**Unit/Topic Title: ‘Unstoppable’ by Dan Freedman**

**Number of Lessons in Unit/Topic: 28**

**Subject: English**

**Year Group: 7**

**Ability: all abilities- teacher to differentiate**

**SMSC/Communication/ Literacy /Numeracy opportunities: SMSC opportunities throughout because of the subject matter of the book. Opportunities for Oracy and extended vocabulary through specific lessons and numeracy through mood charts etc integrated in lessons.**

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| Lesson | Challenge-  Big Question/Context | Learning objectives & associated Level/Grade | Core Teaching Activities  (including support/challenge activities) | **Formative Assessment Method (Self-edit/Teacher quality feedback/Peer feedback/Verbal feedback)**  **SE/PF/VF and Summative assessment** | | Resources  (ICT opportunities/  innovation zone etc. | Teacher annotation |
| Formative (types of feedback for assessment) | Summative  (End of topic tests etc.) |
| 1 | **Are pupils able to infer information about a text?** | To explore the narrative structure and opening of the novel. | As a class, read the information about the author (resource 1) Pupils to place their information sheets face down and bullet point in their books, anything they can remember (3 minutes)  Read the blurb on the inside cover, turn to the picture at the start of the book and the brief preface entitled ’14 Years Ago’. With a partner, discuss what you think the story will be about.  Hand out the resource sheets with examples of different types of narrative and the mix and match activity (resource sheet 2) Feedback as a class.  Explain that within the first part of this novel there are three ways we glean information:   * Third Person Narrative * Flashbacks * Diary entry   Why do you think an author would choose to do this?  Read Part 1 The First Cut  Sunday to page 8. Why ‘The First Cut’? Has anyone heard of an expression which could be linked with this? What could this mean? Write ideas in your book (and try to explain by linking to the storyline later)  Complete Resource 3 – what we have learned about Roxy and Kaine so far- including the type of narrative which revealed this information to the reader.  Whole class interaction  Paired work and peer assessment  Read to the end of ‘Sunday’ page 13 |  |  | ‘Unstoppable’by Dan Freedman  Information sheet about the author (resource 1)  Types of narrative info/ mix and match  (resource 2)  Roxy and Kaine (resource 3) |  |
| 2 | **Are pupils able to understand relationships and perspectives within a text?** | To explore significance of perspective within a text. | Pupils to recap events in ‘Sunday’ through **brief** question and answer starter.  Pupils write down two things they would like to know about a specified character already introduced in the novel. Share question with partner and discuss possible answers. Pupils to designate a double page to character by writing names of, or drawing/cutting and sticking on page. They should then add any information about the character and draw arrows to show relationships (example resource 4) Explain that this is a work **in progress** and will be added to as we progress through the novel.  Read ‘Monday’ pages 17-36. As a class, initiate a discussion about Kaine’s relationship with his grandmother. Pupils to make notes and select quotes which tell the reader something about that relationship.  Resource 4 example  Resource 5 Table for evidence and inference.  Complete the table which requires pupils to select evidence and then infer information about their relationship  Resource 5 (Work continues into next lesson) |  |  | Character and relationship sheets  (resource 4 to be used as an example) |  |
| 3 | **Are pupils able to demonstrate their understanding through selecting evidence and clear explanation?** | To explore a relationship and use PEE paragraphs to justify ideas. | Display the PEE words on the board and ask pupils to copy into books. Have pupils used this acronym in Primary School? Explain the concept of needing evidence from a text to explore ideas thoroughly.  Briefly recap about the relationship in focus ie Kaine and Mamma. Teacher to model the first paragraph needed to answer the following question:  How can we tell that Kaine and his grandmother share a close relationship?’  Pupils to create a further two detailed PEE paragraphs to complete an answer to the question.  Read pages 37-50  Pupils to add new characters and any further information /key quotes about any character, to their double-page spread from previous lesson. |  |  |  |  |
