

**Scheme of Work 2019-2020**  
**Subject: English “The Hunger Games”**

**Year Group: Year 8**

**Specification: Working towards AQA Language and Literature**

**Express/Mainstream**

Lesson No	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	Assessment (Include relevant GCSE Q stem)	Homework	Lit Num SMSC Codes
<p>WEEK 1 Lesson 1</p> <p><i>Objectives: R3 Show understanding of audience, purpose + context of writing; show understanding of text types conventions</i></p>	<p><b>Dystopian Fiction</b> <b>SMSC</b></p> <p><b>Introduction</b></p>	<p><b>Title: Dystopian Fiction</b> Complete Do Now Task – Silent reading 8 spellings</p> <p>Verbal discussion regarding how lesson links to previous learning. Write down the meaning of these words: Metaphor Simile Alliteration Foreshadowing</p> <p>Vocabulary – write down the key vocab for this chapter.</p> <p>Complete a questionnaire on the students' knowledge around SMSC and Dystopian Fiction.</p> <p>Class Discussion</p> <p>Watch clips and make notes.</p>	<p>What is Dystopian Fiction? How can the theme of inequality be linked to society today?</p>	<p>AO3</p>		<p>Quantitative evidence</p> <p>R3 and R7 SP1 SP3 SP10 SP5 SO6 SO8 <b>SP6</b> <b>Take responsibility for their own learning journey</b></p>

Lesson 2	<p>Part 1. The Tributes Chapter 1. – pg. 12</p> <p>To learn about dystopian fiction</p> <p>To read between the lines R4 Analyse how writers use language, structure and form to achieve effects (using subject terminology)</p>	<p><b>Title: The Games and Tributes</b></p> <p>Silent reading Vocabulary and spellings</p> <p>Verbal discussion regarding how lesson links to previous learning - Write down 3 things you can remember from last lesson. Read to page 12.</p> <p>Discuss what language features the writer uses to create effects.</p>	<p>What questions would you like to ask about what we have read so far.</p> <p>SOLO</p>	AO3		<p>SP1 SP3 SP10 SP5 SO6 SO8</p> <p>R1, R2,R3,R4</p>
Lesson 3	<p>Read page 13-24</p> <p>Objectives: recognise the use of the following techniques Characterisation Narrative hooks Cliff hanger</p> <p>Active Learning</p>	<p><b>Title: The Reaping</b></p> <p>Silent reading Vocabulary and spellings:</p> <p>16 Spellings add to vocabulary book</p> <p><b>Link to previous learning: What do you think the word sacrifice means? Can you think of another character who has sacrificed themselves? Why did they do it?</b></p> <p>Freeze Frame a scene from this chapter</p>	<p>How does the writer use language to create characters?</p> <p>Solo I can name one technique</p> <p>I explain the effect on the reader</p>	Create a Poster or flyer instructing the citizens to attend the reaping	Doddle activities	<p>SP1 SP3 SP10 SP5 SO6 SO8</p> <p>SP2</p> <p>R1,R2,R3</p>
Week 2 Lesson 4	<i>Objectives:</i>	<p><b>Title: Blue Book preparation.</b> Silent reading Spellings x 8</p>	<p><b>Title: Blue Book – Factual</b> You should make sacrifices for those you care about.</p>	AO5 AO6		<p>SP1 SP3 SP10</p>

