Topics: **Gothic horror: Coraline by Neil Gaiman** **History: Victorian Britain** **Life skills: Family**	**Year Group: 7** **A-team**	**Subjects:** **English/literacy** **History** **Lifeskills**	**Term:** **Summer 1 (20 lessons)**
	Shared resources: Shared Drive: Coraline SoL		

Rationale and Context for Unit	**Specific Core Knowledge and skills**
This term the A-team will be studying gothic horror and vIctorian Britain in a blended learning approach. As they learn the conventions of gothic horror they will be able to cross reference this information with the knowledge they acquire from their history lessons on Victorian Britain where they will also explore beliefs/ideas around religion and science. The rationale for English and History is taken and in parts adapted from the SOL for each subject. This ensures that the A Team are learning the same key topics alongside their peers. This SOL also ensures that the cultural and historical gaps are being addressed. The study of the novella Coraline provides further exploration of a complete prose text, building on the unit around The Boy in the Striped Pyjamas, this time in the gothic genre. Students explore how an imaginary world is created through setting, character and narrative. The language is rich in vocabulary and description. It helps students identify how 'real' human and 'other world' characters are. Students learn to discern between inferred and explicit information in a text and begin to refine their understanding of reader response and how this may vary from person to person. This directly leads into KS4 analysis of reader response to a range of texts. This unit leads into the study of the gothic genre in 19th Century fiction in Year 8 and provides a foothold for later study of fiction for Language Paper 1 at GCSE and the study of Jekyll and Hyde.	**Substantive knowledge**: Please see below for key terminology. Conventions of narrative form and first person voice; dramatic tension and narrative hook. **Disciplinary knowledge**: critical reading and comprehension: identify and interpret themes, ideas and information; read in different ways for different purposes; draw inferences and justify these with evidence; support a point of view by referring to evidence within the text; identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading; recognise the possibility of different responses to a text. Evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact **Application of knowledge** Fiction: clear application in GCSE study of unseen literature in Language Paper 2 Analysis of devices used in creating a story: narrative hook / the gothic genre. Novella leads directly into Y9 post 1914 fiction play or novel / Y10 Dr J & Mr H, **Y10 and 11 GCSE** **Fiction Reading Paper 1.**

Challenge and Support	**Common misconceptions**
Each activity is linked to AOs required for KS4 to get students thinking about the skills of identifying language and structure and evaluating a text. This provides a foundation and challenge for year 7s.	Students need to be able to comprehend the differences between the 'real world' in the novella and the 'other world' in the novella. The introduction of new vocabulary alongside the techniques may be challenging to LPAs.

Assessment and Homework		Careers, Information, Advice, and Guidance
ASSESSMENT: Summative 2: 21/03/22 (wk 25) Summative 3: 20/06/22 (wk 35) **Lesson 05**- The Secret Door- Creative **Writing** **Lesson 08**- Creating Tension- AO2- **Reading** **Lesson 13**- Evaluate- AO4- **Reading**	HOMEWORK: This has been embedded into the SoL.	Critical thinking and analytical skills applicable in a range of settings, for example in the police, as a researcher or as a lawyer. Career options that link to the SoL: Editor Publisher Author Reviewer Book seller Podcaster Creative writing instructor Director **Lesson one: Introduction to becoming a creative writer/author from the perspective of Neil Gaiman the author of Coraline. Ideas about how he is inspired to write his stories and how he interprets stories and his belief in them.** **Lesson nineteen: What is it like to be a director - show pupils interview with Henry Selick the director of Coraline. You must have these questions written on the board for them to answer as they watch. Questions**

Co-curricular links	Opportunities for Spiritual, Moral, Social and Cultural Development
LS: Developing and maintaining healthy relationships History: Y8 Au 2 - Power and protest Art: Y8 Spr - Architecture (setting) RS: Christian views of family and home Music: Y8 - Programme music - music to create scenes	

