

DRAFT

Ghost Stadium
Teacher Resource Pack

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1. Synopsis

Blurb

Lucas, Irfan, and Jack want to mark the beginning of their summer holidays in style! With a camping cover story, the boys sneak into the old abandoned football stadium to spend the night. Are the rumours about it being haunted true? They're about to find out.

Context

Tom Palmer talking about the novel - <https://youtu.be/Efx68P5SQNk>

Themes

- *Friendship*
- *Taking risks*
- *Fear/isolation*
- *Death*
- *Deception*
- *Strength of mind*

2. 'Prepare – Read – Review'

Prepare – *This initial step should warm up the text and facilitate comprehension. All activities are completed orally and high value should be placed on listening, speaking and engagement*

- Identify new vocabulary and contextualize with learners (decoding and understanding)
- Identify and introduce essential contextual information and promote discussion of this
- *Ask questions to connect prior learning*
- *Encourage learners to make predictions, to activate prior learning*
- Motivate and enthuse learners so that they build relationships with the characters
- Prepare for emotional content
- Oral rehearsal - trying it out, pronunciation




Read – *This step focuses active engagement with the text to construct meaning.*

Comprehension, is not a passive process, but an active one.

- Build fluency – rhythm, tone, intonation, understanding
- Encourage learners to self-question as they read
- Provide a purpose for the reading
- Identify the reading behaviours learners will need to employ
- Encourage annotation or sensory images to secure comprehension
- Provide pit stops to pause, summarise and paraphrase
- Opportunity for learners to skim (*get the gist of text*) and scan (*locate specific details*)
- Immerse in the text: read on the run – enjoy the text
- Infer and deduce citing evidence from a text in support

Review – *This step focuses on using comprehension to evaluate aspects of the text*

- Explore themes and big ideas
- Explore conventions of genre
- Think about how the text will develop and ask questions
- Explore author's intent and the effects
- Compare and contrast
- Evaluate word choice
- Examine literal and inferential meanings – support with evidence and its location
- Form and express opinions

Ch	<p style="text-align: center;"><i>Prepare</i></p> 	<p style="text-align: center;"><i>Read</i></p> 	<p style="text-align: center;"><i>Review</i></p> 
1	<p>Contextual Knowledge - https://youtu.be/Efx68P5SQNk Watch clip above – author talking about the novel</p> <p>Draw attention to pg. 89 – Tom Palmer spent some time at Wrexham Football Club in order to gather inspiration</p>	<p>Reading Purpose: As we read the opening chapter think about the mood that has been created. <i>Why is the chapter so short? What is the writer trying to do?</i></p>	<p>Analysis- <i>How does the writer create intrigue in this chapter?</i> Encourage close analysis</p>
2,3 and 4	<p>Prior Knowledge: Link back to opening chapter. What questions are raised in the opening chapter</p> <p>Warm up words: Tenerife Corrugated iron Lever – verb Demolished Turnstiles</p>	<p>Reading Purpose: As you read, what impressions do you get about the boys and their relationship? Make notes as you read/ write down key words</p> <p>Discuss</p>	<p>Analysis – <i>How does the writer show that the stadium is in a poor state of repair? Look at Chapter 3 specifically. Pull out quotes and discuss language</i></p>
5 & 6	<p>Prior knowledge: What was stopping the boys getting into the stadium? What would you do?</p> <p>Warm up words: Straddled Concentrated Muttered</p>	<p>Reading Fluency: In pairs, take turns to read pg. 8. This is a tense moment so focus on reading with expression.</p> <p><i>How does the writer use language and sentence structure to emphasise that the boys are trapped?</i></p>	<p>Form and Express Opinion- <i>What does the title ‘Forgotten World’ suggest about this stadium?</i></p> <p>If you were going to write about a ‘Forgotten world’ where would you set it? What words could you use to show your reader that it is a place that makes you nervous? (Use PPT slide 3 to support if needed)</p>
7	<p>Predictions: Look at the title – ‘The Drop’ – make predictions about what may happen to the boys</p> <p>Warm up words Breeze block Flicker</p>	<p>Reading Purpose –As we read this chapter, try and find the line which emphasises that things are going wrong for the boys. Discuss thoughts and interpretations</p>	<p>Analysis –Zoom in on pg. 14. <i>How is tension/ intrigue created? Focus particularly on sentence structure and organisation.</i></p> <p>Give learners an alternative setting (house/forest/cave). Provide a picture as stimulus.</p>

