



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

Lesson Plan

Subject	English Language
Class/ Section	10E/A
Week	3 –Lesson 1 and 2
Work sent to students by	Google classroom
Total number of lessons per week	5
Unit/Topic	Project work The Handmaid's Tale-20th Century Fiction/ Main Street by Sinclair Lewis
Key Vocabulary	relief ornament plastered over chandelier archaic flocked braided rags
Lessons 1–2 Live Zoom lesson	<u>Lesson-1</u> <u>Purpose of the Project work:</u> <ul style="list-style-type: none">• To develop a range of Independent Learning skills (creative and critical thinking, problem solving, research skills, ICT capability, confident communication- speaking, listening, reading, and writing) needed for success in school, university, job, most importantly success in life.• Collaborative group work- coping with differences and conflicts, cooperating, respecting others' point of view, listening to others' point of view, engaging with others' ideas; making decisions , presentation, creative and critical thinking, problem solving, research skills, ICT capability• Presentation of the project <u>Specific Learning objectives</u> <ul style="list-style-type: none">• To brainstorm ideas, evaluate and decide on what each

member of the group will contribute to the Group Project work.

- To interpret the task and plan relevant research activities and questions
- Defining the problem and its variables.
- Developing strategies to find the information,
- Using multiple sources for information, determine credibility, reliability, relevance and accuracy.
- Synthesizing information, classifying the points, prioritizing the information to achieve the purpose.
- Conveying ideas effectively, observing critically, and listening actively.
- To understand roles and responsibilities
- To understand assessment criteria
- Write a report about the Project work
- Maintain Digital Project work file.

Specific Intended Learning Outcomes

- Read a wide range of texts, fluently and with good understanding
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly, punctuate and spell accurately
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- Write legibly and clearly.
- Presenting information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations
- Planning effectively for different purposes and audiences
- Making presentations and speeches
- Responding to spoken language: listening to and responding appropriately to any questions and feedback
- Spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate.

Lesson-2

Specific Learning objectives

- To explore how writers engage readers by the effective use of language to create meaning
- To analyse Atwood's use of symbolism and how it shapes meaning in the text.

Success Criteria:

- I can understand how writers use language to achieve effects and influence readers
- I can support responses with appropriate textual references
- I can explain and comment in detail on how language techniques are used to communicate ideas to the reader.
- I can comment in detail on the writer's use of structural features, linking these precisely to the overall effect being

	<p>created.</p> <p><u>Specific Intended Learning Outcomes</u></p> <ul style="list-style-type: none"> • Students will be able to interpret the subtle inferences a writer is making in the introduction to a text and use precise references to support their interpretations. • Students will be able to make careful, precise selections of words and phrases to support interpretations of viewpoints and ideas.
<p>Tasks</p>	<p>Lesson-1</p> <p>Reading PROCESS:</p> <p>Step 1: Students will form a Literary Reading Circle and they will choose a book they want to explore.</p> <p>Step 2: Each student will take a role from the following. (They can suggest any other role which they want to perform as long as it serves the purpose of the project)</p> <p><u>Discussion Director:</u></p> <p>There are several duties associated with this role. First, the Discussion Director is responsible for guiding the literature circle through the discussion of the selected chapter(s).</p> <p>Another duty is to read the selection and determine in advance which questions should be posed in order to create excitement and thought provoking discussion within the group. The Discussion Director is also responsible for ensuring that all members participate in the discussion and that the participants keep on task, redirecting the discussion as necessary. Some specific questions to use in this role include:</p> <ul style="list-style-type: none"> • A discussion of a work’s characters: are they realistic, symbolic, historically-based? • What motivates the characters or leads them to make the choices they do? • An in-depth discussion of the work’s events • A discussion of any confusing passage or event • The historical context and/or events that occurred in a particular work • Commentary on the social, political, or economic context in which a work was written — how does the context influence the work? • An analysis of a specific image, passage, phrase, etc • An analysis of a recurring image, phrase, event, etc. <p><u>Themes Analyst:</u></p> <p>Analyse the Themes presented in the text and provide explanation to show its relevance to the real life.</p> <p>Explain the effect of the themes on the plot and character.</p> <p>Explain why it is important.</p> <p><u>Settings Analyst or Travel Tracer:</u></p> <p>While reading a book characters move around often and the scene changes frequently, it is important for everyone to know where things are happening and how the setting may have changed. Settings analyst will carefully track where the action takes place in the story. Describe each setting in detail, either in words or with an action map or diagram.</p> <p><u>Passage Master/ Chapter Master:</u></p> <p>The Passage Master is responsible for finding and documenting key passages found throughout the reading selection. In addition, the</p>

