

WITCHLINGS

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 SCHOLASTIC

WITCHLINGS

WITCHLINGS YEAR 5 LESSON PLAN

Objectives

- To explore the thoughts and feelings of a character
- To explore the emotions of an important events

Outcomes

- Children will explore characteristics that explain why certain feelings are present when important events happen in our lives.

Resources

- *Witchlings* book
- Camera or electronic device for the freeze frame
- Resource sheet 1 - 'Seven's emotions'
- Resource Sheet 2 - 'Why Me?'

Lead in

As a whole class read up to page 16 (end of Chapter One). This chapter describes the changing emotions that Seven goes through as the Ravenskillian Black Moon Ceremony takes place, from excitement to disappointment as she realises that she is going to be a 'spare'. Discuss with the children times that they may have felt anxious about an important event - what emotions did they feel? Has there ever been a time when they felt disappointed that they didn't get what they wanted/felt like an outsider - what was that like? This is a sensitive issue and care needs to be taken to share appropriately and providing the right environment to allow openness.

Using *Resource Sheet 1 - 'Seven's emotions'*, get the children to write in the speech boxes the range of thoughts and feelings Seven had through the chapter. Ensure the children identify the anticipation prior, the feelings during and the sense of disappointment at the end that she had been made a 'Spare'.

Task

Read the last section of the chapter with the children again.

'Seven's amulet filled with the muddy red color of the Spare coven, and she shut her eyes tight, wishing that she could just disappear. Her stomach felt sour, like she'd eaten something rotten, but at least she was keeping her tears at bay. Seven's eyes flew open as she realized she was too caught up in her own panic to notice who was left with her, who shared the shame of being left for last. She followed the red glow from her amulet to the one right next to her, to Thorn. Panicked, she scanned the circle until she spotted the unmistakable red glow coming from . . . Valley. Valley Pepperhorn's amulet shone a bright red, and a happy sneer crossed her face.

Not Valley, anyone but Valley. Even her toad would be better than that, but this was her awful reality.

Just three misfit witches, a red glow all around them, and the unmistakable truth that Seven was a Spare.'

Continued...



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WITCHLINGS YEAR 5 LESSON PLAN

Explore in more detail the thoughts and feelings of Seven at this point. Discuss with the class some keywords that describe Seven's emotions at this specific point. Draw out strong emotions of; disappointment, embarrassment, anger, betrayed (by Poppy), worried (because of Valley) etc.

Using *Resource Sheet 2 - 'Why Me?'* get the children to write an imaginary diary entry as if they are Seven from this point of view - using the keywords the children have come up with to explore her feelings at that point.

Extension

Set up a *Freeze Frame** of the final scene in the book where Seven is left with Thorn and Valley. Use the emotive language and understanding from the previous task to get the children to produce a tableau that represents all the ideas they have come up with. Get one or two children to read their accounts as the freeze frames are set for added impact.

*Key:

A *Freeze Frame* is also known as a still image. It is as if a pause button has been pressed on a television remote control or taking a photograph (a still image) on a camera. If the children have ever seen 'living statues' in the community (a person acting like a statue with props and colour of statues) then a freeze frame is similar to a statue. The images can be made very quickly without the children discussing it, or they can be discussed, planned and rehearsed for a short time. Freeze frames are similar to tableaus, which are vivid living images, and they can be used to represent people or objects and even emotions or atmospheres in a setting or scene.

