

A school for monsters is no place for an ordinary girl!

MONSTACADEMY

The Halloween Parade



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illustrated by Amalia Rendon

Reading age: 7+

ISBN: 978-1-9997244-2-9 (Dyslexia adapted: 978-1-9997244-3-6)



The Halloween Parade

Introduction



Hello and welcome to the English plans for The Halloween Parade, the first in the Monstacademy series. I would recommend reading the book yourself in its entirety before attempting to teach from the plans.

The lessons all follow the order of the book but can be pulled out and taught independently if needed. Equally, the objectives have been kept broad to cover the scope of the activity; you may need to choose more specific objectives for your own children to target particular needs or skill development.

Each session is based on a specific chapter and each session lists which chapter this is. It is important that you have read up to the end of this chapter before attempting the lesson as the lesson content relies on the children having heard the information within the chapter.

The plans have been written with a Year 4 class in mind; however, with a little tweaking of the activities they could be adapted to any year group in Key Stage 2.

Any feedback on these plans is greatly appreciated and can be sent to:

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Don't forget, you can order discounted guided sets of all of my books via my website <http://www.mattbeighton.co.uk>.



The Halloween Parade

Session Overview



Session 1

Objective: Write a persuasive letter

PHSE Link: Receiving bad news

Focus: Chapter 1

Session 2

Objective: Create a new monstrous character

PHSE Link: Experiencing change

Focus: Chapter 3

Session 3

Objective: Describe a monstrously revolting meal

PHSE Link: Accepting other people

Focus: Chapter 4

Session 4

Objective: Create a series of detailed instructions

PHSE Link: Accepting other people's mistakes

Focus: Chapter 5

Session 5

Objective: Write a diary entry describing an event

PHSE Link: Making good and bad choices

Focus: Chapter 7

Session 6

Objective: Write an exciting newspaper article

PHSE Link: Dealing with embarrassment

Focus: Chapter 8

Session 7

Objective: Use balanced arguments to write a book review

The Halloween Parade



Session 1

Objective

Write a persuasive letter

PHSE Link

Receiving bad news

Focus

Chapter 1

Resources

- Copies of Resource 1 between pairs
- Copies of Resource 2 per child
- Sugar paper

Main Activity

- * Have the children read a copy of Resource 1 in pairs and use coloured pens to highlight the different pieces of information that Mr Bothwold-Oxelton has included in his letter. Make a note of this on sugar paper.
- * Now, place the children into small groups and have them discuss how they would feel if they had received that letter. Explain that they are going to write a letter back to Mr Bothwold-Oxelton explaining why they should be allowed to attend another school.
- * In their groups, allow the children time to discuss all of the different reasons why they wouldn't want to attend Monstacademy i.e. the scary children. In each group, allocate a scribe to write their ideas onto sugar paper. Share these ideas with the class.
- * Using the children's ideas, model turning them into a persuasive letter. Focus on good use of persuasive features and generate a success criteria as a class.
- * Give the children copies of Resource 2 to plan out their arguments for their letter
- * Children can now write their response to Mr Bothwold-Oxelton.

Taking it further...

Performance is a great way to check our writing. You could have the children perform their letters as a debate speech and ask other children to vote on how persuasive their arguments were.

The Halloween Parade

Resource 1



Dear Miss Grimble,

We are so sorry to inform you that due to budget cuts at Wexbridge Borough Council we are closing St. Agatha's Primary School.

However, please do not panic. We have been able to find you a place at Monroe's Academy for the Different. We do hope that you enjoy your time there. They are very much looking forward to welcoming you into their halls.

Yours sincerely

Mr Bothwold-Oxelton

Mr Bothwold-Oxelton

P.S. In order to make up for this terrible inconvenience, I have enclosed a coupon for a year's supply of toilet paper from Keith's Toilet Emporium on the High Street.



The Halloween Parade

Resource 2



My first reason for not wanting to attend Monstacademy is....

In addition to this...

I also feel that...

So, in conclusion...