	<p><i>Match tone to form, audience + purpose</i>  <i>Clear organisation</i>  <i>Use a range of vocab</i>  <i>Clear range of sentence structures</i>  <i>Accurate spelling</i>  <i>Accurate punctuation</i></p>	<p>Link back to previous learning remind the students of the success criteria.</p>	<p>How can I use techniques in my own writing?</p>			<p>SP5  SO6  SO8  Lang  AO5  Lang  AO6</p>
<p>Week 2  Lesson 5</p>	<p><i>Objectives:</i></p> <p><i>Match tone to form, audience + purpose</i>  <i>Clear organisation</i>  <i>Use a range of vocab</i>  <i>Clear range of sentence structures</i>  <i>Accurate spelling</i>  <i>Accurate punctuation</i></p>	<p><b>Title: Blue Book – Factual</b>  <b>You should make sacrifices for those you care about.</b></p> <p>Complete Best Work in Silence</p>	<p><b>Title: Blue Book – Factual</b>  <b>You should make sacrifices for those you care about.</b></p>	<p>Lang 05  Lang 06</p>		<p>SP1  SP3  SP10  SP5  SO6  SO8</p> <p>A05  Ao6</p>
<p>Lesson 6</p>	<p><b>Read Chapter 2.</b>  <b>To explore how characters are developed</b></p>	<p><b>Title: Chapter 2</b></p> <p>Silent reading  Vocabulary and spellings:  <b>16 Spellings add to vocabulary book</b></p>	<p>How does Katniss meet Peeta?  What is your first impression of Peeta?  Why does the chapter end this way?</p>			<p>SP1  SP3  SP10  SP5  SO6  SO8  SP6  Take responsibility for</p>

		<p>Link to previous learning. What acts of kindness can you remember in this novel and in other texts you have read?</p> <p>Read the chapter and discuss and answer the questions.</p>				<p>their own learning journey R1, R2,R3,R 4</p>
<p>Week 3 Lesson 7</p>	<p><b>Objectives:</b> <b>R3 Show understanding of audience, purpose + context of writing; show understanding of text type conventions</b></p>	<p><b>Title: Ch 3.</b> <b>Explore the use of motifs and symbolism</b></p> <p>Silent reading Vocabulary and spellings: RAG these words before and after the lesson.</p> <p>Insurmountable Mentor Disgruntled Carcass Edible Gnarled Tribute Protocol</p> <p>Link to previous learning: show a range of colours and flower or symbols i.e. crosses etc. and ask the students to write down what they associate with them.</p> <p>Read the chapter discuss and answer the questions.</p>	<p>Why are dandelions so important to Katniss?</p> <p>What is a Mockingjay? What is a Jabberjay? What does this suggest about the Capitol and the rulers of District 12.</p>	<p>What animal would you make?  i.e. zeedonk</p>		<p>SP1 SP3 SP10 SP5 SO6 SO8 R1, R2,R3,R 4</p>
<p>Lesson 8</p>	<p><b>Ch. 4</b> <b>To demonstrate understanding of the language</b></p>	<p><b>Title Ch. 4 /Compare the Capitol and District 12</b></p> <p>Silent reading</p>	<p>Why do you think Haymitch drinks?</p>	<p>Thinking map Comparison of the districts</p>	<p>Doddle activities</p>	<p>SP1 SP3 SP10 SP5</p>

	<p><b>techniques used within the novel.</b></p> <p><b>To analyse descriptions</b></p>	<p>Vocabulary and spellings: RAG these words before and after the lesson.</p> <p>Verbal discussion of previous learning: write down 3 things you can remember from last lesson.</p> <p><b>Feed Forward</b></p> <p>Read the chapter and discuss answer the questions.</p>	<p>What does he see in Peeta and Katniss that gives him hope? How is the Capitol described? Compare to District 12</p>			<p>SO6 SO8</p> <p><b>SP6 Take responsibility for their own learning journey R1, R2,R3,R 4</b></p>
Lesson 9	<p><b>Ch 5.</b></p> <p><b>R3 Relate the novel to the contemporary audience. Injustice and inequality</b></p>	<p>Do Now Task Silent reading</p> <p><b>16 Spellings in Vocabulary book</b></p> <p>Link to previous learning. Write down 3 things you can remember about District 12 Group reading. Discuss and answer the questions.</p>	<p>The remake Centre. How are the citizens of the Capitol described?</p> <p>Watch man V food</p> <p>Look at the descriptions of food. Why does the writer do this?</p>		Doddle activities	<p>SP1 SP3 SP10 SP5 SO6 SO8</p> <p>R1,R2,R 3</p>
Lesson 10	<p><b>Complete Best work piece</b></p> <p><i>Objectives:</i></p> <p><i>Match tone to form, audience + purpose</i></p> <p><i>Clear organisation</i></p>	<p><b>Title: Factual Writing</b></p> <p><b>Rich people deserve a better life than poor people because they've earned it.</b></p> <p>Silent reading Vocabulary and spellings: RAG these words before and after the lesson.</p>		AO5 and AO6		<p>SP1 SP3 SP10 SP5 SO6 SO8</p> <p>AO5 Ao6</p>