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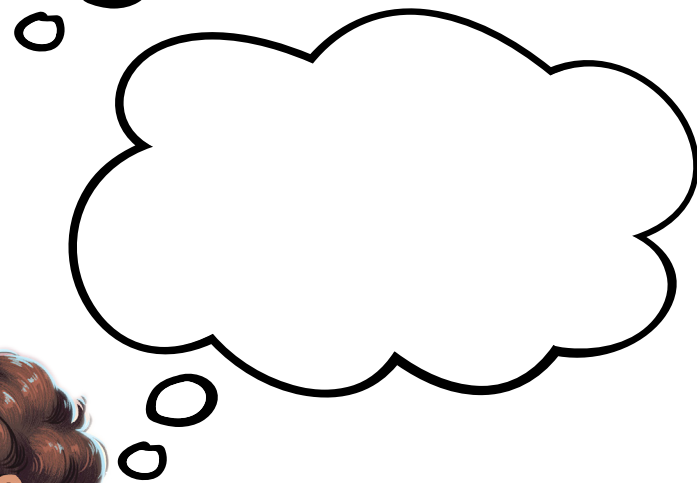
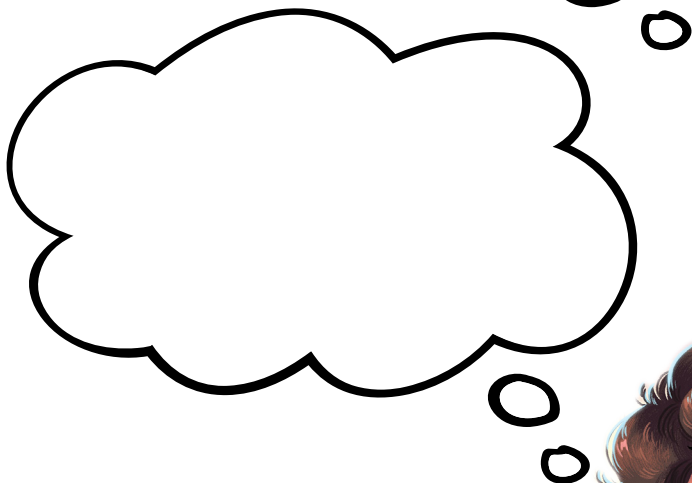
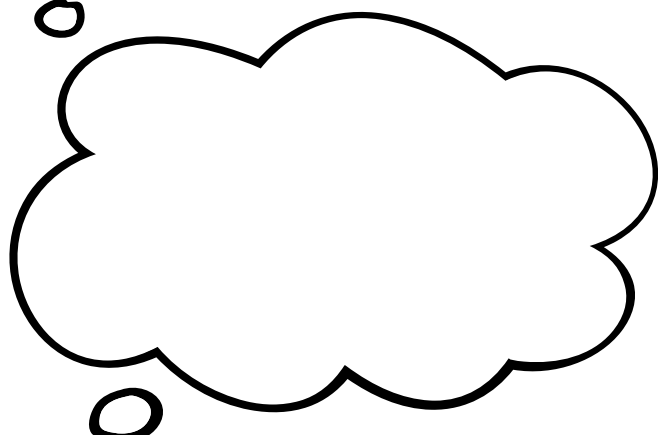
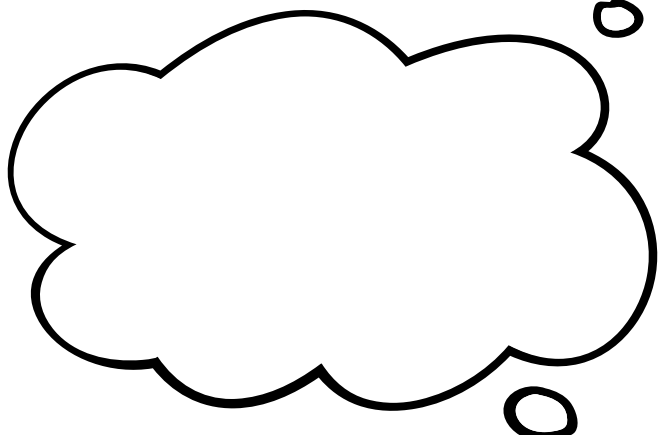
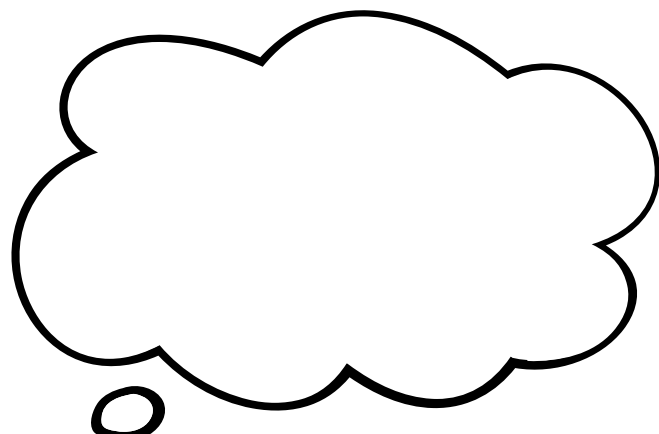
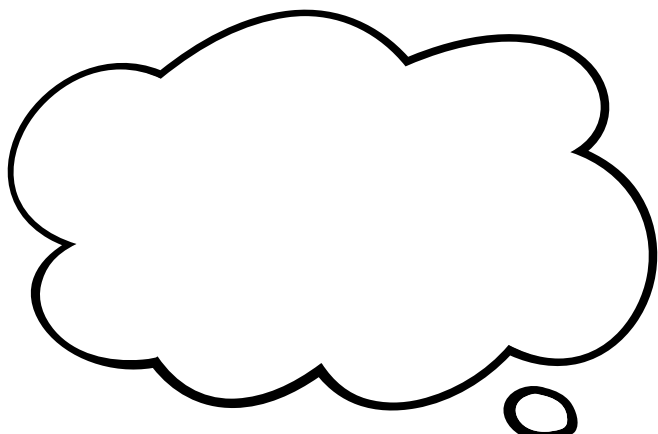


