



JENNIFER KILLICK

DREAD WOOD

DETENTION HAS NEVER BEEN SO DEADLY...



SCHEME OF WORK

PERFECT FOR:

Students aged 9+; a spooky, thrilling adventure from the queen of middle grade horror; writing in role; animal adaptation; spider sculptures and poetry; joining four brave children as they battle terrifying creatures and learn about friendship, team work, honesty, and facing their fears.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Poetry; Creative Writing; Writing to Entertain and Inform

Drama, Speaking and Listening

Design Technology & Art

Music

Science

History

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WEEK 1 (CHAPTERS 1–4): CLUB LOSER

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Analyse an author's style of writing and identify different techniques and vocabulary used.- Describe relationships between characters. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none">- Understand a character by completing a Role on the Wall activity. <p>Design Technology & Art</p> <ul style="list-style-type: none">- Create a logo using Pop Art for inspiration. <p>Music</p> <ul style="list-style-type: none">- Use your voice and instruments with control and expression to create a spooky soundscape.	<ol style="list-style-type: none">1. Spend some time exploring the word 'dread'. Can you think of any synonyms linked to it? Have you ever dreaded doing something? Is there a difference between 'dread' and 'fear'?2. Use the descriptions in Chapter 1 to draw and label a picture of the school. What impression do you get of it?3. What do you think the 'white ick' might be? (page 21)4. Read to the end of Chapter 2. Use a Venn diagram to compare and contrast Hallie and Angelo. How are they similar and different? Keep adding to it as you read!5. How does the author use sound on page 35 to create a sense of fear and tension?6. What does the verb 'unfurling' suggest about Angelo's idea? (page 38)7. How did you feel reading the last paragraph in Chapter 3? Did it make you jump? What do you notice about the way all the chapters end so far?8. Read to the end of page 44. What do you think Mrs Latchitt is up to? Do you trust her? Why? Why not?9. Did anything make you laugh on page 51? How does the author employ humour in the story?10. What are your first impressions of Angelo? Do you like him? Does he remind you of any other story book characters?	<p>Complete a Role on the Wall activity. Draw an outline of Angelo. On the inside of your drawing, write down everything you learn about him in these chapters. On the outside, record any questions you might like to ask him.</p> <p>Gus jokes that Club Loser needs a motto and a logo. Spend some time exploring the themes so far in the story and use them to design a logo and motto for the group. You could explore the work of artists like Andy Warhol and create a piece of art inspired by the Pop Art movement and various printing and painting techniques.</p> <p>Work in small groups to create a spooky soundscape to accompany the descriptions. You could use your voices, body percussion and instruments to create strange, ethereal sounds. You could also use symbols to create a graphic score to represent your composition.</p>

WEEK 2 (CHAPTERS 5–8): TREMORS

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Define vocabulary, thinking carefully about its meaning and impact. - Retrieve information. <p>Poetry</p> <ul style="list-style-type: none"> - Interpret and perform a poem, using expression, actions and instruments to convey meaning. - Write a spooky poem in the style of Joseph Coelho. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Explore the work of Dali and Munch, and create a piece of art in a similar style. <p>Science</p> <ul style="list-style-type: none"> - Write a report about a Trapdoor Spider, referring to its habitat and adaptations. 	<ol style="list-style-type: none"> 1. Write a dictionary definition of these words from Chapter 5: <i>stalling</i>, <i>wincing</i>, <i>inanimate</i>. Use them in a sentence of your own. 2. Read pages 60–62. How does the author create a sense of tension and excitement? Do you have any favourite phrases or words that are particularly effective? 3. Angelo is to blame for what has happened to Mr Canton. Do you agree? (page 66) 4. Why does Hallie refer to Mr Latchitt’s house as the ‘gingerbread house’? What image does this create in your mind? Can you make connections with other stories? 5. How does Angelo feel on page 79? What thoughts might be running through his mind? 6. Hallie describes Angelo as a ‘lone-wolf’. What does this mean? Do you agree with her? (page 85) 7. What do we learn about Naira on page 91? Does it change the way you feel about her at all? 8. Imagine you are in the animal house. Make a list of everything you can see, hear, taste, touch and smell. (page 93) 9. Why might Mr Latchitt be humming ‘Incy Wincy Spider’? (page 111) 10. How is the relationship between the children developing and changing as the story progresses? Use evidence from the story to support your ideas. 	<p>Spend some time exploring ‘The Face of War’ by Salvador Dali and ‘The Scream’ by Edvard Munch, thinking about the materials used and composition. Why do you think they created these pieces of artwork? Use the descriptions in the story and this piece of artwork to create a piece of work that symbolises ‘fear’.</p> <p>Spend some time reading ‘The Watchers’ by Joseph Coelho. Discuss what you like and dislike about it, what it reminds you of, and if anything about the poem puzzles you. You could even perform the poem in groups! Next, create a word bank of descriptive and figurative language associated with fear. Finally, create your own spooky poems about fear.</p> <p>Write an informative and engaging non-chronological report about Trapdoor Spiders, remembering to use sub-titles, diagrams and formal language. You could include information about their appearance, habitat, diet and adaptations.</p>