Lesson	Key Topic	Learning objectives	Activities to draw out Core Knowledge	Vocabulary/ Terminology	Key Resources & Careers	Formative Assessment & Review
Week 1						
English Lesson 1	Gothic Genre	To describe the conventions of gothic horror	Students to analyse/identify the gothic conventions Starter: student to write key vocab and definitions in their exercise books 1: Students are shown a range of images and	**Context** - the situation within which something exists or happens **Gothic** - writers compose terrifying stories featuring		Spelling test on the key vocabulary. Also test students on their recall of the definitions.

			asked which images belong to which genre. 2: As a class compile a list of genre conventions https://owlcation.com/humanities/The-Gothic-Novel-What-is-Gothic-Literature 3: Focus on gothic settings Where would a gothic story take place. castles, graveyards, caves, dungeons or religious houses like churches and chapels. They are often old, decaying buildings, usually set in remote, hidden places such as the wilderness of a forest or in the isolation of the mountains. Students will write their own gothic horror prose based on a gothic setting. Choose pictures from here to inspire them https://images.search.yahoo.com/search/images;_ylt=AwrJ6ynfOlli8A8AEUFXNyoA;_ylu=Y29sbwNiZjEEcG9zAzEEdnRpZAMEc2VjA3Nj?p=gothic+story+setting+images&fr=yset_widemail_chr_win Prior to writing help them compile a list of adjectives they can use to describe their setting	dark and creepy settings, supernatural interferences, ancient family curses and an atmosphere of terror and mystery. **Genre** - a specific type of music, film, or writing. **Conventions - a**re features or practices of certain genres that readers or audiences understand, recognize and accept as belonging to that genre		
English Lesson 2	Chapter 1 - 3 AO1- Extracting Explicit Information	**CORE KNOWLEDGE** Extract EXPLICIT information from the text. **CHALLENGE** Infer IMPLICIT meaning from the text.	**RRR- Key Terminology:** ● Extract, implicit, explicit **Starter:** ● What do you know about 'Coraline'? ● What prior knowledge do you have? **Main:** ● Read Chapter 1 of 'Coraline' ● What do we learn about Coraline's house and garden? ● What information is EXPLICIT and what is IMPLICIT? ● EXTRACT key EXPLICIT information about Coraline's house and garden. ● Use this to draw a precise picture, which you should then label with quotes.	Extract Explicit Implicit Implied Infer Assessment Objective Foreshadowing	01- Coraline-AO1 **Introduction to Neil Gaiman as an author and where he got his inspiration from to write stories like Coraline - link for video and slide within presentation https://youtu.be/xPN7vDu9Rsk**	

			● Once done, add in any IMPLICIT information in a different colour pen. **Plenary:** ● What examples of FORESHADOWING have there been in this chapter?			
History	Victorian England					
			Week 2			
English Lesson 3	Gothic characters (double lesson)	**To be able to describe the range of characters that may appear in a gothic story**	**Ask the question what would we look for in a gothic protagonist. Remember to focus on 'gothic', possible ideas** **Some degree of hubris (tragic flaw)** ● **Of a high social status** ● **Somehow foreshadowed by doom/dancing with death** ● **A tendency to be influenced by past events** ● **The possession of considerable powers** ● **An absolute goal or aim (seeker figure)** **Class discussion on gender roles: the hero being male and women being portrayed as damsels in distress** **Show the students a range of gothic villains and ask them to identify them. For each character they need to write a brief fact file. For this they will need access to Chrome books.** ● **Vampires** ● **Werewolves** ● **Ghost/spirits** **Main tasks: Students create their own antagonist and protagonist. This could be a piece of prose or a detailed drawing which is labeled with adjectives describing the characters**	**Protagonist -** the leading character or one of the major characters in a drama, movie, novel, or other fictional text **Antagonist -** a person who is strongly opposed to something or someone **Ghoul -** an evil spirit or phantom, especially one supposed to rob graves and feed on dead bodies.		

