Thanks to Gill Davies and Donna Levene of Henlow Middle School for their generosity in sharing the lesson plans that follow. They and other teachers in the school have taught Hangman to Year 7 classes for many years - 'because it works every time.' Note that the references to Bronte, Chaucer, Kipling and Shakespeare are to the four work groups in each class. There are a few references to worksheets that I haven't yet acquired, but the plans for a half term's work will save teachers hours of planning time.

Other teachers have used Hangman with Y6 classes with great success and these plans can be adapted for younger or older groups.

Week 1

10 m Word/Sentence Starter
Introduction (20 m)  Development (20 m)
Lesson Plans: English Year 7 - Hangman

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Lesson 1
Y7 Sentence Level Starter 2 - Using adjectives and adverbs. Follow bullet points under activity.
Read Chapter 1 to the class. On board begin to construct character web of main characters/families mentioned.
Scan read chapter, and on their own copies of character web, complete names of family members.
As a class put in the relationship arrows on character web, to show connections between families and characters.

Lesson 2
Y7 Sentence level copymaster for starter 2 - adjectives and adverbs. Follow sheet.
Recap character web from lesson 1. Focus on principal characters - Danny, Nick and Toby. Look at key descriptive passages.
Spelling - _ey words. Set for class homework.

Lesson 3
Each group thinks of as many adjectives and adverbs for each of 5 letters of the alphabet as possible.
Read chapter 2 - rotate parts of Danny, Nick, the teacher, Callum and Mrs Tate among pupils - read narrative.
All groups apart from Shakespeare work in First Draft books listing all the ways Nick is nasty to Danny in Chapter 2.
Shakespeare shares their thoughts and decisions about Nick's personality and motivation.

Lesson 4
Test spellings.
In groups on big pieces of paper list the things that make Danny "different" and therefore a victim. Teacher will check.
Read Chapter 3
Chaucer and Kipling groups stand at the front of the class - each person has to say one positive thing about Danny.

Week 2

10 m Word/Sentence Starter Introduction (20 m) Development (20 m) Plenary (10 m) Homework

Lesson 1
Session for catching up if needed

Lesson 2
Creating Noun Phrases
1: by adding adjectives
Write The teacher entered on the board. Individually write five new sentences adding...
Recap chapter 3 events. Read chapter 4. Discuss in what ways the bullying is escalating - list first few incidents.
Pupils work in First Draft - copy first points from board and then continue to end of chapter 4.
Briefly draw out from their lists the fact that the level of bullying is getting worse. By whom? How helpful is it?

Lesson 3
Creating noun phrases by adding adverbs.
Give pupils photocopies of text containing Mrs Pepper's talk to the class. What do they think will be the reaction?
Read rest of chapter 5. What emerges about Nick's history at Lindley High? What do they think the answer is to Danny’s problems?
Use prompt sheet to write a talk to persuade 7Y to help Danny. SNs make a list of ways to help Danny.
Lesson 4
Creating Noun phrases by adding prepositional phrases. Select one “improved” sentence from previous day - extend it again by adding prepositional phrases beginning with: into, from, with, by, through.
Read up to “...better if Danny made friend with some of the boys” in chapter 6. Discuss Mrs Pepper's other suggestions for helping Danny. What do they think of them?
Read to, “the Peters' were all coming to lunch a week on Sunday.” What suggestions or actions does Mrs Lamb have for Danny?
Brainstorm on board - how are the adults in Danny’s life failing him?

Week 3

10 m Word/Sentence Starter (20 m)  Development (20 m)  Plenary (10 m)/Homework

Lesson 1  Session for catching up if needed.

Lesson 2  Translate Latin into modern english (see Starter Activity sheet).
Read Chapter 7 up to p53 "He didn’t even look at him.” How is Nick manipulating Toby? Draw out: Nick implying that... him that Danny is OK and not Toby’s responsibility; using Callum as his “heavy”; threatening; flattery (football)
In pairs, role-play a similar situation - a popular new pupils “persuading” another to drop an old friend against their better judgement. Why does Louise call Toby a "Judas"?
Write improvised role play as a scripted piece of drama in First Draft.