Session 2

Objective

Create a new monstrous character

PHSE Link

Experiencing change

Focus

Chapter 3

Resources

- Copies of Resource 3 between pairs
- Copies of Resource 4 between pairs
- Copies of Resource 5 each

Main Activity

- * Names are very important for characters, especially in children's books. They give us an immediate sense of the person and can also make us laugh. Discuss with the children which characters we have met so far in the story. Hand out copies of Resource 3 and ask children to fill in the blank squares with their partner.
- * Give pairs a copy of Resource 4 each. This describes in detail Miss Flopsbottom's appearance. Can the children spot how the author has added humour to the description by contrasting the scariness of a Vampire with silly description? How else has the author achieved this? A vegetarian Vampire; a Werewolf that turns into a poodle.
- * In their pairs, children develop another character that Trixie might have met in the first few days. They need to decide which type of monster it is and start to think about what it looks like and how they are going to add humour.
- * Children now work independently with a copy of Resource 5 to design their own character. They should include a name, details about its appearance and information on how they will add humour.

Taking it further...

In pairs children could work on hotseating as their character to develop their personality even further. They might like to write a diary entry in the voice of their character, perhaps even describing the new, ordinary girl at school.

The Halloween Parade

Resource 3



Character	Is the name serious or funny?	Why did the author choose this name?
Trixie Grimble		
Miss Flopsbottom		
Mr Snicketinkle		
Miss Brimstone		
Gloria Toothsome		
Colin Curlyton		
Heston Gobswaddle		

The Halloween Parade

Resource 4



Luckily for Trixie, she didn't have to wait for too long before a very tall, very round woman emerged from the shadows. She was dressed head to toe in a flowing black dress that did nothing to hide just how large she really was and instead just made her look rather like a cannonball. Her long black hair was scraped back from her forehead and was pinned into a fierce bun. Her eyes were a brilliant shade of red that matched her lips and several of her teeth were rather longer and certainly sharper than Trixie felt comfortable with.

The woman was quite clearly a vampire.

The whole scary effect was slightly ruined by the fact that she had a bright pink shawl decorated with yellow ducks wrapped around her shoulders. Her vivid red lips were parted in a warm and welcoming smile. There was a well-used tissue poking out of her sleeve and a whistle hung on a piece of string around her neck.

She was also sporting a pair of large glasses that magnified her eyes and made them look too big for her head. When she spoke, her voice had the soft, patient quality of those used to explaining things to other people's children.

Description of Miss Flopsbottom - Chapter 2

The Halloween Parade

Resource 5



What is your character's name?

What does your character look like?

What will make your character funny to the reader?



Session 3

Objective

Describe a monstrously revolting meal

PHSE Link

Accepting other people

Focus

Chapter 4

Resources

- Gross things to handle (slime etc)
- Copies of Resource 6 between pairs
- Copies of Resource 7 per child
- Copy of Resource 8 for the class

Main Activity

- * It's almost time for the Halloween Bash and the chef has asked the children to concoct a stew fit for the most ghoulish of monsters. Hand out copies of Resource 6 to pairs of children and read the list of things that the monsters eat. As a group, discuss what these would all smell like in the same room. What would they sound like as the children ate them? What would they taste and feel like?
- * Set up a feeling station and invite children up to be blindfolded. Have them feel the different gross items (**hint:** every day things like cold spaghetti feel gross when you can't see what it is!) and describe to the class what it feels like. If you are brave (and it is safe to do so) invite the children to taste the item before they remove the blindfold.
- * Give out copies of Resource 7 and give the children time to think of the disgusting things that monsters might like to eat in their special stew.
- * As a class, read the extract on Resource 8. Look at how it describes what it going on in the pot. Explain to the children that they are going to step up to the class cauldron and add one of their ingredients. They must say what it is and give a descriptive sentence about what happens when they drop it in i.e. I am adding the snot of a crocodile and the potion froths and bubbles like a dirty waterfall.

Taking it further...

Why not use different materials to make a three dimensional display of your cauldron and all of the fantastic ingredients?

The Halloween Parade

Resource 6



Lumps of raw steak for the Werewolves;

Live sheep for the Vampires to snack on (or black pudding for the ones who preferred to chew their meals)

Raw fish for Gladys

Eyeball soup for the Banshees

The ghosts of various animals for the Ghosts and Ghouls (Trixie never did get used to the sight of a ghostly pig lying on a silver platter.)