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WITCHLINGS YEAR 5 LESSON - RESOURCE SHEET 1 'SEVEN'S EMOTIONS'



Having read chapter 1, think about the different emotions Seven experienced through the events of the Ravenskillian Black Mood Ceremony. How did she feel in the lead up to the event, during it and then afterwards? How did her thoughts and feelings change as the event progressed?



THOUGHTS

FEELINGS





WITCHLINGS



WITCHLINGS YEAR 5 LESSON - RESOURCE SHEET 2 'WHY ME?'

Read the last part of Chapter One:

'Seven's amulet filled with the muddy red color of the Spare coven, and she shut her eyes tight, wishing that she could just disappear. Her stomach felt sour, like she'd eaten something rotten, but at least she was keeping her tears at bay. Seven's eyes flew open as she realized she was too caught up in her own panic to notice who was left with her, who shared the shame of being left for last. She followed the red glow from her amulet to the one right next to her, to Thorn. Panicked, she scanned the circle until she spotted the unmistakable red glow coming from . . . Valley. Valley Pepperhorn's amulet shone a bright red, and a happy sneer crossed her face.

Not Valley, anyone but Valley. Even her toad would be better than that, but this was her awful reality. Just three misfit witches, a red glow all around them, and the unmistakable truth that Seven was a Spare.'

Imagine you are Seven and you are writing a diary entry about your thoughts and feelings at this point.

Use the information you have collected from Resource Sheet 1 to help you. Think about the anger, embarrassment, disappointment you might have felt. Remember the features of a diary entry: Written in first person, use past tense, include opinions and facts, use informal language, time connectives (Then, After, Once etc...).



WHY ME?

WITCHLINGS

WITCHLINGS YEAR 6 LESSON PLAN

Objectives

- To explore character description through overt and covert references
- To identify the features of 'show not tell' inference

Outcomes

- Children will identify the seen and unseen elements of a specific character description.
- Children will write a piece of prose/poetry that describes the Nightbeast from what they have described and implied across the entire book.

Resources

- *Witchlings* book
- Resource Sheet 1 - 'Cuco character description'
- Resource Sheet 2 - 'Nightbeast poem'

Lead in

Read the second part of chapter 9 where Seven, Valley and Thorn are tracking the Nightbeast to its cave for the first time using the cuco trail. Look in particular at the paragraph below (page 113).

'As if she'd conjured it from her thoughts, another slender gray creature, slimy and covered in what looked like sticky, prickly fur, blocked their path forward. Now they were well and truly trapped. The cucos stalked toward them slowly, growling horribly and licking their long tongues over their jagged teeth.'

Discuss with the children what the cuco might look like given the above description. Encourage them to add to it with their imaginations and anything else they may have picked up in the book to this point. Using *Resource Sheet 1 - 'Cuco character description'* get the children to draw the image of their cuco in the centre and then annotate the drawing with descriptive labels.

