



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
5-6 weeks 27 lessons	Students learn how to make informed personal responses, use quotes to support points. They will show understanding between texts and the contexts they were written in. The unit provides various Reading, Writing and Speaking and Listening Assessment opportunities, the final Reading assessment asks students to respond to one exam style question based on an extract.	
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
<p><b>End of term assessment;</b> <b>How does Louise Sachar represent Zero and Stanley's Friendship?</b></p> <p><b>AO1 – Read, understand &amp; respond to texts.</b> <b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Maintain a critical style &amp; develop an informed personal response.</b></li> <li>• <b>Use textual references, including quotations, to support &amp; illustrate interpretations.</b></li> </ul> <p><b>AO2 – Analyse the language, form &amp; structure used by a writer to create meanings &amp; effects, using relevant subject terminology – Show understanding of the relationships between texts &amp; the contexts in which they were written.</b></p> <p><b>AO3- Show understanding of the relationships between texts and the contexts in which they were written.</b></p> <p><b>AO4 – Use a range of vocabulary &amp; sentence structures for clarity, purpose &amp; effect, with accurate spelling &amp; punctuation.</b></p>	<p>Peer assessment : Lesson 6 and 9 Self-assessment : Lesson 11 &amp;12</p>	<p>Spelling</p> <ul style="list-style-type: none"> <li>• I can sound our phonemes to aid my spelling</li> <li>• I can break words into syllables to aid my spelling</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• I can use full stops at the end of sentences</li> <li>• I can use capital letters at the beginning of sentences</li> <li>• I can use capital letters for proper nouns</li> <li>• I can use question marks effectively</li> </ul> <p>Understanding</p> <ul style="list-style-type: none"> <li>• I can skim and scan the text to find specific details</li> <li>• I can apply my knowledge of word derivations and word formation to aid my reading</li> <li>• I can switch strategies effectively between skimming, scanning and intensive reading</li> <li>• I can recognise the key words in a question by underlining or highlighting them</li> <li>• I can make reference to the text</li> <li>• I can understand some of the meanings in a text</li> <li>• I can show a developed understanding of the main meanings in a text</li> </ul> <p>Language Analysis</p> <ul style="list-style-type: none"> <li>• I can recognise the main verb in a sentence</li> <li>• I can recognise the tense of the main verb in a sentence</li> <li>• I can recognise the adjectives used in a sentence</li> <li>• I can recognise the concrete nouns used in a sentence</li> <li>• I can recognise the adverbs used in a sentence</li> </ul>



		<ul style="list-style-type: none"><li>• I can recognise the abstract nouns used in a sentence</li><li>• I can recognise the closed word classes used in a sentence</li><li>• I can identify the figurative language used in a text</li><li>• I can select interesting uses of language in a text</li></ul>
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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	<b>Can we make predictions about a story from it's' book jacket and blurb?</b>	L-What is a blurb and what is a book jacket? M-Can you make 2 lists detailing what you would find in a blurb and on a front cover? H- Can you draw a book cover for the title 'Drill' and decide what the storyline will be and in what genre it will fit?	Discussion in groups of the term prediction- Students write their own group definition, and class share ideas.	Pupils comment on each other's answers from differentiated questions and evaluate what they like or would change about the 'Drill' book covers.	<b>Writing Speaking &amp; Listening</b> Ask differentiated questions, and get feedback from 2 students at each level.  Look at front cover of 'Holes' and read blurb.		What predictions can we make about 'Holes' from the book cover and blurb? Student's feedback ideas in groups.
2	<b>Can we identify why the opening chapters of 'Holes are effective?</b>	L-What type of story is this, and can you find a line which made you want to read on? M—What have we learnt about different characters and how is the story told /what narrative style does the writer use? H-.What do you notice about the lengths of sentences and paragraphs, and how does the writer make you interested in the story? Provide examples with explanation.	In pairs, students brainstorm features of an opening which 'hook' readers.  Feedback ideas and record on to board.	Traffic lights to show whether students can identify more than 2 features of an opening which 'hook' the reader.	<b>Reading/ Speaking &amp; Listening</b> Read chapters 1 & 2 in class.  Students answer differentiated questions, and record answers on to worksheet in space provided for their particular level.	Optional: Students copy out 1 or 2 paragraphs for the book they are reading at the start of the lesson, in to their exercise books. They highlight and annotate 3, 5 or 7 features in their paragraph which 'hook' the reader.	