	<p><i>Use a range of vocab</i>  <i>Clear range of sentence structures</i>  <i>Accurate spelling</i>  <i>Accurate punctuation</i></p>	<p>Verbal discussion regarding how lesson links to previous learning. How far do you agree with this statement. 1 – 10  1 totally disagree 10 agree strongly.</p> <p>Write down the words for AFOREST</p>				
Lesson 11	<p><b>Make inferences around a text.</b></p> <p><b>Look at crime and punishment in the novel.</b></p> <p><b><i>R6 Make connections within texts</i></b></p>	<p>Title: Chapter 6 &amp; 7. Survival</p> <p>Silent reading  Vocabulary and spellings:</p> <p>Verbal discussion regarding how lesson links to previous learning. Write down 3 things you would take to a desert island in order to survive. Prepare to explain your choices to the class.</p> <p>Task 1. Read the chapter and answer comprehension questions.</p>	<p>Page 93. Description of food. “I’m starving” what has happened to Katniss?</p> <p>What has happened to the Avox?</p> <p>Pg. 100 description of the hovercraft.</p>			<p>SP1  SP3  SP10  SP5  SO6  SO8</p> <p>R1,R2,  R6</p>
Lesson 12	<p><b>Ch 7.</b></p> <p><b>Locate information in a text.</b></p> <p><b>Make inferences about the text and characters</b></p> <p><b><i>R6 Make connections within texts</i></b></p>	<p><b>Title: Training</b>  <b>Silent reading</b>  <b>Vocabulary and spellings:</b>  <b>RAG these words before and after the lesson.</b></p> <p><b>16 Spellings in Vocabulary book</b></p> <p>Verbal discussion regarding how lesson links to previous write down 3 things you remember from last lesson.</p>	<p>Pg. 106 more description of food. Why?</p> <p>What weapons are there?</p> <p>Pg. 110 what skills does Peeta have?</p> <p>Why shouldn’t they reveal their skills?</p> <p>Peeta says Katniss doesn’t know the effect she has. What does this suggest?</p>	<p>What weapon do you think is the most useful?</p> <p>What skills do you think will be necessary to survive?</p>		<p>SP1  SP3  SP10  SP5  SO6  SO8</p> <p>R1  R2  R6</p>

		Read the text and discuss and answer the questions on the text.	Why are she and Peeta dressed alike?			
Lesson 13	<p>Ch 8</p> <p>AO3 context of social injustice.</p> <p>Comparison of the tributes from the other districts.</p> <p><i>R6 Make connections within texts</i></p>	<p><b>Title: Compare the Tributes</b></p> <p>Silent reading</p> <p>Vocabulary and spellings: RAG these words before and after the lesson.</p> <p>Verbal discussion regarding how lesson links to previous learning. What question would you like to ask Haymitch?</p>	<p>Page 115. How are the other tributes described?</p> <p>What is a career tribute? How is this different to Katniss and Peeta? Why would a career tribute have the upper hand in the arena? Can this be linked to the Spartans?</p> <p>What skills do Katniss and Peeta focus on and why? How does the girl from district 11 remind Katniss of Prim? Do we know what her skills are?</p>			<p>SP1</p> <p>SP3</p> <p>SP10</p> <p>SP5</p> <p>SO6</p> <p>SO8</p> <p>R1,R2,R6</p>
Lesson 14	<p><b>Ch8.</b></p> <p><b>Objective Locate information in a text.</b></p> <p><b>Make inferences about a text.</b></p>	<p><b>Title: Skills for the HG</b></p> <p>Silent reading</p> <p>Vocabulary and spellings: RAG these words before and after the lesson.</p> <p><b>Feed Forward</b></p> <p>Verbal discussion regarding how lesson links to previous learning. Prepare some questions for Katniss and Peeta ready for the hot seating.</p> <p><i>Hot seating activity</i></p>	<p>What skill do you think is the most necessary to survive?</p> <p>What would your skill be?</p> <p>How do you think the other competitors feel?</p>			<p>SP1</p> <p>SP3</p> <p>SP10</p> <p>SP5</p> <p>SO6</p> <p>SO8</p> <p>SP2</p> <p>SP6</p> <p>Take responsi</p>