| 4 | **Are pupils able to analyse character by inferring information from a text?**  5  6  **Are pupils able to understand an author’s intentions?**  To explore how a writer integrates a theme into their work.  7/8  **Are pupils able to explore a theme in a text?** | To develop understanding of a character from information in a text  To develop understanding of an author’s ideas and perspectives. | Pupils to skim back through ‘Sunday’ and ‘Monday’ and jot down any information about Roxy. Why are diary entries important in this text? Pupils to sketch Roxy in exercise books and annotate with character traits, physical description and relevant quotes which reveal something about this character.  Roxy appears to have a bit of a troubled life. Explore the concept of where to go for help if you need to share information with others- lead in to concept of Agony Aunts.  Pupils to work in pairs for the following task. One pupil is Agony Aunt Annie and the other is Roxy.(resource 6  Display the exemplar resource on the board and discuss what the Agony Aunt includes in her writing. Display conventions of writing to advise (modal verbs etc) Pupils to copy these into books. Pupils then create a dialogue in which Roxy’s words should reflect the depth of her feelings regarding things that are happening in her life whilst the Agony Aunt’s response should include the conventions listed.  Assessment  Read pages 55-62 of ‘Tuesday’. Kaine’s behaviour seems to be spiralling out of control and his attitude leaves a lot to be desired. As a starter, recap whole class, problems that he has encountered since Sunday. Pupils to split page into two columns – ‘Kaine’s actions/words ‘and ‘how this shapes the reader’s perception of Kaine.’  His changing mood can be reflected on a mood chart/graph. Resource 7  What opinions do you think the writer wants the reader to form about this character?  Read pages 64-80.  The Black BMW and the introduction of Sheldon Statham are creating  **intrigue**. This is a vital part of many novels. Look up the word ‘intrigue’ in a thesaurus and write down five synonyms. Does the character of Sheldon Statham create ‘intrigue’? What are your initial impressions of this character? Create a spider diagram with his name placed centrally and make notes about his character thus far. With your partner, jot down what the reader would like to know about Sheldon at this point.  Read pages 82-90.  Why has the author chosen to include this flashback of a conversation between Kaine and his ‘Mamma’ **at this time?**  Does what we learn here alter our perceptions of Sheldon Statham?  Using all of the information we have learned so far about this character, write three PEE paragraphs to answer:  ‘In what ways does the introduction of Sheldon Statham create intrigue in the Novel?’ |  |  | Writing to advise  (resource 6)  Axes for a mood graph (resource 7) |  |
| 9 | **Are pupils able to identify a tone in a novel?** | To explore how a writer creates mood/tone in a piece of work | Read ‘Wednesday’ pages 93-99  What would you do? Discuss with your partner what you would have done if you had the French test as a barrier to your success. Would you have done the same thing as Kaine? How is Kaine feeling at this point?  Explain that a writer’s job is to create mood in a novel using words and actions. It makes the novel more interesting and the characters believable. Pupils are to  Imagine that they are responsible for the fire alarm incident. It is time to face their punishment.  Give the class emotion cards- each group has to create a dialogue between Kaine and the Head Teacher. The dialogue must be linked to the emotion printed on the card. Resource 8  Display requirements for speaking and listening on the board. How can pupils perform their dialogue effectively? Pupils are not to reveal the emotion on their particular card. This will be guessed by the rest of the class when they perform their short dialogues. |  |  | Emotion Cards  (resource 8) |  |
| 10 | **Are pupils able to identify with characters in the novel?** | To develop emotive description | Read pages 100-108. This novel is full of action- there are so many thing happening! Re-visit character sheets and update with newly-introduced characters or further information/ key quotes for existing characters.  In these pages the twins are experiencing different emotions and different events. Each character has placed a different importance in his/her life. Kaine is ambitious to succeed in Football- Roxy just wants the pressure to succeed to stop.  Look back at Roxy’s diary entries on pages 43, 46 and 75. As a class, or in pairs, explore emotions revealed through Roxy’s writing.  Display a list of conventions of diary writing on the board and pupils copy these into their books. Pupils use the resource to highlight conventions used and demonstrate understanding.  If Kaine kept a diary, what would the pages be like? Write an entry for the day of the trials, just after the scout has spoken to Kaine. Remember Peer assess to signpost conventions and comment on effectiveness |  |  |  |  |