3	<b>Can you select textual evidence to support your ideas about characters and setting?</b>	L –Has Stanley committed a crime? M—What is unusual about Stanley's family? H- Is Stanley a typical 'Adventure character'?	Draw the kind of character you would expect to find in an Adventure story. <u>Extension:</u> Label the character's personality and role in the story.	Use of whiteboards to show learning.	<b>Reading</b> *Read pages 6-28 (Chapter 3-part way Ch 7).  In their ability groups, students make notes on given topics.		Feedback on differentiated questions.



4	<p><b>Can you show empathy in your writing for a fictional character?</b></p>	<p>L –How would you feel if you were wrongly accused of committing a crime? M—What changes has Stanley experienced since coming to Camp Green Lake? H- Identify Stanley’s feelings by providing 3 adjectives to describe them. Give evidence to support what you say.</p>	<p>Brainstorm features of a diary entry.</p> <p>Extension: What is empathy?</p> <p>Feedback.</p>	<p>Hot-seating.</p>	<p><b>Writing</b> Pupils write a series of questions to ask Stanley using their notes from last lesson as guidance.</p>	<p>Use the supporting worksheet 2 and your notes from the previous lesson to write a diary entry for Stanley.</p> <p>Stanley’s diary is for Day 1 at Camp Green Lake - up to page 28.</p>	
5	<p><b>Can you identify the effect of using parallel narratives in the story?</b></p>	<p>L: On page 30, in Chapter 7, the writer says, “On top of the mountain there is a stream where the water runs uphill”. Circle the genre in which you would find this kind of sentence: *Detective *Fantasy/fairy tale *Horror Can you give reasons for your choice? M: Identify one similarity and one difference between the 2 stories. H: How would you describe the 2 stories and why do you think Louis Sachar has decided to change stories at this point?</p>	<p>In mixed ability groups, students read the short story about ‘Cinderella’ – Worksheet 3, and answer the question relating to the definition of ‘parallel narrative.’</p>	<p>Students tell each other what they understand about parallel narratives:</p>	<p>Class read pages 28-33. Students answer diff’td questions on parallel narratives on Worksheet 4.</p> <p>Feedback to class. Record ideas on to sheet on whiteboard.</p> <p>Read to end of Chapter 7.</p>	<p>Learning Aloud</p>	<p>Thumbs up to show whether or not students have understood the idea of parallel narratives.</p>



6	<p><b>Can you use descriptive devices in your own writing to make it come alive?</b></p>	<p>L: Can you describe the colour, shape and size of the fruit/object I am holding? M: What is a describing word called? Can you name 2 more descriptive devices? H: Give examples of 3 descriptive devices you know.</p>	<p>In pairs, students answer the differentiated questions.</p>	<p>Students are assigned to different tables and assess how well other students have filled in Worksheet 5.</p>	<p>Class reads Chapter 8, the description of the yellow spotted lizard. – See Worksheet 5. <b>Qu:</b> Why does the writer dedicate an entire chapter to the description of the yellow spotted lizard?  On the board, teacher writes, ‘My deadly creature is the Yellow spotted lizard’ and around it different headings- 1. Facial features, 2. Length/weight, 3. Features of body, 4. Habitat, 5. Diet, 6. Colours on different parts of the body, 7. Deadly characteristics In pairs, students identify/text mark descriptive language which links to the headings and fill in details on to Worksheet 6- Go to Plenary activity.  Students are given Worksheet 7. They individually fill in details under the same headings for their imaginary deadly creature.</p>	<p>Using their planning on Worksheet 7, students write a description of their deadly creature in a similar style to Louis Sachar.  Alternatively, if time allows, this can be done as a written assessment in class in the following lesson and can lead to a peer assessment activity.</p>	<p>Hands down-Selected students offer ideas/answers to Main activity – Worksheet 6.  Record ideas on to wbd.  Students demonstrate learning through writing activity which can be shared in class.</p>
7	<p><b>Can you identify how the characters in the novel are developed?</b></p>	<p>L- Who is the leader of the Gang? What order do they line up in? M- What does the order they line up in say about each character? H - How important is acceptance to Stanley. What does this say about his development as a character?</p>	<p>Students divide show me boards or A4 paper into two A5 sections. 3 minutes to write a description in one section of someone famous that they like but they must not give clues as to who it is except by describing what they look like. -Boards/papers should be passed to someone they do not normally work with who then has two minutes to draw a picture of the person from the description.. -The picture; the artist’s idea of who it is; and the answer to who it <b>really is</b> will be fed back to the class by 3 people whom the teacher chooses.</p>	<p>Use of white boards.  