

Lesson Plan 1: Year 9 English

Lesson Details

Teacher Education Student			School	
Lesson duration	60 minutes 11:30-12:30	Year 9	Class	
Curriculum area	Stage 5 English	Topic Macbeth	Date	12/10/17

Lesson Title/Focus

Macbeth revision

Syllabus Outcomes

EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

Lesson Intentions

-Students will develop their understanding of the play, in particular its exploration of ambition by analysing one of Macbeth's soliloquys and how particular aspects of language effect meaning.

-Students will be able to analyse examples within the text, using appropriate metalanguage, in order to support an argument

-Students will write sustained and well-structured responses that use evidence to support critical insights into the text

Assumed knowledge

This is a revision lesson in preparation for yearly exams

-Students already have some knowledge of the play: its structure, characters and thematic concerns.

However, while some knowledge is assumed, a major aim of this lesson is to assess exactly what students know and what they do not understand.

Differentiation

-Scaffolding and worked examples are used throughout the lesson to cater for students of varying abilities.

-The second half of the lesson is designed so that the teacher has time to work with students individually or in small groups to provide further support if necessary.

As this is the first lesson I have taught this class, a major aim is to assess students' current understanding and skills in order to plan effective differentiation for further lessons.

Focus for	Literacy <ul style="list-style-type: none"> - Develop a greater understanding of the language of the text and use appropriate metalanguage to describe it. - Practice writing well-structured and sustained paragraphs that use evidence to support their critical insights into the text 	Numeracy <ul style="list-style-type: none"> -Logical reasoning -Students practice using the categorical system of plays to find the correct Act, Scene and Line. 	ICT
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Resources and WHS

Student copies of Macbeth

Teaching and Learning Sequence

Timing	What teacher does and says <i>Learning activities/strategies</i>	What students do and say	Assessment and feedback strategies
Introduction 5 mins	<p>Outline of learning goals Includes the success criteria for the writing task to be completed this lesson:</p> <ul style="list-style-type: none"> • Demonstrates an insightful understanding of the text, its context, characters and ideas • Effectively evaluates how language forms and features shape 	Students listen to learning goals, discuss them and commit to them.	Students are given a clear understanding of the learning goals and success criteria, enabling formative assessment to be embedded throughout the lesson. These learning goals

	<p>meaning</p> <ul style="list-style-type: none"> Writes a well-structured and sustained response that uses evidence to support critical insights into the text 		
<p>Body</p> <p>5 minutes</p>	<p>Read Act 1.7.1-28 -Teacher asks students to think of a word that summarises the soliloquy/their reaction to it as they read</p> <p>-Students' chosen words are used as a starting point for a discussion of the soliloquy</p>	<p>-Students listen to a peer read the soliloquy and write down their summary word -If called on, students share their word with the class</p>	<p>Students' one-word summaries allow the teacher to assess their understanding of the text and their particular interests. This will be used to adapt the focus of the class analysis that follows this activity.</p>
<p>15 minutes</p>	<p>Claim, Support Question: class analysis of soliloquy -Class analysis of the language of the soliloquy. -Teacher explicitly teaches content specific metalanguage, encouraging students to use these as they support their claims.</p>	<p>-Students make claims of the text, supporting their ideas with examples and asking questions to encourage further inquiry and discussion -Students take notes to help them with the next task</p>	<p>Teacher uses insights gained from the prior activity to provide further scaffolding, explanation or extension where necessary.</p>
<p>5 minutes</p>	<p>Insight generation -Teacher provides some scaffolding to help students develop their ideas around the representation of Macbeth's ambition in the soliloquy</p>		

<p>15 mins</p>	<p>Practice paragraph -Teacher briefly outlines the success criteria for the task</p> <ul style="list-style-type: none"> • Demonstrates an insightful understanding of the text, its context, characters and ideas • Effectively evaluates how language forms and features shape meaning <p>Macbeth's ambition makes him willing to destroy others and himself.</p>	<p>-Students write a short answer based on the soliloquy to hand-in</p>	<p>-Opportunity to assess students' understanding of the content and skills reviewed in this lesson -Students hand-in this task and receive class-wide as well as specific feedback according to the marking rubric</p>
<p>15 mins</p>	<p>Students repeat the process above on their own for 2.1.33-64 -Continued for homework</p> <p>Macbeth invites us to look into the world of a man driven by ambition and tortured by regret</p>	<p>Students read and analyse the speech individually or in pairs.</p>	<p>Students hand-in the task for the next lesson to receive feedback</p>
<p>Conclusion 5 mins</p>	<p>Teacher summarises lesson, reviews lesson goals and reminds students of their homework due the following week</p>		