			RRR- Key Terminology:	Extract	02- Coraline-	Peer assessed
English Lesson 4	Chapter 2 Pages 7- 11 AO1- Extracting Explicit Information	**CORE KNOWLEDGE** Understand the different word classes. Extract key information from text. **CHALLENGE** Write in full sentences. Include quotes in quotation marks. :	● Foreshadowing, adjective, adverb **Starter:** ● What can you remember about 'Coraline'? ● What can you recall from last lesson? **Main:** ● Read Chapter 2 of 'Coraline' ● Answer the ten comprehension questions. ○ You MUST write in full sentences. ○ You MUST include a quote in quote marks. ● Peer assess their work and give helpful WWW and EBI feedback **Plenary:** ● How does the weather in this chapter help set the mood and atmosphere?	Explicit Adjective Adverb Simile Noun Feedback Quote Full sentence	AO1 AGAIN	comprehension questions

History: for lessons go to: Victorian Britain

	Week 3	

			RRR- Key Terminology:	Inferences	03- Coraline-	
3	Chapter 2 Pages 7-11 AO2- Language Techniques	**CORE KNOWLEDGE** Make INFERENCES about what the key techniques imply. **CHALLENGE** Discuss CONNOTATIONS and ALTERNATIVE INTERPRETATIONS	● Common noun, simile, metaphor **Starter:** ● Please find your answers to these questions from the last lesson. ● What can you infer about the way Miss Spink looks from this simile? ○ What are the CONNOTATIONS of 'fluffy'? ○ What are the CONNOTATIONS of 'egg'? **Main:** ● Using your answers from last lesson,	Techniques Imply Suggest Connotations Alternative interpretations	AO2	

			what can you INFER from the key LANGUAGE techniques?
			● Examples and sentence starters on Slides 9 and 10
			● Highlight all of the language techniques you've mentioned.
			
			Plenary:
			● Adjective Tennis:
			  ○ Player A- 'Serves' a common noun.
			  ○ Player B- 'Volleys' back with an adjective to describe the noun.
			  ○ Player A- 'Volleys' back with another adjective to describe the noun.
			  ○ Keep the 'rally' going for as long as you can.
			  ○ The winner is the person who 'hits' the last adjective.
			  ○ The teacher is the 'umpire' who has the final say if there is a disagreement.			

4	Chapter 3 Pages 11-17 AO5 and AO6- The Secret Door- PLANNING	**CORE KNOWLEDGE** Plan how to use adjectives, verbs and adverbs in some descriptive writing. **CHALLENGE** Plan how to use senses, similes, metaphors and alliteration in some descriptive writing.	**RRR- Key Terminology:** ● Alliteration, plosive, fricative **Starter:** ● Popcorn Reading- Chapter 3. JUST TO PAGE 13 ● 'Coraline went through the door.' Page 13. What do you think is on the other side of the door? ● Popcorn Reading- Finish reading Chapter 3 **Main:** ● Imagine you have walked through a secret door. ● Complete the planning table for writing a description of what you find on the other	Descriptive Alliteration Adjectives Adverbs Verbs Similes Metaphors Senses	[04- Coraline- The Secret Door- DRAFT](#)	Peer discussion of ideas.

			side. ● See an example on Slide 10. **Plenary:** ● Share your ideas with your partner. ● Have they got any ideas on how you could improve it? ● Ask them if there is anything you should change.			
5	AO5- The Secret Door- NEAT	**CORE KNOWLEDGE** Use adjectives, verbs and adverbs in your descriptive writing. **CHALLENGE** Use senses, similes, metaphors and alliteration in your descriptive writing.	**RRR- Key Terminology:** ● Aspirate, sibilance, onomatopoeia ● Set the onomatopoeia challenge. **Starter:** ● Please, find your planning table from the last lesson. **Main:** ● Imagine you have walked through a secret door. ● Write a description of what you find on the other side- 30 minutes. ● Success criteria on Slide 11 **Plenary:** ● Swap your work with a partner. ● Highlight and annotate their work with any techniques they've included. ● Provide your partner with feedback on What Went Well and Even Better If. ● Examples on Slides 13 and 14	Descriptive Alliteration Adjectives Adverbs Verbs Similes Metaphors Senses	[05- Coraline- The Secret Door- NEAT](#)	Teacher marks for WRITING grade and put on the Ultimate Spreadsheet.
	History: For lessons go to [Victorian Britain](#)					
	Week 4					
6	Chapter 4 Pages 17-25	**CORE KNOWLEDGE** Use the four golden rules of direct speech correctly.	**RRR- Key Terminology:** ● Direct speech, reported speech, speech marks ● Complete the onomatopoeia challenge	Direct speech Speech marks Imagination	[06- Coraline- Direct Speech](#)	

