

# English : Skellig : Reading Comprehension : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To discuss and evaluate how authors use language to convey characters' thoughts, feeling and emotions	In this first lesson, children will read the first seven chapters of the book and become familiar with the characters, settings, and atmosphere. They will look carefully at the words and phrases the author has used in order to convey a character's thoughts, feelings or emotions. In their independent activities, children will further analyse the text in relation to Michael's emotions. In the alternative activity, children will focus on the man in the garage, and his possible thoughts and feelings.	<ul style="list-style-type: none"> <li>Do children understand how language can be used by the author to convey a character's thoughts, feelings and emotions?</li> <li>Can they identify examples of this from the text?</li> <li>Can children provide reasoned justifications for their views and opinions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>'Skellig' - Chapters 1-7 (not provided)</li> <li>Extracts Sheet A</li> <li>Worksheet 1A/1B/1C</li> <li>Extracts Sheet B (FSD? activity only)</li> <li>The Man in the Garage (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To locate evidence in the text to support or refute statements	After recapping on the events in the book so far, children will read and discuss the next six chapters as a class (8-13). They will explore how to locate evidence within an extract of the text to support or refute a given statement. In their independent activities, children will be challenged to locate evidence in the text to support or refute statements.	<ul style="list-style-type: none"> <li>Do children understand the terms 'support' and 'refute'?</li> <li>Can children skim and scan a text to locate specific evidence to support or refute a given statement?</li> <li>Can children explain their reasoning and justify their views?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>'Skellig' - Chapters 8-13 (not provided)</li> <li>Statement &amp; Evidence Cards</li> <li>Worksheet 2A/2B</li> <li>Worksheet 2C (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To make predictions using details stated and implied in the text	As a class, children will first read chapters 14 to 17, and then answer some discussion questions which will encourage them to share and explain their opinions about the characters and events in the story. In their independent activities, children will discuss and explain their predictions for the rest of the story, based on details in the book so far. In the FSD? activity, children will be challenged to create a short role-play based on how they predict the meeting between Michael, Mina and the man in the garage might unfold.	<ul style="list-style-type: none"> <li>Can children articulate their thoughts and opinions about the characters and events in the book?</li> <li>Can children make predictions based on details from the text?</li> <li>Can children provide reasoned justifications for their views?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>'Skellig' - Chapters 14-17 (not provided)</li> <li>Discussion Cards (optional use in Teaching Input)</li> <li>Scenario Cards</li> <li>Prediction Sheet 3A/3B</li> <li>Challenge Cards (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To infer characters' thoughts, feelings and motives from their words, behaviours and actions	In this lesson, children will begin to think more deeply about characters' thoughts, feelings and motives, and how these are portrayed through their words, behaviours and actions. Children will first read chapters 18 to 22, before looking at and analysing short extracts as a class, and discussing what they reveal about a character's thoughts, feelings and motives. Children will continue to apply this skill in their independent activities, which includes answering questions, writing character descriptions, hot-seating and discussion.	<ul style="list-style-type: none"> <li>Can children understand and explain the distinction between thoughts, feelings and motives?</li> <li>Can children infer characters' thoughts, feelings and motives based on the text?</li> <li>Can children provide reasoned justifications for their views?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>'Skellig' - Chapters 18-22 (not provided)</li> <li>Extract Sheet</li> <li>Worksheet 4A/4B/4C</li> <li>Thoughts, Feelings &amp; Motives Cards</li> <li>Discussion Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore the similarities and differences between characters and their opinions of each other	After reading chapters 23 to 29, children will begin to think more deeply about each of the young characters in the book, and the effect that their interactions have on each other. In their independent activities, they will explore the similarities and differences between different combinations of characters, as well as inferring their opinions of each other by referring to events in the text. In the alternative activity, children are challenged to create a role-play of the four young characters all meeting together.	<ul style="list-style-type: none"> <li>Can children identify similarities and differences between characters?</li> <li>Can children discuss and infer characters' opinions of each other?</li> <li>Can children use evidence from the text to support their answers?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>'Skellig' - Chapters 23 - 29</li> <li>Reasoning Ramble Cards (Teaching Input)</li> <li>Worksheet 5A/5B/5C</li> <li>Role-Play Challenge Card (FSD? activity only)</li> <li>Role-Play Character Badges (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To explain and discuss your understanding of what you have read.	In this lesson, children will focus in on specific events or things that have been said or thought by a character, and discuss how this furthers our knowledge and understanding of the story. After reading chapters 30 to 36, children will discuss some thought-provoking questions and be encouraged to share their thoughts and opinions about them. In their independent activities, children will further discuss specific events or quotes from the book.	<ul style="list-style-type: none"> <li>Can children ask and answer questions about a text?</li> <li>Can children explain their interpretation of what they have read?</li> <li>Can children courteously challenge the views of others if they do not agree with their opinions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>'Skellig' - Chapters 30 - 36</li> <li>Discussion Cards</li> <li>Mina's Meanings Cards (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To identify and discuss themes in the book	In this final lesson, children will finish reading 'Skellig'. They will first discuss the closing events by answering questions on the slides as a whole class. They will then begin to explore what a 'theme' is, and discuss the themes they think appear in the book. In their independent work, children will choose a specific theme and find evidence for it within the book. In the alternative activity, children work in groups to create a short presentation on a theme of their choice.	<ul style="list-style-type: none"> <li>Do children know what a theme is?</li> <li>Can children identify some of the main themes in the book?</li> <li>Can children share their own opinions and experiences of some of the themes in the book?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>'Skellig' - Chapters 37 to end</li> <li>Theme Sheets A/B/C</li> <li>Copies of 'Skellig'</li> <li>Challenge Cards (FSD? activity only)</li> </ul>

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