

Lesson Plan

Subject	English language
Class/ Section	Yr 7
Week	3 (12 th SEPTEMBER – 16 TH SEPTEMBER)
Work sent to students by	Google classroom
Total number of lessons per week	5
Unit/Topic	UNIT 1 -A LIFE'S STORY – Gathering evidence
Key Vocabulary	
	Autism; ranges and formats; relevant
-Live Zoom lesson along with face to face instruction for students present on a particular day Work will be assigned in google classroom which will be matched to the students' ability.	Specific Learning objectives To skim and scan the text To decide where you might find relevant information and to select what you need. To summarise information. To review past tense Specific Intended Learning Outcomes To be able to find information, organise and summarise the information Success criteria Summarise what they know about autism

Identify the correct link to find out links about autism. Create a diagram to describing writer's experience Review past tense.

ACTIVITY 1

Teacher asks students (MIND MAP)

- What is the purpose of gathering evidence?
- In which fields do we require gathering evidence?

Students share their responses and teacher guides and consolidate understanding of the term 'Gathering Evidence'.

ACTIVITY 2 – NOTE BOOK

- Students complete a research task to understand more about autism. (ACTIVITY 1 – PG 16 Building skill in English)
- Students complete (ACTIVITY2 PG 16 Building skill in English)

Students share their responses giving reasons for their choice

• Students read the extract describing the writer's experience with their brother who is an autistic.

(ACTIVITY 3 – PG 16 Building skill in English)

Whole class discussion guided by the teacher on gathering information and evidence from the text.

ACTIVITY 3-NOTE BOOK

Teacher asks few students to explain the tenses- Present, Past and Future tense.

- Students read the autobiographical text by Mark Haddon and identify examples of Past tense in the recount text.
- (ACTIVITY Sharpen your skills) PG 16 Building skill in English)
- Students share their responses guided by the teacher.
- Teachers can guide the students -past tense -a feature of recount text.
- Few students summarise how the purpose of gathering evidence.

Assessment Criteria/ Essential questions

Tasks

A01

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts.

(ACTIVITY 1 – PG 16 Building skill in English)

A02

• Explain, comment on and analyse how writers use

	 language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. (ACTIVITY Sharpen your skills) – PG 16 Building skill in English)
	 Listen and respond appropriately to spoken language, including to questions and feedback to presentations.
Resources	Building skill in English



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Key Vocabulary	Structure; logically; versions; honorary; distinguished; contracted; debilitating; disability; discrimination; patron; Paralympics; aggression;

Lessons 3 & 4 -

Live Zoom lesson along with face to face instruction for students present on a particular day

Work will be assigned in google classroom which will be matched to the students' ability.

Tasks

Assessment Criteria/ Essential questions

Specific Learning objectives

To sequence text logically and use topic sentences.

Specific Intended Learning Outcomes

To be able to organise ideas and structure text logically To use topic sentences to give clarity and purpose.

Success Criteria

To be able to write an essay about the basketball star and TV personality Ade Adepitan for a magazine aimed at tenagers.

Teacher could initiate class discussion on the recent Olympic games

Where was it held?

Which country won the maximum gold medal? What is Paralympics?

- Teacher shares the objectives and Learning Outcomes informing the students about the task: to write an essay about the basketball star and TV personality Ade Adepitan for a magazine aimed at teenagers
- Students read the texts A & B aloud (ACTIVITY 1 PG
 18 & 19 Building skill in English)

PLANNING – students plan their essay answering the following questions

- Select six headings from the given list to use as section headings for essay plan. (ACTIVITY 1- 2- PG 20 Building skill in English)
- Write two or three bullet points summarising what they will include under each heading. (ACTIVITY 1- 3-PG 20 Building skill in English)
- Which paragraph would you use at the beginning of your essay, following your introduction? Why? (ACTIVITY
 2- 1-PG 20 Building skill in English)
- Which four of the sections above did you not include in your plan? Why? (ACTIVITY 2- 2 - PG 20 Building skill in English

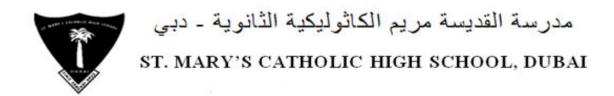
AO5

• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

A06

Use a range of vocabulary and sentence structures for clarity,

Resources	purpose and effect, with accurate spelling and punctuation.
	Building skill in EnglishPPT



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Key Vocabulary	topic sentence; achievement; able-bodied; inspiring; charitable;
Lessons 5 -Live Zoom lesson along with face to face instruction for students present on a particular day Work will be assigned in google classroom which will be matched to the students' ability.	Specific Learning objectives To use topic sentences to give clarity and purpose. Specific Intended Learning Outcomes To be able to write an essay about the basketball star and TV personality Ade Adepitan for a magazine aimed at teenagers. To identify adverbs and apply them in a given paragraph SUCCESS CRITERIA • select topics to form an essay plan • write bullet points against these topics • justify the choices TEACHING ACTIVITY: REVIEW SENTENCE STRUCTURES AND TOPIC SENTENCES

Tasks

Teachers reviews sentence structures — simple ,compound and complex sentences declarative ;imperative ; interrogative; exclamatory sentences long and short sentences

Teacher explains Topic sentences – PPT

 Students read a magazine article introduction (? (ACTIVITY 3- 1 &2 – PG 20 Building skill in English)

TEACHING ACTIVITY

Teacher explains TOPIC SENTENCES – PPT

- Students attempt (ACTIVITY 4 1 &2 PG 21 Building skill in English) write an essay on Ade Adepitan's life.
- Teacher asks students to explain 'adverb'.
 Teacher further consolidates understanding sharing PPT on Adverbs
- Students Re-read paragraph 5 of text A, on page 18. Then rewrite the paragraph, adding three appropriate adverbs to the passage.

Assessment Criteria/ Essential questions

SELF ASSESSMENT:

I can

- select topics to form an essay plan
- write bullet points against these topics
- justify my choices

AO5

 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

A06

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Resources

- Building skill in English
- PPT