	AO6- Using Direct Speech	**CHALLENGE** Use exciting verbs instead of 'said'.	**Starter:** ● Popcorn Reading- Chapter 4- Pages 17-25 ● Write down the four golden rules of direct speech. **Main:** ● Imagine you suddenly have the ability to talk to animals. ● Write the conversation you would have with your pet! ● Example on Slide 12 **Plenary:** ● 'Said' is a really boring verb. Can you come up with some more exciting verbs to replace… ○ Said loudly ○ Said quietly ○ Said happily ○ Said angrily ○ Said shyly ○ Said excitedly			
7	Chapter 5 Pages 25-28 AO6- Improving Vocabulary	**CORE KNOWLEDGE** Understand how to use a thesaurus to improve your vocabulary. **CHALLENGE** Add in similes and metaphors to improve a boring sentence.	**RRR- Key Terminology:** ● Synonyms, antonyms, vocabulary **Starter:** ● Popcorn Reading- Chapter 5- Pages 25 - 28 ● STOP when you finish page 28 ● What can you use a THESAURUS for? ● How is a thesaurus different from a dictionary? **Main:** ● "Ah. The nefarious clutches of her fiendish fingers, is it?"- Page 28 ○ What does 'nefarious' mean? ○ What does 'fiendish' mean? ○ If you're not sure, can you work	Thesaurus Synonyms Antonyms Vocabulary Define Context	07- Coraline- Improving Vocabulary	

			it out from the CONTEXT of the story?
			   ○ If you're still not sure, then look it up in your thesaurus.
			● Using your thesaurus, complete the table with some more impressive synonyms. Also, find the antonym for each word.
			● Use your thesaurus to improve these sentences:
			   ○ The weather is really hot.
			   ○ The house is really big.
			   ○ Your hair looks bad.
			   ○ That cake is big.
			   ○ My rabbit is soft.
			● **CHALLENGE:** Can you improve them even further by adding in a simile or metaphor?
			
			Plenary:
			● What would be a synonym for YOUR name?
			● Create 2 x acrostic poems.
			● 1 with synonyms and 1 with antonyms for your name.
			● Example on Slide 12			

8	Chapter 5 Pages 29-34 AO2- PEETER Paragraphs- Tension	**CORE KNOWLEDGE** Identify key quotes which create tension in the chapter. **CHALLENGE** Write a full PEETER paragraph explaining your ideas using the word 'because'	**This lesson may take TWO LESSONS, depending on your class.** **RRR- Key Terminology:** ● Annotate, connotations, analyse **Starter:** ● Popcorn Reading- Chapter 5- Pages 29-34 ● **KEY QUESTION:** How does Gaiman create tension on page 30 of Coraline? ● Reread page 30. ● Choose three quotes which you think create tension. How do they do this? **Main:** ● Write down your three chosen quotes	Annotate Connotations Analyse Point Evidence Explain Technique Expand Reader	08- Coraline-Creating Tension	Teacher marks the paragraphs for READING skills and uploads grades to the Ultimate Spreadsheet

			and annotate them, with HOW they create tension. EXAMPLE ON SLIDE 10. ● Use your quotes and annotations to write a PEETER paragraph answering our key question. EXAMPLE ON SLIDE 13 and SENTENCE STARTERS ON SLIDE 14. **Plenary:** ● Highlight the word 'because' in your paragraph in one colour. ● Highlight the techniques/word classes you've mentioned in another colour. ● Highlight your quote in a third colour.			

