

## **WEEK 2 - DISTANCE LEARNING PLAN**

**Name of the teacher:** Ms. Sunita Chakraborty

**Class and Section:** YEAR 7

**Subject:** ENGLISH LANGUAGE

**Week 2 :** - 6th Sept- -10th Sept No. of lessons – 5 LESSONS

**Student's access to Work:** Work sent to students through **Class Group Gmail** /Google Classroom /Zoom Meeting

**Topic:** FICTION -The Catch by Julie Sewell

### **LEARNING OUTCOMES :**

- Revision of reading skills and strategies --  
-scan the texts for key words and phrases to infer explicit and implicit information and ideas;  
- briefly summarise events
- Revision of the effect of writer's use of verbs, adjectives, noun phrases
- Revision of the effect of writer's use of punctuation, paragraphing
- Revision of writer's purpose and viewpoints
- Express personal response to writer's ideas, setting, events and characters

**1. RESOURCE - FICTION -The Catch by Julie Sewell ( *uploaded on Google Classroom*)**

**ZOOM LESSON 1 (extract 1 - from The Catch by Julie Sewell -lines 1-15)**

**HOMEWORK-1: SUBMISSION DATE- LESSON- 2 - ZOOM CLASS**

**ZOOM LESSON 2 (extract 2- continuation of the story- lines 1-15)**

ZOOM LESSON 3 (extract 1 - from The Catch by Julie Sewell lines 16-30)

**HOMEWORK-2: SUBMISSION DATE- LESSON- 2 - ZOOM CLASS**

ZOOM LESSON 4 (extract 2- from The Catch by Julie Sewell – lines 16-30)

<b>DATE/ LESSON No.</b>	<b>6th Sept- -10th Sept No. of lessons – 5 LESSONS</b>
<b>WEEK 2</b>	
<b>1<sup>ST</sup> PERIOD</b>	<p><b>LESSON 1</b> <b>ZOOM LESSON 1 -- uploaded on Google Classroom</b> <b><u>LEARNING OUTCOME:</u></b></p> <ul style="list-style-type: none"><li>• <b>Revision of reading skills and strategies --</b> <b>-scan the texts for key words and phrases to infer explicit and implicit information and</b> <b>Ideas about events, characters and setting</b> <b>- briefly summarise events</b></li></ul> <p><b><u>LEARNING OBJECTIVES:</u> -</b></p> <p>Revision of features of a story Review close reading strategies and skills To understand key words, phrases and main ideas from the extract</p> <p><b>SUCCESS CRITERIA:</b> I can</p> <ol style="list-style-type: none"><li>1. Read aloud with understanding</li><li>2. Scan for details and identify key words</li><li>3. infer meanings of new words</li></ol>

4. infer main ideas and link to key words
5. explain the main ideas with examples from the text

### **TEACHING ACTIVITY 1 :**

**Teacher begins with class discussion on Circus**

**Could make a mindmap of the word **Circus** and write down what comes into your mind when you think of the word Circus.**

### **TEACHING ACTIVITY 2 –**

- 1. Teacher / student will read extract 1 lines 1-5**

**The following is an extract from ‘The Catch ‘ by Julie Sewell**

*The Fratelli family works in the circus and performs on the trapeze as the ‘Flying Fratellis’. In this story you will read about how Bella wants to get involved in the act...*

**In lines 1 to 5 below, some words are underlined.**

Q. What is the importance of the underlined words/ phrases?

Gino glared at his sister and sighed. ‘Stop going on about it, Bella. You know you’re too young to join the act and, anyway, Mum’s our flyer. We don’t need another one.’ He shook his head angrily and pushed open the canvas door into the Big Top, leaving Bella staring after him.

Bella knew he was right. Gino had not been allowed to join their mother and father on their flying trapeze act until he was fifteen, and she would just have to wait too. 5

***Teacher guides the students to understand key ideas that inform readers of the main event; characters involved – infer characters actions, thoughts and feelings***

### **TEACHING ACTIVITY 3**

## **INSTRUCTIONS to Students for pre-reading ( lines 1 – 15)**

### **1. Read extract 1 lines 1 – 15**

- Read and annotate key words and ideas presented by the writer.
- in your **Note book**, make a mind map of examples of words and phrases that suggest key ideas,
- **Your notes will help to answer questions posted in Google Classroom**

But three years seemed like forever, especially when she knew she was already as good as her mother. Gino was usually pretty good to her, she had to admit. He'd spent hours helping her practise, but she was in no mood to think about her elder brother's good points. She stormed off to the caravan where they lived while the circus was on the road.

