Lesson Plan

Subject	**ENGLISH LITERATURE**
Class/ Section	**YEAR 7**
Week	**5 (26th- 30th September 2021)**
Work send to students by	**Google classroom**
Total number of lessons per week	**4**
Unit/Topic	**POETRY**
Key Vocabulary	**syllable** **dialect** **verse** **rhyme** **rhythm** **repetition** **simile** **metaphor** **personification** **alliteration** **imagery**
Lessons 1–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**	**Rhyme** **Rhyme and Repetition** **Specific Learning objectives** • To appreciate the ways in which the poet uses rhyme. • To explore how rhyme and repetition contribute to a poem's

student ability.	effect.
	Success Criteria **I can;** • Identify and explain how the poet has used rhyme and repetition in the poem. • Infer the thoughts and feelings the poet had while writing the poem with suitable evidence • Describe the tone of voice or mood of the poem. (Angry? Polite? Comic? Serious? A Warning? **Specific Intended Learning Outcomes** -Identify the rhyme and repeated words or phrases, the pattern of rhyme scheme in the poem -Explain how the poet makes use of rhyme and rhythm to contribute to the poem's effect in engaging the reader. -Describe the tone or mood of the poem. **(Building skills in English – pages 112-115)**
Tasks **Assessment Criteria/** **Essential questions** **AO1** Articulate informed, personal and creative responses to literary texts, using associated concepts. **AO2** Analyse the language, form and structure used by the writer to create meanings and effects, using relevant subject terminology where appropriate. **Resources** **Soft copy of text provided.** **ppt**	**Note Book Work** **Activity 1** 1. Read Benjamin Zephaniah's poem **"The Vegans"**. The rhyme scheme is shown for verse 1 2. Work out the rhyme scheme in verse 2, 3 and 4. Do you see any patterns? **Class Discussion** **Activity 4** 1. Did the poem make you laugh? When? 2. What is the tone or mood of this poem? Would you describe it as angry? Polite? Comic? Serious? A warning? 3. What makes you think this? How do the rhyme, rhythm and repetition help create this feeling?
Lesson 2–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 student ability.**	**Active Reading** **Specific Learning objectives** To use active reading strategies to understand main ideas and viewpoints Express personal response to the poem/s **Success Criteria** **I can:** - deduce, infer main ideas with suitable textual evidence. - talk and write about poet's purpose, viewpoints and the overall effect of the poem on me, the reader with evidence **Specific Intended Learning Outcomes** - recite verse with appropriate voice modulation. -identify words and phrases and infer key ideas -Explain ideas about what a poem might mean and support them with evidence. -Identify the positive and negative statements in the poem and explain why the poet chose to include them. -Think about the decisions the poet took while writing the poem

Tasks **Assessment Criteria/** **Essential questions** **AO1** Interpret the main ideas with textual evidence. **AO1** Express own viewpoints about the poem with appropriate evidence. **AO2** Explore poet's use of literary devices and structure to develop and present main ideas. **Resources** **Soft copy of text provided,** **ppt**	**(Building skills in English - pages 116 and 117)** **Activity 1** 1. Read Benjamin Zephaniah's poem 'For Sale' and think about the form in which it is written. 2. a. What point is the speaker making in the poem? b. Why does the poet use a Chorus? c. What is your response to the poem? **Group Work (Breakout Rooms may not be possible if students are in in school)** **Activity 2** 1. Look at these words and phrases taken from the poem: <table><tr><td>No flowers</td><td>Sale</td><td>Dissolved</td></tr><tr><td>Bet</td><td>Sell</td><td>Bargain</td></tr><tr><td>Gone</td><td>Deal</td><td>Got lost</td></tr></table> Think of two categories into which you could sort all these words and phrases. What does this suggest about the point the poet is making. 2. Write down three positive statements from the poem. Write a sentence or two explaining why you think the poet chose to include them. 3. Write down three negative statements from the poem. Explain why you think the poet chose to include them. **Class Discussion** **Activity 4** Write three questions to help someone explore the poem. Try to use questions that will help them think about the decision the poet took when writing the poem. They could begin: **1.** Why has Benjamin Zephaniah...? **2.** What is the effect of..?
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 student ability.**	**Poetic Techniques** **Specific Learning objectives** -Understand how poetic techniques(like simile, metaphor, personification and alliteration) are used to create visual and sound effects and to help readers understand the poet's feelings and ideas. **Specific Intended Learning Outcomes** -Identify language and poetic techniques in the poem. -Explain the effect of poet's use of language and poetic devices to show your understanding of why the poet has used these techniques. **Success Criteria** - explore the text confidently looking for key details of language, form and structure. - identify imagery and explain its effectiveness. - recognise and comment on writers' choice of language and poetic

	techniques.
Tasks	**(Building skills in English – pages 118 and 119)**
	Class Discussion
Assessment Criteria/ Essential questions	**Activity 1**
	1. Find the Simile in the first stanza of '**Urdu Poets'.**
	2. What is Zephaniah trying to say about Urdu Poets?
	Activity 2
	.Zephaniah says that poets use metaphor to create vivid images. In his poem , '**Urdu Poets'.**
AO1	
	a. What do these metaphors suggest?
Articulate informed, personal and creative responses to literary texts, using associated concepts.	b. Why do you think Zephaniah chose these metaphors?
	c. Try to rewrite these three lines without using metaphors.(pg.119)
	Note Book Work
AO2	**Activity 3**
	The sun peeped over the hills and smiled on the valley below.
Analyse the language, form and structure used by the writer to create meanings and effects, using relevant subject terminology where appropriate.	
	-Identify the imagery used in this line.
	Explain the qualities given to the sun.
AO2	Choose from the words below to describe the atmosphere created by the given line.
Explore poet's use of literary devices and structure to develop and present main ideas.	

Spooky	Gloomy	Tense
Menacing	Violent	Mysterious
Happy	Positive	Warm

Resources

Soft copy of text provided, Ppt

Performance poetry

Discussion- (Performance poetry Assessment will be conducted in week-7) (spoken language))
Guidelines for Performance poetry
- Students will recall poems studied in Year 6 or poems with a common theme)
- Select a suitable poem .
- Memorise and recite the poem without looking at the paper.
- Prepare to perform without looking at the poem

When you are performing remember to use appropriate :
- Volume of your voice
- Pace
- Pauses
- Expression
- Different voices

Homework
1. Make a list of any 4 advertising slogans that use alliteration.
2. Choose a poem and prepare for performance.