

Learning targets	Resources	Attack words
<ul style="list-style-type: none"> <li>• Read a text aloud and use at least two different ways to work out tricky words (AF1)</li> <li>• Understand how a character in a story is feeling (AF6)</li> <li>• Predict what will happen next in a story (AF3)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Tunnel of Terror</i> text, pp.1–13</li> <li>• Paper/whiteboards for writing activity</li> <li>• <i>Tunnel of Terror Self-assessment sheet</i>, Teacher Guide p.51</li> <li>• <b>Story structure sheet</b>, Teacher Guide p.15</li> </ul>	<ul style="list-style-type: none"> <li>» entrance</li> <li>» Halloween</li> <li>» rollercoaster</li> <li>» frightening</li> <li>» nervously</li> </ul>

## Prepare

- 1 Share the learning targets with students and discuss. Check their understanding of *predict*.
- 2 Read the book title and discuss the cover illustration. Ask students what they think the story might be about.
- 3 Read the blurb on the back cover and ask students: What is it about Randus Hex's words that makes you think this is not just an ordinary fairground ride?
- 4 Read the "Attack words" and discuss the best strategy to use for decoding each word. Highlight the following:
  - *entrance* – soft /c/ sound
  - *Halloween* – capital letter for the name of a special day
  - *rollercoaster* – break into two words
  - *frightening* – ight makes /ite/ sound
  - *nervously* – ou makes short /u/ sound.
- 5 Check students' understanding of word meanings. If they are unfamiliar with any word, provide an example of a relevant sentence containing the word, e.g. *The entrance to the building was very narrow.*

## Read

- 1 Ask students to take turns to read the text up to the end of p.13.
- 2 Make the following points during reading.
  - The story is written in the third person. Ask students what this means and explain that it is written from Jim's point of view.
  - p.9, *right* is written in italics. Model how this should be read aloud.
  - p.13. Model how reading *yeah, right* with expression shows Karl is being sarcastic.
  - p.13, *scream ... for your lives!* Explain how the row of dots (ellipsis) is used to build suspense.
- 3 Summarise the text, making specific reference to the *Introduction* and *Build up* parts of the story structure.

## Challenge

- 1 Explain the meaning of the word *genre* (a type of text written in a particular style). Give a couple of examples of genres (e.g. western, horror, romance) and ask students to decide into which genre they think *Tunnel of Terror* falls. Ask them what clues they used to make their choice. Explore with students whether they have read or seen any other horror stories.
- 2 Ask students the following questions to prompt discussion.
  - What does the opening sentence suggest about the setting of the story? (p.2)

- What was the sign for the ride like? (p.3)
  - In what ways are Jim and Karl different? (p.4)
  - Why do you think Karl was hoping the ride would be a rollercoaster and not a ghost train? (pp.7–9)
  - What does Randus Hex look like? (p.10)
  - Why do you think Randus Hex describes the people in the queue as *brave souls*? (p.12)
- 3 Ask students to discuss how they think Jim is feeling:
    - at the start of the story
    - when Randus Hex appears.

Ask them to give reasons for their answers.

- 4 Draw a thought bubble and write in your opinion of what Jim might be thinking when he enters the ride. Share with the students and refer back to the text to give reasons for your choice, highlighting how the author shows how Jim is feeling. Ask the students to draw their own thought bubble and do the same to show what they think either Karl or Randus Hex is thinking as Jim and Karl enter the ride. Share the students' ideas and ask them to give reasons for their choices.
- 5 Ask students to predict what they think will happen once Jim and Karl enter the ride. Provide some prompt questions, e.g. What will they see inside the ride? Will they think it's an exciting ride? Do you think there will be any problems with the ride?
- 6 Provide a model by giving your opinion in one or two sentences. Ask students to work in pairs to do the same and summarise their own predictions in one or two sentences. Tell them they are going to share their predictions with the rest of the group and give them an opportunity to rehearse their sentences with their partner.
- 7 Students take it in turns to tell the rest of the group their predictions. Ask students what clues they used in the story so far to make their predictions, including material from the book title and cover illustration.

## Review

- 1 Remind students of the learning targets and ask them to self-assess against each target using the *Tunnel of Terror Self-assessment sheet*.
- 2 Ask students, as a group, to give a verbal summary of the text read so far (reminding them of the summary you modelled earlier). Use the **Story structure sheet** to record the summary in the *Introduction* and *Build up* boxes.
- 3 Ask students to share their summary with someone else before the next session, e.g. a parent or friend.

**Name:**

Session 1 targets	Achieved? (Y,P,N)	Evidence
Read a text aloud and use at least two different ways to work out tricky words		
Understand how a character in a story is feeling		
Predict what will happen next in a story		
<b>One way I can improve my learning next time is:</b>		

Session 2 targets	Achieved? (Y,P,N)	Evidence
Read a text aloud and use at least two different ways to work out tricky words		
Describe the features and structure of a horror story		
Discuss what you like and dislike about a text		
<b>One way I can improve my learning next time is:</b>		

Session 3 targets	Achieved? (Y,P,N)	Evidence
Read a text aloud and use at least two different ways to work out tricky words		
Understand how tension is built up in a story		
Understand why authors choose to end stories in different ways		
<b>One way I can improve my learning next time is:</b>		
<b>One way I can apply my learning is:</b>		

# Story structure sheet

**Title of story:**

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**Introduction:**

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**Build up:**

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**Problem or issue:**

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**Resolution:**

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**Ending:**

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