will put them in their sleeping bags and send them back.
There will be no time for sorrow.

The enemy should be in no doubt that we are his nemesis and that we are bringing about his rightful
destruction.

There are many regional commanders who have stains on their souls and they are stoking the fires of hell for
Saddam. *(Continued on next sheet.)*

LESSON 11: SPEECH WRITING

Worksheet 11: Continued

We go to liberate, not to conquer.
We will not fly our flags in their country
We are entering Iraq to free a people and the only flag which will be flown in that ancient land is their own.
Show respect for them.

He and his forces will be destroyed by this coalition for what they have done.
As they die they will know their deeds have brought them to this place. Show them no pity.

It is a big step to take another human life.
It is not to be done lightly.

I know of men who have taken life needlessly in other conflicts.
I can assure you they live with the mark of Cain upon them.

If someone surrenders to you then remember they have that right in international law and ensure that one day they go home to their family.

The ones who wish to fight, well, we aim to please.

If you harm the regiment or its history by over-enthusiasm in killing or in cowardice, know it is your family who will suffer.

You will be shunned unless your conduct is of the highest -- for your deeds will follow you down through history.

We will bring shame on neither our uniform or our nation.

(On Saddam's chemical and biological weapons.)

It is not a question of if, it's a question of when.

We know he has already devolved the decision to lower commanders, and that means he has already taken the decision himself.

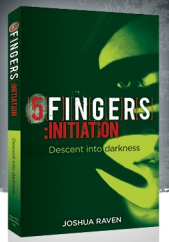


If we survive the first strike we will survive the attack.

As for ourselves, let's bring everyone home and leave Iraq a better place for us having been there.

Our business now is north.

(Speech: Copyright Tim Collins, 2003)



LESSON 12: CLIFFHANGERS & CONCLUSIONS

Learning Title: Cliffhangers & Conclusions

Learning Objective: To conclude understanding of the novel as a whole and deduce where the story might progress in the sequel, '5fingers: vortex' and the rest of the quintet.

Outcomes:

- Deduce, infer or interpret information, events or ideas from texts.

Resources: Chapters 23-26, PowerPoint Lesson 12.

Starter

Read chapters 23-26.

Use PowerPoint 12, slide 1 and reread the ending to '5fingers: initiation', p204 – 205.

Pay attention to the ending and use this point in the novel to start to think about where the narrative will go next.

In pairs the students will work through the questions on PowerPoint slide 4 'predictions'. Ask them to share some of their responses and use this as a start for a 5-10 minute discussion on the narrative structure. They should also think of questions themselves to ask the rest of the group.

Write these on Post-it notes and choose the best ones to ask the whole class.

Main Teaching: Cliffhangers & Conclusions

Deduce, infer or interpret information, events or ideas from texts to the class. What does deduce, infer and interpret mean?

Discuss the idea of being a detective and using questions to gain greater understanding about a text. Work through ideas with the class based on these unsolved elements of the novel:

- The relationship between Rachel and Lake.
- The mystery of who took Rachel's finger.
- The identity of Samyaza and the Dunamis.
- The character of Daniel Harcourt.

Ask the class to write their own mini-plot summary for the second novel '5fingers: vortex - the mysterious arrival'.

Plenary

What do you learn about plots and storytelling from this novel's ending and conclusion? Ask the class this question and give them five minutes to come up with as many answers as they can.

Share the best responses with the rest of the class.

Homework/Extension Task

Read '5fingers: vortex - the mysterious arrival' - available direct from Red Ink Publishing at www.5fingers.co.uk - and post some of your ideas onto Joshua Raven's blog at www.5fingers.co.uk/blog.