

Sample English lesson plans embedding a competency-based approach

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Introduction

A bank of resources has been created to support teachers to implement competency-based education principles into their teaching and assessment. These resources should be used together. You can view and download the following resources from cbseacademic.nic.in:

- Learning ladder for English
- Assessment specification for English
- Sample lesson plans

This document is a compilation of ten sample lesson plans for English from class VI to class X.

Using these sample lesson plans

You can use these lesson plans as they are written in your classes as you would any other lesson plan.

When you use the lesson plans, reflect on how:

- they place the student at the centre of learning
- they vary the teacher's role (e.g., as facilitator, mediator, assessor)
- they give students choice and/or autonomy
- they bring real-world problems or applications to the classroom
- they employ (informal) formative assessment
- they promote the use of higher order thinking skills
- they ensure all students are included in learning.

You can also use these plans as templates to develop your own learner-centred lessons that encourage students to develop their competencies and skills in your subject rather than merely accumulating knowledge.

What is competency-based education (CBE)?

There is no single global definition or unifying framework for CBE. However, an overarching principle is that competency-based education focuses on the student's demonstration of learning outcomes as central to the learning process.

There is also a focus on attaining proficiency in particular competencies to facilitate progression.

Self-paced, individualised learning is a further common theme as is the emphasis on the authenticity of the learning experience and real-world applications of knowledge and skills. Central to all definitions is the goal to empower students, providing a meaningful and positive learning experience.

Competency-based education within the context of languages is best articulated in the Council of Europe's Common European Framework of Reference for Languages, the CEFR¹. Proficiency is described on a six-point scale which provide statements of what a language user can do at each of the levels: A1 (Breakthrough), A2 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Advanced), C2 (Mastery).

A useful working definition of high-quality CBE in the context of K12 education is that developed by the Aurora Institute:

- Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
- Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
- Students receive timely, differentiated support based on their individual learning needs.
- Students progress based on evidence of mastery, not seat time.
- Students learn actively using different pathways and varied pacing.
- Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
- Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.²

1. CEFR framework. Published by the Council of Europe. Available at <<https://www.coe.int/en/web/common-european-framework-reference-languages/home>>.

2. Competency Works, 2019. What is Competency-based Education - An Updated Definition. [pdf] Published by: Aurora Institute. Available at: <<https://aurora-institute.org/wp-content/uploads/what-is-competency-based-education-an-updated-definition-web.pdf>>.

What are higher order thinking skills?

These are skills, such as analysis, evaluation and synthesis, that go beyond skills such as recall and understanding. These skills are designed to stretch secondary level students to develop the cognitive skills for further progression onto more advanced level study and prepare them for the workplace.

What does competency-based education look like?

Curriculum design: A core principle in the design of CBE curricula is that it should be grounded in real-world contexts covering topics with relevance to employment and daily life. Therefore, there is an emphasis on integrating higher order thinking skills, incorporating an interdisciplinary approach (linking within and between subjects), and including a focus on problem solving using learnt skills and knowledge. Subject content and developing mastery of the prerequisite knowledge remain key components of curriculum design.

There has also been a focus on integrating 21st century skills within secondary level qualification design, with explicit links to core skills such as numeracy, literacy and social and emotional skills development as well as global citizenship and developing global literacy to enable learners to be competent not only in the national context but also in the international labour market.

Teaching and learning: A general principle of CBE-oriented delivery comprises student-centred learning, with a focus on the teacher empowering the students to learn actively supported by feedback. Whilst traditional methods have emphasised the role of the teacher as the imparter of knowledge, and subsequently place emphasis on lecturing, dictation and drilling as techniques of classroom delivery, CBE seeks to place the student at the centre and actively engage the student in the learning process. CBE delivery is facilitated by the development of lesson plans based on learning outcomes and sharing learning outcomes with students at the outset to ensure mutual understanding of expectations. The use of

formative assessment, particularly elements of peer and self-assessment, are key characteristics of competency-based approaches, where students are encouraged to reflect on their own work and identify areas for improvement

Assessment: Robust and valid assessment, allowing for evaluation of the full range of learning outcomes can be considered a core feature of good practice in CBE summative assessment. Data driven, CBE-oriented summative assessments should accurately gauge the extent to which the student can demonstrate the learning outcomes, including the key skills and knowledge on completion of the programme.

Assessing the application of knowledge and skills to real-world contexts and using authentic problems which draw on real-life data are key features of CBE assessment systems concerned with real world performance. Synoptic assessment is a further key feature of CBE. This encompasses the use of assessment tasks and questions which seek to assess multiple learning outcomes and/or topic areas from across the curriculum.

Competency-based assessments should be designed to be equitable³, enabling evaluation of a wide range of ability levels of the target group of students, which at secondary level comprises a countrywide cohort aged 15 and 16. Maintaining a balance between accessibility on the one hand and providing opportunities to demonstrate higher order thinking skills on the other is one of the aspects to consider in designing competency-based secondary school level assessments.

3. Aurora Institute, 2017. How Systems of Assessment Aligned with Competency-based Education can Support Equity. [pdf] Published by: Aurora Institute. Available at: <<https://aurora-institute.org/wp-content/uploads/how-systems-of-assessment-aligned-with-competency-based-education-can-support-equity-jan-2020-web.pdf>>.

A House, A Home

Learning Outcomes

This lesson focuses on the highlighted parts of the following learning outcomes:

- Reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences.
- Recites and shares poems, songs, jokes, riddles, tongue twisters.
- Writes words / phrases / simple sentences and short paragraphs as dictated by the teacher.
- Uses meaningful sentences to describe / narrate factual /imaginary situations in speech and writing.

Learning Ladder Assessment Content

- Shows understanding of explicit meanings
- Shows understanding of implicit meanings and perspectives
- Communicates a personal response to texts [what is read], supported by textual reference

Lesson duration 40 minutes

Resources needed

- Honeysuckle Textbook in English for Class VI, Chapter 1: A House, A Home (poem)
- Images of different types of homes (see the end of lesson plan for suggestions)
- Exit slips

Lesson Activities

Assessment

Introductory activity

5 min

Organise learners into small groups and give them images depicting all kinds of homes. Ask them to identify which images show 'houses'.

Ask learners to look at the images again and identify which images show 'homes'.

