

**Robyn Silver: The Midnight Chimes**  
**by Paula Harrison**

**Activity 1: Monster Lab!**

Design your own mysterious monster

**National Curriculum Objectives:**

Art & Design: to improve their mastery of art and design techniques, including drawing.

Design & Technology: generate, develop, model and communicate their ideas through discussion and annotated sketches.

**Learning Objective:**

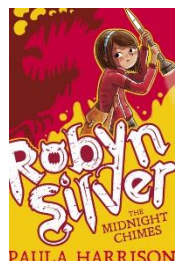
We are learning to make a clearly annotated, simple design to help us make a mysterious monster.

**Main Teaching Input:**

You must have read at least up to chapter 7 of the story to be able to do these lessons with your class.

Show children a copy of Robyn Silver: The Midnight Chimes. Ask the children to give a brief synopsis to the person next to them. After a few minutes of discussion time, ask the children to share what they thought the story was about so far. Next ask the children to share what they have really enjoyed about the story so far. During this discussion some of the children will say they really love all the creepy monsters that Robyn is seeing and fighting. Ask the children which monster they like best and why. The monsters in the book are fabulously foul and all very different. This discussion should really get the children engaged. If you haven't already, draw the children's attention to the back of the book where there is a fantastic 'The Chimes Monster Compendium' full of all the different creepy creatures Robyn and her friends encounter. You should talk to the children about what the monsters look like. For example the Kobold with its spikes and razor sharp teeth, or the Etting with its glossy, dark feathers and deadly pointed beak.

Next, tell the children that as a class they are going to create their own 'Monster Compendium'. Each child is going to design their own creepy creature. Show the children the resources you have gathered that they can use to make their monster. This will enable the children to design something they can make with the resources available. You could save old boxes, egg cartons, yoghurt pots, fabric, foil, wool and string. You should also have available; art straws, pipe cleaners, various kinds of paper, paint, felt tips, googly eyes and modelling clay. Ask the children what they want their ghoulish gremlin to look like. Give the children some thinking time, and then encourage the children to share their ideas with the person next to them. Remember the wilder and more imaginative the better. Ask one of the children to share their ideas about what their monster is going



to look like. As the child is describing their monster, draw it on the board. Next model to the children how to annotate the drawing, marking on lines to the large googly eyes or the dripping slime from the round blubbery belly, for example.

**Independent activity:**

Children are to design their own monstrous beast using the design sheet. They should clearly annotate individual parts of the monster giving as much detail as possible. This lesson is differentiated by outcome.

**Plenary:**

Share some of the children's designs. Give lots of praise to their design skills and detailed annotations.

**Resources:**

Copy of *Robyn Silver: The Midnight Chimes*  
A selection of craft materials  
Design sheets  
Pencils



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**Activity 2: Monster Lab!**

Create your own mysterious monster.

**National Curriculum Objectives:**

Art & Design: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example pencil, charcoal, paint, clay].

Design & Technology: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

**Learning Objective:**

We are learning to make our own monster using a wide variety of materials.

**Main Teaching Input:**

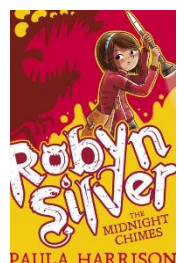
Show some of the children's designs from the previous activity. Talk about the different monsters, pointing out different parts of the monsters. Explain to the children that now they are going to make their monsters. Remind the children that they will have the variety of materials to choose from to make their monsters. They can also have the tape, string, glue and modelling clay to use to fix things together.

**Independent activity:**

The children can now create their own creepy creature using their designs to help them. They can use the variety of materials available to them. Encourage the children to make the main body of the monster before they start painting or sticking googly eyes on. This lesson is differentiated by outcome but ensure that any children with fine motor skills difficulties are supported.

**Plenary:**

Make monster cages out of cardboard boxes before this activity. Take a large cardboard box, cut a window with bars out of one side of the box to make it look like a cage. Then paint the whole box black and stick on 'keep back' and 'danger' signs on it. Put the monsters into their cages. Encourage the children to pretend that they are struggling with the monster as they put them in. Talk about the monsters' features as you struggle to get them in their cages, e.g. this monster has terrible claws; it's trying to scratch me!



**Resources:**

Variety of materials

Glue

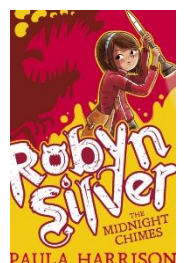
Sticky tape

Scissors

Google eyes

Children's design sheets from previous activity

Cardboard boxes made into monster cages



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**Activity 3: Class Monster Compendium**

Write descriptions of the monsters they have made to make a class book.

**National Curriculum Objective:**

Literacy: To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.

Literacy: To use conjunctions, adverbs and prepositions to express time and cause.

