

LESSON 6



Building Suspense: Snow Monster

Objective

Students practice using the Magic of Three technique to build suspense.

Preparation/Materials

Photocopy or project SP-14 (at back of chapter). Building Suspense. Gather some fictional books about snow monsters or the abominable snowman and read to the class to inform students' work. A few suggestions are: Tony-Wony and the Snow Monster by Robert E. Grass, The Abominable Snow Teacher by Lisa Passen, or Monster Boy and the Snow Day by Carl Emerson.

Procedure

- 1) Distribute copies of SP-14, Building Suspense.
- 2) Gather the entire class and ask questions related to Building Suspense about a snow monster.

*Ex. Where would a snow monster live? If you were suspicious of a snow monster what might you hear? What might you see?
How would you feel if you were afraid or scared of the unknown?*

Remember to show, don't tell *fear*.

- 3) Model a suspenseful segment for students using the theme, snow monster. Use the Magic of Three template on SP-11 (at back of chapter) as a guide. Ask for several responses before charting a response that works. (Again, generating a number of responses is helpful for students as they move into guided practice.) It is helpful to read through the following modeled segment to give you an idea of how to formulate your questions and how you might translate student responses into your modeled sample.

LESSON AT A GLANCE:

Whole Class Activity

- Ask students relative questions concerning revelation for suspense.
- Model Building Suspense using student ideas/ template.
- Encourage students to write during GUIDED PRACTICE.
- Create a word referents list for the suspenseful character.
- Write a suspenseful riddle using the word referents.

OPTION:

Have students create a list of word referents for a snow monster. (*chilly beast, furry snowman, abominable creature, frigid brute, arctic ogre, frosty fiend*)



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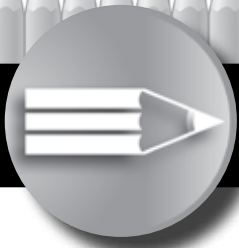
Modeled segment: ***I saw a snow monster coming towards me.***

I slipped and slid along the icy path. It was getting dark and I was still a long way from home. The woods were eerie and the full moon cast spooky shadows across the snow. “There’s nothing to be afraid of,” I whispered, trying to muster up some courage. After all, what could possibly be out here on such a cold night, I thought. Suddenly, I heard a peculiar growling sound. I stopped and looked around, but had trouble seeing in the growing darkness. I peered into the shadows, but nothing was there. I quickened my step, hoping there were no forest creatures lurking about. In the blink of an eye it seemed the temperature dropped and a strong blast of arctic air whipped around me. I shivered, pulling my parka tight, and squinted in the direction of the wind. Strange, I thought, the branches of the trees in the distance hardly moved. The wind seemed to be directed only at me. Terrified and confused, I took off running. Suddenly a huge shadow cut across the moonlit snow.

*I gasped. **What I saw was a gigantic snow monster crashing towards me.***

- 4) End the lesson by reading through the modeled sample together. Remind the students that the Magic of Three is one of the ways an author uses to build suspense.
- 5) On another day, review the modeled sample, then move to GUIDED PRACTICE. Have students try the same example you modeled, circulate as they work, offering advice and encouragement. Read any effective segments aloud.
- 6) EXTENSION: – Have students write a suspenseful riddle about a snow monster. Students may choose from the following sentence starters to enhance sentence variety.

- The _____’s face was _____. • I couldn’t believe the _____ had _____.
- I noticed the _____ sported _____. • I heard the _____ as it came near me.
- The _____ stomped through the _____. • The _____’s feet were _____.



Student Reference Sheet

Name: _____

The Magic Of Three Template

Red Flag word/phrase _____ . 1st Hint: _____

No discovery: _____

Reaction: _____

Red Flag word/phrase _____ . 2nd Hint: _____

Reaction: _____

Red Flag word/phrase _____ . 3rd Hint: _____

Revelation/Discovery: _____

RED FLAG WORDS AND PHRASES

Suddenly

Just then

All of a sudden

A moment later

In the blink of an eye

Without warning

The next thing I knew

Instantly

To my surprise