

YEAR 7 ENGLISH LANGUAGE TERM- 2 - WEEK 3- DISTANCE LEARNING PLAN

Name of the teacher: Ms. Sunita Chakraborty

Class and Section: YEAR 7

Subject: ENGLISH LANGUAGE

Week 3 : - 14TH FEB – 18TH FEB'2021 - No. of lessons – 5 LESSONS

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

RESOURCE - NON-FICTION – WRITING YOUR OWN CLOSE-UP DESCRIPTION OF NATURE (SFW PGS – 52-53)
NON-FICTION- PLANNING AND WRITING A DESCRIPTION OF A CREATURE OR FEATURE OF
THE NATURAL WORLD (SFW PGS - 54/55)

Topic: PRESENTING THE NATURAL WORLD

ZOOM-1- WRITING YOUR OWN CLOSE-UP DESCRIPTION OF NATURE (SFW PGS – 52-53)

ZOOM-2- WRITING YOUR OWN CLOSE-UP DESCRIPTION OF NATURE (SFW PGS – 52-53)

GC- ACTIVITIES BASED ON LANGUAGE FEATURES

**ZOOM-3- PLANNING A DESCRIPTION OF A CREATURE OR FEATURE OF THE NATURAL WORLD
(SFW PGS - 54/55)**

**ZOOM-4 - WRITING A DESCRIPTION OF A CREATURE OR FEATURE OF THE NATURAL WORLD
(SFW PGS - 54/55)**

ASSESSMENT for LEARNING : Students are assessed continuously for Asynchronous /GC work; Homework, Class work and contributions during class discussions.

DATE/ LESSON No.	14 TH FEB- 18 TH FEB'2021 - No. of lessons – 5 LESSONS
WEEK 3	
	<p>ZOOM LESSON 1- SPOKEN LANGUAGE & WRITING YOUR OWN CLOSE-UP DESCRIPTION OF NATURE (SFW PGS – 52-53)</p> <p>5- 6 Students to be assessed for Spoken Language (15-mins)</p> <p>LEARNING OUTCOMES: To speak about a person who has inspired you the most.</p> <p>LEARNING OBJECTIVES:</p> <ul style="list-style-type: none"> • To understand the features of biography • To prepare and organize presentation • Demonstrate presentation skills in a formal setting • Listen and respond appropriately to spoken language, including to questions and feedback on presentations <p>SUCCESS CRITERIA</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • To speak confidently and present ideas and information appropriately • Engage and interest the audience • To listen and respond to presentations • Use spoken Standard English effectively <p><u>TEACHING ACTIVITY</u></p> <p>Teacher reviews the guidelines given for the presentation</p> <p><u>SPEAKING ACTIVITY</u></p> <ul style="list-style-type: none"> - Each student speak about a person who inspired them the most. - Students make notes in the given rubric - Students peer assess and self assess using the rubric.

- The rubric can be used to peer assess and as a guide while providing feedback.

	<i>4—Excellent</i>	<i>3—Good</i>	<i>2—Fair</i>	<i>1—Needs Improvement</i>
<i>Delivery</i>	<ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	<ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still refers to notes • Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection 	<ul style="list-style-type: none"> • Holds no eye contact with audience, reads from notes • Speaks in low volume and/or monotonous tone which causes audience to disengage
<i>Content/ Organization</i>	<ul style="list-style-type: none"> • Demonstrates full knowledge by answering all questions with explanations and elaboration • Has clear understanding of purpose and subject; provides pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence. 	<ul style="list-style-type: none"> • Demonstrates clear knowledge by answering some questions with clear explanations and elaboration • Has good awareness of purpose and subject; provides some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions 	<ul style="list-style-type: none"> • Demonstrates knowledge by answering straight forward questions with basic explanation and elaboration *Has some awareness of purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very limited data or evidence 	<ul style="list-style-type: none"> • Demonstrates basic knowledge by answering 'yes/no' without explanation • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
<i>Enthusiasm/ Audience Awareness</i>	<ul style="list-style-type: none"> • Demonstrates strong enthusiasm about topic during entire presentation • Significantly engages audience and increases their 	<ul style="list-style-type: none"> • Shows enthusiasm about topic during presentation • Engages audience interest and understanding of most points of the 	<ul style="list-style-type: none"> • Shows some enthusiasm about topic during presentation • Interests audience with relevant points of the topic; 	<ul style="list-style-type: none"> • Shows less enthusiasm about topic being presented • Attempts to interest audience with simple, basic points of the topic.

	understanding of topic;	topic		
<i>Comments</i>				

LEARNING OUTCOME:

- Identify noun phrases, verbs and comparisons in descriptions of the natural world and comment on their effectiveness.