Ask learners:

- Did you identify the same images for both 'house' and 'home'?
- What is the difference between a 'house' and a 'home'?
- Do birds and animals live in houses?
- Do all people live in a house?
- Are all houses lived in?

Using discussion to elicit evidence of prior knowledge and to introduce the topic

Asking questions to move learning forwards

Main activity

5 min	<p>Read the poem 'A House, A Home' to the class. Model good reading practices by reciting the poem in a rhythmic way and in a lively tone.</p> <p>Then engage the class in reciting the poem by splitting it into two lines at a time. Ask learners to copy your rhythm and pronunciation.</p> <p>Next, recite the poem as a whole class. You could record it and play the recording back to them.</p> <p>During reading aloud activities, support good use of pause, tone, and intonation by praising learners who clearly demonstrate it and by reading sections yourself to demonstrate good practice before passing back to a learner.</p>	<p>Providing modelling to move learning forwards</p> <p>Providing feedback and modelling to move learning forwards</p>
5 min	<p>Organise learners into pairs and ask them to imagine what an empty house would look like and how it would make them feel.</p> <p>If necessary, you can suggest some words and phrases, such as 'bare walls', 'silent hallways', or 'curtainless windows', to help get learners thinking.</p> <p>Ask learners to share the words or phrases they identified that are useful for describing an empty house. Write these on the board.</p>	<p>Learners collaborating to improve learning</p> <p>Using discussion to elicit evidence of prior knowledge and to introduce the topic</p>
7 min	<p>Referring to the words and phrases recorded on the board, ask learners to write either a descriptive paragraph (prose) or a poem under the heading 'The Empty House'.</p> <p>If learners choose to write a poem, remind them that they can use rhyme but do not have to.</p> <p>Before learners start writing, ask them to identify what would make their writing successful for this activity. Record the agreed success criteria on the board alongside the example words and phrases, so learners can refer to them during the activity.</p> <p>Once they have finished writing, ask learners to swap their writing with a partner and offer feedback using the success criteria.</p>	<p>Sharing success criteria</p> <p>Peer review to move learning forwards</p>
3 min	<p>Ask learners to look at the second verse of the poem and discuss with a talk partner what it suggests about a home.</p> <p>Gather whole-class feedback, bouncing ideas around the class and using a no-hands-up approach to involve as many learners as possible.</p>	<p>Using discussion to elicit evidence of learning</p>

5 min	<p>Ask learners to independently write six sentences about what makes a home. Each sentence should include one of the following words:</p> <ol style="list-style-type: none"> 1. shelter 2. cosy 3. safe 4. laughter 5. sharing 6. considerate <p>Remind learners that they should punctuate their sentences correctly.</p>	Sharing success criteria
	<p>Organise learners into small groups and ask them to share and discuss their sentences with each other. Encourage them to refer to the class success criteria for writing in this lesson.</p>	Supporting learning in owning their own learning
5 min	<p>Ask learners to add a second verse or paragraph to their 'The Empty House' writing. This should include at least three examples from learners' shared sentences about 'home'.</p>	
Plenary		
5 min	<p>Ask all learners to consider and respond to the following statement:</p> <p><i>A house is only a home when people are in it.</i></p> <p>Ask learners to write their response on an 'exit slip' and hand it in as they leave the lesson.</p>	Using plenary activity to elicit evidence of learning

Key competencies

Collaboration
 Communication
 Emotional development
 Learning to learn



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<https://images.unsplash.com/photo-1560026301-88340cf16be7?ixid=MnwMjA3fDB8MHxzZWFyY2h8MjB8fGhvdXNlfGVufDB8fDB8fA%3D%3D&ixlib=rb-1.2.1&auto=format&fit=crop&w=600&q=60>

Who Did Patrick's Homework?

Learning Outcomes

This lesson focuses on the highlighted parts of the following learning outcomes:

- Reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences.
- Writes words / phrases / simple sentences and short paragraphs as dictated by the teacher.
- Uses meaningful sentences to describe / narrate factual /imaginary situations in speech and writing.

Learning Ladder Assessment Content

- Shows understanding of explicit meanings
- Shows understanding of implicit meanings and perspectives
- Communicates a personal response to texts [what is read], supported by textual reference

Lesson duration 40 minutes

Resources needed

- Honeysuckle Textbook in English for Class VI, Chapter 1: Who Did Patrick's Homework?
- Handout with explanations of different parts of the text
- Exit slips

	Lesson Activities	Assessment
5 min	<p>Introductory activity</p> <p>Ask learners to vote on whether they think homework is fair or unfair.</p> <p>Once learners have voted, ask for their reasons. You could use questions to direct the discussion, for example:</p> <ul style="list-style-type: none"> • <i>Do children need to relax after a day at school?</i> • <i>Do some children get unfair help with their homework?</i> • <i>Do some children struggle to find a quiet place to do their homework?</i> • <i>Is homework important to give teachers information about their learners' understanding?</i> • <i>Is homework useful for giving children a good work ethic?</i> • <i>Does homework help motivate you to learn independently?</i> <p>Explain that they are going to read a story today called 'Who Did Patrick's Homework?'</p>	<p>Using discussion to elicit evidence of prior knowledge and to introduce the topic</p> <p>Asking questions to move learning forwards</p>

