

Lesson Plan

Subject: English

Class Name: TYD

Date: 23/11/20

Time and Duration of Lesson: 9.20-10.00 (40 min)

Learning Outcomes:

1. To broaden the students' understanding of the world through literature, exploring intertextuality and comparison.
2. To encourage and foster reading and appreciation of arts, across a variety of texts and genres including written, visual, digital, aural etc.
3. To encourage students' confidence in oral and written expression, creative expression and expressing opinions.
4. To develop skills of critical literacy and analysis.
5. To develop social awareness of world issues and within their historical context.

Learning Intentions:

1. To build upon and expand knowledge of news report writing.
2. To review and critically examine a key scene in the novel and its importance to the narrative.
3. To critically discuss the media's biases and portrayal of victims of police brutality.

Success Criteria:

1. Students will be able to write a newspaper article in the correct style including the features discussed in class.
2. Students will be able to identify the important information in the chapter and use it to build their newspaper article.
3. Students will be able to display their understanding of media biases in portraying victims of police brutality.

Planning for literacy:

Writing: Students work on writing style of informative language, following rules and conventions of news reporting.

Reading: Together as a class, we will read parts of chapter, I will engage in teacher modelling at more challenging, dialogue heavy sections. Students will also work on their independent reading skills through silent reading.

Critical Literacy: Writing the news report will allow students to reflect on the key scene of police brutality in the novel as well as how it is portrayed in the media.

Active Listening: Students will engage in active listening as the chapter is being read, their comprehension will be assessed with questioning.

Vocabulary: As in all our classes any new vocabulary will be explained and written on the board for students to take down. Students will use their phones to find any dictionary definitions.

Planning for numeracy:

-Students will keep a log of key scenes/quotes and reference the pages they are on in the novel to be continually updated throughout our reading.

-Students will use the computer application Padlet to reflect on the novel's characters, setting, events etc. including creating a timeline to help to visualise the plot structure.

Planning for differentiation:

Variety of Resources/ methodologies: varying the resources to incorporate images, ICT, slides, as well as varied teaching methodologies will appeal to different types of learners.

Individual help: As students begin the tasks individual help will be given, I will go around and talk to students making sure they understand the task, giving them tips and helping them to think through the creative process.

Inclusive Questioning: I will as always make an effort to have everyone answer at least one question. Making a special effort to call on every student, not only those that always put up their hands. For those that are extremely shy to speak, I won't put them on the spot, but rather ask them a question they feel more confident in answering.

Reading: As we read through the chapter students will be selected to read, I will assign more difficult passages to the more confident readers. Certain students will not be asked to read as I have discussed with them before.

Content	Method
<p>Introduction:</p> <p>Housekeeping</p> <p>Refresh prior knowledge;</p> <p>Learning intentions introduced</p>	<p>Questioning; what would you say is the most important chapter of the novel so far? What incident incites the action in the novel?</p> <p>-We are going to review and learn how to write a news report using the correct features.</p> <p>-We are going to write about the events of chapter 2 - Khalil's murder.</p> <p>-We are going to pick out key pieces of</p>

(10 min)	information to be included in the report.
<p>Development 1:</p> <p>Assignment/ HW written up</p> <p>Conventions of news report writing</p> <p>Success criteria</p> <p>(15min)</p>	<p>-Imagine you are a reporter working for a paper. Write a news report based on the events of <i>chapter 2</i>, Khalil’s murder making sure to include key information.</p> <p>Students take down the assignment in journals. To be submitted on Teams. (250 words min)</p> <p>-Students are shown the slideshow including the features of news report writing, plus an example of a news report.</p> <p>-Students will note down important features from the slides which will help them with the assignment.</p> <p>-Students will be asked to read and interpret information from the slides, which will be discussed and explained.</p> <p>-These features will make up the success criteria for the assignment.</p>
<p>Development 2:</p> <p>In Class reading time</p> <p>(10min)</p>	<p>-As a class we will read chapter 11 for 5 minutes. I will engage in teacher modelling for some of the reading, students will be also asked to read aloud at intervals. Key quotes will be underlined and discussed.</p> <p><u>Task:</u> The last 5 minutes of this time will be given to silent personal reading.</p>
<p>Summary and Conclusion:</p> <p>-Recap on learning</p> <p>Check In</p>	<p>What should your news report include? (ans. Eg. who, when, what, where, why?)</p> <p>What’s the purpose of the article? (eg. to inform)</p> <p>-Ask one student to repeat the task, any</p>

	questions taken.
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Homework Assigned:

Assignment; Re-read the 4 pages of chapter 2. Imagine you are a reporter working for a paper. Write a news report based on the events of chapter 2. (assignment plus success criteria will be shared on teams). 250 words min.

Resources to be used:

-Ppt. on how to write article:

https://www.slideshare.net/nishiraa_scholastica/writing-a-newspaper-report-ppt

The Hate U Give - Angie Thomas

White Board

Pens and paper

Projector/ Speakers

Reflection/ Self-Evaluation:

I think the study of resources such as this that deal with key societal issues are crucial for students to open their eyes to the injustice in the world. I don't think it is enough however to simply read these texts without any support. For this reason throughout our study of the novel I have scaffolded their reading with support tasks that focus on key scenes and issues in the text. This news report, a collaborative research presentation etc. This way students are actively engaged in their learning and developing their critical thinking skills.

I think that I explained the success criteria for the assignment well and that students are well-prepared for the task. It was a good opportunity to employ and review a style of informative writing eg. newspaper reports, while to also reflect on a key chapter in the book. In terms of assessment this follows the assessment for learning model, as a checklist of success criteria was shared, and will make up part of the marking rubric. I will give clear and constructive feedback focussing on what they did well and how the students can improve. These assessments will be graded and will go towards their Christmas mark, but they are given constant feedback so in this sense they are formative in focus. In terms of classroom management I think that the students are working very well in their new seating arrangement! Low level disruptions, such as chatting have ceased, and working noise has been lowered.

