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# Sample Lesson Plan

Each of the suggested lessons may take from one day to several days to complete.

## Lesson 1

- Complete some pre-reading activities (page 5). These can be completed as independent group or whole class activities.
- Read 'About the Author and the Illustrator' (page 6).
- Introduce the vocabulary for Section 1 (page 8).
- Discuss the fact that the author has used many invented words in the book.
- Ask students to find definitions for the vocabulary words in a comprehensive dictionary.

## Lesson 2

- Read chapters 1–3. Ask students to listen or watch for the vocabulary words and any invented words. Re-read the sentences in which the words are found and discuss their meanings and effects.
- Use one or more vocabulary activities (page 9).
- Discuss the illustrations in these chapters and how they help to create meaning. Ask students to give opinions on what was chosen.
- Research Ancient Egyptian charms and amulets (page 11).
- Create and perform a 'soundscape' (page 12).
- Invent a new sport (page 13).
- Begin reading journals (page 14).
- Complete the Section 1 quiz (page 10). The answers should be discussed as a class or in small groups.
- Introduce the vocabulary words for Section 2 (page 8).

## Lesson 3

- Read chapters 4–7. Ask students to listen or watch for the vocabulary words and any invented words. Re-read the sentences in which the words are found and discuss their meanings and effects.
- Use one or more vocabulary activities (page 9).
- Discuss the illustrations in these chapters and how they help to create meaning. Ask students to give opinions on what was chosen.
- Write a postcard from Twig (page 16).
- Role-play an interview with a gyle goblin (page 17).
- Describe what you would do as the leader of the gyle goblins (page 18).
- Consider what you would see in a lullabee grove (page 19).
- Complete the Section 2 quiz (page 15). The answers should be discussed as a class or in small groups.
- Introduce the vocabulary words for Section 3 (page 8).

## Lesson 4

- Read chapters 8–9. Ask students to listen or watch for the vocabulary words and any invented words. Re-read the sentences in which the words are found and discuss their meanings and effects.
- Use one or more vocabulary activities (page 9).
- Discuss the illustrations in these chapters and how they help to create meaning. Ask students to give opinions on what was chosen.

- Make a character mask (page 21).
- Discuss the concept of friendship (page 22).
- Write a scientific report on the banderbear (page 23).
- Give opinions about Twig's actions (page 24).
- Complete the Section 3 quiz (page 20). The answers should be discussed as a class or in small groups.
- Introduce the vocabulary words for Section 4 (page 8).

## Lesson 5

- Read chapters 10–11. Ask students to listen or watch for the vocabulary words and any invented words. Re-read the sentences in which the words are found and discuss their meanings and effects.
- Use one or more vocabulary activities (page 9).
- Discuss the illustrations in these chapters and how they help to create meaning. Ask students to give opinions on what was chosen.
- Make a diorama (page 26).
- Explore compound words (page 27).
- Design a Deepwoods creature (page 28).
- Describe your hopes and dreams for the future (page 29).
- Complete the Section 4 quiz (page 25). The answers should be discussed as a class or in small groups.
- Introduce the vocabulary words for Section 5 (page 8).

## Lesson 6

- Read chapters 12–14. Ask students to listen or watch for the vocabulary words and any invented words. Re-read the sentences in which the words are found and discuss their meanings and effects.
- Use one or more vocabulary activities (page 9).
- Discuss the illustrations in these chapters and how they help to create meaning. Ask students to give opinions on what was chosen.
- Write a sky pirate diary (page 31).
- Role-play a scene from the book (page 32).
- Create a story map (page 33).
- Compare yourself to Twig (page 34).
- Complete the Section 5 quiz (page 30). The answers should be discussed as a class or in small groups.

## Lesson 7

- Complete 'Any Questions?' (page 35).
- Choose and begin book reviews and research projects (pages 36 and 37).
- Begin working on the culminating activity (pages 38, 39, 40 and 41). This work could be presented as a booklet. It could also serve as a springboard for students to write a creative narrative about their adventures.

## Lesson 8

- Use one or more of the unit tests (pages 42, 43 and 44). Discuss the answers to the tests as a class.
- Discuss the students' feelings about the book.
- Provide the bibliography of related reading for interested students (page 45). Have as many of these books as possible on display in the classroom. Teachers may also like to add other suitable books to the list.