Main activity

5 min	<p>Read 'Who Did Patrick's Homework?' (up to the end of paragraph 4) to model good reading skills.</p> <p>At this point, pause the reading and ask learners for their impressions so far of Patrick and the doll. If necessary, you can guide the feedback by asking targeted questions, for example:</p>	Providing modelling to move learning forwards
	<p>Patrick</p> <p><i>What words would you use to describe him?</i> (Elicit from learners that although he comes across as lazy, he is also aware of his weaknesses: 'he did feel like an ignoramus'.)</p>	Asking questions and providing feedback to move learning forwards
	<p>Doll</p> <p><i>"a man of the tiniest size. He had a little wool shirt with old fashioned britches and a high tall hat much like a witch's." Who do you think 'the little man' might be?</i> (Elicit words such as 'pixie', 'goblin' and 'magic'.)</p>	
5 min	<p>Read the rest of the story as a class, giving learners the opportunity to read sections aloud.</p> <p>During reading aloud activities, support good use of pause, tone and intonation by praising learners who clearly demonstrate it and by reading sections yourself to demonstrate good practice before passing back to a learner.</p>	<p>Supporting learners in owning their own learning</p> <p>Providing feedback and modelling to move learning forwards</p>
15 min	<p>Organise learners into groups of three and ask them to look at four paragraphs explaining the story. Put these on a sheet and give one to each group:</p> <ol style="list-style-type: none"> The elf is sent to Patrick by magic to teach him all the schoolwork he has missed so he can catch up and get great grades. Patrick doesn't really like the elf telling him what to do. The elf does all the work so Patrick will go back to being lazy when he has gone. The elf comes to Patrick because he knows he needs help to become a better student. Patrick is unhappy about being lazy but doesn't know how to change. The elf is clever and so can teach Patrick everything he has missed out on. When the elf leaves, Patrick might fall back into his old ways and get behind again. The elf is used by the writer to show that Patrick could do it all along but was just lazy and disorganised. The elf makes Patrick do all the work himself and just acts as motivation. Patrick has changed as a person so will carry on being hard working, helpful and organised. 	Learners collaborating to improve learning
	<ol style="list-style-type: none"> The elf doesn't really exist. He is just used by the writer to show that Patrick needed to become more motivated to become a better learner. At the beginning it says that Patrick didn't like being an 'ignoramus' so he was unhappy. The elf keeps asking more of Patrick but really that is Patrick being more demanding of himself. He has changed by the end through his own hard work and determination to change his ways. 	

	<p>Ask all learners to independently underline any parts of each paragraph that they agree with and circle any parts they disagree with.</p> <p>Then they discuss their annotated paragraphs within their group, considering the following questions:</p> <ul style="list-style-type: none"> • <i>Do you agree or disagree with the paragraph?</i> • <i>Do you agree with some parts of the paragraph, but not all?</i> • <i>Are you in agreement as a group about which parts of the paragraph you agree and disagree with?</i> <p>Remind learners to refer to and reference evidence from the text to support their decisions.</p> <p>Using the outcomes from their discussion, ask each group to write their own short paragraph explaining what they think the story is about.</p>	<p>Using discussion to elicit evidence of learning</p> <p>Asking questions to move learning forwards</p>
5 min	<p>Ask each group to swap their own paragraph with that of another group and repeat the process:</p> <ul style="list-style-type: none"> • underline and circle points of agreement and disagreement • annotate the paragraph to explain their rationale • use references to the text to support their rationale. <p>Once each group has finished annotating, ask them to hand it back to the original group.</p>	Learners using peer assessment to support and improve learning
5 min	<p>Plenary</p> <p>Ask all learners to consider the question:</p> <p><i>Why is it important that children learn to work independently and motivate themselves?</i></p> <p>Ask learners to write their response on an 'exit slip' and hand it in as they leave the lesson.</p>	Using plenary activity to elicit evidence of learning
Key competencies	<p>Collaboration</p> <p>Communication</p> <p>Learning to Learn</p> <p>Social Responsibility</p>	

Chandni, Lesson 1

Learning Outcomes

- This lesson focuses on the highlighted parts of the following learning outcomes:
- Asks and responds to questions based on texts (from books or other resources) and out of curiosity
- Reads textual/non-textual materials in English/Braille with comprehension
- Identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material
- Thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life

Learning Ladder Assessment Content

- Shows understanding of explicit meanings
- Shows understanding of implicit meanings and perspectives
- Communicates a personal response to texts [what is read], supported by textual reference

Lesson duration

40 minutes

Resources needed

- An Alien Hand Supplementary Reader for Class VII, Chapter 7: Chandni
- YouTube video 'Mountain Goats':
<https://www.youtube.com/watch?v=hZWxlxlWus>
- Highlighters in different colours
- Exit slips

Lesson Activities

Assessment

Introductory activity

7 min

Show the class a video on mountain goats and ask learners to note down their impressions of the animal from the film, focusing on their characteristics and qualities.

Ask learners to feed back their impressions to the class. Note these on the board. Then ask learners to think about the whole-class impression and to summarise it in one word or phrase. Question their responses, for example:

- *Is this everyone's view of all goats? Why / why not?*
- *What aspects of the video impacted your impression of goats?*
- *How much information did you need before you made a judgement?*
- *How could we ensure that we have a more balanced and objective view?*

During feedback, elicit from learners that when we gather information, it's useful to have information from lots of different sources to give us as clear and objective a view as possible.

Using discussion to elicit evidence of prior knowledge and to introduce the topic

Asking questions to move learning forwards

Main activity

10 min	<p>Read the story 'Chandni' as a class. You should read the first page to model good reading practices, and then, if possible, give all learners a chance to read aloud. However, note that learners do not need to all read the same amount of text. The amount can be differentiated by learner.</p> <p>During reading aloud activities, support good use of pause, tone, and intonation by praising learners who clearly demonstrate it and by reading sections yourself to demonstrate good practice before passing back to a learner.</p>	Providing feedback and modelling to move learning forwards
10 min	<p>Organise learners into pairs and ask them to discuss and make notes on their impression of the characters. You could use questions, such as the following, to guide and support learners' notes:</p> <ul style="list-style-type: none"> • <i>Is Abbu Khan a good or bad character, or a character with good and bad traits?</i> • <i>Why does Chandni do what she does?</i> • <i>Which character do you have more sympathy for?</i> <p>Before they begin to make their notes, and thinking back to the introductory activity, ask learners to identify different sources that add to our impression of a character. This could include sources such as:</p> <ul style="list-style-type: none"> • <i>what they do</i> • <i>what they say</i> • <i>what others say about them</i> <p>Once they've made their notes, ask each pair to join with another to make a group of four and share their notes. Each pair should be prepared to change, add to or develop their notes after hearing other ideas.</p>	<p>Learners collaborating to improve learning</p> <p>Supporting learners in owning their own learning</p>
10 min	<p>Write the following themes on the board:</p> <ul style="list-style-type: none"> • Loneliness and old-age • Learning from experience • Freedom • Respecting the rights of others • Fighting for what you believe in • Courage <p>In their pairs, ask learners to find quotes from the text to match each theme and organise them into notes in their books. Tell them to find at least three quotes for each theme.</p> <p>You could ask them to choose the best approach to capturing the information. If necessary, give them options, for example:</p> <ul style="list-style-type: none"> • divide a page into columns with a theme heading each column, e.g. 	<p>Sharing success criteria</p> <p>Supporting learners in owning their own learning</p>

Loneliness and old-age

“He lived all alone...”

