

Beginnings and Endings

Title of Scheme: <i>A Monster Calls</i>		WEEK 6
Resources required		
<ul style="list-style-type: none"> PPT 6.1 <i>Beginnings and Endings</i>. Worksheet 6 <i>Openings and Endings</i>. 		
LESSON 6		
Learning Objectives		
The learning objectives for this lesson are to:		
<ul style="list-style-type: none"> know how openings and endings of narratives are often connected through repeated or contrasted ideas, reinforced through grammatical patterns. understand foreshadowing as a narrative device. 		
Grammar focus		
<p>Verbless sentences: these are formally called minor sentences and are very frequently used in narrative, often to draw attention to, or emphasise, something. You could also draw attention to the minor sentences which have no main verb but do have a subordinate clause. Look at the four sentences in the opening, beginning with ‘The one...’ One of these is a verbless minor sentence, but the other three are all minor sentences, with no main verb and a subordinate clause.</p>		
Introduction		
<p>Pairs/groups: look at the image (PPT 6.2) that accompanies the story opening. What clues does it give the reader of what the story might be about?</p> <p>Teacher: take feedback, noting not only the monster, but gravestones, an empty bench and darkness.</p>		
Development		
<p>Teacher: read together the opening page (p. 11) and discuss what clues there are about what might happen in the story. These clues might include the significance of the monster, the nightmare, the time Conor’s relationship with his mum, dad and grandma. Note how this is foreshadowing– where an author gives hints as to what might unfold.</p> <p>Pairs/groups: using Worksheet 6.1, look closely at the opening and the ending and make notes in the middle column about the links, similarities and contrasts between the two.</p> <p>Whole class: share feedback, and with PPT 6.3, highlight the main similarities and contrasts. The story doesn’t have a happy ending in a traditional way, but how does this ending act as a resolution to the problems of the opening? Note the dash in the opening – ‘The one with the hands slipping for his grasp, no matter how hard he tried to hold on. The one that always ended with–’. It demonstrates an unfinished, unspoken truth: is this resolved in the ending?</p> <p>Pairs/groups: on Worksheet 6.1, underline all the sentences without a verb. What impact does this choice have on how we read this text?</p> <p>Teacher: show PPT 6.4 and 6.5. Draw out that the verbless sentences direct attention to key moments or key information: the awfulness of the nightmare, the significance of 12.07 the importance of holding on to his mum; and the preciousness of their last bit of time together.</p>		
Conclusion		
<p>Teacher: explain what a Found Poem is and show an example (PPT 6.6-6.8). Note that you can only use words that are in the text; you can’t add your own! But you can repeat words or phrases, even if they are not repeated in the original.</p> <p>Individual: write a Found Poem using the final chapter of <i>A Monster Calls</i>, trying to capture the spirit of the ending and what it means to you.</p>		
Homework/ActiveLearn		
Support	Challenge	
<ul style="list-style-type: none"> Check understanding of foreshadowing by inviting direct explanations of the link between clues in the opening and what happens later. 	<ul style="list-style-type: none"> Enable those who grasp the verbless sentences to note the other minor sentences and the effect they have. 	