

# Unexpected Twist

by Michael Rosen and illustrated by Tony Ross

YEAR 5 LESSON PLAN

## Should She or Shouldn't She?



### Objectives

- To write concisely and use punctuation to accentuate meaning
- To express own ideas and challenge views courteously

### Outcomes

- Children will write a concise text message to Shona using capital letters and punctuation to accentuate importance and urgency
- Children will give reasons for whether they think a character's decision is right or wrong

### Resources

- *Unexpected Twist* by Michael Rosen
- Resource sheet 1: Text Alert!
- Resource sheet 2: Our Class Code of Conduct

### Lead In

When reading the book with your class, stop reading before the last paragraph on page 109. Ask the class to refer to the text or suggest other thoughts that might be racing through Shona's mind at this moment. What would they do in Shona's situation? What should Shona do?

### Task

Thinking about the character of Shona and her life situation, ask the children to advise the character one way or another as to whether she should pick up the phone and take it. Use Resource sheet 1: Text Alert!

This advice can be written in the form of a text message that they are going to imagine will appear on the phone screen for Shona to see. Explain that Shona has got to make her decision quickly before she leaves the room, so the message should be concise and have a sense of urgency. Talk about the importance of punctuation, for example explanation marks and capital letters, to make words stand out and to catch the reader's attention, especially when it is a warning to keep away from danger.

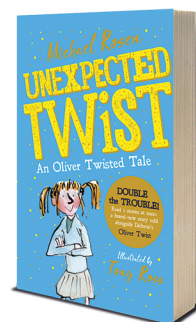
The first part of the text message should be eye-catching and to the point, telling Shona exactly what she should or shouldn't do.

For example,

**SHONA - DON'T TAKE THIS PHONE!!!**

However, this instruction should be followed with a good reason to persuade Shona to follow the message. For example,

*Think about your struggling dad and your poorly nan. You will get into big trouble if you take this phone, imagine how they would feel!*



# Should She or Shouldn't She?

Continue to read the book, asking the children to think about the elements of excitement and danger that are brought into the story the moment that Shona takes the phone.

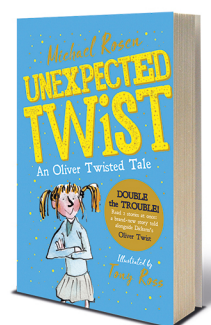
## Extension

Ask the class to think about other situations that somebody of their age might encounter at school where a moral decision has to be made. Ask the children to discuss their ideas in small groups or with partners. Their ideas might include themes such as stealing and cheating, so the class needs to have a clear understanding about why these actions are wrong and what the consequences would be in and out of school if this happened.

Using Resource sheet 2: Our Class Code of Conduct, the class can use the ideas from their discussion to write a code of conduct for the class to follow at school. This could be written individually or as a class. For example:

*If you find something that doesn't belong to you, always hand it in to the teacher.*

*If you're finding your work difficult, don't copy someone else's answers, ask the teacher for help.*





# Curriculum Links

**KS2 English: Pupils should be taught to:**

## Reading Comprehension:

- Maintain positive attitudes to reading and understanding of what they read.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Identifying how language, structure and presentation contribute to meaning.
- To participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously.

## Writing:

### *Planning writing:*

- Identify audience and purpose, selecting appropriate form and use other similar writing as model.
- Note and develop initial ideas, drawing on reading and research where necessary.
- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened and seen performed.

### *Drafting and writing:*

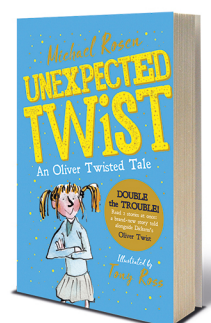
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.

### *Evaluate and edit:*

- Assess the effectiveness of own and others' writing.
- Propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Proof read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

### *Punctuation and grammar:*

- To use inverted commas (or speech marks) to punctuate direct speech.



