

## Going Solo - Green Mamba

Lesson  
plan

### Overview

#### Learning objective

- To explore the features of suspense writing.

#### Learning outcome

- To write an ending to the Green Mamba story.

#### Book reference

- The Green Mamba chapter up to page 48: "He took a step forward towards the snake, holding the pole out in front of him."

#### Cross-curricular link

- Literacy, Drama, Personal, Social, Health and Citizenship.

#### Resources

- Film showing examples of suspense.

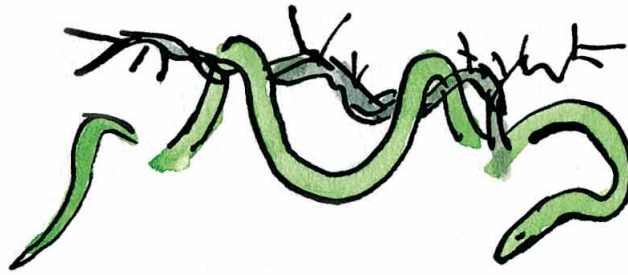


### Starter

- Tell the class a ghost story, using lots of pauses and repetition.
- Ask the class what made the telling of the story exciting and scary.

### Main teaching activity

- Use the class responses to identify features of suspense writing:
  - Lots of pauses – shown through lots of commas, short paragraphs, short sentences.
  - Repetition.
  - Unanswered questions.



- Show this extract on the board for close-reading:

“ A minute went by... two minutes...three... four... five. Nobody moved. There was death in that room. The air was heavy with death and the snake-man stood as motionless as a pillar of stone, with the long rod held out in front of him.  
And still he waited. Another minute... and another... and another.

- Discuss how this extract creates suspense through use of language, such as:
  - Pauses through short paragraphing and lots of punctuation.
  - Repetition.
  - Setting – the Narrator is unable to see everything that is going on as he is outside.
  - Unanswered questions – we do not know where the snake is.

### Group or independent activity

- Read the extract from “The snake-man and Fuller and I walked over the grass towards the house” to “He took a step forward towards the snake, holding the pole out in front of him.”
- Pairs turn to each other and continue the story.



### Plenary

- The children read their stories to the rest of the class.

### Other activities

- Watch a short clip of a B-Movie (low budget) suspense thriller. Ask the class what makes it scary and use the answers (waiting, pausing, etc) to translate to writing style (short sentences, lots of punctuation, etc).
- Pairs act out role play versions of their stories.
- The children discuss their greatest fear (spiders, rats?) and write their own suspense story about the confrontation with the fear.
- Hold a class discussion on how to overcome fear.