History: for lessons go to Victorian Britain

Week 5						
9	Chapter 6 Pages 34-40 AO1 and AO2- Take 10 Questions	**CORE KNOWLEDGE** Extract key evidence from the text to answer 'core' questions. (AO1) **CHALLENGE** Make inferences about the text to answer 'stretch' and 'challenge' questions. (AO2)	**RRR- Key Terminology:** ● Monosyllabic, simple sentence, complex sentence ● Examples on slide 3 and 4 **Starter:** ● Popcorn Reading- Chapter 6- Pages 34-40 **Main:** ● Answer enough comprehension questions to make 10 points. ● You must write in full sentences. ● You must include a quote. **Plenary:** ● Students peer assess each others' answers.	Monosyllabic Simple sentence Complex sentence Point Evidence Explain Extract Infer	09- Coraline- Take 10 Questions	Students peer assess each others' work
10	Chapter 7 Pages 40-43 AO5- Similes and	**CORE KNOWLEDGE** Identify similes in the text. **CHALLENGE**	**RRR- Key Terminology:** ● Personification, zoomorphia, chremamorphism **Starter:**	Personification Zoomorphia Chremamorphism Simile Metaphor Transform	10- Coraline- Similes and Metaphors	

	Metaphors	Create your own unique and interesting similes and metaphors.	• Popcorn Reading- Chapter 7- Pages 40-43 • Identify four similes used in this chapter. • Write them down in your book with the page number you found it on. • Answers on slide 8 **Main:** • Choose ONE of the similes to annotate with what it makes you imagine and how it makes you feel. • Example on slide 10 • Create some similes for the feelings, actions, thoughts, descriptions on the next page. • Try to make them unique and original, NOT stereotypical cliches. **Plenary:** • Can you transform your similes into metaphors?			
11	Chapter 8 Pages 43-46 AO5- Alliteration	**CORE KNOWLEDGE** Identify alliteration in the text. **CHALLENGE** Create your own unique and interesting example of alliteration.	**RRR- Key Terminology:** • '... her hair was wriggling like lazy snakes on a warm day.' • What technique is being used in the quote? • What can you infer from it? **Starter:** • Popcorn Reading- Chapter 8- Pages 43-50 • **Stop after 'and she was alone in the room.'** • Identify five examples of alliteration used in these pages. • Write them down in your book with the page number you found it on. • Answers on slide 7. **Main:**	Simile Infer Alliteration Sibilance Plosive Fricative Aspirate	11- Coraline- Alliteration	

			- Can you label any of these examples with whether they are: - Plosive - Sibilance - Fricative - Aspirate - Students covered these in the RRR task during lessons 04 and 05. - Answers on slide 9 - Create some alliterative sentences for the ideas on the next slide. - Try to make them unique and original, NOT stereotypical cliches. **Plenary:** - Can you create a list of SYNONYMS for your name using alliteration.			
		History: For lessons go to Victorian Britain				
		Week 6				
12	Chapter 8 Pages 46- 51 AO5- A New Animal	**CORE KNOWLEDGE** Create a new animal, using a mixture of different species. **CHALLENGE** Write a description of your animal using a wide variety of language techniques.	**RRR- Key Terminology:** '... the world was grey and colourless, like a pencil drawing.' - What technique is being used in the quote? - What can you infer from it? **Starter:** - Popcorn Reading- Chapter 8- Pages 46-51 **Start at 'and she was alone in the room.'** - What is the strange new animal that Coraline discovers hanging from the ceiling? - Write the description in your book. - Answer on slide 7 **Main:** - Create your own made up animal from a	Simile Metaphor Alliteration Onomatopoeia Personification	12- Coraline- A New Animal	

				mixture of creatures.
				● Draw a sketch of it in pencil.
				● Write a description of your animal. It must include:
				    ○ Simile
				    ○ Alliteration
				    ○ Personification
				    ○ Onomatopoeia
				● See slide 10 for an example
				
				Plenary:
				● Highlight and annotate your description, labelling all the techniques you have used.			