RESOURCE SHEET 1

# Text Alert!

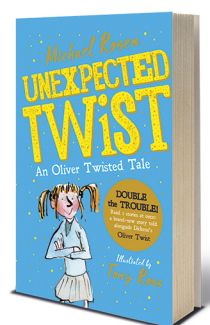
Imagine that you are able to send a text message to the phone given to Shona.

Do you think she should pick up the phone and take it with her? Or, do you think she should leave it on the desk?

As Shona walks over to the phone, it vibrates... the screen lights up... What would you advise Shona to do? How would you persuade her as she glances at the screen?



 SCHOLASTIC



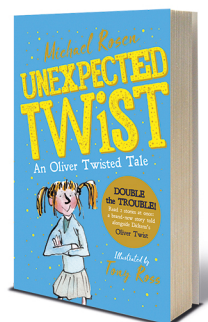
# Our Class Code of Conduct

Some actions are right. Some actions are wrong.

This is how ..... class think we should behave at school.



Add bright and colourful pictures to make your Class Code of Conduct eye-catching.





# Unexpected Twist

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YEAR 6 LESSON PLAN

## A Phrase to Freeze a Room



### Objectives

- To imagine an event that would cause shock or surprise during an everyday situation
- To use descriptive language to create an atmosphere of shock or surprise

### Outcomes

- Children will use the appropriate punctuation for speech to write a phrase that which would shock or surprise characters in an everyday situation
- Children will use descriptive language to describe how characters might react during a surprising event

### Resources

- *Unexpected Twist* by Michael Rosen
- Resource sheet 1: Room Freeze
- Resource sheet 2: A Jaw-Dropping Moment
- Resource sheet 3: News!

### Lead In

After reading the book with your class, revisit page 101. Focus on the paragraph:

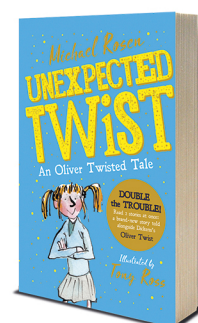
*A hush went round the room. Even people not listening to the conversation went quiet. The sentence "I haven't got a phone" was so odd, so strange, so shocking that it seemed to freeze the room.*

Discuss the following ideas with your class:

- Why does the author say that the phrase seemed to freeze the room?
- Why did the other children in the room stop talking?
- What words would describe how the other children in the room were feeling?
- What would their facial expressions have been like?
- How about Shona?
- How would she have felt when the room 'froze'?
- What would her body language have been like?

Compare this to the scene when Oliver Twist asks for more on page 72 and the master gazes in 'stupefied astonishment' and 'the assistants were paralysed with wonder; the boys with fear'. Again this implies a room freezing moment, where characters are too shocked to move or speak.

Also on page 197, Oliver is described as feeling horror and alarm when he sees Dodger 'plunge his hand into the old gentleman's pocket', he is described to be 'looking on with his eyelids as wide open as they would possibly go'.



# A Phrase to Freeze a Room

As a class, use Resource sheet 1 – Room Freeze to make a vocabulary list to describe the feelings and expressions associated with the room freezing moment. Children can use this to refer to during their independent writing. There are word boxes on sheet 1b in the shape of a heart to describe a character's feelings and in the shape of a person to describe a character's body language. These word boxes can then be cut out and stuck onto the classroom outline on sheet 1a.

Words to describe feelings may include: shocked, surprised, flabbergasted, astounded, staggered, puzzled, ashamed, embarrassed, nervous.

Words to describe facial expressions and body language may include: staring, open-mouthed, all eyes focused, avoiding eye-contact, jaw-dropping, cringing, blushing, squirming, shy away.

Children can be encouraged to use a thesaurus to find words that are associated with the same feeling or expression.

Words can also be added to sheet 1a to describe the sounds of a classroom that normally go unnoticed but during the room freezing moment might have seemed louder such as the ticking of the clock.