	Active Learning					bility for their own learning journey R1, R2,R3,R 4
15	<p><b>Objectives:</b></p> <p><i>Match tone to form, audience + purpose</i></p> <p><i>Clear organisation</i></p> <p><i>Use a range of vocab</i></p> <p><i>Clear range of sentence structures</i></p> <p><i>Accurate spelling</i></p> <p><i>Accurate punctuation</i></p>	<p><b>Blue Book Piece: Factual – All is fair in war – it’s ok to do whatever it takes to survive.</b></p> <p>16 Spellings in Vocabulary book</p> <p>Verbal discussion regarding how lesson links to previous: What are we looking for in your writing? What can you remember you need to put in?</p> <p>Prep for Blue Book. Use a sequencing map or differentiated resource to support their writing.</p>				<p>SP1</p> <p>SP3</p> <p>SP10</p> <p>SP5</p> <p>SO6</p> <p>SO8</p> <p>R1, R2,R3,R 4</p>
Lesson 16	<p><b>Objectives:</b></p> <p><i>Match tone to form, audience + purpose</i></p> <p><i>Clear organisation</i></p> <p><i>Use a range of vocab</i></p> <p><i>Clear range of sentence structures</i></p> <p><i>Accurate spelling</i></p>	<p>Best work write up</p> <p><b>Blue Book Piece: Factual – All is fair in war – it’s ok to do whatever it takes to survive.</b></p> <p>Reminder of the key points of the writing task,</p> <p>Write up in silence.</p>		AO5 AO6		Lang AO5 AO6

	<i>Accurate punctuation</i>					
Lesson 17	Ch 9.  <i>R6 Make connections within texts</i>	Silent reading Vocabulary and spellings:  Verbal discussion regarding how lesson links to previous learning. What are gladiators?  Read the chapter and discuss answer the questions.	Start of the chapter look at the one word sentence. What is its impact?  What is Katniss' struggle on pg.139?  Why the name Caesar?  Ageing in the capitol/ageing in district 12  How does this part of the novel end? What is Katniss feeling? Does she trust Peeta?	<b>AO3 LINK TO ROMAN GLADIATORS</b>		<b>SP1 SP3 SP10 SP5 SO6 SO8  R1,R2, R6</b>
18	Part 2. The Games Ch 10.  Explain the reason why the writer uses the phrase "Star-Crossed"  Locate information in the text.  Analyse language	Title; "Star-Crossed Lovers" Silent reading Vocabulary and spellings:  <b>16 Spellings in Vocabulary book</b>  Verbal discussion regarding how lesson links to previous learning. What does this imply? Where does this originate from? How is this foreshadowing?  Read the chapter and answer questions.	Pg. 162 Why does Katniss say "I know better." how does this make the reader feel about Peeta  Page 165. Why did Peeta make the declaration of love? How will it help Katniss?  Page 172. Peeta says he wishes he could show the Capitol they don't own him. What do you think he means?			<b>SP1 SP3 SP10 SP5 SO6 SO8 R1, R2,R3,R 4</b>

	Make predictions about a text.		<p>Pg. 173 what does Katniss think will probably happen to Peeta?</p> <p>What is the stockroom? What does it suggest about the way people think about the tributes?</p>			
Lesson 19	<p>Objectives: Make a personal response to the text.</p> <p>Active Learning</p>	<p>Title: Ch. 11 Tracking the Characters Silent reading Vocabulary and spellings: RAG these words before and after the lesson.</p> <p>Equidistant Cornucopia Gorging Concealment Stalking</p> <p>Adverbs Similes Metaphor Adjective</p> <p>Verbal discussion regarding how lesson links to previous learning. Write down 3 questions you would like to ask Katniss or Peeta. Hot Seating</p>	<p>What can Katniss see from the cylinder? Why is she tempted? What did Haymitch tell her to do? Why does she follow his advice? Pg. 182 How does the writer describe Katniss' reaction to the boy's death? Pg 184. Why is it good Katniss sees a rabbit? What do the cannon shots represent? How many tributes are left? Pg. 185 What are Katniss' thought about Peeta at this point in the novel? What items are in the pack? Pg. 190 What is Katniss feeling about Peeta now?</p>	<p>PETAL PARAGRAPH</p> <p>THOUGHT TRACKING</p>		<p>SP1 SP3 SP10 SP5 SO6 SO8</p> <p>SP2 R1, R2,R3,R 4</p>