List of disgusting food items - Chapter 4

The Halloween Parade

Resource 7



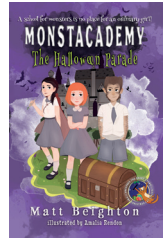
List all of the ingredients that you would like to include.

Remember to be descriptive and gross!



The Halloween Parade

Resource 8



The sticky liquid in the pot bubbled and frothed as each ingredient was added. Some caused the potion to smoke and others caused it to change colour. Mainly it was brown but, every now and again, every colour in the rainbow appeared and disappeared.

When the snails' eyelids were added, an enormous eye blinked in the middle of the cauldron very quickly before sinking back into the murky mess.

As soon as the Cinderella's tears were dropped from a glass slipper, the liquid rose up like a volcano erupting and formed the shape of a grandfather clock. A loud chime echoed as it struck midnight.

The potion was complete.



Session 4

Objective

Create a series of detailed instructions

PHSE Link

Accepting other people's mistakes

Focus

Chapter 5

Resources

- PE Equipment
- Sports hall or large field
- Copies of Resource 9
- Sugar paper

Main Activity

- * Discuss as a class your favourite team games. It may be a sport that you watch on television or a game that is unique to your school or classroom. Discuss what makes this game the best; is it because it is fast and high-scoring or is it because everybody is involved? Can the children think of any fictional sports that they would like to try?
- * As a class, read through Resource 9 and talk about how it clearly explains the rules of Snaffleball. Explain that the task for today is to create your own, new team game.
- * Divide the children into small groups in the sports hall or large field. Provide them with a range of PE equipment and give them time to devise a new team game. Encourage them to try to play parts of the game to fine tune their rules. Encourage them to think about making it easy to understand but complex enough to be interesting.
- * Back in the classroom, read through Resource 9 again in their groups. On sugar paper, write out the rules for their team game. Share these with the class.

Taking it further...

Dedicate a PE lesson to playing some of the games that the children have created. Use this as a class discussion to help improve or modify the rules as you play.

The Halloween Parade

Resource 9



A Snaffleball court is very similar to a tennis court but is roughly twice as large. The net across the middle is taller than a grown-up, and the ball is about the same size as a small football. It is also very soft and made of sponge. They are normally orange. There is a bucket that sits on the back line on each side of the court. To score a point each team must try to get the ball into the bucket on the opposite side of the court. To help them with this they have one player, a Snaffler, who is allowed onto the other side of the court. He or she is the only player that is allowed to catch the ball. All of the other players (six on each side of the court) must try to keep the ball moving backwards and forwards over the net using any part of their body, a bit like volleyball.

...

Over the course of the game the rules had become slightly clearer. You were allowed to pick the ball up if it bounced once, but if it bounced twice you had to start the round again, kicking the ball was allowed, but if it landed in the basket it didn't count. And running into your own teammate was likely to make the rest of your team very angry.

The rules of Snaffleball - Chapter 5



Session 5

Objective

Write a diary entry describing an event

PHSE Link

Making good and bad choices

Focus

Chapter 7

Resources

- Copies of Resource 10 for pairs
- Copies of Resource 11 each
- Individual white boards

Main Activity

- * Ask the class if they have written in a diary. Who are we writing it for? What kind of things would we write down? Have they read any famous diaries? In pairs read Resource 10 and discuss as a class how this is different from how they might normally write. Look for an understanding of first person narrative.
- * Re-read the beginning of Chapter 7 to the point that they are caught. Ask the children to name important events in the lead up to that point. As they suggest them, have them write them on their board and come stand at the front of the class. When finished point out that this has created a time line of events.
- * Using Resource 11, have children quickly note down the events that they have listed.
- * Model turning the key events into a diary entry. Focus on the key success criteria of first person, past tense and informal language.
- * Have the children produce their own diary entry. Encourage them to choose a few key events rather than trying to include each event that they listed.

Taking it further...

What else might Trixie and her friends do with their information? The children might want to make “wanted” posters for Heston and his cronies or “Have you seen...” posters for the animals.