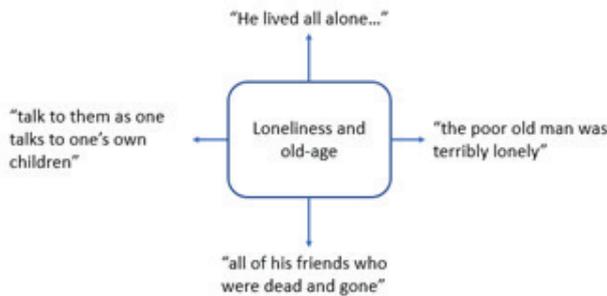
‘talk to them as one talks to one’s own children’

‘the poor old man was terribly lonely’

‘all of his friends who were dead and gone’

OR

- put the theme in the middle of the page with lines to each quotation, e.g.:



Once they have found their quotes for each theme, ask learners to highlight each quote to identify whether it’s referring to Abbu Khan or Chandni. They should use a different colour for each character.

Using discussion to elicit evidence of learning

Ask learners whether some of the themes are linked more to one character or the other, and why. Bounce their ideas around the class using questioning.

3 min

Plenary

Ask all learners to consider the question:

- *The wise old bird says ‘Chandni is the winner’ at the end of the story. What did she win?*

Using plenary activity to elicit evidence of learning

Ask learners to write their response on an ‘exit slip’ and hand it in as they leave the lesson.

Key competencies

- Collaboration
- Communication
- Emotional Development

Chandni, Lesson 2

Learning Outcomes	<p>This lesson focuses on the highlighted parts of the following learning outcomes:</p> <ul style="list-style-type: none"> • Refers to dictionary, thesaurus and encyclopaedia to find meanings / spelling of words while reading and writing • Asks and responds to questions based on texts (from books or other resources) and out of curiosity • Reads textual/non-textual materials in English/Braille with comprehension • Identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material • Thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life
Learning Ladder Assessment Content	<ul style="list-style-type: none"> • Show understanding of explicit meanings • Show understanding of implicit meanings and perspectives • Communicate a personal response to texts [what is read], supported by textual reference
Lesson duration	40 minutes
Resources needed	<ul style="list-style-type: none"> • An Alien Hand Supplementary Reader for Class VII, Chapter 7: Chandni • Thesauri • Annotatable extracts from the text (see below) • Highlighters in different colours

	Lesson Activities	Assessment
5 min	<p>Introductory activity</p> <p>On the board, write the name of the story 'Chandni' and the names of the main characters: Chandni and Abbu Khan.</p> <p>Recap on the learning from the previous lesson by asking questions about the characters and main themes in the form of a quiz. You could ask learners to use mini whiteboards to show their answers to each question.</p> <ol style="list-style-type: none"> 1. <i>How did Abbu Khan stop his goats from escaping?</i> 2. <i>What happened to the goats when they escaped?</i> 3. <i>What did Chandni look like?</i> 4. <i>What does Chandni mean?</i> 5. <i>What did Abbu Khan do when Chandni said she wanted to go to the hills?</i> 6. <i>Why did Chandni refuse to join the group of wild goats?</i> 7. <i>How did Chandni feel on the hills?</i> 8. <i>Why did Chandni decide to fight the wolf?</i> <p>Questions relate to explicit meanings and their purpose is to consolidate learner comprehension of the text covered in the previous lesson.</p>	Assessing prior knowledge and understanding to move learning forward

Main activity

10 min

Explain to learners that they will be looking more closely at the language of the story in this lesson.

Show learners a set of words, e.g. ‘sad’, ‘unhappy’, ‘miserable’, ‘disconsolate’, ‘joyous’ and ask:

- Which word is the odd one out?
- How do you know?
- What do all the other words have in common?
- What do we call words that have shared or similar meaning?

If no learners are familiar with the term ‘synonym’, explicitly introduce this term to the class.

Organise learners into pairs and ask them to identify a synonym for each of these words from the first three paragraphs of the story:

odd

vanish

lushest

poured

deprivation

If learners are struggling, allow them to use a thesaurus.

Choose one of the words and ask learners to share the synonym they found. Ask learners:

- Why do you think the writer chose to use this specific word?

As learners give their answers, encourage them to use evidence from the text to support their reasoning.

Sharing learning intentions

Supporting learning in owning their own learning

Learners use strategies that will support their understanding during their own reading

Asking questions to move learning forwards

Put these two extracts from the story side-by-side on the board and provide learners with annotatable copies:

The new goat was very pretty. She was white as snow, and had two little horns on her head, and a pair of gleaming red eyes. She had a friendly temperament and would listen to Abbu Khan’s tales with a lot of interest and affection.

She stopped eating the green grass Abbu Khan brought for her; nor did she listen to his stories with interest and affection. She lost her appetite, grew very thin and stared moodily at the hilltops bathed in sunlight.

Learners collaborating to improve learning

Supporting learners in owning their own learning

Ask learners to independently circle the adjectives that describe Chandni and underline the verbs that show how she is behaving. They should use one colour for positive adjectives and verbs, and another colour for negative adjectives and verbs.

5 min	<p>Ask learners to look at their annotated extracts and identify any direct contrasts between the descriptions, asking:</p> <ul style="list-style-type: none"> • <i>How does writer use language to show the change in Chandni in these different parts of the story?</i> <p>Discuss one example from the extracts as a class, using this to build a class model answer for this question. For example, you could discuss the shift from “friendly temperament” to “stared moodily” and ask learners:</p> <ul style="list-style-type: none"> • <i>How has the tone changed between these two phrases?</i> • <i>Are they examples of verbs or adjectives?</i> • <i>Why do you think the writer has shifted from describing her behaviour to showing us her behaviour?</i> • <i>What effect does this have on the reader?</i> 	<p>Using discussion to elicit evidence of learning</p> <p>Questioning to move learning forwards</p> <p>Sharing success criteria</p>
5 min	<p>Organise learners into pairs and ask them to choose another example from the extracts to answer the question:</p> <ul style="list-style-type: none"> • <i>How does the writer use language to show the change in Chandni in these different parts of the story?</i> <p>As learners work in their pairs, circulate around the room asking targeted questions, such as those asked when creating the model response.</p>	<p>Learners collaborating to improve learning</p> <p>Questioning to move learning forwards</p>
5 min	<p>Ask each pair to join with another pair and share their answer to the question. After listening to the other pair’s answer, learners should ask questions about what they heard and give feedback about what could be improved. The feedback should be based on the success criteria identified during the creation of the model answer.</p>	<p>Learners collaborating to improve learning</p> <p>Learners asking questions and giving feedback to move learning forwards</p>
5 min	<p>Plenary</p> <p>Ask learners to write down two key points of learning from the lesson and one point of learning from the lesson that they would like to improve on.</p>	<p>Using plenary activity to elicit evidence of learning</p> <p>Supporting learners in owning their own learning</p>