WEEK 3 (CHAPTERS 9–12): CARNAGE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Use clues from the text to infer information about a character and what they might be thinking and feeling. - Use an Emotions Graph to explore a character's thoughts. <p>Writing in Role</p> <ul style="list-style-type: none"> - Empathise with a character by writing in role. - Emulate a character's voice and personality. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play. 	<ol style="list-style-type: none"> 1. 'Bravery' is a main theme in the story. Do you agree? Can you find examples throughout the story where 'bravery' is a key theme? (page 112) 2. What does Naira mean when she asks the others to stop 'using nouns as verbs'? (page 119) 3. Can you use the information on page 130 to draw and label a picture of the view of the school from the roof? 4. How does the author make you want to read on at the end of Chapter 10? What do you predict it is that Gus can see? 5. Have a go at singing the nursery rhyme 'Incy Wincy Spider'. How can you make it sound menacing and strange? (page 135) 6. Why do you think the Latchitts are always singing and whistling? (page 139) 7. What does the verb 'strides' tell us about Mr Latchitt? (page 143) 8. Mrs Latchitt 'hopscotches' across the field. Why? Is this a strange thing to do? What image does it create in your head? (page 148) 9. Do you agree that Mr and Mrs Latchitt are both 'dangerous and clever'? Can you find an example to support this description? (page 152) 10. Are any phrases or sentences repeated on pages 158 and 159? Why might this be? What impact do they have? 	<p>Create an Emotions Graph to plot Angelo's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>escaping from the animal house, reaching the roof, watching the chicken show, running after Hallie...</i></p> <p>In a group of four, re-create the events from Chapter 11. Think about who will play Angelo, Hallie, Gus, and Naira. Perform the scene, each time considering another character's perspective and how you will change your body language. You could even turn this part of the story into a playscript to help your performance!</p> <p>Can you re-tell Chapter 12 from Hallie's point of view? What might she say about the events and her motivation for saving the pigs? How might she feel about the other children? Use this as an opportunity to explore Hallie's personality further, perhaps making predictions about her home life. Think about how you can capture her personality in your writing.</p>

WEEK 4 (CHAPTERS 14–16): WHAT HAPPENED THAT DAY

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve information. - Identify evidence from the text to support theories and opinions. - Use clues to make predictions. <p>Science</p> <ul style="list-style-type: none"> - Explore a range of food chains and food webs to understand how insects help the environment. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Explore the work of Bourgeois and create a piece of art in a similar style. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Create a Conscience Alley to explore what motivates a character's decisions. 	<ol style="list-style-type: none"> 1. Gus wonders if a pig is 'worth more' than a chicken. This might be an interesting thing to discuss as a class! (page 174) 2. Angelo starts to pick the skin around his fingernails on page 179. Why? What might he be thinking and feeling? 3. Do you feel sorry for Naira? Why? Why not? Have you ever felt pressured into doing something you know you shouldn't? (page 181) 4. Read to the end of Chapter 14. Do you have any predictions about why the children were targeted? Who might have sent the notes? 5. A 'gash in the field' appears. What does this mean? Why 'gash' and not 'slit' or 'slash'? (page 194) 6. Why does Naira assume that Angelo has climbed the trees before? (page 194) 7. What is 'pathetic fallacy' and how does the author use it on page 199? Can you write your own atmospheric scene that employs pathetic fallacy to describe the setting? 8. Why do you think the author repeats the word 'something' on pages 201 and 202? Why not tell the reader straight away that the spiders are in the trees? 9. Angelo tells the others to get behind him. Why? What might this tell us about him? (Page 205) 10. Read to the end of Chapter 16. What do you think will happen next? Perhaps you could draw a picture of your prediction or write an exciting paragraph to describe the fight. 	<p>Angelo says that spiders are brilliant and help the environment. How? Work in groups to research how insects help and support the environment. You can choose how to present your work – you may wish to create some food chains or food webs, write a report about your findings, or create a presentation!</p> <p>Look at the sculpture by Louise Bourgeois called 'Spider'. Find out about the materials used to create it. You may also wish to read her poem 'Ode To My Mother' and explore the spider sketches she created to go alongside the poem. Next, create a piece of artwork in the style of Louise Bourgeois. You could use charcoal to draw your menacing arachnids or clay to create a spider sculpture.</p> <p>Look at page 190 – what should the children do? As a class, create a Conscience Alley. One side of the class should be voices persuading them to visit the house and the other should suggest different options. Take it in turns to play the children walking through the alley of voices. Write a paragraph exploring your decision and feelings.</p>