Pupils comment on each other’s answers from differentiated questions and evaluate what they like about each character. Comment on how Stanley is changing.</p>	<p><b>Reading</b> Chapters 9 to 14.  Students to write notes on each character as they read, in line with differentiated questions. Use worksheet 8  Ask differentiated questions whilst reading, and get feedback from 1 students at each level.</p>	<p>Students draw on A3 paper Stanley with his Camp Green Lake Friends. Annotate and Label the drawing with who they are and some of their characteristics and personality traits.</p>	<p>List the members of group D in order of seniority. Suggest who is their favourite member of Group D and why. How are they all different feedback from two students?</p>



8	<p><b>What do we discover about the assumptions people make about jobs for men/women?</b></p>	<p>L- Can you tell the class one thing about the Warden? M- What have we learnt about the assumptions people make about men and women and jobs? H- Why do people make those assumptions?</p>	<p>In pairs pupils discuss what they think the warden will be like and write a list of words describing the Warden. Each pair will feedback one word from their list to the rest of the class.</p> <p>Pupils are then asked to put their hands up showing 3 fingers if they think the Warden will be a man and showing 4 if they think the warden will be a woman.</p>	<p>Pupils assess each other's feedback with regard to assumptions made about 'men and women's jobs. In particular pupils should aim to challenge and evaluate stereotypical and prejudiced views.</p>	<p><b>Reading</b> Read Chapters 14 &amp;15. Ask appropriately targeted pupils differentiated questions whilst reading the two chapters. <b>Speaking and Listening</b> Ask pupils to think about what they have learnt about the character of the Warden and then to look at their list of words. In their pairs pupils discuss difference and similarities between their list and the actual description of the Warden.</p> <p>On their tables pupils then share the key differences between their prediction and the actual description of the Warden.</p> <p>Ask each table for feedback and then ask the class why most readers would assume that the Warden was going to be a man. Give a sheet of sugar paper to each table. Ask pupils to divide their paper into quarters and to write the following headings in each of the quarters: Jobs associated with men/Jobs associated with women/Jobs that are not associated with men or women/Why people make these assumptions about certain jobs. Groups then to complete all four columns in as much detail as possible and then feedback their ideas to the rest of the class.</p>	<p>Optional: Design a poster to encourage either: Women to become car mechanics/men to become nurses.</p>	<p>Feedback from sugar paper exercise.</p>
9	<p><b>Can you show empathy for Stanley?</b></p>	<p>L: Why does Stanley lie to his parents in his letter? M: How is his letter to his parents different from reality? H. Can you identify how Stanley's experiences at Camp Green lake have changed him?</p>	<p>Brainstorm Stanley's emotions about being at Camp Green Lake.</p>	<p>Peer assessment WWW &amp; EBI.</p>	<p><b>Reading</b> Read chapter 16 to the end of chapter 18 (p.72-82) Go back to to the letter Stanley receives from his parents on p.75 and the one he writes to his parents in Ch. 18.</p>	<p>Optional: Using your partner's comments redraft and improve your letter to Stanley's parents.</p>	<p>Write the letter that he would send if he was being honest with them. Students peer assess partner's work.</p>



10	<p><b>How can words add and develop characterisation?</b></p>	<p>Questions for starter: How would you describe this character? a/m Why do you think this character is like this? S</p> <p>What is your villain like? A</p> <p>What words have you chosen that best describes your villain? M</p> <p>If you can name your villain, what would it be and why? S</p> <p><b>Questions on chapters:</b> What did Zero want Stanley to do? L</p> <p>Why did Stanley write his letter in the tent instead of the 'rec' room? M</p> <p>Do you think the nicknames suit the characters? Explain your answers. H Describe the inside of the Warden's house. L</p> <p>Why did the Warden say to Stanley that he was 'letting the cold out'? M</p> <p>What impression do you get of the Warden from the interview with Stanley and Mr Sir? Does this incident help you understand why the men were so afraid of her? H</p>	<p><i>Stared, dread, toxic, venom, jerked violently, withered in agony, 'too frightened to speak.'</i></p> <p>Students are given the above words/phrases to consider. These are connected to a character in Holes (The Warden).</p>	Peer assess villain poster.	<p><b>Reading</b> Chapters 18-20.</p> <p><b>Writing</b> Design your own villain and write a description of your villain entering a room/making a cup of tea/eating breakfast.</p>	Design and write a postcard from Stanley's point of view to his mother.	Students present their villains to their group/class.