OBJECTIVES:

- develop active reading skills and strategies
- Understand writer's use of descriptive language - noun phrases, verbs and comparisons

SUCCESS CRITERIA

I can

- read the clues and guess which creature or feature from the natural world is being described.
- read and annotaten the description about a creature
- list facts about a creature
- explain the effect of noun phrases verbs and comparisons in factual description.

INSTRUCTIONS to Students

- 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](#)

ACTIVITY- 1

Read the clues and guess which creature or feature from the natural world is being described.

I usually strike between 3 p.m. and 9 p.m.	I can travel at 70 miles per hour.
I'm strong enough to pick up a house, carry it along and put it down again.	My name comes from the Spanish word for thunderstorm.
I am funnel-shaped and move in circles.	I can kill people.
Three out of every four of me live in the United States, especially Kansas and Texas.	Sometimes I'm very quiet and sometimes I'm noisy. It depends on how many objects I'm carrying.

TEACHING ACTIVITY AND PLENARY:

- Few students could read the clues aloud one at a time and guess which creature or feature from the natural world is being described.
- Students to sketch the creature/feature being described.
- Students should then compare drawings and decide what the creature/feature is and share their responses
- Students briefly share responses identifying the creature/feature.

HOME WORK 1 - Reinforcement Activity (comparison) -to be done in notebook

Complete Activity 1 - 1 & 2 page (52) SFW

ZOOM LESSON 2

SPOKEN LANGUAGE – (15mins)

TEACHING ACTIVITY 1: Explanation, feedback and guidance on **HOMEWORK 1**

Take feedback and use it to reinforce understanding of key language features in the description of the velvet worm: noun phrases; verbs in the present tense; similes and metaphors.

Stress how the description helps us to visualise the creature and to focus on its unusual, distinctive characteristics.

LEARNING OUTCOME:

- Identify noun phrases, verbs and comparisons in descriptions of the natural world and comment on their effectiveness.

OBJECTIVES:

- develop active reading skills and strategies
- understand the difference between facts and opinion
- understanding of key language features in the description of creatures: noun phrases; verbs in the present tense; similes and metaphors

SUCCESS CRITERIA

I can

- read and understand the description about a creature
- list facts about a creature
- explain with examples the language features used in description

INSTRUCTIONS to Students

- 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](#)

TEACHING ACTIVITY 2 -PPT

- ✓ Teacher displays the slide on facts and reviews **FACTS** and **OPINION**
 - Facts are statements that can be **checked or proved**
 - We can check facts by conducting some sort of **experiment, observation**, or by **verifying** (checking) the fact with a source document
 - Facts often contain numbers, dates, or ages
 - Facts might include specific **information** about a person, place or thing
 - An opinion is a statement that **cannot be proved or checked**
 - It tells what someone **thinks, feels, or believes**
 - Clue words for opinion statements are:
 - *think, feel, believe, seem*
 - *always, never, all, none, most, least, best, greatest, worst*
 - ✓ Teacher introduces a creature in close-up: the naked mole rat.
 - ✓ ask students to describe what they expect the creature to look like, from the facts they've just read.
 - ✓ Show slide 4 and read the facts aloud. Ask students:
 - ⌋ Do you think these are interesting facts about the naked mole rat?
 - ⌋ Why, or why not?
 - ✓ Teacher encourage students to make notes and share and compare ideas with the class
 - ✓ Teacher displays slides 5, 6 and 7 to recap language features :
- Choosing interesting facts
Choosing adjectives carefully in noun phrases
Choosing interesting verbs

Making comparisons

ACTIVITY 1

students to invent additional examples, following the patterns shown in each slide,

Students share their.... and comment on peers description of creature

TEACHING ACTIVITY-1

Teacher gives feedback and explains

- writers make even ordinary facts sound interesting for the reader through the way they are described
- reinforce understanding of key language features in the description of creatures: noun phrases; verbs in the present tense; similes and metaphors.
- the description helps us to visualise the creature and to focus on its unusual, distinctive characteristics

LESSON 3- GOOGLE CLASSROOM

LEARNING OUTCOME:

- Identify noun phrases, verbs and comparisons in descriptions of the natural world and comment on their effectiveness.

OBJECTIVES:

- develop active reading skills and strategies
- understand the difference between facts and opinion
- understanding of key language features in the description of creatures: noun phrases; verbs in the present tense; similes and metaphors

SUCCESS CRITERIA

I can

- read and understand the description about a creature
- compare the descriptions of the cheetah running at speed.
- Identify facts in the given descriptions
- Explain how the writer's use of language make the facts of voiceover come alive for us

- Comment on the comparison used by the writer

ACTIVITY 1

Compare the two descriptions below of a cheetah running at speed.