Passage Master documents the passages other group members find memorable. In doing so, the Passage Master is focusing on the literary merits of the selection. Some key characteristics to look for when choosing passages include:

- * Passages that provide insight into the judgments, feelings, emotions or actions of a character.
- * Passages that provide an “aha” or “WHOAHH” experience for the reader.
- * Passages in which key story elements are revealed.
- * Passages that demonstrate personal revelation or wisdom on behalf of a character.
- * Passages that are particularly good at describing people, places, things, animals, emotions, feelings

Creative Connector:

The role of the Connector in the literature circle is to make connections between elements in the reading selection to students’ lives, the lives of others, and/or from one character in the book to another character. The Connector may also find ways in which to connect the reading selection to other literary works. Some possible ways to make connections include:

- * How do the thoughts, actions, emotions of a character remind us of ourselves, our parents, our friends, our siblings, etc.?
- * How does the setting remind us of our own family environment, our community, or our school?
- * Is there a connection between chapters?
- * Are there any connections between characters within the book?
- * Is there a connection between this book and other books written by the same author? Other books written by different authors?

Word Wizard:

The Word Wizard is responsible for finding and documenting unfamiliar vocabulary words. In addition, the Word Wizard documents the unfamiliar vocabulary words others in the literature circle have found. It is also the role of the Word Wizard to explore and document the author’s craft in terms of using words to describe people, places, things, animals, etc., as well as when the author uses vocabulary in a different context or in a manner which seems to add confusion or clarity to the reading selection. Some possible uses of vocabulary to look for when reading the selection include:

- * Unfamiliar words (use context clues to determine the meaning(s))
- * Words that have been used alone or in combination to describe something in great detail; that help the reader to connect or to unleash their imagination.
- * Words that have been used in a confusing context – perhaps the word choice adds confusion and/or clarity.

Summarizer:

Besides reading the selection in advance and jotting down key notes, there is little the summarizer can do ahead of time to prepare for the literature circle discussion. The role of the Summarizer is to briefly discuss their notes with the group, and then document critical discussion points, conclusions, predictions, etc. that the group derives from the actual discussion itself. The summarizer will present their summary during the Grand Discussion; Some elements the Summarizer should include in their summary include:

- * Key conclusions the group has come to as a result of the discussion.
- * Key points in the reading selection that have the group excited, curious, or that they just find interesting.

- * Passages where humor has been used.
- * Key passages discussed. (From the discussion lead by the Passage Keeper)
- * Vocabulary words. (From the discussion lead by the Word Wizard)
- * Predictions the group is making after reading the selection.
- * How the group has connected the reading selection.; (From the discussion lead by the Connector)

Character Analyst/Illustrator:

Analysis of Character by providing a detailed explanation on the character's importance in the story.

Good readers make pictures in their minds as they read. This is a chance to share some of their own images and visions. They can Draw some kind of picture related to the reading. It can be a sketch, cartoon, diagram, flowchart, or stickfigure scene. They can draw a picture of something that happened in the book, or a picture that conveys any idea or feeling you got from the reading. Any kind of drawing or graphic is okay – they can even label things with words if that helps.

Researcher

Their job is to dig up some background information on any relevant topic related to **Their** book. This might include

- The geography, weather, culture, or history of the book's setting
- Pertinent information about the author and other related works
- Information about the time period portrayed in the book
- Information on any topics or events represented in the book
- Information on any topics or events that may have influenced the author
- Pictures, objects, or materials that illustrate elements of the book
- The history and derivation of words or names used in the book
- Information about any character that is based on a historical person.

