

Assessment Focuses

- RAF2** Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
- RAF3** Deduce, infer or interpret information, events or ideas from texts
- RAF6** Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader

Students should have read up to Chapter 6 of the novel before this lesson.

Starter

Give out the quiz on **Worksheet 2**, which tests basic comprehension of the magical background to the novel and key events in the first six chapters. Go over the answers, which are on **PPT 2**, Slides 1 and 2. The aim of this activity is to ensure that students understand 1.) the main plot that's been introduced and runs through the novel, 2.) the importance and potential of the sceptre and 3.) the motives behind key characters' actions. Conclude by explaining that grasping key plot points ensures that readers are engaged with the story and the characters.

Development

Start by discussing with students the methods used by writers to create a sense of **character**:

- actions (what they do)
- speech (what they say)
- narrator (what the narrator tells or shows us about a character)
- relationships with others (how they act towards others and how others react to them).

If students are unfamiliar with these methods, it may be useful to ask them how they form opinions of new teachers when they first meet them and then link these to the headings above. (In place of a narrator's opinion, they may rely on that of an older sibling or student!)

Issue **Worksheet 3** and ask students to work in pairs to finish labelling the images of Stephanie and Skulduggery with key words describing their personalities.

To support weaker students, use **PPT2** slides 3–6 to explore quotations from Chapter 2, considering what they show about Stephanie (using the four criteria above). Elicit the character descriptors using those excerpts. Otherwise, stronger students should extract their own quotations for each of the three additional character descriptors they choose for Stephanie and Skulduggery.

Plenary

Ask students to write a PEE paragraph about Stephanie or one on Skulduggery. Remind them that each paragraph should contain:

- a **point** about the character (usually an inference or deduction, i.e. 'Stephanie is a tough girl who can stand up for herself.')
- a piece of **evidence** to illustrate this point (usually a quotation but occasionally a paraphrase, i.e. 'It's clear she has this tough personality when she interacts with the man on the phone, saying, "My name is none of your business."')
- an **explanation** of how the evidence justifies the point (i.e. 'Speaking to the man in this way in the midst of a frightening situation requires a certain amount of strength and hardness, when many would just cry or scream.')

Homework

Ask students to read Chapters 7–9.

Fill in the gaps in the following description of the magical world which this novel is based in. All of the answers can be found in Chapters 3–6.

The world that Stephanie lives in contains a hidden world of magic. It began many years before the novel is set.

The first of the sorcerers were called **1** and they lived apart from mankind with another race called the Faceless Ones. They had a war and the sorcerers created a weapon called **2**

The Faceless Ones were defeated, but some of the sorcerers wanted them to gain power again and have continued to fight for them. **3** is the name of one of these, who was defeated in the past. However, Skulduggery is worried that one of the supporters of the sorcerer who was defeated is trying to gain power again. His name is **4** and he has been trying to find the Sceptre.

Skulduggery tells Stephanie that there are now **5** groups of sorcerers in Ireland and the UK who use two different kinds of magic: **6** and **7** Skulduggery is an **8** and this means that he can **9**

Answer these questions from Chapters 1–6.

- 1 How old is Stephanie?
- 2 What three things did Uncle Gordon leave to Beryl and Fergus?
- 3 Why did Stephanie end up staying at Gordon's house alone?
- 4 What does the intruder say he has been sent to the house for?
- 5 Who rescues Stephanie?
- 6 Who does he take Stephanie to meet and why?
- 7 In Chapter 6 Stephanie finds out what the intruder wants. What is it?
- 8 What destroys him?
- 9 What does Stephanie ask Skulduggery to teach her?
- 10 Who does Skulduggery warn Stephanie not to trust?

Finish labelling the images of Stephanie and Skulduggery with key words describing their characters. Use quotations from the book to support your choice of descriptive words.

The worksheet is divided into two main sections, one for Stephanie and one for Skulduggery. Each section consists of a central character image surrounded by eight boxes for notes.

Stephanie's Section:

- Top-left box: *Brave*
- Top-right box: (empty)
- Middle-right box: *Calm*
- Middle-left box: (empty)
- Bottom-right box: (empty)
- Bottom-left box: *Independent*
- Far-right box: (empty)
- Far-left box: (empty)

Skulduggery's Section:

- Top-right box: *Intriguing*
- Top-left box: (empty)
- Middle-right box: (empty)
- Middle-left box: *Witty*
- Bottom-right box: *Powerful*
- Bottom-left box: (empty)
- Far-right box: (empty)
- Far-left box: (empty)