The Halloween Parade

Resource 10



Dear diary,

You will never guess what happened today. I was walking through the corridor when I overheard Miss Brimstone shouting at that horrible little boy Heston Gobswaddle. I don't know what he'd done wrong this time, but that old dragon normally likes him so it must have been bad.

I tried to sneak a peak through the door into the classroom but I couldn't see what was going on. She said something about stealing potion ingredients from Mr Snicketinkle. Who knows what he's up to.

The dinner was horrible again. I think the chef must be on holiday and they've got Miss Flopsbottom cooking for us. My fish heads were cold and full of bones today. Normally chef has them nicely filleted and warmed through. I think I shall have to get mother to complain.

Anyway, I've got to go and finish dusting the statues ready for the Halloween Disco next week.

I'll write again soon!

Gladys 

The Halloween Parade

Resource 11





Session 6

Objective

Write an exciting newspaper article

PHSE Link

Dealing with embarrassment

Focus

Chapter 8

Resources

- Copies of Resource 11 in pairs
- Copies of Resource 12 for groups
- (Optional) Computers with publishing software

Main Activity

- * You may wish to start the session with copies of local newspaper front pages scattered around the classroom. Give the children time to read them and discuss their layout. If you choose not to, you may need to present images of covers on a screen.
- * Discuss as a class what makes the front pages so exciting. Talk about catchy headlines and the important information in each article. Encourage children to think about the dramatic language used and the use of quotes. Re-read Chapter 8 and children make notes of key events in pairs on Resource 11. How would they have felt if they were Trixie? Discuss who they could ask for quotes about the day. Make a list.
- * Children work in small groups to complete copies of Resource 12. You may decide to give them time to hotseat the different people who they are quoting. This may lead to more realistic quotes. Can they think of a catchy headline?
- * Model converting the information on Resource 12 into a newspaper front page. You may wish to give the children time on a computer to create their newspaper headline or to use publishing software for whole page. This could also be done on sugar paper.

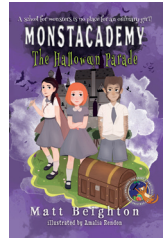
Taking it further...

Instead of a newspaper report, the children might like to write their information as a script and present it to the camera as a news report. Encourage the children to think about how they use their voice to convey the information.



The Halloween Parade

Resource 12



The main thing that happened at the Parade was...

The second important event was...

The first quote was...

said by.....

The second quote was...

said by.....



The Halloween Parade



Session 7

Objective

Use balanced arguments to write a book review

Resources

- Copies of Resource 13 in pairs

Main Activity

- * Ask the children if they know what a balanced argument is. Explain that it means that an argument includes both positive and negative points. It shouldn't be biased one way or the other.
- * In pairs read Resource 13. Can the children identify what the reviewer has tried to do? Point out that the reviewer has included some information about what type of story it is, what the basic plot line is and some things that they liked and disliked. This makes it balanced. Highlight the importance of including why they like or dislike something.
- * Split the class into two groups and line them up facing each other as an alley. Tell one side that they are to shout out things that they liked about the book when you walk past and the other side are to shout out things that they didn't like. Walk down the alley. Now switch the sides and repeat.
- * Give the children time to write up their review making sure that they include balanced points of view.

Taking it further...

I would love to read your children's reviews! They could ask a parent to type up their review on Amazon or, if you have a school Twitter, why not send them to @mattbeighton. You can even get in touch and send them to my postal address!

The Halloween Parade

Resource 13



My review of The Halloween Parade by Matt Beighton

We have recently finished reading the exciting story The Halloween Parade by the author Matt Beighton. It is a funny tale about a young girl called Trixie Grimble who is forced to go to a new school. Only, this school isn't like a normal school, it's full of monsters.

I really enjoyed the silly names and funny characters. My favourite character was Colin because he was very silly and picked his nose! I didn't like Miss Brimstone because she was too mean!

Although I enjoyed most of the book, some of the description was a little bit too long. Next time, the author should concentrate more on writing silly things than describing what is going on.

Overall I would recommend this book to children aged 6 years and older who like the silliness of Roald Dahl's books. I give this book 4 stars out of 5.