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.</p>

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

Week 1

<h1> Lesson 1</h1>

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

Week 2

- **10 m Word/Sentence Starter**
- **Introduction (20 m)**
- **Development (20 m)**
- **Plenary (10 m)/Homework**
Phrases
1: by adding adjectives
Write <em>The teacher entered</em> on the board. Individually write five new sentences adding adjectives before the noun. 

Recap chapter 3 events. Read chapter 4. Discuss in what ways the bullying is escalating - list first few incidents on board sequentially to show framework.

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. What <u>advice</u> is Danny being given at this point? By whom? How helpful is it?

Don't give books to pupils this lesson. Teacher reread final paragraph of Chapter 4. What do they think his parents will do? What would be the best thing to do? Read Chapter 5 up to "Mrs Pepper smiled sweetly."

Give pupils photocopies of text containing Mrs Pepper's talk to the class. What do they think will be the reaction of the class to it? Draw out that it will not be positive. What words and phrases does Julia Jarman use to prepare the reader for some of the class' negative reaction? Highlight these words and phrases on their photocopies of the text.

Read rest of chapter 5. What emerges about Nick's history at Lindley High? What does he 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. (May need extra time if this homework is set lesson 3).

Read Chapter 7 up to p53 "He didn't even look at him." How is Nick manipulating Toby? Draw out: Nick implying that Danny is getting unfair privileges (in at break): advice to "help" Toby not be Danny's best friend; assuring 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.

What lattery / threats etc might be used?

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 Danny is getting unfair privileges (in at break): advice to "help" Toby not be Danny's best friend; assuring him that Danny is OK and not Toby's responsibility; using Callum as his "heavy"; threatening; flattery (football)

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What lattery / threats etc might be used?
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Written by Julia Jarman
Saturday, 21 February 2009 17:44 - Last Updated Saturday, 14 March 2009 15:11

Lesson 3

Focus on list of info for Calvados/Normandy trip. What info is given? What else might you need to know? How has it been clearly and helpfully presented? <h5>Lesson 3<br>h5>Give out copies of info for HMS trip to Normandy, which has been "jumbled". (Also see SN version in envelopes). Pupils rewrite the info in first draft, reordering and laying it out logically and helpfully, cutting unnecessary words. <h5>Lesson 3<br>h5>2-3 pupils read and show their improved version. Discuss what layout techniques help the reader to grasp info easily. <h5>Lesson 3<br>h5>Check in homework. <h5>Lesson 4<br>h5>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. <h5>Lesson 4<br>h5>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? <h5>Lesson 4<br>h5>Ask them to predict how Nick might go about getting Danny out of Chambre 7? <h5>Lesson 4<br>h5>Refer back to the passage in chapter 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? <h5>Lesson 4<br>h5>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. <h5>Lesson 4<br>h5>Select 2-3 pupils to read descriptions aloud to class. How successfully have the descriptions conveyed a mood? Is there an effective contrast included? <h5>Lesson 4<br>h5>Continue listing main events on "Danny's Trip to France" worksheet. <h5>Lesson 4<br>h5>Why does Danny keep all his problems to himself? <h5>Lesson 4<br>h5>Read chapter 9. <h5>Lesson 4<br>h5>Give out worksheet "Danny's trip to Francs" showing main events (from Danny's point of view only) of the visit so far. Complete the bullet points for chapter 9. Keep for next lesson. <h5>Lesson 4<br>h5>Test spellings. <h5>Lesson 4<br>h5>Continue listing main events on "Danny's Trip to France" worksheet. <h5>Lesson 4
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Lesson 1
Y7 Optional Reading Test practice. 10 minutes to read contents and article in "Now and Then" booklet: "There is no such thing as a cool Roman." 40 minutes to answer Qs 1-9 in answer booklets.

Lesson 2
Sentence starter 13. See Teacher's sheet. Varying sentences for effect (1) - share out first 5 sentences round groups.

Lesson 3
As above - share out next 5 sentences. Read chapter 11.

Lesson 4
Test spellings.

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.

Lesson 3
Mark together comprehension sheet from previous lesson. Read rest of chapter 12.

Lesson 4
Test spellings.
Hear some examples from volunteers. Which sentences work particularly well?