			Read to the end of the chapter. How does the writer create fear and suspense at this point?			
Lesson 20	Ch 12.  What themes do you think there are in the novel?	Title: Chapter 12 - Themes  Silent reading Vocabulary and spellings: RAG these words before and after the lesson. Verbal discussion regarding how lesson links to previous. Write down 3 things you remember from last lesson.	What is Katniss feeling towards Peeta?  How does the writer show Katniss' struggling with dehydration?  What other problems might she face?  How does the writer show Katniss confusion and distrust of Haymitch? How does this chapter end?			SP1 SP3 SP10 SP5 SO6 SO8  R1, R2,R3,R 4
Lesson 21	Ch 13.  Analyse the effect of language	Title: Chapter 13 - Fire  Silent reading Vocabulary and spellings: RAG these words before and after the lesson.  <b>16 Spellings in Vocabulary book</b>  Hoist Swift-footed Inferno	What has caused the fire? Why? What will the outcome be?  Analyse the language. How does the writer convey Katniss' distress?  Pg. 215 What is the real sport of the Hunger Games?			SP1 SP3 SP10 SP5 SO6 SO8  <b>SP6</b> <b>Take responsibility for their own</b>

		<p>Verbal discussion regarding how lesson links to previous learning. What are similes? Give an example.</p> <p><b>Feed Forward</b></p>	<p>Pg, 216 Look at the description of the burn on Katniss' leg. How has Katniss' childhood experiences helped her so far in the Games?</p> <p>What effect does the simile "like a pack of wild dogs have?" What other techniques and references to animals are used to describe the characters?</p>	<b>PETAL PARAGRAPH</b>		<p><b>learning journey</b> R1, R2,R3,R 4</p>
22	<p>Ch.14</p> <p><i>R4 Analyse how writers use language, structure and form to achieve effects (using subject terminology)</i> <i>R5 Evaluate texts critically</i> <i>R6 Make connections within texts</i> <i>R7 Give an informed personal response, using</i></p>	<p><b>Title: Blue Book Prep.</b></p> <p>Silent reading Vocabulary and spellings: RAG these words before and after the lesson.</p> <p>Verbal discussion regarding how lesson links to previous</p>	<p><b>Pg 231 – 232</b> <b>A Student wrote: At this point in the novel the tracker jacker attack scary. To what extent do you agree with this statement?</b></p> <p>Pg 232. "The swelling. The pain. The ooze." What is the effect of the structure of these sentences?</p> <p>What hallucinations does Katniss experience?</p> <p>How does Peeta save her?</p>	<b>Create a fact file of all the creatures the capitol and game makers have created so far. Leave gaps for further mutations or mutations.</b>		<p>SP1 SP3 SP10 SP5 SO6 SO8</p> <p>R4- R7</p>