## Task

Explain to the class that they are going to plan and write about a room freezing situation. This can be done independently or in small groups. Using Resource sheet 2: A Jaw-Dropping Moment, children set the scene by describing a perfectly ordinary everyday situation, this could be at school, home, the supermarket etc. Then, using the appropriate punctuation for speech, they write a phrase that is so out of the ordinary that everyone around stops what they are doing and stares. Using descriptive language, they go on to describe how the main character and others around them feel and behave as the room freezes.

## Extension

Using Resource sheet 3: News! children can apply the descriptive language generated throughout the lesson to complete a poem.

For example:

*News!*

*Room freezing*

*Jaw dropping*

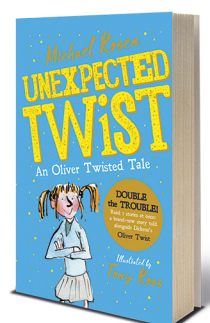
*Head turning*

*Heart stopping*

*Brain boggling*

*Eye popping*

*News!*





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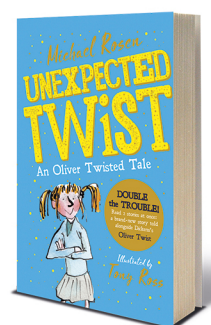
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
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# Room Freeze

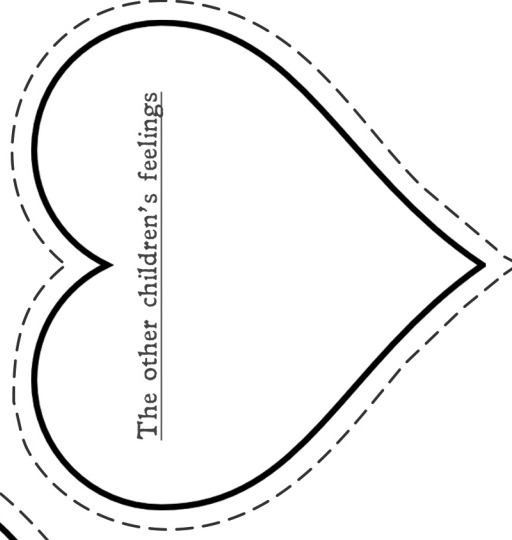
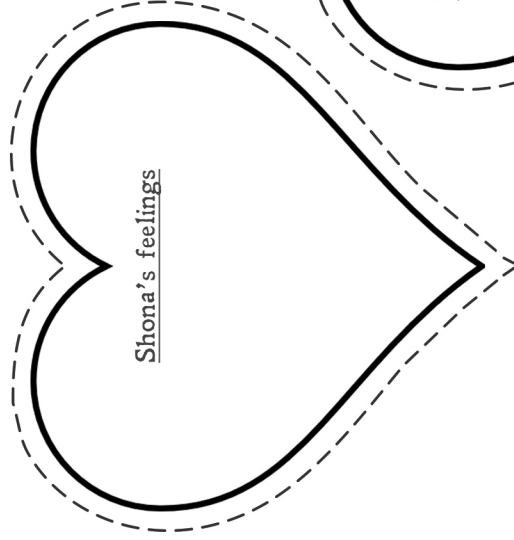
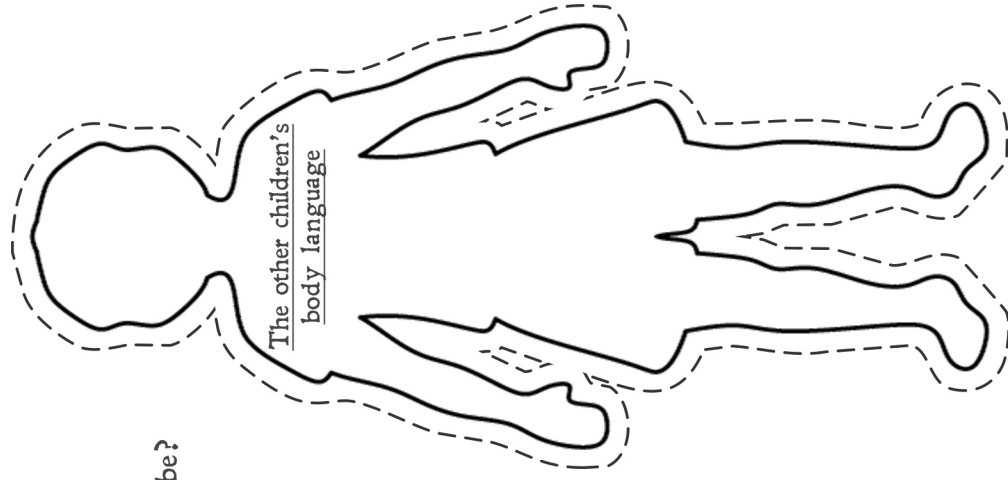
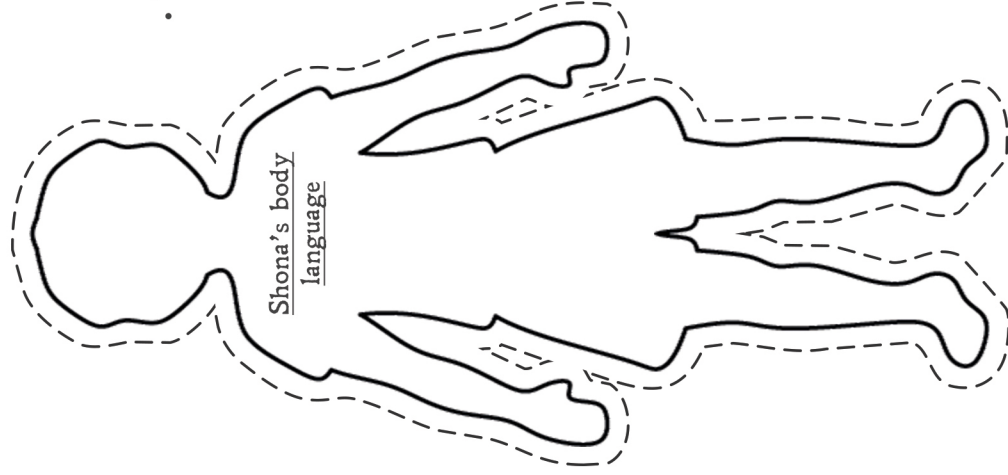
A hush went round the room. Even people not listening to the conversation went quiet. The sentence “I haven’t got a phone” was so odd, so strange, so shocking that it seemed to freeze the room.