13		Chapter 9 Pages 51- 56 AO4- Evaluate	**CORE KNOWLEDGE** Understand how to EVALUATE and what the term means. **CHALLENGE** Identify quotes from the text and decide how successful they are: EVALUATE them.	**RRR- Key Terminology:** ● 'The other mother stood there in the paper-gray fog of the flattening world.' ● Which words are verbs? ● Which is the adjectival phrase? What are the connotations of this phrase? **Starter:** ● What does it mean to EVALUATE something? ● When you evaluate something you give a JUDGEMENT on how successful it has been. ● Students write their own definition of what it means to EVALUATE. ● Popcorn Reading- Chapter 9- Pages 51-56 **Main:** ● Key Question: On page 53, Gaiman tries to create tension and fear. Evaluate how successful you think he has been. ● Talk through the SPITE acronym with students and get them to write it in the books.	Evaluate Quantifier Setting People Idea Theme Event	13- Coraline- Evaluate	

			• When you EVALUATE you need to QUANTIFY how successful the writer has been. • Add a range of QUANTIFIERS around the O'Meter that you could use to describe how successful you think the writer has been. • Highlight any quotes which you think create tension or fear. Now, choose THREE of these and write these in your book. • Decide how successful your quotes are at creating tension and fear. Choose a QUANTIFIER for each quote. **Plenary:** • EVALUATE your effort in this lesson. ○ How successful were you at trying your best? ○ What QUANTIFIER would you use? ○ What went well? ○ How could you improve?			
14	Chapter 9 Pages 51- 56 AO4- Evaluate PEE-ER Paragraph	**CORE KNOWLEDGE** Understand how to EVALUATE and what the term means. **CHALLENGE** Identify quotes from the text and decide how successful they are: EVALUATE them.	**RRR- Key Terminology:** • Q. What do you call a naked pig running around? • A. Streaky bacon! • This joke attempts to be funny. EVALUATE how successful you think it is. **Starter:** • Find your notes from the last lesson. **Main:** • Key Question: On page 53, Gaiman tries to create tension and fear. Evaluate how successful you think he has been. • Students should write 3 x PEE-ER paragraphs EVALUATING.	Evaluate Quantifier Setting People Idea Theme Event	14- Coraline-Evaluate Paragraphs	Mark and put grades on Ultimate Spreadsheet

			● Examples and sentence starters on slides 7, 8 and 9 **Plenary:** ● Highlight where you've EVALUATED in one colour. ● Highlight where you've mentioned SPITE in another colour.			
		History: For lessons go to [Victorian Britain](#)				
		Week 7				

15	Chapter 10
	Pages 56- 62
	
	Riddles
		CORE KNOWLEDGE
		Understand what a riddle is.
		
		CHALLENGE
		Create my own riddle with a simple rhyme scheme.
			RRR- Key Terminology:
			● 'Then, fast as a serpent, it slithered for the steps…'
			● What TWO techniques can you spot? What is the effect of these?
			
			Starter:
			● Popcorn Reading- Chapter 10- Pages 56-61
			● Watch the video on Slide 6- It explains what a riddle is.
			● Put the little riddles on Slide 7 on the board; see if students can guess the answers.
			
			Main:
			● Without telling ANYBODY…
			● Write a riddle about an animal or object.
			  ○ It must rhyme!
			● Example on Slide 9
			
			Plenary:
			● Read your riddle to your neighbour.
			  ○ Can they guess what it is?
				Riddle
				Rhyme
				Sibilance
				Simile
					[15- Coraline- Riddles](#)	

16	Chapter 11 Pages 62- 66	**CORE KNOWLEDGE** Understand what verbs and	**RRR- Key Terminology:** ● '"You know I love you," said the other mother flatly.'	Adverb Verb Adjective	[16- Verbs and Adjectives](#)	