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<p>11/ 12</p>	<p><b>What role does reading have? Why is reading important?</b></p>	<p>How did you learn to read? A When did you learn to read? A What difficulties did you encounter? M Is reading important? Explain your answers. S</p> <p>Tell me something you have read today e.g. signs.</p> <p><b>Questions on Chapters:</b></p> <p>Can you tell me three things that happened to Stanley's great-grandfather after he had been robbed by Kissin' Kate Barlow? L</p> <p>Why do you think Zero dug Stanley's hole? M</p> <p>Why do you think Stanley took the blame for the sunflower seeds? H What reason did Zero give for digging Stanley's hole? L</p> <p>Can you summarize in 3-4 sentences how Green Lake was like 110 years ago? M</p> <p>What do you think will happen to Katherine Barlow and Trout Walker? H</p>	<p>Whiteboard activity:</p> <p>Students write 1-2 things you remember from Chapters 18-20.</p>	<p>Questioning</p> <p>Model writing frame/sentence starters for less able students – both for homework and autobiographical writing.</p>	<p><b>Reading</b> Chapters 21-23</p> <p><b>Activity based on Chapter 21-23:</b></p> <p>Produce a piece of autobiographical writing: How I learned to read?</p> <p>Opportunity for mid –unit assessment (<b>writing</b>)</p> <p>Students reflect and discuss with partner of early memories of reading and role of language as most students are bilingual.</p>	<p>Students' feedback to the class of their early memories of reading.</p>
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13	<p><b>What makes a good speaking and listening activity?</b></p>	<p>What makes a good speaking and listening activity? H</p> <p>Why is it important to listen? L</p> <p>How can you tell if your audience is interested in your talk? What can you do to make it interesting? M</p> <p><b>Chapter 24:</b> What did Mr Sir's face look like at breakfast time? L</p> <p>Why do you think everyone ignored it? M</p> <p>What might be going through Mr Sir's mind and why? H</p> <p><b>Chapter 25:</b> Who is Sam? L</p> <p>What is special about Sam's onions? M</p> <p>Is Sam clever? Why was he not allowed to attend the classes in school? Is this right? H</p> <p><b>Chapter 26:</b> One word to describe the people of town Green Lake? L</p> <p>Does God punish Green Lake? If so how? M</p> <p>Which character stands out to you in this Chapter and why? Explain your answer. H</p>	<p>Visit KQ and establish a class Success Criteria for a good Speaking and Listening activity.</p>	<p>Peer assessing group presentation and hot seating activity.</p>	<p><b>Reading</b> Read Chapters 24-26 (Guided reading).</p> <p>Group poster on a character: Draw the character allocated by teacher: Kate Barlow, The Sheriff, Trout Walker, Hattie Parker, Doc Hawthorn Sam Feedback What questions would you like to ask the characters? followed by questioning:</p>	<p>Hot seating.</p>
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14	<b>What makes a good role-play?</b>	<p><b>Chapter 27:</b> What was Mr. Sir doing to punish Stanley? L</p> <p>Why do you think Stanley was acting suspicious? How would you behave? M</p> <p>Where have you heard the name Zeroni before? What might you expect to happen now? H</p> <p><b>Chapter 28:</b> Who was Linder Miller? L</p> <p>Why do you think Kate Barlow returned to Green Lake?</p> <p>What are your impressions of Tout and Linder Walker? H</p>	Peer assessing group presentations.	Imagining, Empathy and listening.	<p><b>Reading</b> Chapters 27-28</p> <p><b>Speaking &amp; Listening</b> Group presentation using knowledge and understanding gained from previous lesson. Each person in the group takes the role of Kate Barlow, The Sheriff, Trout Walker, Hattie Parker, Doc Hawthorn (or the mother of one of the school children if necessary). In role, they retell the story of Kate Barlow and Sam.</p>		Feedback from peer assessments and teacher assessments.