WEEK 5 (CHAPTERS 17–19): NO SECRETS

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Explore vocabulary and carry out role-play to understand the relationship between characters.</p> <p>Science - Research how animals have adapted to their environment.</p> <p>History - Extend historical thinking by researching Roman warfare and culture.</p> <p>Writing in Role - Empathise with characters by writing an inner monologue. - Explore the difference between what a character says and does.</p>	<ol style="list-style-type: none"> 1. What do you notice about the verbs (<i>crouches, springs, zipping, dart</i>) used on pages 209–211? What effect do they have? 2. What do we learn about Gus on pages 216 and 217? Does it change your opinion of him at all? 3. Complete these sentences: <i>Wolf Grey shoots spiny hairs from her body, but... Wolf Grey shoots spiny hairs from her body and... Wolf Grey shoots spiny hairs from her body because...</i> (page 220) 4. What does the word 'embedded' tell us about the spine? How is 'embedded' similar to 'stuck'? How is it different? (page 221) 5. Can you think of a reason why the Latchitts might hate the children? (page 224) 6. The children find a pair of finches. Is there anything strange about them? What role might they play in a sequel to this story? (page 231) 7. The children find an old shoebox of newspaper clippings about the Latchitts. What might the articles say? Can you think of some headlines? (page 232) 8. Which of the children do you think has made the worst mistake? What piece of advice would you give to them? (page 246) 9. The answer is 'Colette'. What might the question be? (page 247) 10. How did you feel at the end of Chapter 19? Why? 	<p>Angelo believes that the spiders have mutated and adapted to their environment. What else can you find out about how animals have adapted to their environment? Did you know, for example, that wood frogs can freeze their bodies in order to survive the harsh winters? Create a colourful, informative poster about animal adaptations in nature.</p> <p>Gus teaches the others about the Roman wedge formation on page 216. What is this? Can you recreate it in groups? You could even create your own Roman shields and armour! Afterwards, spend some time exploring other aspects of Roman warfare, culture and history.</p> <p>What might Angelo and Hallie be thinking on page 240? Choose one of the characters and write an inner monologue to show their feelings. Now, act out the scene in pairs, taking time to pause and share your monologue. Is there a difference between what your character is saying and feeling?</p>

WEEK 6 (CHAPTERS 20–24): AN END AND A BEGINNING

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Identify and discuss the main themes in the story. - Create character profiles. - Summarise information. - Make comparisons within and across books. <p>Writing in Role</p> <ul style="list-style-type: none"> - Empathise with a character by writing in role. - Emulate a character's voice and personality. <p>Creative Writing</p> <ul style="list-style-type: none"> - Write a sequel based on the story, using the style and language features used by the author. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a class display about the book, using a range of mixed media, poetry and writing. 	<ol style="list-style-type: none"> 1. Summarise the events in Chapter 20 in six sentences. Now try and summarise them in three sentences, then one. 2. Use the description on page 262 to draw and label a picture of the science lab. 3. Read to the end of page 265. Why do you think everyone abandoned the Latchitts? 4. What evidence has there been so far that the spiders are 'deadly, intelligent and easy to train'? Can you think of an example for each description? (page 268) 5. Do you agree that the children are to blame for Colette's disappearance? Where do you think she's gone? (page 270) 6. Read and enjoy the last few chapters. Think about what makes them so exciting and thrilling? What techniques does the author employ to keep you turning the page? 7. Which of the characters do they think has changed the most over the course of the story? 8. How has Angelo changed and developed during the story? What important lessons do you think he has learned? 9. Which of these do you think is the most important theme in the story? Think of examples in the story where each of these themes is pivotal: <i>friendship, overcoming fear, bravery, honesty, revenge.</i> 10. Describe each of these characters in the story using one word only and explain your word choice: <i>Angelo, Gus, Naira, Hallie, Mr Latchitt, Mrs Latchitt, Colette.</i> 	<p>Write a diary entry in role as Gus at the end of the story. How would he reflect on what has happened? What are the most important things he has learned about the world around him, his new friends, being brave, and overcoming fear?</p> <p>The sequel to this story is called 'Fear Ground'. What might it be about? Plan your own story using this title. Use a storyboard, and make sure you have a beginning, middle and end. Now, write your exciting story. Try to include speech that captures the children's personalities. As an extra challenge, you could include a flashback too, written in the past tense.</p> <p>Create a colourful class display, using mixed media, with the title 'Dread Wood' to summarise all the work you've done. You may wish to write your own scary stories and create a class library. You could include stories, artwork, posters, diaries, poems, and photographs in your display, too.</p>