Lesson Plan

Subject	**English Language**
Class/ Section	**Year 8**
Week	**Week -5 (Lessons -1&2)**
Work sent to students by	**Google classroom**
Total number of lessons per week	**5**
Unit/Topic	**Unit-1 Drama** **Settings and Openings**
Key vocabulary	**Lighting, Sound-effects, Props atmosphere**
Lessons 1&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 students ability.**	**Specific Learning objectives** • To broaden reading experience by reading scripts and plays. • To explore how stage settings can be created and openings can grab an audience's attention. **Success Criteria** I Can... • Explain how a play script and novel are different and can comment on why they are different. • Interpret various stage techniques and explain its impact on audience. **Specific Intended Learning Outcomes** Students should be able to read and enjoy screen-plays to widen their reading experience. They should be able to design the stage-settings effectively, focussing on audience's attention.

Tasks **Assessment Criteria/ Essential questions** **Resources**	**Starter: -** Students can role play the opening of ***'King of Shadows' or 'The Merchant of Venice' or any play .*** **Introduction:** Share Objectives and outcomes. **Development.** Class Discussion:- Activity 1-(Individual Activity-Building Skills in English page no.36) Students will be asked to write short description of setting for the given situations using one prop, lighting and sound effects. - A school playground - A city at night - A deserted graveyard at night. - A busy beach in summer time. Students will share their ideas. Teacher will motivate peer feedback. Activity 2 – (Group Activity- Break out session) The opening scenes of Shakespeare's'*Romeo and Juliet'*,'*The Tempest* 'and '*Hamlet'* will be given. Students will select one of the opening scenes and will describe which props, lighting and sound effects they will use and will explain their choice. (Building Skills in English page no.37) Students will share their ideas in the main session. **Plenary**: Setting ,Description ; Senses Word Mat will be given. Teacher will consolidate the main points. --- Text: Building Skills in English **PPT (digital teaching aids) Setting Description Senses Word Mat** **---** **Assignment:** 1. Activity 2(Qn.3) from the text: Building Skills in English-Page no:-37. 2. **Pre read the script from 'Fawlty Towers': (Building Skills in English-Page no:-38) .** Explain the effectiveness of the Setting and opening.

Subject	English Language
Class/ Section	Year 8
Week	Week -4
Work sent to students by	Google classroom
Total number of lessons per week	5
Key vocabulary	Exposition, Rising action, climax, falling action, denouement/resolution
Unit/Topic	Unit-1 Drama Plot and Characters
Lesson – 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.	**Specific Learning objectives** • Identify and explore the plot structure of radio, television and film drama • To understand how characters are presented in dramas. **Success Criteria** I Can... • Identify and interpret the events of the plot structure using the 5 stages of Freytag's triangle. • Can divide the actions of a plot into five stages. • Plan a plot for a script that features misunderstanding by drawing the stages of a Freytag's triangle. • Explain the effect of each stage on the audience (audience reaction to each stage) • Express my response to characters with evidence of writer's use of language that suggests/implies what they say, and do. • Interpret characterisation (how a character is presented) and explain with evidence from -- what the character says, -- how the character reacts to events and to other characters -- what the stage directions and punctuations suggest -- what the character does **Specific Intended Learning Outcomes.**

Tasks	Students should be able to understand the importance of stage settings and characterization of a plot. They should explore the drama techniques to grab audience's attention.
Assessment Criteria/ Essential questions	**Starter:** https://www.youtube.com/watch?v=Qt1gsw-O7wA
	Setting of The Merchant of Venice will be introduced.
	Introduction: Share Objectives and outcomes.
	Development.
	Activity -1
	Students will be asked to share their ideas about the script, 'Fawlty Towers' that they have read and written
	Activity-2
	Teacher will introduce Freytag's triangle or pyramid and the five stages to the students.
	• Exposition
	• Rising action
	• Climax
	• Falling Action
	• Denouement or resolution
	Group Activity:- Break out Session.(Written Work)
	Students will be asked to identify each of the five stages from Freytag's triangle in the script.
	Activity-3
	• What is the difference between characterisation (how a character is presented in a play/story) and description of character
	• Students will read the given extract from 'Our Day Out' and will discuss the following questions Questions 2,3&4 from Building skills in English-page: 41)
	• Character Description Word Mat will be given.
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	Plenary: Students will share their answers. Teacher will give feedback.
	Assignment: HW –Activity 2 , page 41.
Resources	Text: Building Skills in English
	PPT (digital teaching aids)
	Worksheet, Character Description Word Mat

Subject	English Language
Class/ Section	Year 8
Week	Week -5 (Lessons-5)
Work sent to students by	Google classroom
Total number of lessons per week	5
Key vocabulary	Tenses
Unit/Topic	Unit-1 Drama
Lesson –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.** **Tasks**	**Specific Learning objectives** - Identify the tense of the given words. - Change the tense of the given verbs and rewrite the sentences. **Success Criteria** I Can... - Recall tenses. - Identify the tense of the given verb. - Change the tense of the given sentence **Specific Intended Learning Outcomes.** - Students will be able to identify the tense in the sentences. - Students will be able to rewrite sentences/paragraphs by changing the tense (present to past or past to present) in their own writing and descriptions. **Starter:** Quiz to recognise whether a sentence is in the past, present, or future tense(PPT) **Introduction:** Share Objectives and outcomes. **Development.** Activity -1 Sharpen your skills **Past tense to present tense.** (Page no:-41) Students will be asked to identify tense of the given sentences.(past or present)

Assessment Criteria/ Essential questions	a. He walked past slowly b. The contestants push past, trying to be seen. c. She stands with an air of dignity around her. d. The group walks over to where their friends are. e. The class had not noticed that there was a knock at the door. **Activity-2 Change the tense:** Students will change the past tense to present and present tense to past. (differentiated activity would be required) Group 1 (Support) - few lines from a play Group 2 (Core) – Short extract from a play Group 3 (Extended) - Describe the setting in present tense and past tense **Plenary**: Students will share their answers. Teacher will give feedback on correct tenses and support those who have difficulty in understanding the tenses.
Resources	Text: Building Skills in English PPT (digital teaching aids) **Assignment:** worksheet