**Learning Objective:**

We are learning to write character descriptions using adverbs and conjunctions.

**Main Teaching Input:**

Ask the children to talk about the monster they have made to their partner. Encourage them to give their monster a cool and crazy name, and go into lots of details to describe all its weird and wonderful features. Ask some of the children to talk about their monsters, telling the rest of the class the monster's name and describing its characteristics.

Next show the children the back of *Robyn Silver: The Midnight Chimes*, where there is the fantastic 'The Chime Monster Compendium'. Explain to the children that we are going to create our own class 'Monster Compendium' including all their monsters they have made.

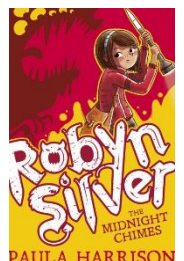
Explain to the children that in order to make their monster descriptions really brilliant they will have to use adverbs. Discuss what adverbs are, paying particular attention to adverbs that describe the manner in which things are done. Ask the children to think of some adverbs that would help describe how their monsters move, sound, fly, attack, crawl, eat etc. Write the children's ideas on coloured card to stick around the monsters cages.

Next say that we are also going to use different conjunctions in our writing to help make the monster descriptions even more exciting. Discuss conjunctions, when, if, because and although. Have the children orally rehearse their ideas, encouraging them to use adverbs and conjunctions. E.g. The deadly Skrillage slithers silently when it readies itself for an attack. Hungrily, the foul Bunderhotnick, licks its greasy lips because it is always thirsting for blood.

Teacher models writing sentences on the board using conjunctions and adverbs to describe monsters.

**Independent Activity:**

Children to write their monster descriptions on the 'Monster Compendium' sheets. Children should make sure to use conjunctions and adverbs, where possible.



Less able children can have word banks of relevant adverbs and conjunctions as a visual prompt.

Children with Special Educational Needs could describe their monsters orally and record their descriptions to play to the rest of the class in the plenary.

### **Plenary:**

Have some of the children read out their descriptions. Ask the rest of the class to listen carefully- can they guess which monster was theirs just from the description? Play recordings of their descriptions; again ask the rest of the children if they can guess which monster was theirs from the description.

Put all the children's descriptions in the A4 Folder with front cover 'Our Monster Compendium' to make a book of all their writing.

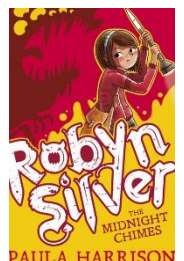
### **Resources:**

Description sheets

Pencils

Adverb and conjunction word bank

'Monster Compendium' front cover



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**Activity 4: Missing Monsters!**

The children's monsters have escaped from their cages. The children will need to write and produce a news report to warn other children in the school.

**National Curriculum Objectives:**

Literacy: prepare scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Literacy: identify the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

**Learning Objective:**

We are learning to write a script for a news report.

NB; before this activity the teacher will have to enable the monsters to 'escape'. It would be fun and add to the children's belief that the monsters really had come alive and escaped if the teacher ripped the cage and maybe made some other form of disruption to the classroom. The teacher should also speak to a colleague in EYFS/Yr 1 to make sure they know that the children will be showing the younger children their 'news report' and asking the younger children to help them find the missing monsters.

**Main Teaching Input:**

As the children enter the classroom they should quickly realise that the monsters they have made have disappeared. You should remain in role, telling the children that the monsters must have escaped somehow. Then you should say that this is very worrying as the monsters can be very vicious and the rest of the children in school could be in great danger. Next you should ask the children to think, if there is a large emergency in the country, how are people told about it? Allow the children time to discuss their ideas. A child should say that it would be reported in the news. Next say that the children will be making their own news report to tell the other children in the school about the missing monsters. It would be a good idea to show the children an example of children's news reporting- Newsround on CBBC is fantastic for this. Talk about the kind of language used and how the watcher is engaged with each report.

Put the children in mixed ability pairs. Ask them to discuss the headline for their report and the first few lines of dialogue. Ask some children to share their ideas. You should then model the correct way to lay out a script.

Before sending the children away to write their news report, make sure they have a checklist of all that should be included in the report. What has happened, when, where, how and why.



**Paired activity:**

Children to write their news report script. Ensure all relevant information is added, as well as language that is going to engage viewers.

Less able children: have a writing frame with prompts about how to lay out a script and prompts about what information to include.

Children with SEN: To rehearse news report orally then video themselves with class digital camera/tablet.

Once children have written their scripts and have had some time to rehearse, they can video themselves on digital cameras/tablets.

**Plenary:**

Choose a couple of news reports to show EYFS/Yr 1 class. Once they have seen the reports pair younger children with older pairs and go on a hunt around the school to find the missing, mysterious monsters.

Have fun but be careful!

**Resources:**

Differentiated writing frames and writing prompts

Digital cameras/tablets