Task

The task Seven, Valley and Thorn have to do is defeat the Nightbeast. Throughout the book it describes different physical features of the creature. Towards the end of the book however, it also identifies that the Nightbeast is being controlled by the town Uncle to behave in a way that is not in its character. Start with the following physical description of the Nightbeast from page 93:

'At the center of the page was the Nightbeast. It looked like some sort of wolf, if wolves were the size of teenage elephants and had not one but two snarling heads. Its fur looked slimy instead of soft and was a bloodred color. Its eyes were completely white. One paw was probably the size of Seven's head, and she shuddered to think what this creature could do with all four of them. Around him stood smaller creatures, skinny and tall, with matted fur stretched over visible bones. And rows and rows of teeth.'

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Discuss with the children what this tells us about the Nightbeast. As the children read more of the book it becomes apparent that the Nightbeast is being controlled. Reading pages 310-315 shows a very different side to the Nightbeast - more about how it was mistreated by Barbatos and the other witches. What differences do the children see between the physical and aggressive descriptions of the Nightbeast before? Draw out the differences in terms of physical traits and actions and the internal character of the beast in terms of being treated poorly but being hungry, having to trust Seven as she realises she can speak to it etc.

Using *Resource Sheet 2 - 'Nightbeast poem'* get the children to write a poem with two parts to it:

1. What the Nightbeast looks like and behaves in a physical and aggressive way
2. What the Nightbeast is like in terms of how it feels/thinks - especially towards the end of the book

Ensure the children think about the things that are visible from the descriptions in the book (fur, paws etc...) and the 'unseen' things, such as fear, hunger, being misunderstood by the witches in the twelve towns etc...

Extension

Add a third verse to the poem which looks forward to the life the Nightbeast can now lead in its new part of the enchanted forest (page 325) where it is protected from being used by evil witches ever again. What would it be doing? How will it be behaving? Will it be happy? Encourage the children to use imagery, simile and metaphor.