As Bella climbed the two steps to the caravan, she was startled by the sound of a moan from the other side of the door. 'Mum, is that you? Are you all right?' Bella pushed open the door so hard that she almost fell inside. *10*

'I'm in the bedroom,' her mum called. 'I'm okay really but I've twisted my ankle.'

Bella raced the short distance to her parents' bedroom. Her mother was sitting on the floor, clutching her ankle, with her face twisted in pain. *15*

## **TEACHING ACTIVITY 3    **TEACHER'S EXPLANATION and CLASS DISCUSSION****

1. Teacher guides students **to identify key words and ideas about events, characters;**
2. **understand the actions and thoughts of characters**
3. **identify and understand the importance of setting in lines 6 to 15**
4. **Detailed explanation of the extract and clarification of doubts.**

## **TEACHING ACTIVITY 4: PLENARY**

Teacher concludes the lesson recalling  
= the **main event** or what happens in the extract

= the main characters; the actions, thoughts and feelings of characters  
= the importance of setting

**HOME WORK**

**1. Re-read the extract and FILL IN THE TABLE to check your understanding of the extract discussed**

Features	Example
Narrator	
Form of writing	
Setting	
Situation	
Characters	
Main event	

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**2. Explain the main event , in your own words**  
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**2<sup>ND</sup> PERIOD**

**LESSON 2**

**ZOOM LESSON 2 -- text uploaded on Google Classroom**

**LEARNING OUTCOME:**

- Revision of reading skills and strategies --  
- **briefly summarise events**
- Express personal response to writer's ideas, setting, events and characters

**LEARNING OBJECTIVES: -**

To understand key words and main ideas from the extract  
To express viewpoints about ideas, setting, events, characters  
To ask and answer questions

**SUCCESS CRITERIA:**

I can  
infer meanings of key words  
infer main ideas and link to key words  
explain the implied meanings of the main ideas with evidence of  
**verbs, adjectives and noun phrases**  
interpret and explain writers purpose with evidence  
listen to others, ask and answer questions

**TEACHING ACTIVITY 1 : EXPLANATION and CLASS DISCUSSION**

**Teacher begins with feedback on class response to Homework**

**Detailed discussion of the features of a story and clarification of doubts.**

**TEACHING ACTIVITY 2 : Students attempt the given questions followed by class discussion and explanation.**

**5. Detailed explanation and clarification of doubts.**

**TASK 1:**

**From lines 1 to 20, find words that match the meanings :**

- a wheeled vehicle for living

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- cotton used for clothing and formerly much used for tents \_\_\_\_\_
- to make a long, low sound of pain. \_\_\_\_\_
- look angrily \_\_\_\_\_
- a short bar hanging high up in the air from two ropes that acrobats use to perform special movements \_\_\_\_\_
- hold of something tightly,. \_\_\_\_\_

**TASK 2:** Re-read lines 1-20 from “**The Catch** ‘ by **Julie Sewell** answer the following questions:

1. Why is Gino angry with his sister?

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2. Do you think Bella understands her brother? Explain with evidence from the text.

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3. What do you understand by the lines, ‘she would just have to wait too’?

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5. Why was Bella startled?

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**6. Class discussion and detailed explanation and clarification of doubts.**

**TEACHING ACTIVITY 4: PLENARY**

Teacher concludes the lesson recalling or summarising the **main event** or what happens in the extract

**INSTRUCTIONS to Students for pre-reading** ( lines 16– 30) for zoom lesson 3

**Read lines 16– 30 and annotate**

- key words and phrases as examples of language features. presented by the writer.
- Make a mind map in your **Note book**, examples of words and phrases that suggest key ideas,
- Write down the doubts that you want to ask your teacher

