



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

Lesson Plan

Subject	English Literature
Class/ Section	5 A-F
Week	2 (5 th to 9 th September 2021)
Work sent to students by	Google classroom
Total number of lessons per week	3
Unit/Topic	Poetry – “Poet’s Voices” “Hummingbird” by Trish Cooke
Key Vocabulary	Dominica, storm Erika, swiftly, manoeuvre, hover, stomp
Lesson1 -Live Zoom lesson along with face-to-face instruction for students present on a particular day	<u>Learning objectives</u> <ul style="list-style-type: none">• Read poems aloud• Identify figurative language used in the poem• Identify and discuss main ideas in the poem <u>Specific Intended Learning Outcomes</u> Students will be able to: <ul style="list-style-type: none">- Read poems aloud with expression- Identify figurative language and annotate it
Tasks	<ol style="list-style-type: none">1. Reading the poem out loud2. Sharing ideas about the poem3. Discuss main ideas/setting of the poem4. Discuss first impressions of the poem

<p>Assessment Criteria/Essential Questions</p> <p>Resources</p>	<ul style="list-style-type: none"> • Pick out relevant details from the poem and support them with evidence • Understand the meaning of difficult words used in the poem <p>“Hummingbird” poem</p>
<p>Lesson 2 -Live Zoom lesson along with face-to-face instruction for students present on a particular day</p> <p>Task</p> <p>Assessment Criteria/Essential Questions</p> <p>Resources</p>	<p><u>Learning objectives</u></p> <ul style="list-style-type: none"> • Annotate figurative language used in the poem • Identify main ideas with details from the poem • Find meanings of new words as used in the poem <p><u>Specific Intended Learning Outcomes</u></p> <ol style="list-style-type: none"> 5. Find the meanings for vocabulary 6. Identify key ideas and details in the poems 7. Support opinions with evidence <ol style="list-style-type: none"> 1. Find meanings of new words in the poem 2. Understand how those words are used in the poem to create effect 3. Identify examples of poetic features from the poem and discuss how they create effect/s <ul style="list-style-type: none"> • Explain the meaning of the given lines from the poem • Discuss poet’s point of view by giving examples from the poem. <p>“Hummingbird” poem/ worksheet with questions</p>
<p>Lesson 3-Live Zoom lesson along with face-to-face instruction for students present on a particular day</p> <p>Task</p>	<p><u>Learning objectives</u></p> <ol style="list-style-type: none"> 8. Understand thoughts and feelings of characters 9. Explain views with suitable evidence from the poem 10. Understand how poet has used language to create effect <p><u>Specific Intended Learning Outcomes</u></p> <ul style="list-style-type: none"> • Identify key ideas and details in the poems • Support opinions with evidence <ol style="list-style-type: none"> 1. Answer the questions in the worksheet attached 2. Write or type answers and send the work to teacher for feedback

<p>Assessment Criteria/Essential Questions</p> <p>Resources</p>	<ul style="list-style-type: none">• Shows understanding of the main ideas and events with reference to the poem.• Understands the use of poet’s language including figurative language. <p>“Hummingbird” poem/ worksheet with questions</p>
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