Key competencies

Collaboration
 Communication
 Critical Thinking
 Learning to Learn

The Best Christmas Present in the World

Learning Outcomes	<p>This lesson focuses on the highlighted parts of the following learning outcomes:</p> <ul style="list-style-type: none"> • Infers the meaning of unfamiliar words by reading them in context • Reads textual/non-textual materials in English/Braille with comprehension • Reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them
Learning Ladder Assessment Content	<ul style="list-style-type: none"> • Show understanding of explicit meanings • Show understanding of implicit meanings and perspectives • Communicate a personal response to texts [what is read], supported by textual reference
Lesson duration	40 minutes
Resources needed	<p>Honeydew Textbook in English for Class VIII, Chapter 1: The Best Christmas Present in the World</p> <p>Exit slips</p>

	Lesson Activities	Assessment
5 min	<p>Introductory activity</p> <p>Show learners four sentences with key words highlighted:</p> <ul style="list-style-type: none"> • House number 12 turned out to be nothing but a burned-out shell, the roof gaping, the windows boarded-up. • I knocked at the house next door and asked if anyone knew the whereabouts of a Mrs Macpherson. • A lovely old lady, he told me, a bit muddle-headed, but at her age she was entitled to be, wasn't she? • A lighted Christmas tree stood in the corner with a lopsided angel on top. <p>Ask learners to identify the meaning of each highlighted word. If required, provide learners with a choice of meanings, for example:</p> <ul style="list-style-type: none"> • wide open • covered with wooden boards • the place someone or something is • confused • with one side lower or smaller than the other. 	<p>Learners use strategies that will support their understanding during their own reading</p>

	<p>Circulate around the room. As necessary, encourage learners to use prior knowledge or contextual information from the rest of the sentence to infer meaning, for example, you could ask:</p> <ul style="list-style-type: none"> • <i>'whereabouts' contains the word 'where'. What do you know about the word 'where'?</i> • <i>The house has been burned, so it's damaged. What can we infer happened to the roof?</i> <p>Nominate learners to share their responses and rationales using name sticks.</p>	Using verbal feedback to move learning forward
	<p>Main activity</p>	
10 min	<p>Read 'The Best Christmas Present in the World' as a class. If possible, give all learners a chance to read aloud. However, note that learners do not need to all read the same amount of text. The amount can be differentiated by learner.</p> <p>During reading aloud activities, support good use of pause, tone and intonation by praising learners who clearly demonstrate it and by reading sections yourself to demonstrate good practice before passing back to a learner.</p>	Providing feedback and modelling to move learning forwards
8 min	<p>Organise learners into small groups (3 or 4 learners) and show them a series of statements, for example:</p> <ul style="list-style-type: none"> • Only Jim Macpherson is a victim of war. • Only the soldiers are victims of war. • Only the soldiers and Connie Macpherson are victims of war. • Every character in the story is a victim of war. <p>Ask each group to choose which statement they think best summarises the text and to identify at least two pieces of evidence from the text to support their choice. If necessary, provide a writing scaffold or an exemplar, for example:</p> <p><i>Connie Macpherson is a victim of war. She lost her husband because of the war. We are told that "her face became suffused with a sudden glow of happiness" and "her eyes were filled with tears" when she thought Jim had returned. This suggests that she was hurt by the loss of Jim, which may not have happened so early, due to the war.</i></p> <p>If you have a group that states they don't agree with any of the statements, encourage them to write their own and use evidence from the text to support their choice.</p> <p>Ask each group to identify one learner who will feed back their responses to the rest of the class.</p> <p>As learners work in groups, circulate around the room asking thought-provoking questions and reminding them of the success criteria of the task as necessary.</p>	<p>Sharing success criteria</p> <p>Supporting learners in owning their own learning</p> <p>Asking questions and providing feedback to move learning forwards</p>

7 min Ask the representative from each group to feed back their responses to the rest of the class. Learners collaborating to improve learning

As each group presents, keep a tally of which statements each learner chose, for example:

Only Jim Macpherson is a victim of war.	0
Only the soldiers are victims of war.	12
Only the soldiers and Connie Macpherson are victims of war.	13
Every character in the story is a victim of war.	4

As the groups present, give learners the opportunity to comment on or ask questions about what they have just heard. You can model this by asking questions of your own in response to what you hear, for example:

- *Why do you think Connie Macpherson is not a victim of war?*

5 min Once all groups have presented, ask learners whether they would now change their mind based on what they have heard, for example, you can ask learners: Supporting learners in owning their own learning

- *Which statement would you choose now?*
- *Which piece of evidence made you change your mind?*
- *Why did that evidence change your mind?*

Update the tally chart based on their changes.

5 min **Plenary** Using plenary activity to elicit evidence of learning

Ask all learners to now consider the question:

- *What does it mean to be a victim?*

Ask learners to write their response on an 'exit slip' and hand it in as they leave the lesson.

