Relationships

Title of Scheme: *A Monster Calls*	WEEK 5
Resources required ● PPT 5 *Relationships.* ● Worksheets 5.1-5.4.	

LESSON 5
Learning Objectives The learning objectives for this lesson are to: ● be able to infer from the text what the family relationships are in this story. ● understand how writers sometimes use the 'show, not tell' strategy to portray characters.
Grammar focus **Verbs and noun phrases:** this lesson touches on how, in the extract considered, Patrick Ness uses a repeat pattern of verbs, followed by a noun phrase, to show us Grandma's character. Make it clear that this is one way to 'show, not tell', not a formula for it.
Introduction **Pairs/groups:** create a relationships graph (Worksheet 5.1) which plots the closeness of Conor's relationship to his mother, father and grandma at different points in the story. **Teacher:** invite two or three students to show and explain their relationships plotting. Draw out how alone and isolated Conor is for much of the story, even though he has family and friends who care for him.
Development **Pairs/groups:** display the first description of Conor's grandma (PPT 5.2). Patrick Ness shows us what she is like, rather than telling us directly. We are left to infer from what she does what kind of person she is. Make two columns, one listing what Conor's grandma does and the other explaining what this tells us about her character. **Teacher:** note how the description of Lily's grandma is rather stereotypical – how many people have grandmas who fit that image? Take feedback on how Conor's grandma is presented, highlighting each individual description (PPT 5.3-5.10) and discussing the inference to be drawn and emphasising how it is 'show, not tell' throughout. Show PPT 5.11 and invite students to discuss the linguistic pattern used here to 'show, not tell' (verb, plus noun phrase). Discuss which of the verbs are most revealing about Conor's grandma. **Pairs/groups:** give each group a worksheet (5.2/5.3/5.4) on either Mum, Dad or Grandma. Groups read closely the specified episodes and discuss what those episodes reveal about the family relationships. **Teacher:** appoint a spokesperson for each group and give the group two minutes to agree on the feedback they will give. **Whole class:** hear feedback from each group.
Conclusion **Individual:** on a strip of paper, each student writes one sentence that either Conor, his grandma, mum or dad might have said, but which isn't in the book. This sentence should be consistent with their character in the book. **Whole class:** play a team game where students read aloud their sentence and the other team has to guess which character it describes.
Homework/ActiveLearn

Support	**Challenge**
● Use carefully-framed questions to check that the idea of how to infer from text is securely understood, probing not only for answers about the relationships, but also pushing students to link their inferences to precise phrases in the text.	● Encourage students to evidence their notes on the characters with quotations from the text.