	<i>textual reference for support</i>					
Lesson 23	<p>Ch 15.</p> <p>AO3 links to Aesop's fable The lion and the mouse</p> <p>Explore the writer's intentions</p>	<p>Title Best Work. Pg 231 – 232 <b>A Student wrote: At this point in the novel the tracker jacker attack scary. To what extent do you agree with this statement?</b></p> <p>Silent reading Vocabulary and spellings:</p> <p>Verbal discussion regarding how lesson links to previous</p>	<p>Why do you think Peeta saved Katniss' life?</p> <p>What is Rue's skill?</p> <p>How does Rue help Katniss?</p> <p>Why do you think the writer has included a character like Rue in the novel?</p> <p>Aesop Fable link</p> <p>What do we learn about District 11?</p> <p>How do you think the sunglasses will help Katniss?</p>	<b>Lang A01, A02.</b>		<p><b>SP1</b> <b>SP3</b> <b>SP10</b> <b>SP5</b> <b>SO6</b> <b>SO8</b></p> <p><b>R1-R7</b></p>
24	<p>Ch. 16</p> <p>Analyse the language the writer uses.</p>	<p>Title: Chapter 16 -Supplies</p> <p>Silent reading Vocabulary and spellings: RAG these words before and after the lesson.</p> <p><b>16 Spellings in Vocabulary book</b></p> <p>What were Haymitch's instructions to Peeta and Katniss?</p>	<p>How are the career tributes disadvantaged?</p> <p>Page 262. How does the writer show the danger of approaching the supplies?</p> <p>How have the supplies been protected?</p> <p>What is Katniss' plan?</p>	<b>PETAL PARAGRAPH</b>		<p><b>SP1</b> <b>SP3</b> <b>SP10</b> <b>SP5</b> <b>SO6</b> <b>SO8</b></p> <p><b>R1-R4</b></p>

25	<p>Ch 17</p> <p>Locate information in the text</p> <p>Make a personal response to the text and characters</p>	<p>Title: Ch 17 – Katniss in Danger</p> <p>Silent reading Vocabulary and spellings: RAG these words before and after the lesson.</p> <p>Verbal discussion regarding how lesson links to previous learning. What are your favourite foods? What food do you hate?</p> <p>Read the chapter and answer the questions.</p>	<p>What has happened to Katniss?</p> <p>Pg. 274. Why is Foxface laughing?</p> <p>Pg. 275 What evidence is there that the Career Tributes have been near? What injury has Katniss suffered? Why is this so important? What do you think is your most important sense?</p> <p>Pg. 278 description of food. How does this chapter end?</p>			<p><b>SP1</b> <b>SP3</b> <b>SP10</b> <b>SP5</b> <b>SO6</b> <b>SO8</b></p> <p><b>R1-R4</b></p>
26	<p>Ch 18</p> <p>How does the writer create effects?</p>	<p>Title: Chapter 18 – The Games begin</p> <p>Silent reading Vocabulary and spellings: RAG these words before and after the lesson.</p> <p>Link to previous learning: What are Katniss' strengths in the Games? What are Peeta's?</p> <p>Read the chapter and discuss answer the questions.</p>	<p>How does the writer make the death of the boy from District 1 seem unemotional?</p> <p>How does the writer use language to create a sense of loss? What does Rue want Katniss to do?</p> <p>How does Katniss feel about the boy from District 1?</p> <p>Page 296. What does Katniss realise about Peeta?</p>			<p><b>SP1</b> <b>SP3</b> <b>SP10</b> <b>SP5</b> <b>SO6</b> <b>SO8</b></p> <p><b>R1-R5</b></p>

			<p>How does she show her dissent?</p> <p>Why is the gift of bread so important? Pg. 295 What does Katniss realise about the boy from District 1?</p> <p>How does this Chapter end?</p>			
27	<p>Relate events to the characters' upbringing and previous life experiences</p>	<p>Title: Part 3 The Victor</p> <p>Silent reading Vocabulary and spellings: <b>16 Spellings in Vocabulary book</b></p> <p>Link to previous learning: What do you think is the most important skill for the Games?</p> <p>Read the chapter and answer the questions.</p>	<p>Why green wood? What does this tell us about Katniss?</p> <p>What skill has Peeta used?</p> <p>Is Peeta joking when he tells Katniss to kiss him?</p> <p>How does Katniss help him?</p> <p>Do you think you could do the same?</p> <p>How does Katniss remain calm? How is her upbringing helping her to survive?</p>			<p><b>SP1</b> <b>SP3</b> <b>SP10</b> <b>SP5</b> <b>SO6</b> <b>SO8</b></p> <p><b>R1-R5</b></p>