15	<b>How can I create effective description?</b>	<p>Why do you think Part two of the novel starts off with this Chapter? H</p> <p>What do you associate with 'thumbs up'? M</p> <p>Do you think you can live three weeks without food or water? L</p>	Peer assess writing task.	Pupil response – reading out of task.	<p><b>Reading</b> Chapter 29 focusing on the weather. Students are given a different atmosphere to describe in one paragraph using descriptions of the weather.</p>	Read Chapter 30.	Pupil response – reading out of task.



16	<p><b>Can I comment on the writer's choice of language?</b></p>	<p>Tell me one thing about Zero... L</p> <p>Can you explain what the Warden did after Zero ran away? Is this right? Why did she do this? M</p> <p>Reflect upon Mr Pendanski's role as a councilor. Is he good at his job? Explain your answer. H</p>	<p>Dictionary play: find a word with six letters, etc.</p>	<p>Pupil response: Students read out own paragraph.</p>	<p><b>Writing</b> Find and list synonyms for the words 'angry' and 'angrily.'</p> <p>Opportunity for work on adjectives and adverbs.</p> <p>Read paragraph 1 of chapter 31</p> <p><b>Speaking &amp; Listening</b> Discussion: Why does the author repeat the word 'angry' so often? What effect does it have on the reader?</p> <p>How does it help to build characterisation?</p> <p>What happens if we substitute synonyms?</p> <p><b>Reading</b> Reading rest of the Chapter followed by writing task: Write own paragraph from Stanley's point of view when he hears what the Warden and Pendanski propose to do about Zero.</p>		<p>Pupil response: Students read out own paragraph.</p>
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17	<b>Can I understand and use a range of prepositions?</b>	What is the English word for 'gas pedal'? L  Why did Stanley not get very far? M  Do you think Stanley is going to survive? H  What did Stanley see at the bottom of one of the holes? L  Do you think running away from Camp was a wise move? M  Do you think if Stanley made the deal with the Warden, the Warden is going to listen to him? Why? Why not? H	Less able students draw the scene and label using prepositions.  High and Middle ability students write Mr Sir's report about the incident.	Write a Mr Sir's report on the stealing of the truck including a variety of prepositions.	<b>Reading</b> Pages 32-33. Identify prepositions in the account of Stanley taking the truck. How does the author use prepositions to create a picture of what happens? Identify prepositions in the account of Stanley taking the truck. How does the author use prepositions to create a picture of what happens?  <b>Writing</b> Task: Using prepositions throughout write a police report of the taking of the truck.		Questioning.
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18	<b>How does an author relate past and future events in a text?</b>	<p>Why do you think the author decided to do that? (L.4)</p> <p>Tell me how Stanley/Kate etc. were set up (L.3) to do this</p> <p>What made this event happen (L. 4)</p> <p>Who is important to Stanley here? (L.2)</p> <p>What's the past/future tense? (L.1)</p> <p>What's a consequence? (L.1)</p>	<p>Students play the game 'Consequences'</p> <p>"Boy's name<sup>2</sup>" <b>Met</b></p> <p>"Girl's name<sup>3</sup>" <b>In/At/On</b></p> <p>"Place<sup>4</sup>" <b>He said</b></p> <p>"What he said" <b>She said</b></p> <p>"What she said" <b>He did</b></p> <p>"What he did" <b>She did</b></p> <p>"What she did" <b>The consequences were</b></p> <p>What the consequences were"</p> <p>Once the end is reached, each person unfolds the paper they are holding, &amp; reads it out loud to group</p>	<p>Students use visual aids to write down their ideas and communicate their ideas via the whiteboards.</p> <p>Could use one side of the whiteboard as 'past' and one side as 'present' and ask them to communicate this way.</p>	<p><b>Reading</b> Students use the resource 'Consequence cards' (Worksheet 18) to link events from 'past' chapters to events in 'present' chapters.</p> <p>Read Chapters 34-35</p>		<p>Students come up to the board to map out events as they have arranged them and can then copy down schemes or discuss it as teacher prefers.</p>
19	<b>How can we trace the changing relationship between Stanley and Zero?</b>	<p><b>T</b> – What does the relationship between Zero and Stanley tell us about Stanley's character?</p> <p><b>M</b> – Was Stanley being a good friend to Zero? How?</p> <p><b>B</b> – What part of Zero's body was hurting?</p>	<p>Pupils discuss the meaning of a 'thumbs-up' sign. Opportunities for the class to play a spelling game (like Zero and Stanley) with silent letters and suggest ways of remembering them.</p>	<p>Place the words 'then' and 'now' on their white boards. Pupils in pairs think up words to describe how the relationship between Zero and Stanley used to be and words to describe how the relationship has changed.</p>	<p><b>Group reading:</b> Class read Chapters 36, 37 and 38. Explain that the focus will be looking at how the relationship between Zero and Stanley has developed</p>		<p>Think-pair –share Use of white boards.</p>
