



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

Lesson Plan

| Subject | English Literature | | | | | | | | | | |
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| Class/ Section | 7 | | | | | | | | | | |
| Week | TERM 1 – WEEK 3 (continued from Week 2) | | | | | | | | | | |
| Work sent to students by | Google classroom | | | | | | | | | | |
| Total number of lessons per week | 4 | | | | | | | | | | |
| Unit/Topic | Midsummer Night's Dream (Week 2) pg 28 - 31 | | | | | | | | | | |
| Key Vocabulary | Discord, Sulked, Besotted, Stampede, Skirmish | | | | | | | | | | |
| 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 students' ability. Tasks | Specific Learning objectives <ul style="list-style-type: none"> Read 'A Midsummer Night's Dream (Pg 28 -31) , for meaning. Explore the settings and characters in the story Specific Intended Learning Outcomes <ul style="list-style-type: none"> Detailed critical reading of 'A Midsummer Night's Dream'(Pg 28 -31) understand how the characters and setting of the story are introduced and develop through the story Activity 1: STARTER ACTIVITY: Read "The People in the story" (Pg 28) and fill in the table with the names of the character/ Characters. (in groups) <table border="1" data-bbox="676 1756 1434 2098"> <thead> <tr> <th colspan="2">FAIRIES</th> </tr> </thead> <tbody> <tr> <td>King of the Fairies</td> <td></td> </tr> <tr> <td>Queen of the Fairies</td> <td></td> </tr> <tr> <td>Mischievous sprite , who does Oberon's bidding</td> <td></td> </tr> <tr> <td>Fairies</td> <td></td> </tr> </tbody> </table> | FAIRIES | | King of the Fairies | | Queen of the Fairies | | Mischievous sprite , who does Oberon's bidding | | Fairies | |
| FAIRIES | | | | | | | | | | | |
| King of the Fairies | | | | | | | | | | | |
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| Mischievous sprite , who does Oberon's bidding | | | | | | | | | | | |
| Fairies | | | | | | | | | | | |

HUMANS

| | |
|----------------------------------------|--|
| Loves Lysander, betrothed to Demetrius | |
| Rivals for the hand of Hermia | |
| Loves Demetrius | |
| Hermia's father | |
| Duke of Athens | |
| Duke's wife- to-be | |
| Band of Athenian workmen | |

TEACHING ACTIVITY:

- Teacher or a student reads the text. From **Pg: 28 – 31** till **(... as easy as he had first thought)**
- Students take notes in their notebook as the teacher explains the story.

ACTIVITY – 1 :

Use a dictionary to find the meaning of the following words.

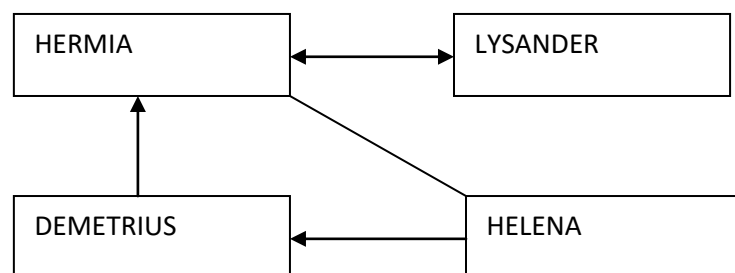
❖ Discord, Sulked, Besotted, Stampede, Skirmish

Activity – 2: Why, do you think, the story is titled, 'A Midsummer Night's Dream'?

Very brief discussion

ACTIVITY – 3 :

Look at the table below and write about the relation between the Characters.



PLENARY:

Teacher summarizes the key events and highlights the relationship between the characters and the setting of the story from **Pg: 28 – 31**.

(AO1)

Interpret events, main ideas, characters' actions, thoughts and feelings. Express response to text with reasons and suitable evidence.

Stories from Shakespeare – **Geraldine McCaughrean**

**Assessment Criteria/
Essential questions**

Resources



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| Subject | English Literature |
| Class/ Section | 7 |
| Week | TERM 1 – WEEK 2 |
| Work sent to students by | Google classroom |
| Total number of lessons per week | 4 |
| Unit/Topic | Midsummer Night's Dream (Week 2) pg 31 - 33 |
| Key Vocabulary | |
| Lessons 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. Tasks | <u>Specific Learning objectives</u> <ul style="list-style-type: none">Identify the main points or ideas in a text and how they are sequenced and developed by the writer.understand character development <u>Specific Intended Learning Outcomes</u> <ul style="list-style-type: none">Detailed critical reading of 'A Midsummer Night's Dream'- Pg: 31-33understand how the characters, ideas, events and themes develop through the story <u>STARTER ACTIVITY:</u> <p>Two groups of humans went into the forest on Midsummer's eve. Write down/ Discuss in detail the reasons why they went into the forest?</p> <ul style="list-style-type: none">Why Hermia and Lysander went to the forestWhy Demetrius and Helena went to the forestWhy the band of workmen went into the forest <u>TEACHING ACTIVITY:</u> <ul style="list-style-type: none">➤ Teacher or a student reads the text. From Pg: 31-33 (From "While Oberon waited..." till "...he did not complain about that either.")➤ Students take notes in their notebook as the teacher explains the story. |

