



مدرسة القديسة مريم الكاثوليكية الثانوية - دبي
ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

Lesson Plan

Subject	ENGLISH LANGUAGE
Class/ Section	9F
Week	WEEK 2 –SEP 5 - 9, 2021
Work sent to students by	Google classroom
Total number of lessons per week	5
Unit/Topic	1.1 – JANE EYRE – IN AND OUT OF TROUBLE – ANTHOLOGY – TIER 1 – pg 2
Key Vocabulary	AOs – Assessment Objectives – AO1, AO2, AO3, AO4, AO5, AO6 thence a dependent ought to rummage poise hurl instinctively volume flung bled climax drawn parallels headlong tyrant trickle sensible pungent predominated frantic sort bellowed aid parted fury to fly at picture of passion

	subjoined laid upon borne
<p>Lessons 1 - 5 – Live Zoom lessons along with face to face instruction for students present on a particular day</p> <p>Work will be assigned in google classroom which will be matched to the students’ ability.</p>	<p><u>Specific Learning objectives:</u> Be able to identify a range of key events in the narrative Understand how emotions can be conveyed in dialogue using punctuation</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • I can identify key events in a narrative • I can support my opinions with detailed textual references. • I can explore how the writer has used punctuation in dialogues to convey emotions <p><u>Specific Intended Learning Outcomes</u> Students will be able to read and answer questions to demonstrate their knowledge and understanding of the main events and characters in the extract from Jane Eyre – In and Out of trouble - as they relate to the character development.</p>
<p>Lesson 1 - Zoom</p>	<p><u>Specific Learning objectives:</u> Be able to identify a range of key events in the narrative</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • I can identify key events in a narrative <p><u>Specific Intended Learning Outcomes</u> Students will be able to read and answer questions to demonstrate their knowledge and understanding of the main events</p> <p>Hook presentation (attached) – students think about the dilemma...and share their answers</p> <p>● Task 1: Students read the text (from <i>Jane Eyre</i>) or page 2 of the Anthology. (attached). Word meanings are elicited so students can pick up the emotions conveyed through use of powerful words</p> a dependent ought to rummage poise hurl instinctively volume flung bled climax drawn parallels headlong tyrant trickle sensible pungent predominated frantic sort bellowed

	<p>aid parted fury to fly at picture of passion subjoined laid upon borne</p>
<p>Lesson 2</p>	<p><u>Specific Learning objectives:</u> Be able to identify a range of key events in the narrative</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> I can identify key events in a narrative <p><u>Specific Intended Learning Outcomes</u> Students will be able to read and answer questions to demonstrate their knowledge and understanding of the main events</p> <ul style="list-style-type: none"> Task 1: After completing reading the text, students attempt Questions 1 and 2 from the worksheet. <p>1. At the start of the extract, John taunts and bullies Jane in two different ways. What are they? (AO1)</p> <p>a) _____</p> <p>b) _____</p> <p>2. On line 5, John says his mother has told him that Jane is 'a dependant'. Re-read the whole of this sentence very carefully. Can you work out what 'a dependant' is? (AO1)</p> <p>_____</p> <p>_____</p> <p>Task 2: STORY MOUNTAIN:</p> <p>In groups, the students list the main events using the Story Mountain Chart. (attached)</p> <p>Exposition:</p> <p>Rising Action:</p> <p>Climax:</p> <p>Falling action:</p> <p>Resolution:</p> <p>Group leaders share their answers with the rest of the class. Teacher discusses their answers.</p>
<p>Lesson 3 & 4</p>	<p><u>Specific Learning objectives:</u></p> <ul style="list-style-type: none"> Be able to understand how the author uses powerful words to convey emotions Students should be able to gauge the difference, if any, between their own way of dealing with the dilemma presented

in the Hook presentation, and the way, Jane Eyre was dealt with by her Aunt and relatives.

Success Criteria:

- I can identify powerful words that convey emotions
- I can gauge the difference between how different people deal with dilemma

Specific Intended Learning Outcomes

Students will be able to read and answer questions to demonstrate their knowledge and understanding of how the author uses emotive language to convey emotions through dialogue.

Task 1:

Students complete Qs 3, 4 & 5 from Worksheet 1...

3. At first, when John attacks her, Jane feels ‘terror’ (line 14) – but she says that when her ‘terror had passed its climax, other feelings succeeded.’