<b>3<sup>RD</sup> PERIOD</b>	<p><b>ZOOM LESSON 3</b></p> <p>Extract 2 from the story ‘<b>The Catch</b>’ by <b>Julie Sewell</b> lines 16-30-- uploaded on <b>Google Classroom</b></p> <p><b>LEARNING OUTCOMES</b></p> <ul style="list-style-type: none"><li>• <b>Revision of the effect of writer’s use of verbs, adjectives, noun phrases</b></li><li>• <b>Revision of writer’s purpose and viewpoints</b></li></ul> <p><b><u>OBJECTIVES:</u></b></p> <p>To</p> <ul style="list-style-type: none"><li>• Understand writer’s use of noun phrases and verbs</li><li>• Understand writer’s purpose</li></ul> <p><b>Success Criteria:</b></p> <p>I can</p> <p>Define a verb; an adjective and noun phrase</p> <p>Identify and explain the effect of adjectives, noun phrases that describe characters</p> <p>Explain the effect of verbs , adjectives and noun phrases</p> <p><b><u>Instruction to students</u></b></p> <ul style="list-style-type: none"><li>• <b>Find the meanings of the highlighted words in <u>lines 16-30</u></b></li><li>• Read and annotate key words and ideas presented by the writer.</li><li>• Make a mind map in your Note book, of <b>examples of verbs, adjectives and noun phrases that describe</b> and <b>infer the</b> key ideas,</li><li>• make notes of teacher’s explanation of meanings and ideas</li><li>• <b><u>Your notes will help to answer questions posted in Google Classroom</u></b></li></ul>

In this lesson, teacher/student will read aloud lines 16-30 of the extract from ' **The Catch** by Julie Sewell lines 16-30)' and explain the extract in detail. She /He will ask you questions and clear your doubts.

### TEACHING ACTIVITY

**ACTIVITY 2** - Review writer's choice of language to describe the main ideas in lines 16-30 of the extract .

'Don't worry, Bella. I don't think I've done anything terrible, but I need a hand to get up.'

Half an hour later, her mother was looking better; she was settled in a comfy chair with her ankle in a bandage and a cup of tea by her side. Just then, the door opened and Franco and Gino appeared. Franco looked at his wife in horror. 'What's happened? What have you done to yourself, Mia?'

'It was stupid, Franco. I slipped off a stool trying to pack away our winter costumes. Don't look so worried. Bella has looked after me brilliantly.'

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Franco frowned in concern. 'As long as you're really all right, that's the main thing. But we'll have to cancel the act tonight to give you a chance to recover. I'll go and tell Victor. Young Klaus and Henrik can do that rollerskating act with their sister. They've been practising for months.'

'But it's the last show here tonight,' Mia interrupted, 'and the show's a sellout. Victor has been saying that everyone's coming especially to see the Flying Fratellis. They've heard we're planning the

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big one – the triple somersault. We can't let them down. I'll just strap up my ankle and it will be fine.'

'No, Mia, I won't let you risk it. We'll just have to apologise to the crowd.'

Bella took a deep breath. This could be it.

It was the chance she'd longed for – but not like this. 'Mum, Dad. We don't have to cancel. I could take Mum's place.'

**30**

### TEACHING ACTIVITY 2

- refer to annotations and the notes you have made
- **Teacher will explain the extract in detail.**
- **She / He will ask you questions and clear your doubts.**
- **make notes of teacher's explanations and class discussions**
- **Your notes will help to answer questions posted in Google Classroom**

## TEACHER'S EXPLANATION and CLASS DISCUSSION

Language features with evidence highlighted in lines 16-30

- Verbs, adverbs, adjectives, noun phrases,
- use of imagery

Ask questions to check your understanding of **language features** and clear your doubts.

### TEACHING ACTIVITY 3: PLENARY

Teacher **summarises** the **significant points** about **writer's purpose** and effect in using verbs, adverbs, noun phrases

### **HOMEWORK-2:**

Q. Re-read lines 1-5. Identify a simile and explain what it suggests.

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Q. Read the lines 'Bella raced the short distance to her parents' bedroom. Identify a verb and explain the lines.

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1. When Bella found her mother had been injured, what did she do to help her? Write two things.