Key competencies

- Collaboration
- Communication
- Learning to Learn

The Ant and the Cricket

Learning Outcomes	<p>This lesson focuses on the highlighted parts of the following learning outcomes:</p> <ul style="list-style-type: none"> • Reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them. • Reads textual/non-textual materials in English/Braille with comprehension. • Interprets quotations, sayings and proverbs. • Reads, compares, contrasts, thinks critically and relates ideas to life.
Learning Ladder Assessment Content	<ul style="list-style-type: none"> • Show understanding of explicit meanings • Show understanding of implicit meanings and perspectives • Communicate a personal response to texts [what is read], supported by textual reference
Lesson duration	40 minutes
Resources needed	<p>Honeydew Textbook in English for Class VIII Chapter 1: The Ant and the Cricket (poem)</p> <p>Large sheets of paper</p>

	Lesson Activities	Assessment
	<p>Introductory activity</p>	
5 min	<p>Show learners a list of different fables. Ideally, these will be stories that they are already familiar with, for example:</p> <ul style="list-style-type: none"> • ‘The Tortoise and the Hare’ • ‘The Boy Who Cried Wolf’ • ‘The Lion and the Mouse’ <p>Ask learners to identify what they all have in common. Give thinking time, allowing learners to either think independently or discuss their ideas with a partner.</p> <p>Ask learners to feed back their ideas. During feedback, aim to elicit the following information:</p> <ul style="list-style-type: none"> • all teach a moral lesson • all are examples of fables. <p>To support the discussion, ask targeted questions, for example:</p> <ul style="list-style-type: none"> • <i>What do you learn at the end of each story?</i> • <i>Does every story you read leave you with a message?</i> • <i>What is the name of these types of stories?</i> <p>If necessary, you can introduce the term ‘fable’ and explain the features.</p>	<p>Using discussion to elicit evidence of prior knowledge and to inform next steps</p>

Main activity

2 min	<p>Explain that in this lesson the class will be studying a poem based on one of Aesop's fables: 'The Ant and the Cricket'.</p> <p>Read the poem to the class, modelling lively reading through pace, pitch and intonation.</p> <p>Ask learners whether they think the ant was right or wrong to refuse to help the cricket. Take a vote and make a note of the numbers for and against.</p>	Providing modelling to move learning forwards
10 min	<p>Organise learners into groups of four. Ask half of the groups to focus on the cricket, and half to focus on the ant.</p> <p>Give each group a large sheet of paper and ask them to write their given insect in the centre. Ask each group to add to the paper, any information they know about their given insect from the poem. They should support their notes with evidence from the poem.</p> <p>Support learners during this activity by circulating around the room and asking providing thought-provoking questions as necessary, for example:</p>	Learners collaborating to improve learning
	<p>Cricket</p> <ul style="list-style-type: none"> • <i>What did the cricket do during the warm summer?</i> • <i>What was he afraid of when winter came?</i> • <i>Why did he visit the ant?</i> • <i>Does the cricket deserve to be told to leave?</i> 	Asking questions and providing feedback to move learning forwards
	<p>Ant</p> <ul style="list-style-type: none"> • <i>What rule does the ant live by?</i> • <i>What does the ant tell the cricket to do? Why?</i> • <i>Why does the ant refuse to help the cricket?</i> • <i>Was the ant right to refuse to help?</i> <p>Ask each group to join with a group that was discussing the other insect. They share their notes with each other. Encourage learners to ask questions about what the other group have written and to add to their notes as required.</p>	
8 min	<p>Keeping learners in the same groups, ask them to suggest what the moral of the poem is. You can offer a range of suggestions for learners to choose, such as those below, or they can write their own:</p> <ul style="list-style-type: none"> • Look after only yourself. • Think about the future and prepare for it. • Just live for the moment. • If you're lazy, you deserve to suffer. • Be responsible for your own needs. • Shut the door on those in need. 	Using activities to elicit evidence of learning

	<p>Ask each group to identify the moral and support their choice with evidence from the poem. This evidence should be informed by the notes made on their large sheet of paper.</p> <p>Ask each group to feed back to the rest of the class.</p>	
5 min	<p>Ask the class to vote on whether any of the following circumstances would mean it was wrong to refuse to help the cricket:</p> <ul style="list-style-type: none"> • He lost all his food because of a flood. • He was too ill to gather food for the winter. • He went on holiday so was away when he should have collected food. • He collected plenty of food but gave it all away to others who needed it so ran out. • He collected enough food but had lots of parties so ran out. • He collected enough food, but someone stole it from him. 	Asking questions to move learning forwards
5 min	<p>Tell learners that fables often use animals in place of people, and hypothetical situations, to communicate a moral lesson that we can apply in our own lives.</p> <p>Give learners a real-life situation where the lesson from this fable would apply, for example:</p> <p><i>Two learners have been given a piece of homework. Learner A does their homework on time, but Learner B does not. Learner B asks Learner A if they can use their work. Learner A says no.</i></p> <p>In pairs, ask learners to identify any circumstances where it could be wrong for Learner A to refuse to help Learner B.</p>	<p>Providing feedback that moves learning forward</p> <p>Using activity to apply learning to real life and develop social responsibility</p>
5 min	<p>Plenary</p> <p>Ask learners to identify other real-world situations that this fable would apply to.</p>	Using activity to apply learning to real life and develop social responsibility.
Key competencies	<p>Collaboration</p> <p>Communication</p> <p>Social Responsibility</p>	

The Fun They Had

Learning Outcomes

This lesson focuses on the highlighted parts of the following learning outcomes:

- Reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring, and summarising
- Explains specific features of different literary genres for interpretation and literary appreciation
- Reads literary texts for enjoyment/pleasure and compares, interprets and appreciates characters, themes, plots, and incidents and gives opinion.

Learning Ladder Assessment Content

- Show understanding of explicit and implicit meanings and perspectives in literary texts
- Interpret layers of meaning
- Construct meaning by drawing upon inferences

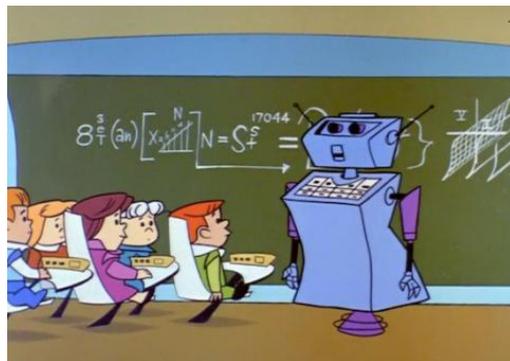
Lesson duration

40 minutes

Resources needed

- Beehive Textbook in English for Class IX, Chapter 1: The Fun They Had
- An image of futuristic learning to project or hand out, e.g.