Resources

Assessment Criteria/ Essential questions

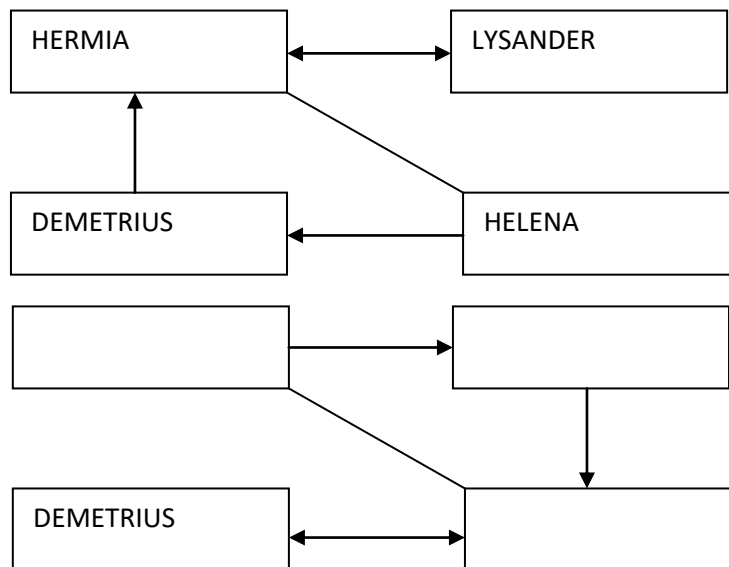
ACTIVITY – 1 :

Group Discussion

- Why were the King and Queen of fairies quarrelling?
- What happened when they met in the glade?
- How does Oberon decide to punish Titania?
- How does it cause chaos in the forest?

ACTIVITY – 2:

1. Fill in the second table with the correct characters. Now, look at the tables and compare the relationships of both of them. Write down the reason for this change in the relationships.



Class Discussion of answers.

Some students share their answers. Others give feedback. Teacher explains the reason for change in the relationships.

Group Discussion

- Why were the King and Queen of fairies quarreling?
- What happened when they met in the glade?
- How does Oberon decide to punish Titania?
- How does it cause chaos in the forest?

Class Discussion of answers.

PLENARY:

Teacher summarizes the main ideas, plot development and highlights the key event that takes place in the forest.

Stories from Shakespeare – Geraldine McCaughrean

<https://wordwall.net/en-gb/community/a-midsummer-nights-dream>

(AO1)

Interpret events, main ideas, characters' actions, thoughts and feelings. Express response to text with reasons and suitable evidence.



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| Subject | English Literature |
| Class/ Section | 7 |
| Week | TERM 1 – WEEK 2 |
| Work sent to students by | Google classroom |
| Total number of lessons per week | 4 |
| Unit/Topic | <u>Midsummer Night's Dream (Week 2) pg 34 - 37</u> |
| Key Vocabulary | |

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| <p>Lessons 3 –Live Zoom lesson along with face to face instruction for students present on a particular day</p> <p>Work will be assigned in Google classroom which will be matched to the students' ability.</p> <p>Tasks</p> <p>Assessment Criteria/ Essential questions</p> <p>Resources</p> | <p><u>Specific Learning objectives</u></p> <ul style="list-style-type: none"> Express my understanding of characters Express relevant personal response. <p><u>Specific Intended Learning Outcomes</u></p> <p>Detailed critical reading of 'A Midsummer Night's Dream understand how the characters, ideas, events and themes develop through the story- Pg: 33-37</p> <p><u>TEACHING ACTIVITY:</u></p> <ul style="list-style-type: none"> ➤ Teacher or a student reads the text. From Pg: 33-37 (<i>From "Puck saw it all and reported..." till "... Sing and the creatures listen!"</i>) ➤ Students take notes in their notebook as the teacher explains the story. <p><u>ACTIVITY – 1:</u></p> <p>Explain in detail the events that lead to the chaos in the forest. You must include</p> <ul style="list-style-type: none"> ➤ What was the problem in the fairy world? ➤ What was the problem with the lovers? ➤ Why was the band of workmen in the forest? <p>ACTIVITY 2: Select the correct answer.</p> <ol style="list-style-type: none"> All this in <u>June/July</u>. In <u>Greece/France</u>! There was <u>discord/Concord</u> among the spirits. Demetrius was <u>bewitched/besotted</u> with her friend, Hermia. O, what an <u>exquisite/repulsive</u> creature. I shall undo the charm on my <u>proud/poor</u> Titania <p><u>PLENARY:</u></p> <p>Teacher summarizes the story and highlight events and their consequences.</p> <p>(AO1) Interpret events, main ideas, characters' actions, thoughts and feelings. Express response to text with reasons and suitable evidence.</p> <p>Stories from Shakespeare – Geraldine McCaughrean</p> |
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| Unit/Topic | <u>Midsummer Night's Dream (Week 2) pg 34 - 37</u> |
| Key Vocabulary | |

Lessons 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****Resources****Specific Learning objectives**

- Read 'A Midsummer Night's Dream' effectively.
- Explore the theme, setting and characters of the story
- Review and develop the notes made in earlier lessons
- Express viewpoints
- Develop relevant personal response

Specific Intended Learning Outcomes

Discuss characters and themes in the story with evidence express their response to the events, characters, themes in the story

ACTIVITY – 1:

1. Match the following

| | | |
|---|-----------|--------------------------------------------------|
| 1 | Malicious | dirty and smelling bad |
| 2 | Grotesque | having a strong effect on your body or mind |
| 3 | foul | strange in a way that is unpleasant or offensive |
| 4 | Potent | the quality of something, especially a person |
| 5 | Calibre | having or showing a desire to harm somebody |

2. Use the words in a sentence of your own

ACTIVITY 2:

Re - read the story and answer the following questions

1. Explain with evidence the relationship between Hermia and her father.
2. Explain with evidence the character trait of Puck.
3. Explain with evidence the character trait of Nick Bottom

AO1: use textual references, including quotations, to support and illustrate interpretations.

Stories from Shakespeare – **Geraldine McCaughrean**