

Lesson Plan: Year 9

Lesson Details				
Teacher Education Student			School	
Lesson duration	60 minutes 11:50-12:50	Year 9	Class	
Curriculum area	Stage 5 English	Topic Macbeth	Date	18/10/17
Lesson Title/Focus Macbeth revision				
Syllabus Outcomes				
<p>EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>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</p>				
Lesson Intentions (at the end of this lesson students will...knowledge, skills, attitudes, understandings)				
-Students build fluency in selecting and analysing examples within a text to support an argument				
Assumed knowledge (ie topic, conceptual understandings, language structures and features, literacy, numeracy and ICT skills, previous stage outcomes)				
This is a revision lesson in preparation for yearly exams				
<p>From the previous lessons:</p> <p>-Students already have some knowledge of the play: its structure, characters and thematic concerns.</p> <p>-Students have an understanding of soliloquy and have demonstrated an ability to write clearly to express their ideas</p> <p>-Students are developing their ability to write body paragraphs that use examples to support each of their points.</p>				
Differentiation				
-The group-work activity is broken into steps and scaffolded, with recommendations for those who are struggling with the task (such as reading a summary of the scene				

online), as well as extension activities that engage students in higher-order thinking.

Focus for	<p>Literacy</p> <ul style="list-style-type: none"> -Students read and analyse the language of Shakespeare -Students practice supporting claims about the text with textual evidence and create a PowerPoint to present to the class 	<p>Numeracy</p> <ul style="list-style-type: none"> -Students practice referencing and ordering the play's acts, scenes, and lines 	<p>ICT</p> <ul style="list-style-type: none"> -Students use online resources to support their understanding of Shakespeare -Students create a PowerPoint presentation <p>Ext: Students use YouTube to watch productions of their scene</p>
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Resources and WHS

- Student question slips
- Model PowerPoint presentation
- Written scaffold for group work activity

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 minutes	<ul style="list-style-type: none"> -Teacher passes slips of paper around and asks students to write down a question or one thing they feel like they need more help with for the upcoming exam. <p>Quick reminder of homework for Thursday</p>	Students have an opportunity to identify where they need further support	<ul style="list-style-type: none"> -Simple student survey used to identify general issues and help with future planning -The teacher collects students' slips by group during the next activity, allowing for targeted and timely

			feedback to be given to individual students
Body	<p>10 minutes</p> <p>-Teacher explains group work activity (see student instructions)</p> <p>-Teacher provides an example presentation to model what is expected of students and particularly how to analyse language.</p> <p>45 minutes</p> <p>-Teacher divides students into groups of 3 and gives each group a scene or a part of a scene to focus on (1.5, 1.7, 2.4, 3.1, 3.4, 4.3, 5.1, 5.2, 5.5 5.8)</p>	<p>Instructions for students:</p> <ul style="list-style-type: none"> • Read your scene • Look-up any terms that you do not understand <p>(You may like to read a scene summary or modern English translation to help you understand the text better)</p> <p>Make a PowerPoint where you:</p> <ol style="list-style-type: none"> 1. Briefly contextualise your scene (when, where, who) 2. List the ideas about ambition/deception/kingship/guilt/fate etc. that are developed in the scene (choose those that are relevant) 3. Select 5-8 key quotes or examples 	<p>-The example presentation and analysis provides students with a clear understanding of the lesson intentions and success criteria, enabling them to monitor their own progress.</p> <p>-Group work activity is designed so that students can provide feedback to one another</p> <p>-Formative assessment of students' understanding and ability</p>

		<p>that support your insights into these topics and explain how they support your ideas</p> <p>(Remember TEE – you need to analyse how Shakespeare has represented ideas through the language or dramatic devices)</p> <p>PowerPoint will be presented next lesson</p> <p>Extension task Find and watch a video of your scene being performed.</p> <p>How did this viewing enrich your understanding of the ideas explored within the scene?</p>	<p>-Teacher continuously checks student progress</p> <p>-Teacher provides feedback to individual groups as they complete the task</p>
<p>Conclusion You should indicate approximate timing</p>	<p>-Reminder of homework and what is required for the task</p>		

Reflection

- Considering grouping students myself in the future rather than having them choose their own groups. I believe that this will help students stay on task and also provides opportunity for more effective differentiation.
- I thought that my classroom management improved in this lesson.
- The PowerPoint activity was helpful for giving students a tangible goal
- While I thought the model PowerPoint was useful for demonstrating to students how to analyse language for meaning, students work revealed that they still struggled with this concept.