

## Nightmares

<p><b>Title of Scheme: <i>A Monster Calls</i></b></p>	<p><b>WEEK 3</b></p>
<p><b>Resources required</b></p> <ul style="list-style-type: none"> <li>• PPT 3 <i>Nightmares</i>.</li> <li>• Worksheet 3 <i>The Nightmare</i>.</li> </ul>	
<p><b>LESSON 3</b></p>	
<p><b>Learning Objectives</b></p> <p>The learning objectives for this lesson are to:</p> <ul style="list-style-type: none"> <li>• understand what the nightmare represents in the story.</li> <li>• understand how the sense of the nightmare’s climax is intensified by the patterning of repetition and the use of a sequence of short sentences.</li> </ul>	
<p><b>Grammar focus</b></p> <p><b>Short sentences:</b> check students do not think short sentences are synonymous with simple sentences. A simple sentence has only one clause and can be short or long.</p> <p><b>Dashes and hyphens:</b> a hyphen joins two words (e.g. anti-matter) or signals a split word at the end of a printed line. A dash is linked to the ideas in a sentence and signals an interruption or an interrupting thought.</p>	
<p><b>Introduction</b></p> <p><b>Pairs:</b> read aloud to each other the ‘I am...’ poems about the ‘nightmare’ monster, written for homework. If possible, create a display of these poems.</p> <p><b>Teacher:</b> discuss what students think Conor’s nightmare is.</p>	
<p><b>Development</b></p> <p><b>Whole class:</b> read together the chapter <i>The Fourth Tale</i> (p. 183-193).</p> <p><b>Pairs/groups:</b> using Worksheet 3 <i>The Nightmare</i>, look closely at how this extract is written to evoke the sense of horror in the nightmare.</p> <p><b>Teacher:</b> using PPT 3.2-3.6, draw out the responses of the class, and extend their thinking about some of the linguistic choices made in this extract. Note the use of repetition – ‘and’, perhaps suggesting the momentum of the action; ‘No’, reinforcing Conor’s resistance to what is happening; and the alliteration of ‘n’ sounds, linking the monster’s words <i>now</i> or <i>never</i>, with Conor’s <i>No</i> and <i>nightmare</i>. Also note the sequence of short sentences, each on a separate line, and discuss their effect. Discuss the use of dashes and their effect – what kind of interrupting thought do they represent?</p> <p><b>Teacher:</b> look at the illustration which follows this scene (PPT 3.7). Does it convey anything which the written text did not?</p> <p><b>Whole class:</b> read together the next chapter <i>The Rest of the Fourth Tale</i> (p. 194-198).</p> <p><b>Teacher:</b> discuss the truth that the monster wanted to elicit from Conor. Were they surprised when they first read the book? Lots of readers anticipate that the truth is that his mum will die, not that he wants it all to be over. Was Conor wrong to think this?</p>	
<p><b>Conclusion</b></p> <p><b>Whole class:</b> divide the class into three groups: the narrator, the ‘tree’ monster and Conor. Each person chooses one sentence which he or she thinks is the most significant sentence in this chapter for the narrator, tree monster or Conor, as allocated. End the lesson by displaying the Word Cloud (PPT 3.8) for this chapter, and hearing from each group each of the sentences they have chosen, with no comment or discussion.</p>	
<p><b>Homework/ActiveLearn</b></p>	
<p><b>Support</b></p> <ul style="list-style-type: none"> <li>• Offer cards with prompt questions to help with the annotation task.</li> </ul>	<p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>• During the discussion of the effects of the patterning and short sentences, extend thinking by pushing for justification of responses.</li> </ul>