20	<b>How can we interrogate Stanley and Zero at this point in the story?</b>	<p><b>T</b> – At this point in the story do you think Stanley is still an unhappy boy?</p> <p><b>M</b>- Why did Stanley carry Zero up the hill?</p> <p><b>B</b>- Who stole Clyde Livingstone's shoes?</p>	<p>Role on the wall- Stanley's character- in pairs, pupils write a word on post it notes which shows what they know about Stanley on the outside and what they think about Stanley on the inside.</p>	<p>Empathising with the characters: hot seating.</p>	<p><b>Reading</b> chapters 40-42. In pairs, pupils think about questions to ask Stanley about his experience, especially those that may clarify an issue raised in the starter activity.</p>		<p>Questioning – Question Wall.</p>



21	<b>How can we help Stanley and Zero locate the treasure at Camp Green lake?</b>	<b>T-</b> Compare Stanley's & Zero's feelings on their way to Big Thumb? <b>M</b> – Why did Stanley lie by saying he didn't want a drink when Zero offered it? <b>B-</b> Why weren't Stanley and Zero bitten by the lizards?	Recap on prepositions of place, time etc. Class sorts words into columns in their books.	In ability pairs, pupils share their sketches with each other & comment on effectiveness of technique. Teacher chooses students to share work with class, and provides comments on how to improve.	<b>Group reading</b> Chapters 43 and 44. Note position of objects and places on Green Lake, students should sketch a treasure map in a sugar paper as they read together. They will asked to label the route from Big Thumb, to Kate's treasure hole, mark up the camp, boat, other holes etc.		Imagining – alt starter: teacher describes the Desert around Camp Green Lake. Students close eyes and picture themselves there.
22	<b>Can you extract information from a text?</b>	<b>T-</b> What were Stanley's feelings when he heard the warden at the end of the chapter? <b>M-</b> Why were the boys made to stand in the hole? <b>B-</b> What do you think is in the suitcase?	Each group of four students should be given a different sealed container with an object. The group should then imagine and come up with a realistic choice to the class. A list of the best examples can be compiled on the board.	Draw on the whiteboards the common themes the students have written and discuss.	<b>Reading</b> Class reading up to discovery of suitcase is opened chapter 45 Ask class to write down 5 things they expect to find in the Stanley Yelnats suitcase. Will it end well for both? Write a paragraph for each.	Making Links – students identify details from earlier in the text which may act as clues for what they will find in the suitcase.	Pupils will need to answer the question: How do they expect the future will change for Stanley and Zero respectively?
23 & 24	<b>Can we present the same convention in different forms?</b>	<b>T</b> – Why was it raining at Camp Green Lake after so many years? <b>M-</b> Why is Mr Sir tense at the beginning of chapter 6? And how do you know? <b>B-</b> What did the lawyer say to Stanley about his parents?	Brainstorm the ingredients of a good newspaper article. Teacher models.	Class answers the key question/ creates own key questions in groups or pairs.	<b>Reading</b> Class reads chapters 46-50.To consolidate work so far, make whole front page of Newspaper including the following scenarios 1. 'Sploosh' advertisement corner endorse by Clyde Livingston. 2. 'Lawyer comes to the rescue' an account of events by Ms. Morengo. 3 'Stanley's Story!' from earlier in the unit of work 4.Close up picture of Stanley Yelnats senior's suitcase.5. Picture of Zero and Stanley together with their cheque	Planning – alt approach: give students the convention and ask them to come up with ways of re-presenting it (rather than the teacher allocating tasks).	Pupils will be asked to bring in at least 2 film reviews for their next lesson.
26, 27 & 28	<b>Can you identify features of a good film review?</b>	<b>T-</b> Who are your favourite characters in the film and why? <b>M-</b> What are the main themes in the film? <b>B-</b> Give 2 features of a film review?	What makes a good film review? Teacher brainstorms ideas on the board.	In groups pupils decide which is the best and why?	<b>Media</b> Pupils watch the film.	Distilling – students discuss which teaching techniques have worked best for them in this unit of work.	Pupils given various film reviews and comments which they have to match.