



3. A new chapter

Objective

To describe settings, characters and atmosphere and integrate dialogue.

What you need

Copies of *Tom's Midnight Garden*, photocopiable page 42 'A new chapter'.

What to do

- In pairs, ask the children to skim through the chapters and note the garden scenes Tom finds each time he enters the garden. Ask: *What's the same? What has changed? What does he notice about Hatty and the cousins?* (They're older/younger each time and their activities change accordingly.)
- The author was inspired by her own experience of growing up and playing with her siblings in a beautiful garden, where her own father had also been raised. Her happy childhood memories influenced the activities that her characters got up to. Ask the children to imagine another chapter the author could have included in the story. Discuss some new chapter titles and write ideas on the board.
- Invite the children to plan a new chapter for the book. Ask them to give their chapter a title and then write a detailed scene with dialogue between the characters (Hatty, Tom, Abel and the cousins). Tell them to use photocopiable page 42 'A new chapter' to plan their ideas. They should write a draft and then present an edited version to read to the class.

Differentiation

Support: Allow the children to choose an existing scene from the book and add new dialogue.

Extension: Challenge them to write a whole new chapter.

4. Design a survey

Objective

To use organisational and presentational devices to structure text.

What you need

Photocopiable page 43 'Games survey'.

Cross-curricular links

Maths, PSHE

What to do

- Tom and Hatty loved playing games in the garden. Ask: *What games did they play?*
- Write the following topic on the board: 'Favourite games'. Then list the following under the heading: 'Electronic/video games'; 'games in the park/playground'; 'board games'; 'sports matches'; 'card games'; 'hoaxes'.
- Conduct a general class survey. Ask: *What's your favourite type of game?* Next to each type of game, write the names of the children to indicate their number one choice. Discuss the results by asking: *Which games seem to be most/least popular? Why?* Invite the children to consider other questions that they could ask to get information such as: *How often do you play your favourite game?*
- Hand out photocopiable page 43 'Games survey' and go through the questions, options and layout. The children should fill it in individually, then sit in groups and compare their answers. Using the results, ask them to write a short summary paragraph and report back to the class.
- In pairs, tell them to design their own survey. Consider topics such as bullying, sleep habits or food. Can the children invent questions for the survey and consider ways to present each question?

Differentiation

Support: Allow them to base their new survey on the one provided.

Extension: Ask them to indicate the results of a question using a pie chart or bar graph.