

## Our Own Monsters

<b>Title of Scheme: <i>A Monster Calls</i></b>	<b>WEEK 2</b>
<b>Resources required</b> <ul style="list-style-type: none"> <li>• Audio and lyrics of Simon and Garfunkel's '<i>I am a Rock</i>' (searching 'Simon and Garfunkel I am a rock' should locate these resources).</li> <li>• PPT 2 <i>Our Own Monsters</i>.</li> </ul>	

<b>LESSON 2</b>	
<b>Learning Objectives</b> The learning objectives for this lesson are to: <ul style="list-style-type: none"> <li>• understand how the 'tree' monster and the 'nightmare' monster are a manifestation of Conor's own fears.</li> <li>• understand how repetition of grammatical structures can be used to convey status or authority, and the effect that such repetition has on the rhythm of the text.</li> </ul>	
<b>Grammar focus</b> <b>Noun phrase:</b> a noun phrase is a group of words (which might include determiners, adverbs, adjectives, prepositional phrases, non-finite or relative clauses) with a noun at its head. A noun phrase can consist of one word or several. For example, 'I am <u>the lungs that breathe the wind</u> '. 	
<b>Introduction</b> <b>Teacher:</b> play ' <i>I am a Rock</i> ' by Simon and Garfunkel, and display the lyrics. <b>Pairs/groups:</b> discuss in what ways these lyrics might describe Conor and his feelings in the story. <b>Whole class:</b> give feedback, drawing out the sense of isolation, protecting yourself from possible hurt, abandoning friendships, the pain of love and loss and avoidance of the problem.	
<b>Development</b> <b>Teacher:</b> discuss, inviting speculation, who the 'tree' monster is. Is he real or imaginary? Why does only Conor see him? Read together (using PPT 2.2) the monster's own explanation of who he is. Briefly explain who Herne, Cernunnos and the Green Man are. Does this description suggest he is good or bad? Note all the antitheses: strong/gentle; killer/killed; tame/untamed. Show PPT 2.3, presenting the monster's description of himself as a poem, noting the lyrical quality of the monster's description. <b>Pairs/groups:</b> prepare an oral presentation of the monster's poem, relying only on voice (no actions). Consider how to express each line/image and consider whether to have alternating voices, choral voices, soft/loud voices and when to pause. <b>Whole class:</b> share some of the presentations. What does the last line mean? Is it frightening, comforting or threatening? <b>Teacher:</b> invite students to explain the language choices used in this description. Can they note any patterns? Using PPT 2.4, draw out the repetition of 'I am...' and discuss the effect this repetition has and what it suggests about the authority and power of the monster. Look at the pattern of following the 'I am' with a noun phrase (PPT 2.5) and the different length of noun phrases, and discuss how this alters the rhythm of this passage.	
<b>Conclusion</b> <b>Whole class:</b> read the description of the monster creating a nest in his branches for Conor to sleep in towards the end of the story (PPT2.6). Can we now answer the question why the monster has come for Conor? Note the ambiguity of 'for': now we know the monster has come for (to help) Conor, not for (to get) Conor.	
<b>Homework/ActiveLearn</b> Write an 'I am...' poem for Conor's 'nightmare' monster, using the same structure used within <i>A Monster Calls</i> , plus noun phrase/s, thinking about how each statement communicates how the 'nightmare' monster represents Conor's deepest fears.	
<b>Support</b> <ul style="list-style-type: none"> <li>• Invite students to generate additional noun phrases for the 'tree' monster to secure their understanding of the noun phrase.</li> </ul>	<b>Challenge</b> <ul style="list-style-type: none"> <li>• Use the poem presentation to challenge the most able students to convey the ambiguity of the monster in their presentation.</li> </ul>