<https://thelearningcounsel.com/article/classroom-future>



- Annotatable sheets with a section of the story printed on them – see below (optional)

	Lesson Activities	Assessment
3 min	<p>Introductory activity</p> <p>Write ‘What is science fiction?’ on the board.</p> <p>Give learners 1 minute thinking time. After 1 minute, use name sticks (no hands up approach) to ask a learner to provide an answer.</p> <p>Continuing using the name sticks, ask others in the class to choose whether to ‘add to’, ‘change’, ‘develop’ or ‘challenge’ (ACDC) the previous learner’s response. Gather as many ideas as possible and write any relevant words and phrases on the board as a mind map.</p>	Assessing prior knowledge
5 min	<p>Main activity</p> <p>Organise learners into small groups (3–4 learners). Display an image about what school/learning may look like in the future.</p> <p>Guide learners through the ‘See–Think–Wonder’ strategy:</p> <ul style="list-style-type: none"> • Tell learners they have 1 minute to note what they can SEE in the image, i.e. <i>What can you actually see in this image?</i> • Tell learners they have 1 minute to note what they THINK about the image, i.e. <i>What do you think of when looking at this image?</i> • Tell learners they have 1 minute to note what they WONDER about the bigger implications of the image, i.e. <i>What bigger ideas does the image suggest? What big questions does it make you ask?</i> 	Learners collaborating to improve learning
	<p>Ask a member of each group to read out what they wrote under SEE, then what they wrote under THINK, and then what they wrote under WONDER.</p>	Using activity and discussion to elicit evidence of learning
10 min	<p>Begin reading ‘The Fun They Had’ (up to page 6 ‘...read it the first time’) to model good reading skills. At this point, give learners the opportunity to read sections aloud (up to page 8 ‘...tucked beneath his arm’).</p> <p>During reading aloud activities, support good use of pause, tone and intonation by praising learners who clearly demonstrate it and by reading sections yourself to demonstrate good practice before passing back to a learner.</p>	Providing feedback and modelling to move learning forwards
2 min	<p>Ask learners to suggest what they think the learning intention of the ‘See–Think–Wonder’ task was.</p> <p>During feedback, elicit from learners links between the activity and the context of the text they have just read:</p> <ul style="list-style-type: none"> • <i>How does the image we were looking at relate to the story we have begun reading?</i> • [Remind learners of the ideas recorded on the board] <i>How are our ideas similar/different to those in the text?</i> 	
3 min	<p>Ask learners to read the remainder of the text silently.</p>	

7 min	<p>If possible, give out annotatable sheets with the following section of the story printed on them:</p> <p><i>Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time every day except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours.</i></p> <p><i>The screen was lit up and it said: "Today's arithmetic lesson is on the addition of proper fractions. Please insert yesterday's homework in the proper slot."</i></p> <p><i>Margie did so with a sigh. She was thinking about the old schools they had when her grandfather's grandfather was a little boy. All the kids from the whole neighbourhood came, laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things, so they could help one another with the homework and talk about it.</i></p> <p><i>And the teachers were people...</i></p> <p><i>The mechanical teacher was flashing on the screen: "When we add fractions $\frac{1}{2}$ and $\frac{1}{4}$..."</i></p> <p><i>Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.</i></p>	Learners collaborating to improve learning
	<p>Organise learners into pairs and ask them to highlight and annotate any words or phrases in the text that suggest:</p> <ul style="list-style-type: none"> • why Margie doesn't like learning at home • what Margie thinks are the advantages of learning in a school. 	
5 min	<p>Using their annotations, ask learners to individually write a paragraph responding to the following question:</p> <ul style="list-style-type: none"> • <i>What is the writer suggesting about remote learning compared to learning in schools?</i> <p>Remind them to use evidence from the text to support their ideas, for example:</p> <p>The writer is suggesting that remote learning blurs the separation between home and school, "<i>Margie went into the schoolroom. It was right next to her bedroom</i>". For Maggie there is no separation as her school room is right next to her bedroom. Her bedroom is where she rests and relaxes so having her schoolroom right next door implies that she never really escapes from the pressures of learning as the room is there as a constant reminder for her.</p>	Teacher giving success criteria and modelling to move learning forwards.
5 min	<p>Plenary</p> <p>Ask learners to swap their paragraphs with a partner and give feedback on 'what went well' (WWW) and 'even better if' (EBI) focusing particularly on the success criteria.</p>	Peer-assessment against success criteria. Using plenary activity to elicit evidence of learning

Key competencies Collaborative learning.
Communication
Critical thinking

The Road Not Taken

Learning Outcomes

This lesson focuses on the highlighted parts of the following learning outcomes:

- Reads literary texts for enjoyment/pleasure and compares, interprets and appreciates characters, themes, plots, and incidents and gives opinion
- Identifies and appreciates significant literary elements, such as, metaphor, imagery, symbol, simile, personification, onomatopoeia, intention or point of view, rhyme scheme, themes, titles, etc.

Learning Ladder Assessment Content

- Show understanding of explicit and implicit meanings and perspectives in literary texts
- Able to explain the meaning of words in context
- Able to interpret layers of meaning
- Able to comment on a writer's use of language and structure to achieve their effects

Lesson duration 40 minutes

Resources needed Beehive Textbook in English for Class IX, Chapter 1: The Road Not Taken (poem)

Lesson Activities

Assessment

5 min

Introductory activity

Assessing prior knowledge

Organise learners into small groups (3–4 learners) and give each group a set of examples of the following devices:

- similes
- metaphor
- alliteration.

There should be at least three examples of each device. Examples could include:

- His eyes sparkled like diamonds.
- Her hair was a sheet hanging over her ears.
- She sells seashells on the seashore.

Ask learners to organise the examples into groups under headings:

simile	metaphor	alliteration

Once learners have organised all their examples, ask them to feed back as a whole class. You could read out each example and ask learners to respond in a particular manner, for example:

- Stand up if you think it is a simile.
- Raise your hand if you think it is a metaphor.
- Stay seated (with hands down) if you think it is alliteration.