Monitoring of the Progress:

Discussion director will monitor the progress of the group members and will keep a log of the weekly meetings.

Rest of the members can keep a log of their progress by using the worksheets provided by the teacher.

Presentation of the Project

Spoken Language:

Weekly discussion will be monitored by the teacher.

At the end of the project students will present a **Persuasive Talk** about their book while discussing the elements of the book.

They can also share their overall learning experience.

Writing:

1. Students can choose 1 form of writing from the following to present their ideas about the book.

1. Article (Informative, advisory, persuasive etc)
2. Review about the book.
3. Blog entry Comparison between Book and Movie.
4. Letter from a Character.
5. Interview of the characters
6. Diary entry by a character
7. Recount

2. Students will Maintain a file with the notes about their working

process

- a. 21st century skills they have employed
- b. Initiatives and Modifications in the project
- c. Peer assessment sheets
- d. Self assessment sheets

3. Overall Project Report comprising

- a) How did you choose the topic
- b) Relating it with real Life
- c) Contributions by the members
- d) The Challenges and how we solved them
- e) What do we Learn from it.

4. Website, Prints or Files of the Notes and Research each person has done for the project. (spider diagrams, bullet points, web links)

Lesson-2

Introduction:

Teacher will display the [Hook presentation](#).

Students to complete the task, working in pairs or individually.

Teacher takes feedback, gathering as many ideas as possible.

Task-1

Students read [3.2 Text 1](#) (or page 39 in the Anthology). *The Handmaid's Tale* by Margaret Atwood

Task-2

Discussion questions:

Reading for meaning

1. Look at the final sentence in the extract. What kinds of 'other escapes' do you think the narrator is referring to?
2. In the first paragraph of the extract, the narrator describes the room in which she spends most of her time.
 - (a) Which detail in this paragraph reveals the most information to you about her situation? Underline it in the extract.
 - (b) What does it suggest to you about her situation? Write a sentence or two explaining your ideas.
3. Look closely at the sentences below. Some of the details provide the reader with visual description: they describe the narrator's room. However, some of the sentences give the reader clues about the setting of the novel: the society in which the narrator lives.
 - (a) Underline all the details which provide visual description.
 - (b) Circle any details from which you can infer ideas about this society.

On the wall above the chair, a picture, framed but with no glass: a print of flowers, blue irises, watercolour. Flowers are still allowed. Does each of us have the same print, the same chair, the same white curtains, I wonder?
Government issue?

	<p>Think of it as being in the army, said Aunt Lydia.</p> <p>(a) Think carefully about all the details you circled. What kind of society is this? Write two or three sentences explaining your ideas.</p> <p>4. Identify one or two other details in the rest of the extract from which you can infer ideas that add to your understanding of the novel's setting. Underline them in the extract, and add an annotation to each one, summarising what you can infer from it.</p>
Assessment Criteria/ Essential questions	<p>Homework:</p> <ol style="list-style-type: none"> 1. What is suggested by the fact that the narrator observes "they've removed anything you could tie a rope to?" 2. What is implied by the sentence, "Nothing takes place in the bed but sleep; or no sleep"? <p>Edexcel GCSE English Language coverage:</p> <p>1.1.1 read and understand a range of prose fiction, including unseen texts</p> <p>1.1.2 identify and interpret themes, ideas and information; draw inferences and justify these with evidence</p> <p>1.1.3 summarise ideas and information from a single text</p> <p>1.1.4 analyse and evaluate how form and structure contribute to the effectiveness and impact of a text</p> <p>1.2.2 select, organise and emphasise facts, ideas and key points</p> <p>GCSE Assessment Objectives: AO1, AO2, AO5, AO7</p>
Resources	The Handmaid's Tale-20th Century Fiction

Subject	English Language
Class/ Section	10E/A
Week	3 –Lesson 3 and 4
Work sent to students by	Google classroom
Total number of lessons per week	5
Unit/Topic	The Handmaid's Tale-20th Century Fiction
Key Vocabulary	<p>relief ornament plastered over chandelier archaic flocked braided rags</p>
Lessons 3-4 Live Zoom lesson	<p><u>Specific Learning objectives</u></p> <ul style="list-style-type: none"> ▪ To make significant contributions to discussions, taking a

range of roles and helping to move discussion forward.