What feelings does Jane exhibit in the rest of the extract?

Circle one of the choices below – or add one of your own in the empty box – and underline a quotation in the extract which supports your answer.

fear

anger

relief

frustration

boredom

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4. At the end of the extract, adults arrive to deal with the fighting children. Look carefully at what they say. Who will be blamed for the fight? What does this suggest about the relationships between the adults and the different children in Mrs Reed’s house?

5. The writer’s intentions in this text are to introduce the characters and their relationships at the start of the novel and to manipulate the reader’s response to them. Which of the ideas or events below influenced **your** feelings about these characters? Tick them.

- Jane is reading a book.
- John taunts and bullies Jane.
- Jane’s head is cut and bleeding.
- Mrs Reed has told John that Jane is ‘a dependant’.
- Jane retaliates.
- Eliza and Georgiana run to fetch Mrs Reed.
- Jane is sent to the red-room.

Lesson 5

Specific Learning objectives:

Understand how writers select ideas and events to manipulate the reader's empathy for a character

Success Criteria:

- I can select ideas and events to manipulate the reader's empathy for a character.

Specific Intended Learning Outcomes

- Students will be able to evoke a different response if they change the beginning or ending of the extract.

TASK 1:

Students are presented with questions (Writer's Workshop 1 attached) which evoke a response. With each change – ending, starting, middle...a different response is elicited.

Use the Writer's Workshop presentation to get the students to answer these questions:

How would the reader's response to these characters change if we changed the ending?

- Jane is reading a book
- John interrupts and taunts her
- Jane is terrified
- John throws a book at Jane
- Jane is hurt
- Jane is angry and attacks John
- John is hurt and runs away crying
- Mrs Reed and two servants break up the fight
- Jane is sent to the red room

How would the reader's response to these characters change if we changed the beginning?

How would the reader's response to these characters change if we changed the middle?

How do these events make you feel about the character of Jane?

Do all these events make you feel that way about Jane? Or just some of them?

How do these events make you feel about the character of John?

Do all these events make you feel that way about John? Or just some of them?

**Assessment Criteria/
Essential questions**

Worksheet 1

1. At the start of the extract, John taunts and bullies Jane in two different ways. What are they?
 - a)
 - b)
2. On line 5, John says his mother has told him that Jane is 'a dependant'. Re-read the whole of this sentence very carefully. Can you work out what 'a dependant' is?
3. At first, when John attacks her, Jane feels 'terror' (line 14) – but she says that when her 'terror had passed its climax, other feelings succeeded.' What feelings does Jane exhibit in the rest of the extract? Circle one of the choices below – or add one of your own in the empty box – and underline a quotation in the extract which supports your answer.

fear	anger	relief	frustration	boredom	
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4. At the end of the extract, adults arrive to deal with the fighting children. Look carefully at what they say. Who will be blamed for the fight? What does this suggest about the relationships between the adults and the different children in Mrs Reed's house?
5. The writer's intentions in this text are to introduce the characters and their relationships at the start of the novel and to manipulate the reader's response to them. Which of the ideas or events below influenced **your** feelings about these characters? Tick them.

- Jane is reading a book.
- John taunts and bullies Jane.
- Jane's head is cut and bleeding.
- Mrs Reed has told John that Jane is 'a dependant'.
- Jane retaliates.
- Eliza and Georgiana run to fetch Mrs Reed.
- Jane is sent to the red-room.

Writer's Workshop 1 - questions

Use the Writer's Workshop presentation to get the students to answer these questions:

How would the reader's response to these characters change if we changed the ending?

- Jane is reading a book
- John interrupts and taunts her

- Jane is terrified
- John throws a book at Jane
- Jane is hurt
- Jane is angry and attacks John
- John is hurt and runs away crying
- Mrs Reed and two servants break up the fight
- Jane is sent to the red room

How would the reader's response to these characters change if we changed the beginning?

How would the reader's response to these characters change if we changed the middle?

How do these events make you feel about the character of Jane?

Do all these events make you feel that way about Jane? Or just some of them?

How do these events make you feel about the character of John?

Do all these events make you feel that way about John? Or just some of them?

Resources

Text – Jane Eyre – In and Out of Trouble – Pg 2 – Anthology – Tier 1.

Active Teach – Reading for Meaning Worksheet 1, Writer's Workshop – 1 (presentation)