Entry in an online encyclopedia	Voiceover script for a documentary
<i>The cheetah can run faster than any other land animal. It can accelerate from 0-1000km/h (62mph) in 3 seconds. During a typical chase, its respiratory rate increases from 60to 150 breaths per minute.</i>	<i>From 0 to over 60 in under 3 seconds, she outperforms a Porsche. Extra-wide airways and outsized lungs allow her to take in more oxygen. Thrusting her forward are her huge muscles, powered by glycogen, nature's own rocket fuel.</i>

Q1. What facts are used in both descriptions?

Q2. How does the writer's use language make the facts of voiceover come alive for us?

Q3. The cheetah is compared to a fast car, Porsche. How well does this comparison help you to understand the cheetah's speed and strength?

ACTIVITY 2

Read the description of the naked mole rat.

Annotate the description and fill in the given table:

Deep under the Sahara Desert, out of sight of predators, and away from the burning heat, the naked mole rat scurries through a maze of tunnels. This weird mammal, its skin hairless and wrinkled, looks like a sabre-toothed pale pink sausage! It can't see much with its tiny bead-like eyes, but navigates by feeling the walls of its underground world with bristly whiskers on its nose and tail. Mole rats live in social groups called colonies, ruled over by a queen who is the only one to breed and give birth. Busy as workers on a building site, the rats spend up to 30 years repairing their underground caverns, shovelling earth with their ever-growing, sharp incisors.

facts about the naked mole rat	
noun phrases that tell you what the mole rat looks like	
verbs that tell you how the mole rat moves	
similes and metaphors that make comparisons telling you what the mole rat looks like and how it behaves.	

ZOOM LESSON 3 - PLANNING
ZOOM LESSON 4 - WRITING

SPOKEN LANGUAGE (10 - 15 mins)

LEARNING OUTCOMES

- Write a lively and detailed description of a creature or natural feature.

LEARNING OBJECTIVES:

- Understand how to write a description of a creature or feature of the natural world in close detail

SUCCESS CRITERIA: I can

- choose interesting facts
- use noun phrases to add detailed information
- use well-chosen verbs in the present tense
- make comparisons that help describe your creature or feature

TEACHING ACTIVITY

Teacher reviews the skills explored

- the key features of presenting the natural world in film and writing
- selecting interesting facts and bringing them to life for the reader
- using noun phrases to pack a lot of information into few words
- using comparison- similes and metaphor – to describe nature
- using well chosen verbs to show how something moves or acts
- using verbs in the past or the present tense and keeping the choice consistent.

Teacher explains and encourages students to use all the skills developed so far to write a lively description of a creature or feature.

Students PLAN their writing making notes on – *(to be uploaded along with the writing task)*

- What kind of creature they would describe? Something huge? tiny? scary? weird?
- What is the most important thing about your creature or feature that you will describe in close-up detail?
Choose one thing to research, for example:
 - how your creature catches its prey,
 - or where it lives;
 - how powerful a tornado is,
 - or how it moves
- Research this one aspect of your chosen creature or feature and choose two or three relevant and interesting facts to include in your description
- List the key vocabulary that you will use to bring the facts to life, especially noun phrases and verbs that pack in a lot of information.
- Invent two or three similes or metaphors that will paint a clear picture of your creature or feature. Check that each comparison has a clear purpose, for example: to show *how small* something is, or *how quickly* it moves.
- Students will annotate their writing highlighting the choice of language before uploading their paper.

LESSON 5- WRITING

GRADE 7 LANGUAGE WRITING ASSESSMENT -DESCRIBING NATURE- FEBRUARY 2021

Teachers, do not refer to Class as Grade. School made the change three years ago

NAME: _____ SECTION: _____ DATE: _____

- Write a lively and detailed description of a creature or natural feature of your choice that will interest someone of your own age. Write in the present tense.
- Write 100-120 words.
- In your writing, you should :
 - ✓ choose interesting facts?
 - ✓ use noun phrases to add detailed information?
 - ✓ use well-chosen verbs in the present tense?

✓ make comparisons that help describe your creature or feature?

Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

You should make sure you:

- check the spelling of words you have used
- try to use varied punctuation such as question marks, exclamation marks, semicolons, commas
- try to use different types of sentences such as questions, commands, exclamations, short sentences.

(Total for Question 1 = 20 marks)

Marking criteria:

Range and relevance of interesting narration or description of ideas;
awareness of purpose and audience; coherent organisation of ideas to
suit the form

_____/12

Appropriate use of vocabulary; accuracy of spelling, punctuation,
grammar, sentence structure

_____/8

Total marks

_____/20

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