

Plan



Let's start our lesson

Lesson 8

Our turn: Let's revisit the words from the Model Text.

Choose one word at a time.

- Define it
- Act it out
- Rhyme it
- Synonym
- Antonym
- Say in a sentence
- Write it in a sentence

| | | |
|---------------|------------|------------|
| imperceptible | dissipated | bedchamber |
| obscuring | adorned | furtive |
| afoot | solemn | curdle |

Learning Check-in:

- tell me what you understand
- what do you need to do next?
- what do you need more help with?



Your turn: Choose one word at a time to investigate.

| | | |
|---------------|------------|------------|
| imperceptible | dissipated | bedchamber |
| obscuring | adorned | furtive |
| afoot | solemn | curdle |

Choose one word at a time.

- Define it
- Act it out
- Rhyme it
- Synonym
- Antonym
- Say in a sentence
- Write it in a sentence

Handwriting practice area with 12 horizontal dashed lines for writing.

Our Turn: Let's look at how we can gather ideas ready to plan our cliffhanger narrative.

Let's look at some of the key moments in *The Hound Of The Baskervilles* again. Choose one of these opportunities for your cliffhanger narrative. Think about:

- ✓ Which of the key moments in the story do you find the most exciting?
- ✓ Which offers a great cliffhanger? Why?
- ✓ Whose viewpoint will you write from? Why?
- ✓ What type of words could you start gathering to help your planning?

Learning Check-in:

- tell me what you understand
- what do you need to do next?
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| Cliff Hanger Opportunities | Graphic Novel | Original Text |
|---------------------------------------|---------------|---------------|
| The Legend of the Hound | pp.15-16 | pp.16-19 |
| Race Across London | pp.22-24 | pp.57-58 |
| Investigation at Night | pp.34-35 | pp.128-130 |
| First Impressions of Baskerville Hall | n/a | pp.93-95 |
| Confronting Barrymore | n/a | pp.143-144 |
| Chasing the Stranger #1 | pp.35-37 | pp.153-156 |
| Chasing the Stranger #2 | p.45 | pp.187-194 |
| Victim of the Hound | pp.47-49 | pp.203-206 |
| The Hound of the Baskervilles | pp.54-57 | pp.239-241 |

Take time to explore some of these opportunities to write a cliffhanger based on The Hound Of The Baskervilles



Your Turn: Gather your ideas together.

| Cliffhanger Opportunity: | | |
|--------------------------|-----------------------|-------------|
| Character Perspective: | | |
| Main events | Key words and phrases | Cliffhanger |
| | | |

Learning Check-in:

- tell me what you understand
- what do you need to do next?
- what do you need more help with?

Let's review today's learning

C: Review

1. Read what you have written out loud.
2. Does it make sense? What changes do you need to make?
3. Use the sentence checker and, line by line, edit for improvement (if appropriate).
4. Share today's learning with your teacher / parent / carer.
5. Look at the success criteria for the unit– which ones have been covered today?

Plan



Let's start our lesson

Lesson 9

Our turn: Find the word 'imperceptible' in the Example Text. Let's focus on words ending -ible or -able.

Can you identify the root word for each word?

unmistakeable
breakable
sensible
irresistible

Learning Check-in:

- tell me what you understand
- what do you need to do next?
- what do you need more help with?

Our turn: Let's identify the root words and notice the patterns.

take unmistakable
break breakable
sense sensible
resist irresistible

What do you notice about the words that have '-able'?

Learning Check-in:

- tell me what you understand
- what do you need to do next?
- what do you need more help with?



Your turn: can you add the correct suffixes to these root words and organise them in the correct column?

test question
access regret
convert charge
applaud hide

| -ible | -able |
|-------|-------|
| | |

I am going to read a word to you and you have to write it in the correct place on the table.

A copy of the words can be found on the next slide.

Our Turn: Let's look together at planning our cliffhanger narrative.

We will be planning a cliffhanger narrative together. Remember, you can choose a different writing opportunity from the original text and graphic novel.

| | | |
|---|------------------------------|--------------------------------|
| 1. Character and setting introduced; problem identified | Character actions/reactions: | Clues that something is wrong: |
| 2. Character reacts to problem | Character actions/reactions: | Phrases to add tension: |
| 3. Character reacts to problem - Tension increases | Character actions/reactions: | Phrases to add tension: |
| 4. Character puts themselves in danger | Character actions/reactions: | Phrases to add tension: |
| 5. Character is in serious danger Cliffhanger | Character actions/reactions: | Cliffhanger |






Remember to only use words, phrases and pictures in your plan.

Learning Check-in:

- tell me what you understand
- what do you need to do next?
- what do you need more help with?

My Turn: Let's look together at how I have chosen to plan the first paragraph of my cliffhanger narrative.

I have used the 'Victim of the Hound' writing opportunity as inspiration.

| | | |
|--|--|--|
| <p>1. Character and setting introduced; problem identified</p> | <p>Character actions/reactions:</p> <p>Hunched instinctively</p> <p>jolt of fear snaked down my spine</p> <p>  Scanned the surroundings</p> | <p>Clues that something is wrong:</p> <p> Sound of animal hunting </p> <p>Dense fog </p> <p>Reduced visibility</p> |
|--|--|--|

I have used words, phrases and pictures in my plan.

Learning Check-in:






- tell me what you understand
- what do you need to do next?
- what do you need more help with?

Your Turn: Plan your narrative using the planning frame. Remember to use your ideas from last lesson.



I can organise my writing into a plan.

| | | |
|---|------------------------------|--------------------------------|
| 1. Character and setting introduced; problem identified | Character actions/reactions: | Clues that something is wrong: |
| 2. Character reacts to problem | Character actions/reactions: | Phrases to add tension: |
| 3. Character reacts to problem - Tension increases | Character actions/reactions: | Phrases to add tension: |
| 4. Character puts themselves in danger | Character actions/reactions: | Phrases to add tension: |
| 5. Character is in serious danger - Cliffhanger | Character actions/reactions: | Cliffhanger |

| | | |
|---|--|--|
| 1. Character and setting introduced; problem identified | Character actions/reactions: Hunched instinctively jolt of fear snaked down my spine   Scanned the surroundings | Clues that something is wrong: Sound of animal hunting  Dense fog  Reduced visibility  |
|---|--|--|

See the next slide for a larger version.

Learning Check-in:

- tell me what you understand
- what do you need to do next?
- what do you need more help with?

| | | |
|--|-------------------------------------|---------------------------------------|
| <p>1. Character and setting introduced; problem identified</p> | <p>Character actions/reactions:</p> | <p>Clues that something is wrong:</p> |
| <p>2. Character reacts to problem</p> | <p>Character actions/reactions:</p> | <p>Phrases to add tension:</p> |
| <p>3. Character reacts to problem</p> <p>- Tension increases</p> | <p>Character actions/reactions:</p> | <p>Phrases to add tension:</p> |
| <p>4. Character puts themselves in danger</p> | <p>Character actions/reactions:</p> | <p>Phrases to add tension:</p> |
| <p>5. Character is in serious danger - Cliffhanger</p> | <p>Character actions/reactions:</p> | <p>Cliffhanger</p> |

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