	Verbs and Adjectives AO5 and AO6	adjectives are and how they create a 'tone' to the writing. **CHALLENGE** Rewrite a page from 'Coraline' and change the tone from negative to positive.	● Which word is the adverb? ● What can you infer from this adverb? **Starter:** ● Popcorn Reading- Chapter 11- Pages 62-66 ● Recall what an adjective is and what a verb is. **Main:** ● Turn to page 64. ● Highlight all the verbs in one colour and all the adjectives in another colour. ● Rewrite Page 64, but replace all the negative and aggressive verbs and adjectives with positive and kind ones. ● Change the **tone** of the page from negative to positive. **Plenary:** ● Share your work with your neighbour. ● What do they think about it?	Tone Positive Negative		
17	Chapter 12 Pages 68-72 Cliffhangers AO5 and AO6	**CORE KNOWLEDGE** Understand what a cliffhanger is and why authors choose to use them. **CHALLENGE** Create your own piece of writing including tension building and ending with a cliffhanger.	**RRR- Key Terminology:** ● 'Then she hugged her mother so tightly that her arms began to ache.' ● Which word is the adverb? ● What can you infer from this adverb? **Starter:** ● What is a cliffhanger? ● Why would an author use a cliffhanger? ● Watch the video on Slide 4 ● Popcorn Reading- Chapter 12- Pages 68-72 ● What is the cliffhanger at the end of chapter 12? What are the audience left wondering about? **Main:** ● For a cliffhanger to work, the writer	Cliffhanger Suspense Tension Tenterhooks Comparatives	17- Coraline-Cliffhangers	Peer assessed with WWW and EBI

| | | | needs to build tension first.
● Answer the questions on the worksheet analysing how Gaiman builds tension in 'Coraline'.
● Now, Use one of the story ideas on slide 8, to write a tension filled chapter which ends in a cliffhanger.

Plenary:
● Swap your story with a trusted friend.
● Provide them with constructive WWW and EBI feedback. | | | |

History: For History lessons go to

Week 8

18	Chapter 13 Pages 73- 79 Book review AO4	**CORE KNOWLEDGE** Evaluate and review 'Coraline'. What was enjoyable about it? **CHALLENGE** Create a book review of 'Coraline' thinking about plot, characters, evaluation and a summary.	**RRR- Key Terminology:** ● 'Something she had taken to be part of the shadows under the hall couch detached itself from beneath the couch and made a mad scrabbling rush on it's long white legs, heading for the front door.' ● How is tension created in this quote? **Starter:** ● How do you WANT the book to end? ● How do you think the book WILL end? ● Popcorn Reading- Chapter 13- Pages 73-79 **Main:** ● What things should you discuss in a BOOK REVIEW? ● What would a prospective reader want to know about? ● Complete the book review booklet in as much detail as you can.	Review Evaluate Judgement Recommend	18- Coraline- The Ending	

			• You may want to write in pencil first so you can make changes easily. • *Complete all the writing first, before you do the front cover.* **Plenary:** • How would you REVIEW the lessons we've done on 'Coraline'? • Which was your favourite? Why? • Are there any you think we should change?			
19	FILM		The film is saved to the Media drive. It is 1hr and 30 minutes long. It will probably take two lessons to watch the whole thing. Whilst students are watching they could: - Design a new book cover - Create a table of the differences between the film and the book - Complete their book review booklets - If they were going to make a film of 'Coraline' with real life actors, who would they have playing each part and why?		Film is saved on the Media drive under 'English' **What is it like to be a director - show pupils interview with Henry Selick the director of Coraline. You must have these questions written on the board for them to answer as they watch:** **How did Gaiman find the process of making the film?** **How does he feel about the character of Coraline?** **How was Selick inspired by other artists?**	

20	FILM			The film is saved to the Media drive. It is 1hr and 30 minutes long. It will probably take two lessons to watch the whole thing. Whilst students are watching they could: - Design a new book cover - Create a table of the differences between the film and the book - Complete their book review booklets - If they were going to make a film of 'Coraline' with real life actors, who would they have playing each part and why?		Film is saved on the Media drive under 'English'	