- To ask questions that probe and elicit expanded thinking and processing of information, resulting in deeper learning.
- To cite specific textual evidence to support their responses.
- To rephrase their questions (when appropriate) so they are worded more effectively.

Success Criteria:

- I can identify and ask reflective, conceptual, and factual questions.
- I can respond appropriately to questions formulated by their peers.
- I can reflect on the relevance of their questions and the accuracy of their responses.

Specific Intended Learning Outcomes

Students develop skills in analyzing, inferring, restating, and summarizing. Effective questioning stimulates students to refine their understanding and make accurate/informed inferences.

Tasks

Introduction

Discuss homework questions

Whole class discussion:

- What impact does the mood have on the reader at this point in the extract?
- What details give you this impression?
- What do you imagine may happen later in the Novel?
- What questions does this extract raise for the reader?

Individual/Pair Activity:

Type six questions based on the extract *The Handmaid's Tale* by Margaret Atwood using Google Forms.

Focus on;

- Opening line
- Language
- Structure
- Setting
- Character
- Mood
- Tone
- Atmosphere
- Themes

Students will ask questions to each other and assess their understanding of the text.

Criteria to assess their response:

	Sophisticated Understanding	Extended Understanding	Basic Understanding	Partial Understanding
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	Student asks questions that would likely encourage a response that is...	<input type="checkbox"/> highly focused <input type="checkbox"/> explicit <input type="checkbox"/> highly engaging	<input type="checkbox"/> focused <input type="checkbox"/> detailed <input type="checkbox"/> moderately engaging	<input type="checkbox"/> on-topic <input type="checkbox"/> sufficient <input type="checkbox"/> minimally engaging	<input type="checkbox"/> off-topic <input type="checkbox"/> insufficient <input type="checkbox"/> not engaging
Assessment Criteria/ Essential questions	How does the writer's use of language and structure to describe the setting?-15 Marks A successful response should include: <ul style="list-style-type: none"> • reference to particular words and phrases • comments on the effects of language features and techniques • Comments on the effects of sentences and punctuation. Edexcel GCSE English Language coverage: 2.2.2: write for impact GCSE Assessment Objectives: A05				
Resources	The Handmaid's Tale-20th Century Fiction				

Subject	English Language
Class/ Section	10E/A
Week	3 –Lesson 5
Work sent to students by	Google classroom
Total number of lessons per week	5
Unit/Topic	The Handmaid's Tale-20th Century Fiction
Key Vocabulary	relief ornament plastered over chandelier archaic flocked braided rags
Lessons 5 Live Zoom lesson	<u>Specific Learning objectives</u> <ul style="list-style-type: none"> • To check the students reading comprehension • To make students think about the ideas presented by the writer • To encourage critical and logical thinking

	<p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> ✓ Students will be able to answer the question to review the language and structural features ✓ Students will be able to analyse the use of language and structure to create an effect. ✓ Students will be able to analyse the writer’s intention. <p><u>Specific Intended Learning Outcomes</u></p> <p>Students will answer questions to demonstrate their knowledge and understanding of the main ideas and the use of language and structural features to express his point of view.</p>
<p>Tasks</p>	<p><u>Class work:</u></p> <p>Read the extract ‘The Handmaid’s Tale’ Chapter-2 and answer the following questions. Please find the attached worksheet.</p>
<p>Assessment Criteria/ Essential questions</p>	<p><u>Edexcel GCSE English Language coverage:</u></p> <p>2.1.1: read and understand a range of non-fiction texts, including whole texts and unseen texts 2.1.2: critical reading and comprehension 2.1.3: summary and synthesis 2.1.4: evaluation of a writer’s choice of vocabulary, form, grammatical and structural features</p> <p><u>GCSE Assessment Objectives: AO1, AO2</u></p>
<p>Resources</p>	<p>The Handmaid’s Tale-20th Century Fiction</p>