			<p>Learners write their own description, making their way through their setting and then seeing something. Replicate the style of this paragraph. (see PPT slide 4 and 5)</p> <p>Share paragraphs and discuss strengths/ improvements</p>
8	<p>Prior knowledge: Give students one minute to go back through chapter 1-8 and find 2 words that sum up how Lucas is feeling at this point in the story.</p> <p>Warm up words: Steadied Echoed Edge (verb) Descend Wasteland</p>	<p>Reading Purpose; Look at the title, 'Dark Shape'. What does this phrase suggest?</p> <p>Give learners these words. These are the answers- what are the questions?</p> <ol style="list-style-type: none"> 1) Shaky 2) Black shape 3) Bat 4) Confused <p>Think about these as you read</p>	<p>Evaluate – <i>How does the writer show that Lucas is confused by what he saw?</i></p>
9 & 10	<p>Recall grid with words introduced so far. (PPT slide 6)</p> <p>Introduce warm up words: Wilderness Jingled</p>	<p>Reading Purpose: <i>As you read, look out for details that show that the stadium has been left for a long time.</i></p>	<p>Analysis: <i>Draw attention to the final line of the chapter – what effect does this have?</i></p> <p>Zoom in on the way that the writer has started a sentence with 'But' what could the reason for this be?</p>
11	<p>Contextual information: (PPT slides 7-10) Read the biography information on Darren Shan and Charlie Higson. You could poll pupils on who has read these authors and their opinion. Watch the video clip (see warning) Why has the author included other authors in his book? (realism, foreshadowing, setting the tone) Warm up words Underground</p>	<p>Reading Purpose: As you are reading, ask pupils to look for references to nature. On a post-it make a note of what you find.</p>	<p>Evaluate: <i>How can nature (or natural imagery) be used by a writer to build up the mood in a piece of writing? What can nature suggest?</i></p>
12	Contextual information:	Reading purpose:	Analysis:

	<p>Look at the title of the chapter and explore with students what an <u>inquest</u> is and what the verdict <u>death by misadventure</u> means (death was due to an accident not a crime of someone else's fault)</p> <p>Warm-up words World-class player Misadventure Ceased inquest</p>	<p>Can pupils answer the question:</p> <ul style="list-style-type: none"> • Why do you think that Lucas is trying to scare Jack? • Why does he insist on reminding the others of Tommy Baird? 	<p>There are 3 simple sentences near the end of the chapters (bottom of 27/top of 28) – <i>How does the writer create tension here?</i></p>
13&14	<p>Prior knowledge: Skim read page 18, 19, 23, 24 – Look for descriptions of nature – what impression do you get of the stadium from these descriptions?</p> <p>Warm-up words Atmosphere Demolish Voids</p>	<p>Reading purpose: Read chapter 13 independently. <i>How and why do the boys want to change the subject from the history of the stadium?</i> Reader chapter 14 together – <i>Why do you think Irfan and Jack are 'lying'?</i></p>	<p>Evaluate: Fear is one of the themes of the book. <i>How does the writer infer that the boys are afraid of what they know and hear?</i></p>
15&16	<p>Prepare content: Think about your friendship groups. What role do you play? Does it change with different friends?</p> <ul style="list-style-type: none"> • Leader • Risk taker • Comedian • Peacemaker • Follower • Sensible/realistic <p>Thinks about the relationship between the three boys. Make a note of what role each of the boys play in the novel so far.</p> <p>Warm-up word eager</p>	<p>Reading purpose: While reading, make a note of how the atmosphere is being described – look at the way the writer has used nature to build the tension in the setting and in the relationships.</p>	<p>Analysis: With a focus on page 36 – remind pupils of what foreshadowing means (a warning or indication of future events). <i>How is the writer foreshadowing something sinister is going to happen?</i></p>
17	<p>Prior knowledge: In pairs, look at the last few lines of pages 14, 17, 30, 32, 34, and 36. Look at how the writer builds the description of the shape. <i>What do you think it is?</i></p>	<p>Reading purpose: Look at the way that the paragraphs are structured. Think about why the writer used short paragraphs. What could the effect be?</p>	<p>Themes: Fear is a theme of this novel. How does the writer show that the boys are afraid?</p>