28	Ch.20 and 21 Objectives Make a personal response to a task.	Title: Chapter 20 and Flashbacks.  reading Vocabulary and spellings: RAG these words before and after the lesson.  Verbal discussion regarding how lesson links to previous. How are the Gamekeepers and Capitol manipulating the tributes?	Why has the writer included the story about Prim's goat in this chapter?  How does Katniss get away from Peeta?  Do you trust the Gamekeepers and the Capitol?			<b>SP1</b> <b>SP3</b> <b>SP10</b> <b>SP5</b> <b>SO6</b> <b>SO8</b>  <b>R1-R5</b>
29	Ch.22 and 23  Objective: Comment on the writers use of language.	Title: Ch 21. Revenge  Link to previous lessons: How do writers create tension. Write down 2 techniques.  Read the text and discuss and answer the questions.	Page 344. How does the writer show Katniss' emotions when she sees Foxface?  Why does Thresh help Katniss? Why does Katniss think Cato will go after Thresh? What is in the package? What do Peeta and Katniss do at the beginning of this chapter? Why do they think Cato won't come for them immediately?  How are the gamekeepers manipulating them?  Page 401 how does the writer create tension here?	<b>PETAL PARAGRAPH</b>		<b>SP1</b> <b>SP3</b> <b>SP10</b> <b>SP5</b> <b>SO6</b> <b>SO8</b>  <b>R1-R5</b>

30	<p>Ch.24  <i>R4 Analyse how writers use language, structure and form to achieve effects (using subject terminology)</i>  <i>R5 Evaluate texts critically</i>  <i>R6 Make connections within texts</i>  <i>R7 Give an informed personal response, using textual reference for support</i>  <i>Show understanding of key events</i></p> <p><i>Track character development</i></p>	<p><b>Title Blue Book</b></p> <p>Silent reading  Vocabulary and spellings:  <b>16 Spellings in Vocabulary book</b></p> <p>Verbal discussion regarding how lesson links to previous learning: Write down 3 ways the gamekeepers have tricked the tributes.</p>	<p><b>Evaluate the extent to which the writer has resented the Capitol and the Gamekeepers as untrustworthy.</b></p> <p>Do you trust Peeta?</p> <p>Is Katniss falling in love with him or is she playing a game?</p> <p>Do you trust Haymitch?  On page 373. Katniss and Peeta discuss Haymitch. Why do you think Haymitch drinks? We discussed this at the start of the novel. Do you think Katniss is beginning to understand how he thinks?</p> <p>Page 375. Who is the next tribute to die?  How does Katniss feel?</p> <p>Pg. 383 How can we tell Katniss is irritated by the noise Peeta is making?</p> <p>Who is the next tribute to die?</p> <p>How do they die?</p>	Lang A01-A03		<p>SP1  SP3  SP10  SP5  SO6  SO8</p> <p>R4-R7</p>

			<p>Page 409</p> <p>How does the description of the events of Cato falling and what the mutts do seem so awful?</p> <p>Why don't the gamekeepers put Cato out of his misery?</p> <p>How do you think this chapter will end?</p>			
31	<p>Ch.25and 26</p> <p>Track the tension in the novel so far</p> <p><b>Active Learning</b></p>	<p>Title: Muttations</p> <p>Silent Reading Spellings x 8</p> <p>Verbal discussion regarding how lesson links to previous learning make a prediction about how the novel will end.</p> <p>Share information by Carousel Learning of Muttation Files and adding their own.</p>		<b>Add to your muttation file</b>		<p><b>SP1</b> <b>SP3</b> <b>SP10</b> <b>SP5</b> <b>SO6</b> <b>SO8</b></p> <p><b>SP2</b></p>
32	<p>Ch 27</p> <p>Objectives: explore Character and motivation</p>	<p>Title: The End</p> <p>Verbal discussion regarding how lesson links to previous. Write down 3 things that Katniss and Peeta have done to subvert the games.</p>				<p><b>SP1</b> <b>SP3</b> <b>SP10</b> <b>SP5</b> <b>SO6</b> <b>SO8</b> <b>R1-R4</b></p>

		Feed Forward				SP6 Take responsi bility for their own learning journey
--	--	--------------	--	--	--	--