# About the Author and Illustrator

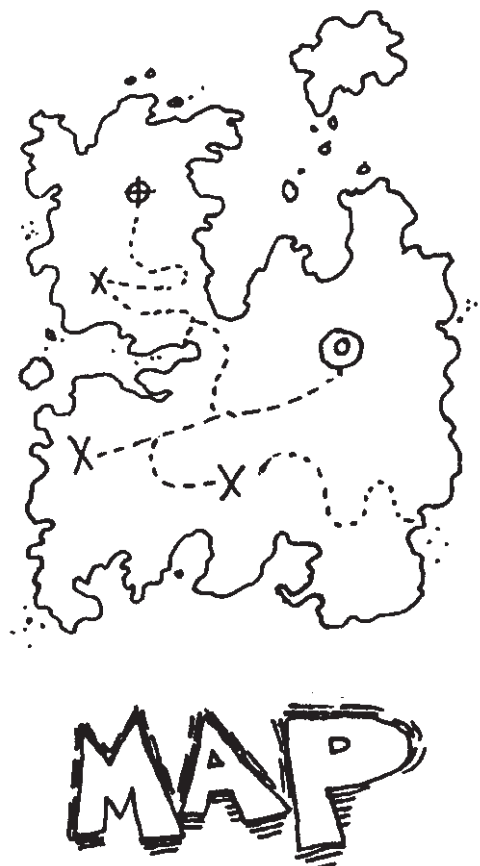
Paul Stewart and Chris Riddell are an author–illustrator team who have created many books together, including *The Edge Chronicles* series. This series currently includes *Beyond the Deepwoods*, *Stormchaser*, *Midnight over Sanctaphrax* and *The Curse of the Gloamglozer*. Paul and Chris both live with their families in Brighton, England. They met through their children, who attended the same school. Their first collaboration was a picture book series for young children, the first book of which was called *A Little Bit of Winter*.

**Paul Stewart** was born in London, England in 1955. He completed university qualifications in English and creative writing, and soon published his first short story. In 1979, he travelled around Greece and then worked as a teacher in Germany. In 1984, he taught in a language school in Brighton. Two years later, he left teaching to write full-time.

Paul has written many adults’ and children’s books, including *The Wakening*, *The Weather Witch*, *Football Mad*, *The Midnight Hand*, *Dogbird* and *Trek Cape*. Paul says he gets his story ideas when he is lying in the bath!

**Chris Riddell** was born in South Africa in 1962. He studied in England at the Epsom School of Art and the Brighton Polytechnic. Chris works as a freelance illustrator. He has written and illustrated a number of children’s books, including *Mr Underbed* and *Bird’s New Shoes*. He has also illustrated some prize-winning books, including *Something Else* by Kathryn Cave. Since 1998, he has worked as a political cartoonist for several newspapers.

Chris started the idea for the *Edge Chronicles* series when he drew a map of the Edge, and showed it to Paul, saying that he thought it would make a good fantasy story.



MAP

# *Beyond the Deepwoods*

By Paul Stewart and Chris Riddell

Twig's life with his woodtroll family in the mysterious Deepwoods changes forever when the fearsome sky pirates take an interest in him. To avoid capture, Twig must travel alone through the Deepwoods to the safety of his cousin's house. But before he can begin his journey, his mother Spelda tells him the truth about why he looks and thinks so differently from the other woodtrolls – he is not one at all. Spelda admits to Twig that she found him abandoned as a baby.

Soon after entering the Deepwoods, Twig leaves the safe path Spelda tells him to follow and begins an amazing adventure to discover his identity and his destiny. He encounters the kindness and friendship of the butchering slaughterers, the enormous banderbear, the enigmatic caterbird and the gossiping gabtroll; comes close to being eaten by a gang of piranha-like wig-wigs, savage woodwolves, a hungry bloodoak, the horrifying skullpelt and the disgusting rotsucker; and escapes capture by the massive Grossmother and the vicious termagant trops.

When Twig meets some grounded sky pirates, he overcomes his fears to help them repair their sky ship. That night, the captain of the ship tells the story of how he abandoned his baby son many years ago. Twig suddenly realises the captain is his father. But to his great sadness and frustration, the sky pirates take off without him. Abandoned, Twig finds himself in the midst of a sudden forest fire. In the run for his life, he finds his way to the edge of the Deepwoods and is horrified to meet the most feared Deepwoods creature of all – the gloamglozer. The gloamglozer admits to Twig that it had transformed itself into many of the helpful creatures he met on his journey. Promising to end Twig's emptiness by making him into a gloamglozer, it tricks him into taking its hand and stepping over the Edge. Once Twig is in its grasp, it releases him, telling him that its task is to seek out 'insignificant creatures' that are 'nothing' and dispose of them over the Edge. Yelling out to the gloamglozer that he is not 'nothing', a terrified Twig falls into the darkness, but is suddenly saved by the caterbird. The caterbird delivers Twig to his destiny – his father's sky ship. Twig's father promises never to abandon him again as the sky ship soars into the air beyond the Deepwoods.



# Quiz

1. On the back of this sheet, list the main events of chapters 1–3 in order.
2. How does Twig look different from the woodtrolls?

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3. Why is Twig attacked after the trockbladder game? What do you think of what he does during the game?

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4. Why wouldn't you want to meet a halitoad?

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5. What does Gristle and Sinew's mum give to Twig?

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6. What makes naming knives so important to woodtrolls?

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7. Why doesn't Tuntum want Twig to go with the sky pirate?

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8. Why are the slaughterers disliked by the woodtrolls? Do you think this is fair? Explain your answer.

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9. Why does Twig leave the slaughterers' village? Would you have done the same? Give reasons.

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10. Would you prefer to be a woodtroll or a slaughterer? Give reasons.

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