| 11 | **Are pupils able to alter perceptions of characters by looking at the bigger picture?** | To explore the development of character | Pupils to write down three words which sum up Kaine’s character so far in the novel.  Read pages 110 to 116. Pause reading after the flashback with Mamma. Class discussion. Do we want to change any of the words we have just written about him? Does anyone see Kaine in a different light now? Why? Read on to the end of Part 1- Page 115. Repeat the above.  As a class, prepare to answer the question, ‘Does the reader feel sympathy for Kaine at this stage in the novel?’  Explore the idea of expressing opinion further by splitting the pupils into two groups:   * Half of the class will be supporting the idea that the reader has sympathy for Kaine * Half of the class will be supporting the idea that Kaine deserves no sympathy   Display the conventions of writing to argue on the board. Resource 9  Pupils to copy into books.  Pupils will be writing a three-paragraph response to ‘Kaine is a character with whom we should feel sympathy.;  Explain that pupils will write three paragraphs :   * Two paragraphs will support the view that they have prepared * One paragraph must be written to demonstrate understanding of the opposing viewpoint. |  |  | Resource 9  Conventions of writing to argue |  |
| 12 | Can pupils identify an underlying lesson in a story? | To explore character and motivation at the start of Part 2 | Part Two of the novel ‘Knife Edge’.  What do you notice about the two sub-headings of the sections of the book? What is meant by ‘Living on a knife’s edge?’ How can this be applied to the story? What do you think is going to happen?  Read pages121-125.  Glue the picture of the black BMW into books. Resource 10 Only glue one edge so that the car can be lifted up. Beneath the picture, write anything you know about its occupant, or anything you think about him. Why is he included in the novel? Consider the quote ‘Welcome to the team. Whatever you need or want…it shall be done.’  Sheldon wants a letter delivered to Ellie Small. Write down what you think the letter says. Kaine is clearly becoming involved with somebody he has been warned about. What would you do in this situation? Explain your ideas in two detailed paragraphs, giving reasons for your choices. |  |  | Resource 10  Black BMW |  |
| 13 | **Are pupils able to understand effectiveness of using contrasting ideas in a novel?** | To explore how an author develops contrasting characters. | Read 127-134. From the outset of the novel, Roxy and Kaine have been portrayed as opposite in every way. Make a list of these opposing character traits. Why has the author chosen to do this?  Now we find Kaine’s dream of becoming a footballer has been shattered and Roxy’s nightmare of competing in a tennis championship is her reality. Ideally she would have a choice but she doesn’t. How could she persuade her father to trust her to go to the party the night before the match? Display the **DAFOREST** techniques on the board. Do pupils recognise this acronym? What do the letters stand for? Display devices on the board and explain how it has been suggested that including some or all of these devices, can be persuasive in writing. Display an example of this type of writing on the board (resource 11) and discuss conventions used and effectiveness as a class. Pupils to copy techniques into books for reference. If you were Roxy, what would you say to your dad to try and persuade him to let you go to the party? Discuss with a partner.  Resource 11- example of persuasive writing  Write a speech in which Roxy tries to persuade her dad to let her go. Use effective DAFOREST techniques and highlight those used |  |  |  |  |
| 14 | **Are pupils able to identify changes in a developing character?** | To show understanding of the developing character of Kaine. | Read ‘Friday’ 137-146.  ‘There are paths in life…there are choices’. Display this quote on the board and initiate a class discussion. What does it mean? Why is it significant in this novel?  Kaine has had to make several choices. Are they good or bad choices? Why does Sheldon Statham continue to follow Kaine? **Does Kaine seem happy with his choices**?  Write a paragraph with supportive evidence form the text  Read pages 151-152. Ask the last question above again. Is the answer the same?  As above. If there is a change in your opinion, justify response with supportive evidence  Kaine is showing some concern. Skim back through the last few pages and collect quotes which show that Kaine is weakening in confidence. Use evidence from the text to answer the question:  Is Kaine’s attitude towards Sheldon changing? |  |  |  |  |  |  |  |  |  |
| 15 | **Are pupils able to understand how a writer** **evokes feeling in a reader?** | To explore how actions can evoke response in a reader | Read 153-164  The party was not at all what was anticipated. ‘All he could see was darkness and danger’ Discuss this quote as a class  Knife crime is a real problem in our country today, particularly in major cities. Kaine has managed to get himself involved gang warfare. Skim through 163 and 164, noting down any words which suggest a change in Kaine’s train of thought.  Read the non-fiction newspaper article about street violence in London (resource 12) Answer the comprehension questions. All questions must be answered in full sentences; inverted commas must be used for quotes and question 6 requires a full and detailed explanation. Resource 13 |  |  | Resource 12- street violence in London  Resource 13 |  |  |  |  |  |  |