		(Pace, excitement, tension, mirrors the erratic panic of the boys).	
18&19	<p>Prepare context.</p> <p>Have a discussion about how your body may react when you are afraid. Remind learners of what a simile is (to compare one thing to another to enhance a description – using like or as). Can you think of 2 similes to describe how you may react if you were afraid?</p> <p>Warm-up words Coma</p>	<p>Reading purpose: Let's focus on the character of Jack. While reading, make a note of the way Jack reacts in these chapters.</p>	<p>Analysis: In these chapters the language the writer uses is effective in creating excitement and pace.</p> <p>Using the extract (PP slide) highlight the verbs used and discuss how these are effective in building the tension. Ask pupils to write an additional final sentence using verbs that show how Irfan or Lucas react to Jack.</p>
20&21	<p>Make predictions: The title of these chapters are 'Black Eyes' and 'Voice of the Dead' – <i>what do you think will happen to Jack in these chapters – can you explain why?</i></p> <p>Warm-up words Lunging, vice, chaos</p>	<p>Fluency: Read chapters 20 and 21 individually – once completed talk with another learner about what you think is happening at this point in the novel.</p> <p>Chapter 20 Where did Jack get his strength? Why have Jack's eyes changed? What do you think the smell is?</p> <p>Chapter 21 Why are the boys scared of their friend? Who is speaking through Jack? Where do you think Jack has gone?</p>	<p>Inferential – think about what we know and what is being implied.</p> <p>What is the writer suggesting is happening in these chapters?</p> <p>Using the sentence starters on the PP (slide 11) try to complete the analysis to show what you can infer.</p>
22	<p>Prepare for context: <i>Are you afraid of anything? What makes things scary?</i></p> <p>Are there times in a day that things seem more scary – discuss and feedback ideas.</p>	<p>Fluency: There is lots of direct speech in this chapter – once you have read the chapter all the way through as a class – in pairs take on the role of Lucas and Irfan and read their words using the description to guide you as to how something is said.</p>	<p>Theme – Friendship In this chapter we see the strength of the friendship between the boys. Find evidence to suggest that Lucas and Irfan value their friend.</p>
23&24	<p>Vocabulary: Retrieval of words used so far you could use the retrieval grid on PP slide....</p> <p>Introduce new warm – up word: 'Skittered' and try to write a sentence using this word.</p>	<p>Reading focus: Setting is an important way to engage a reader.</p> <p>While reading, make a note of key words and phrases used in relation to the setting.</p>	<p>Genre conventions: What would you expect to see in a horror/scary book? <i>Expect responses such as: ghosts, scary setting, relatable characters who you feel sorry for, fast pace.</i></p> <p>Using chapters 23 and 24 – can they find evidence that this is a 'typical' horror story?</p>

<p>25 &26</p>	<p>Prior knowledge – recap the events of the novel so far with a particular focus on the Jack. Do you think Lucas and Irfan will be able to help Jack?</p> <p>Warm-up words Massage table, toxic, hard-drive.</p>	<p>Reading purpose: Make a note of the actions of Jack (and not-Jack...this may need to be explored with the pupils).</p>	<p>Evaluate: Answer the following questions and find evidence to support your answers:</p> <ol style="list-style-type: none"> 1. What has happened to Jack? 2. Why is he acting like this? 3. Why didn't the other boys run away if they are so scared?
<p>27</p>	<p>Prepare content – Look at the title of the chapter – Discuss what a Tsunami is. Also discuss how the term Tsunami could be used in a figurative way – write a simile or metaphor to show understanding of this. (PP slide 12)</p> <p>Warm up word Tsunami</p>	<p>Reading purpose – while reading this chapter (and you may need to remind pupils of chpt 26) What does Jack (Tommy) tell them has happened?</p>	<p>Analysis: <i>How does the writer use the sense of sound to build the atmosphere in this chapter?</i></p> <p>Zoom in on the language use to describe what they can hear (other than the words of Jack).</p>
<p>28</p>	<p>Predictions: look back over your notes, or discuss, what did Tommy tell Lucas and Irfan to do? – <i>What do you think is the importance of the hard-drive?</i></p>	<p>Reading Purpose: Is 'possessed Jack' angry or frightened in this chapter? Write down words or phrases that support your viewpoint.</p>	<p>Theme/Analysis – Friendship – In this chapter, <i>how do we know that Jack prioritises his friendship over his fear? Where is the evidence?</i></p>
<p>29&30</p>	<p>Prepare content – what is instinct? How do you know what to do? Have you ever used your instinct to help you in a situation?</p> <p>Warm-up word Instinct</p>	<p>Reading purpose: Lucas shows he is brave. Look out for examples in both chapters to support or contradict this statement.</p>	<p>Evaluate: Look at the last line of chapter 30 "<i>Both staring back at him</i>" – <i>Why do you think the writer has used the pronoun 'Both'? What does it suggest has happened to Jack?</i></p>
<p>31&32</p>	<p>Motivate and enthuse – we only have 5 chapters left – are you enjoying the book? Who is your favourite character?</p> <p>Warm up word Dazed</p>	<p>Reading focus: Read up to page 75 (do not read the 2 lines on page 76) stop and discuss what learners would do in this situation and why.</p> <p>After discussion – read final 2 lines and discuss what they think about the boys' decision.</p>	<p>Themes- one of the themes of the novel is deception (<i>deliberately cause (someone) to believe something that is not true, especially for personal gain</i>). Discuss the term and have pupils make notes of how the boys may have been deceptive so far. <i>Can you find synonyms for the word deception? Has</i></p>