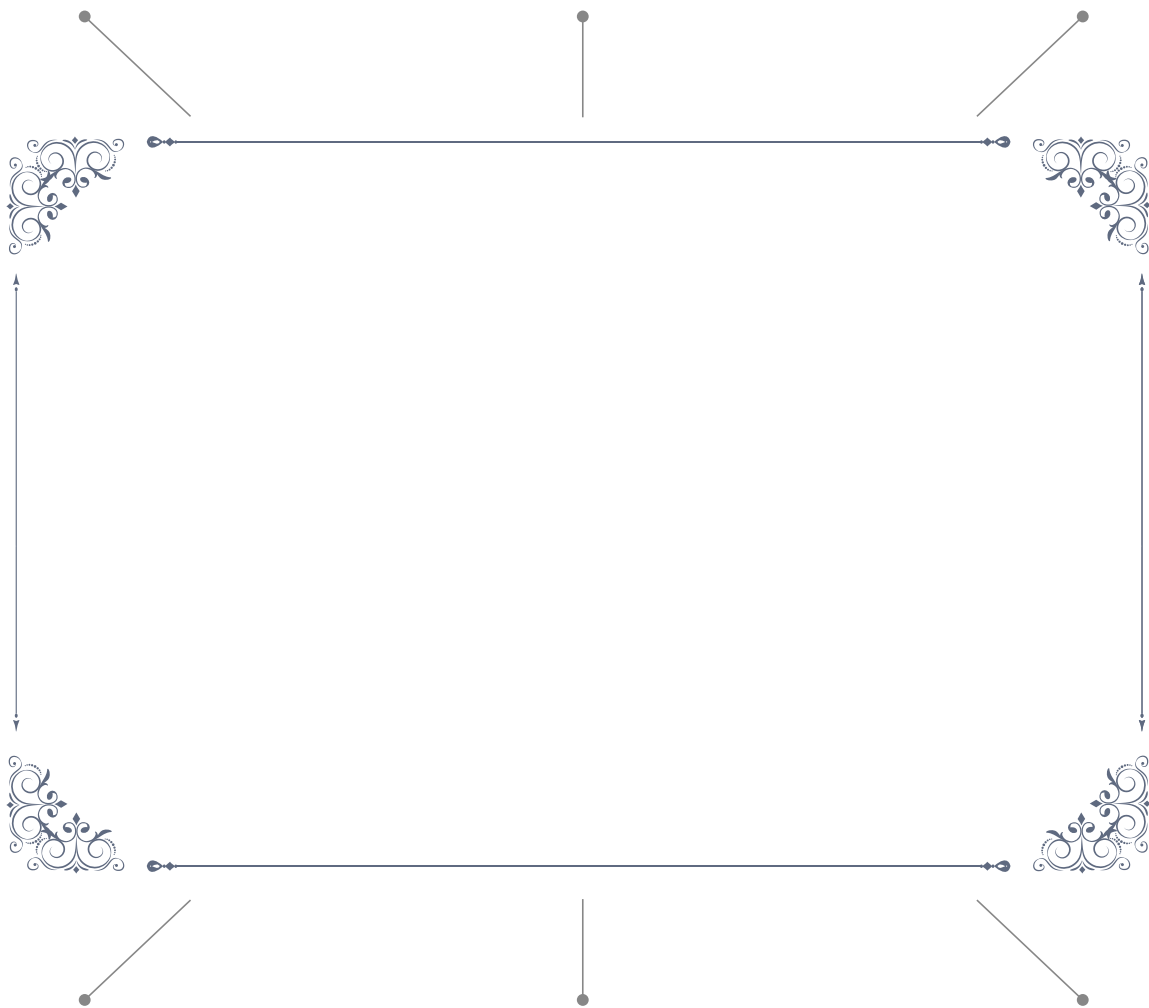




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WITCHLINGS YEAR 6 LESSON - RESOURCE SHEET 1 'CUCO CHARACTER DESCRIPTION'

Draw your image of the cuco in the centre of the diagram below.
Around the edge, label your drawing with a small description of each part of the cuco.





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WITCHLINGS YEAR 6 LESSON - RESOURCE SHEET 2 'NIGHTBEAST POEM'



Read the physical description of the Nightbeast below:

'At the center of the page was the Nightbeast. It looked like some sort of wolf, if wolves were the size of teenage elephants and had not one but two snarling heads. Its fur looked slimy instead of soft and was a bloodred color. Its eyes were completely white. One paw was probably the size of Seven's head, and she shuddered to think what this creature could do with all four of them. Around him stood smaller creatures, skinny and tall, with matted fur stretched over visible bones. And rows and rows of teeth.'

Write a verse that captures what the Nightbeast looked like from the description above and any others from the book you have found.

Verse one of 'The Nightbeast Poem':

Later in the book we get to see the inner feelings of the Nightbeast. How does this change the way in which we might look at it? Using pages 310-315 write a second verse about those inner feelings and traits of the Nightbeast.

Verse two of 'The Nightbeast Poem':

Eventually the Nightbeast is placed in a secret part of the enchanted forest. This is where it is protected from being used by evil witches ever again. What would it be doing? How will it be behaving? Will it be happy? Write a final verse about its life after the events in the book. Throughout this poem remember to use simile, metaphor and other imagery during your poem.

Verse three of 'The Nightbeast Poem':

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CURRICULUM LINKS FOR WITCHLINGS

UKS2 ENGLISH – pupils should be taught to:

Reading comprehension:

- Maintain positive attitudes to reading and understanding of what they read
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and fiction
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Provide reasoned justifications for their views

Writing - composition:

- Plan their writing
- Draft and write
- Evaluate and edit
- Proof-read
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Writing – vocabulary, grammar and punctuation:

- Develop understanding of the concepts
- Indicate grammatical and other features
- Use and understand grammatical terminology

KS2 PSHE (from the PSHE Association Programme of Study):

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

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CURRICULUM LINKS FOR WITCHLINGS

- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- H27. to recognise their individuality and personal qualities
- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
- R13. the importance of seeking support if feeling lonely or excluded
- R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- R16. how friendships can change over time, about making new friends and the benefits of having different types of friends
- R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- L6. about the different groups that make up their community; what living in a community means
- L7. to value the different contributions that people and groups make to the community
- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

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