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2. After Mia twisted her ankle, Franco and Bella came up with different suggestions for what to do about the show. Complete the bubbles to show what Franco and Bella suggested.

a) Franco's suggestion :

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*b) Bella's suggestion:*

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<p>4<sup>th</sup> PERIOD</p>	<p><b><u>LESSON 4</u></b></p> <p><b>ZOOM LESSON 4-- uploaded on Google Classroom</b></p> <p><b>LEARNING OUTCOMES</b></p> <ul style="list-style-type: none"> <li>● <b>Revision of the effect of writer’s use of punctuation, paragraphing</b></li> <li>● <b>Revision of writer’s purpose and viewpoints</b></li> </ul> <p><b><u>LEARNING OBJECTIVES: -</u></b></p> <p><b>To Identify the main punctuation marks</b>  understand use of paragraphing and story structure – opening, development and ending  To interpret the Writer’s purpose.</p> <p><b>SUCCESS CRITERIA:</b></p> <p>I can  Identify punctuation marks = dash, question mark, inverted commas in dialogue  explain the implied meanings of writer’s use of dash; semi colon, questions;  effect of use of dialogue  short questions  repetition</p> <p><b>TEACHING ACTIVITY 1 : EXPLANATION and CLASS DISCUSSION</b></p> <p><b>Teacher begins with feedback on class response to Homework</b></p> <p><b>Detailed explanation of</b></p> <p>Revision of punctuation marks used in the text  Revision of narrative structure – opening, development and closing paragraphs and writer’s purpose</p>
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**TEACHING ACTIVITY 2 :** Detailed teaching of structure

What is structure?

**Explanation =**

Writer's use of punctuation to create meaning and effects

Use of inverted commas

Writer's use of paragraphing to organize and structure main ideas and develop events of the story

Writer's use of short and long sentences to express characters thoughts and feelings, describe events, settings.

Use of repetition for emphasis

Select examples from the text and discuss the writer's purpose and the effects

Teacher guides students to explain writer's use of selected punctuation marks and the effect

**TEACHING ACTIVITY 3 / PLENERY**

**Review of the main points about structure and the effects created with examples from the text**

**LESSON 5 –**

**GOOGLE CLASSROOM**

**What is the Learning Outcome?**

**LEARNING OBJECTIVES: -**

- understand key ideas about events, characters
- understand language features.
- understand questions

**SUCCESS CRITERIA:**

I can

- read with understanding
- scan for details and identify key words
- infer meanings of new words
- infer main ideas and link to key words
- explain the implied meanings of the main ideas with examples of words and phrases, personification
- writer's use of punctuation, sentence structures, repetition
- write meaningful answers

**Read Extract lines 1-30, from 'The Catch' by Julie Sewell' and answer the following questions:**

<b>WORD</b>	<b>MEANING</b>
1.apologise	exceptionally
2.sommersault	a sudden shock
3.startled	express regret
4.brilliantly	stop (someone speaking) by saying or doing something.
5.interrupt	Move at full speed
6.raced	an acrobatic movement in which a person turns head over heels in the air or on the ground and lands or finishes on their feet.

1. What do you learn about Bella's dream?
  - a. She wanted to fly
  - b. She wanted to become a pilot
  - c. She wanted to be a trapeze artist
  - d. She wanted to a part of the circus
  
2. According to their parents, at what age they could perform in the circus
  - a. 14
  - b. 15
  - c. 18

5<sup>th</sup> PERIOD

d. 17

3. Who trained Bella?

- a. Mia
- b. Franco
- c. Gino
- d. Trainer

4. The antonym of *frown* is

- a. *laugh*
- b. joke
- c. smile
- d. Cry

5. It was stupid, Franco.' This line is an example of which of the following sentence structure.

- a. Declarative
- b. Interrogative
- c. Exclamatory
- d. Interjection

6. *It was the chance she'd longed for – but not like this.* Explain the purpose of the dash used in this line.

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**Answers to activity in zoom 2**

**1. caravan    b. canvas    c. moan    d. glared    e. trapeze    f. clutching**

Q. BANK

4. Re-read lines 1-5. Identify a simile and explain what it suggests.

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6. Read the lines 'Bella raced the short distance to her parents' bedroom. Identify a verb and explain the lines.

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1. \_\_\_\_ How did Bella know something had happened to her mother?

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2. How did Bella react ?

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3. Why was Mia worried ?

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4. Do you think Bella was an opportunist? Explain with evidence from the text.

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