			<i>anyone else apart from the 3 boys been deceptive?</i>
33 &34	<p>Vocabulary – Use the retrieval grid (pp slide 13) to review and recall the pupils’ understanding of the new vocabulary learnt through the novel.</p> <p>Warm up words Arson Gits, Chairman, demolishing, youth offenders</p>	<p>Reading purpose – While reading both chapters, make a note of how Lucas reacts – what words are used to show how he is feeling at this point in the story.</p>	<p>Analysis – in these chapters we are introduced to Ben Cates . <i>What impression do we get of Cates?</i> Find evidence to support your feelings.</p>
35&36	<p>Predictions: The last chapter left the reader on a cliff-hanger. Do you think boys will end up with a criminal record? What do you think Cates is looking for? Why?</p> <p>Warm up words Investors ,confessed, transfer, fees</p>	<p>Read and enjoy the ending of the novel.</p>	<p>Evaluate themes and ideas:</p> <p><i>Did you like the ending?</i> <i>How do you feel about the boys at the end?</i> Look at the list of themes that have been presented in this novel. (PP slide 14) – Where were each shown in the novel?</p> <p><i>What do you think is the main message of the story is?</i></p>

Vocabulary			
Ch.	Tricky words to prepare <i>before reading</i>	Effective words	Link to Quizlet
1		Risky	https:// quizlet. com/ 9s1fes ?x=1q qt&i=3 8kk5o
2	Tenerife		
3	Corrugated iron	Overgrown Claimed	
4	Lever, demolished, turnstiles		
5	Straddled, secure Concentrated Muttered		
6		Shifted Determined	
7	Breeze block Flicker tantrum	Scuffles	
8	Steadied Echoed Descend Edge (verb) Wasteland		
9	Wilderness floodlight	Jingled	
10	Dampener		
11	Underground		
12	World-class player, misadventure, ceased, inquest	clang	
13	Atmosphere		
14	Voids	Swallowed, stuttered	
15	eager		
16		glimpse	
17		Bolted	
18	coma		
19	instinct	Breathless, thrashing	

20			
21	Lunging, vice, chaos	Snatched, extraordinary	
22			https://quizlet.com/9s23w3?x=1qqt&i=38kk5o
23			
24	Skittered		
25	Massage table, Toxic		
26	Hard-drive		
27	Tsunami		
28			
29			
30	Instinct	Collapsed	
31	dazed		
32			
33	Arson		
34	Gits, Chairman, youth offenders		
35		Scrambled, skidding	
36	Investors, confessed, transfer fees		

Assessment Opportunities (optional)

Writing Task

Step 1

- *What are the features that make the Ghost Stadium scary?*
- *How do the boys' reactions show they are scared?*
- *Which part of the novel made you, as the reader, the most scared?*

Step 2

Complete the task. (all on PPT slide 14)

Write an example of the following:

- *An adjective to describe being afraid*
- *A verb to show fear*
- *An adverb to describe the verb you have chosen*
- *A simile that shows fear*
- *A setting that appears 'normal' but could be scary in a different context (e.g. the football stadium is normal, but abandoned at nighttime is scary)*

Step 3

- *Write a descriptive paragraph that may be seen in a scary story.*

End of Novel Quiz

(This could be transferred to a Google Form)

1. What were the names of the boys? **They were called Lucas, Jack and Irfan.**
2. Why were the boys excited at the start of the novel? **It was the end of the holidays and they were going camping.**
3. Who do you think is the leader of the group? How do you know? **Lucas. He is the one with the ideas and who encourages the others to do things when they may be reluctant.**
4. What is the name of the footballer who died? **Tommy Baird.**
5. Name the authors that Jack and Lucas talked about? **Darren Shan and Charlie Higson.**
6. Where were the boys when the body fell for the final time? **In the tent.**
7. What happened to Jack in the tent? How did he react? **He became possessed by the spirit of Tommy Baird. His eyes went black, his voice changed and he became strong enough to hurt the other boys.**
8. Where did Lucas and Irfan find Jack/Tommy? **In the home dressing room (the third room)**
9. Where was the hard-drive? **Hidden in the massage table.**
10. How and why did Tommy die? **He was murdered by Ben Cates because he found evidence that Cates was stealing money from the team and was planning to sell the stadium to a supermarket to make more money.**
11. Why do you think the boys decided not to go to the opening game?
12. What do you think is the *main* theme or message of the book?