Lesson 3  As above
Read rest of Chapter 7. Focus on list of info for Calvados/Normandy trip. What info is given? What else might pupils need? Give out copies of info for HMS trip to Normandy, which has been "jumbled” (Also see SN version in envelopes). 2-3 pupils read and show their improved version. Discuss what layout techniques help the reader to grasp information easily.

Lesson 4  Check in homework.
Refer back to the letter Nick wrote to Danny’s parents. Discuss Nick’s deepening hatred of Danny. Where does it come from? (Make sure pupils understand that sending anonymous letters is illegal. Read chapter 8. Refer back to p64 "It was a good feeling being part of a gang.” What does Toby mean by this? How does it enable Nick to manipulate Toby for his own ends? Does Nick manipulate anyone else?
Ask them to predict how Nick might go about getting Danny out of Chambre 7?

Week 4

10 m Word/Sentence Starter (20 m)  Development

Lesson 1  Groups: Away one lesson this week (and next if needed) set aside for

Lesson 1  Groups: Away Complex sentences - adding a relative clause
Remind class that Nick is going to try to get Danny our of Chambre 7.

Read chapter 9.

Give out worksheet "Danny's trip to Francs" showing main events (from Danny’s point of view only) of the visit so far.

Use acetate or give completed sheets to check w/s together.

Set spellings: nouns ending in ie or ee.

Sentence ambiguity

Refer back to passage in chaptr 9 about the blackbird. Why has Julia Jarman underlined this? Refer also to inclusion of details re Nazi occupation of France. What relevance does this have to the story?

Read again the paragraph beginning: "And the beaches looked so peaceful." Discuss the idea of contrast of mood. Use as a model - but extend - to write a description of a similar scenario.

Select 2-3 pupils to read descriptions aloud to class. How successfully have the descriptions conveyed a mood? Is there an effective contrast included?

Lesson 1

Groups: Away

Test spellings.

Read Chapter 10.

Continue listing main events on "Danny's Trip to France" worksheet.

Why does Danny keep all his problems to himself?

Lesson 2

Sentence starter 13. See Teacher's sheet. Varying sentences for effect (1) - share out first 5 sentences round groups.

Discuss the features of diary writing. Give out, "What is a diary?" sheets. Allocate one diary extract per group. They respond to each bullet point.

In First draft books, and referring to bullet point list from last week, write a diary entry for Danny, covering events in Chapter 9.

Choose one person from each group to read aloud the diray entry about Danny watching the blackbirds. How effectively has each writer expressed Danny's inner thoughts?

Continue diary for Chapter 10.

Lesson 3

As above - share out next 5 sentences.

Read chapter 11.

Has Danny missed the coach intentionally?

How do Toby's concerns for Danny change throughout the day?

How do Danny's feelings change throughout the day?

One way in which writers alter the mood of their stories is by using a variety of sentence lengths. On photocopies of chapter 11, highlight all the short sentences.

What effect do the short sentences have in each case?

Lesson 4

1 day spare this week for more time in IT room to finish Normandy trip info if needed.

Week 6

Lesson 1

Y7 Optional reading test. 10 minutes to read in "Now and Then" booklet: "A Guide to roman Piercebridge" and "we're both real: then and Now." 40 minutes to answer questions 10-20 in answer booklets.
Lesson 2

Using powerful Verbs - follow teacher's sheet with class.
Read chapter 12 to p106 -“filled with foreboding”.
Answer questions on comprehension sheet for the chapter. SN version included.
Set spellings for Friday - re-prefix words. See list.

Lesson 3

Do pupils’ sheet on Using Powerful Verbs. Listen to some examples.
Mark together comprehension sheet from previous lesson. Read rest of chapter 12.
On worksheet note the reactions and responses of each group of people to the knowledge that Danny is lost. What are the main concerns?
Each literacy group feeds back one section of worksheet to rest of class.

Lesson 4

Test spellings.
Tell them to imagine they are in Danny’s position, lost in a strange place. On board, model a description of their feelings and actions, using short sentences to create tension and a sense of panic.
Each write own description in style of class model.
Hear some examples from volunteers. Which sentences work particularly well?