# Room Freeze

Think about the moment when the room 'froze' on page 101. Write words in the boxes to describe:

- How Shona would be feeling?
- What Shona's body language and facial expressions would be?
  - How the other children in the class would be feeling?
- What the other children's body language and facial expressions would be?



As the room froze, sounds that normally go unnoticed in a classroom might have suddenly seemed louder. Write some of these sounds onto Resource Sheet 1a to add more description of the atmosphere in the classroom. For example, the humming of the whiteboard projector, the shuffling of a chair, the ticking of the clock.

# A Jaw-Dropping Moment

You are going to write about a moment that is so out of the ordinary that everyone around stops what they are doing and stares...

Describe a perfectly ordinary everyday situation, this could be at school, home, the supermarket...

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Using punctuation for speech, write a phrase that is so out of the ordinary that everyone around stops what they are doing and stares.

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Using descriptive language, describe how the main character and others around them feel and behave as the room freezes.

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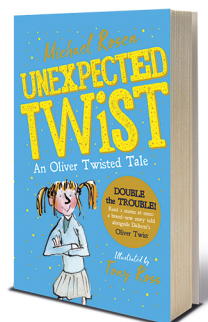
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# News!

A poem to describe the moment when the children in the classroom discover that Shona doesn't own a phone.

Room freezing  
Jaw dropping

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# News!