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|  | **Are pupils able to determine important links** | To explore the importance of the relationship between the main characters | Read ‘Sunday’ Pages 167 or 189. **It is important that this chapter is read in one go, with occasional input from the** **teacher or questioning to verify understanding of this dual narrative.**  More than any other part of the text, this chapter shows the bonds between the twins Roxy and Kaine.  Watch the clip about twin telepathy from 2014- Initiate discussion Resource 14. Do you believe that there is a bond which exists between twins, whereby they know when the other twin is in distress etc  Display criteria for writing to inform on the board. Pupils to copy down. Give out exemplar leaflets for pupils to identify presentational devices, as well as effective examples of imparting new information  Pupils to create an informative leaflet to include information on the subject and to be defined by the conventions of writing to inform |  | Resource 14 – Twin study |  |
| 18  19-20 | **Are pupils able**  **to use formal styles of writing?**  **Are pupils able to verbalise ideas coherently?**  To compare using a range of connectives  **Are pupils able to make effective comparisons?**  21  To analyse how a writer shapes the opinion of the reader  **Are pupils able to understand how a writer’s intentions**  22  23  23  To plan and create a structured story, to include dual narration.  **Are pupils able to create a story with a dual narrative?**  24/25 | To develop skills in letter writing  To develop speaking and listening | Read Part Three ‘Comeback’ pages 195-206.  Throughout this whole episode, Kaine’s friend AJ has been in the dark about Kaine’s connection with Sheldon Statham.  Imagine you are AJ. Your friend is in trouble and you know it. You decide to try and help by writing an anonymous letter to the Head Teacher.  Display the layout for formal letter writing on the board. Resource 15  Explain the importance of opening/closing letters correctly in relation to job applications in the future.  Ask pupils to write a letter with 5 paragraphs:   * One sentence opening paragraph explaining the reason for writing. * Three detailed middle paragraphs ex[plaining the issue- that Kaine is mixed up with a gang leader etc * One short closing paragraph   Read pages 207-218  Anti-bullying project 2 lessons  Speaking and listening  Display requirements for speaking and listening on board. Creating a ppt which can then be effectively presented to the class is the goal.  Resource 16- You Tube clip about bullying  Look at the YouTube clip. Resource 16  What advice would you give to this girl? Recap conventions as a class and write three bullet points as advice.  As a class, read the information sheet about the types of bullying and statistical evidence. Pupils can use their own understanding and/or case studies to create an informative powerpoint. These will be used as speaking and listening assessed task using the pass/merit/distinction criteria.  Display connectives to compare on the board. Pupils to copy into their books. Resource 17  Resource 17  Connectives for similarities and differences  Read pages 227-230  Kaine is like a different person. Ask pupils to explain what he is like now and why they think that.  Display the quote ‘…I don’t. I understand they want me to be safe’ Discuss in relation to his new attitude. Pupils to divide page into 4 columns:   * Kaine in the past * Evidence * Kaine in the present * Evidence   Teacher to model a paragraph on the board to show how pupils can compare a character trait, to include evidence.  Pupils will continue and write at least two more paragraphs of comparison  Read to 239.  Look back at the diary entry you wrote for Kaine several lessons ago. As a starter, ask pupils to write one sentence of comparison between the two diary entries.  How does this second diary entry make us feel about the main character?  Pupils to write at least one paragraph explaining the emotion this evokes and explaining why, using specific evidence.  Read 240-250.  Again- there are several issues arising here. Roxy has woken up- positive but the writer counterbalances this emotion with her discovering she is paralysed.  Write at least a paragraph to explore how the writer shapes the reader’s emotions.  Assessment  Read 251-256  Introduce Story mountain idea and stick resource in books. How does the story we are reading fit in with this model? Pupils to annotate the ‘mountain’ with parts of ‘Unstoppable’  Go back to initial learning – Has the mixed narrative been effective? How has it helped the reader?  Pupils are going to create a story plan, using the story mountain idea. This should be worked on first before attempting to bring any dual narration into it. The story has to be about bullying in some form as a follow-up to the previous s and l task.  Once the storyline has been determined, pupils can focus on effective narration. Refer back to narrative types from lesson one and discuss with a partner which types could effectively be worked into your story.  Initial ideas to be continued and completed next lesson  Read pages 257-264  Roxy’s mum has paid off Sheldon Statham after he has attempted to blackmail the family.  To develop skills in evaluation  Are pupils able to evaluate the effectiveness a theme within a novel?  26  **‘It’s been a long time since I’ve seen you Samantha…’**  Why would the writer end a chapter like this? Look at the resource sheet Resource 18. For each story ending- try and explain why the reader would want to read on.  Resource 18- chapter endings  What did SS mean?  This is the part of the novel where all of the loose threads are being tied up, where any intrigue created, is solved.  In this story, the writer has attempted to create intrigue. How effectively has this been achieved?  Display synonyms for **effectively.**  Explain evaluation and how pupils can explore narration, characterisation, settings and events to answer this question.  Teacher to model a paragraph on the board and pupils to copy and complete with further paragraphs of their own.  Are pupils able to write in a specific form?  27  Read pages 266-278  The gang violence continues and is all over the newspapers. You are a journalist who is investigating the incident with Rufus. You are to write a detailed and descriptive **report** of events, which is to be broadcast on local radio. Your report should:  To create a newspaper report using specific criteria   * Be written in Standard English * Be unbiased * Include comments from eye-witnesses or people who are involved in the incident * Include detailed information to include the 5’w’s   Read pages 279-297  Are pupils able to make valid comments when reviewing a text?  Kaine is lucky and has been given a second chance to impress. The author includes a detailed description of this match. Imagine you are the scout. Turn a page of your exercise book into the Scout’s notebook. You will have to down your opinions and thoughts about Kaine’s performance. Your writing should be informal and informative.  To explore conventions of review writing and apply to a task  28  The Epilogue  What is the purpose of this part of the text?  Do you think that this method of tying up all loose ends is effective?  Display the exemplar sheet for a written review on the board.  Resource 19  Writing to review  Display the conventions of **writing a review**. Resource 19 Pupils to copy into their books.  Pupils to create a review according to the conventions |  | Resource 15  Formal letter writing |  |