5 min	<p>Still in their small groups, ask learners to look at the example metaphors and draft their own definition of 'metaphor'.</p> <p>Challenge learners to add their own example of a metaphor to their definition.</p> <p>Ask each group to share their definition (and example) and record each definition on the board. Use all learners' feedback and discussion to reach a consensus on a whole-class definition.</p>	Supporting learners in owning their own learning
9 min	<p>Main activity</p> <p>Read the poem 'The Road Not Taken' as a class.</p> <p>Ask learners to identify any words they don't understand and write them on the board. Challenge learners to work out the meanings from the context and using prior knowledge. Through this discussion ensure that the word 'diverged' is explained because it is a key word in the poem. Support through targeted questioning, for example:</p> <ul style="list-style-type: none"> • <i>What does the word 'diverged' mean?</i> • <i>What other words do you know that begin with 'div'? (e.g. division, divorce)</i> • <i>What do the meanings of these words have in common?</i> • <i>How can we apply that to this sentence and the word 'diverged'?</i> 	Supporting learners in owning their own learning
1 min	<p>In their small groups, ask learners to summarise and act out the narrative of the poem. Explain that the intention is for learners to express their literal understanding of the poem.</p> <p>For example, the learners' summary and dramatic actions [written in brackets] may include:</p> <p>The speaker was in a wood [walking through wood] and came to a fork in the road. [stops].</p> <p>He had to decide which road to take. [looks down both paths]</p> <p>[speaking: "These paths look very similar this morning, but", pointing "this one looks slightly less used than the other."].</p> <p>The speaker would have loved to travel down the other road later in life but knew that this was unlikely to happen.</p> <p>He decided to take the less travelled road. [walks down chosen path]</p> <p>[speaking: "That has made all the difference."].</p> <p>Ask at least one group to perform their summary and drama for the rest of the class.</p>	Learners collaborating to improve learning

	Ask for feedback about whether there are any other important details that should be included. Amend the dramatic summary as required.	Providing feedback that moves learning forwards
1 min	In their books, ask learners to write down a word or phrase about how this poem makes them feel or what it makes them think about.	Supporting learners in owning their own learning
5 min	Now explain to learners that the poem is an extended metaphor. Refer learners back to the beginning of the lesson and their own definition and examples of metaphor, and explain the meaning of an extended metaphor. Tell learners that the poem is an example of an extended metaphor. Display the title on the board, 'The Road Not Taken'. Organise learners into pairs and give them thinking/discussion time to consider what it might be a metaphor for. While learners are working in pairs, circulate around the room and ask targeted questions to support their thinking, for example: <ul style="list-style-type: none"> • <i>What does the man have to do when he rests the fork in the road?</i> • <i>How might this apply to your own life?</i> Ask learners to discuss their ideas about the meaning of the extended metaphor with another pair. Ask each group of four to feed back their ideas of the rest of the class.	Learners collaborating to improve learning Providing feedback that moves learning forwards Using discussion to elicit evidence of learning
5 min	In their books, ask learners to write answers to the following questions: <ol style="list-style-type: none"> 1. What is the significance of setting the poem in a wood? 2. What does the fork in the road symbolise? 3. What is the poet suggesting by saying choosing 'the road less travelled...made all the difference'? 4. What lesson is the poet trying to teach us? 	
1 min	Plenary In their books, ask learners to write down a new word or phrase about how this poem makes them feel or what it makes them think about.	Supporting learners in owning their own learning Using plenary activity to elicit evidence of learning
4 min	Ask learners to compare their response with what they wrote earlier and discuss the following question with a talk partner: <ul style="list-style-type: none"> • How does knowing the metaphorical meaning affect your view of the poem? 	
Key competencies	Collaboration Communication Critical Thinking Emotional Development	

The Long Walk to Freedom

Learning Outcomes	<p>This lesson focuses on the highlighted parts of the following learning outcomes:</p> <ul style="list-style-type: none"> • Reads, comprehends, and responds to complex texts independently • Collects evidences and discusses in groups for reading autobiographies, history and science based literary texts • Draws references from books, newspapers, internet, etc., and interprets using analytical skills. • Uses language appropriate to purposes and perspectives.
Learning Ladder Assessment Content	<ul style="list-style-type: none"> • Show understanding of explicit and implicit meanings and perspectives in both literary and non-fiction texts • Communicate a personal response supported by textual reference • Able to discrete summarise task on a part / an aspect of a text - Identifying the main points or significant details of a text
Lesson duration	40 minutes
Resources needed	<p>First Flight Textbook in English for Class X, Chapter 2: The Long Walk to Freedom</p> <p>Annotatable versions of the text – see below</p> <p>Recording of Nelson Mandela’s inauguration speech: https://edition.cnn.com/videos/world/2011/02/01/mandela.inauguration.speech.sabc</p>

	Lesson Activities	Assessment
3 min	<p>Introductory activity</p> <p>Write ‘hero’ on the board. Give learners 1 minute to independently write down other words that come to mind when they think about this word (word association).</p> <p>Ask for feedback and record this as a whole-class mind map on the board.</p>	Checking and utilising prior knowledge of learners
10 min	<p>Main activity</p> <p>Begin reading the text, modelling good reading practices. After a short period, invite learners to take turns reading the remaining text.</p> <p>During reading aloud activities, support good use of pause, tone and intonation by praising learners who clearly demonstrate it and by reading sections yourself to demonstrate good practice before passing back to another learner.</p> <p>During the reading, pause to check understanding of challenging vocabulary through questioning.</p> <p>Put key words and concepts on the board with explanations.</p>	Providing feedback and modelling to move learning forwards

6 min	<p>Organise learners into small groups (3–4 learners in each group). Each group needs an annotatable version of the text. Give each group a different section of the text to look closely at.</p> <p>Ask each group to annotate the text, highlighting Nelson Mandela's key messages in the text about the importance of equality for all individuals.</p> <p>Ask one learner from each group to be an envoy and move around the other groups to share the key messages they identified. Those remaining in the group should add to their annotations as they receive information.</p>	<p>Learners collaborating to improve learning</p> <p>Supporting learners in owning their own learning</p>
5 min	<p>Play learners the recording of Mandela's inauguration speech up to 3:05.</p> <p>Tell learners that you are going to play the recording again and that this time they need to write down their personal responses to what they hear. This could be about Nelson Mandela himself or what he is saying.</p> <p>Before you play the recording for a second time, remind learners of different approaches to note-taking and to consider what the best approach would be in this context.</p>	<p>Supporting learners in owning their own learning</p>
5 min	<p>Ask the learners to feed back their personal responses to the opening of his speech.</p> <p>Once you have received a few thoughts, direct learners back to the word association for 'hero' from the start of the lesson. Ask learners:</p> <ul style="list-style-type: none"> • <i>Does what we have just heard and read about Nelson Mandela challenge your ideas about heroic figures?</i> • <i>Why / why not?</i> <p>Encourage learners to consider other heroic figures and whether (and to what extent) fictional heroic figures differ from real-life ones. They should also reference the texts, where possible, when making their point.</p>	<p>Asking questions and providing feedback to move learning forwards</p> <p>Learners collaborating to improve learning</p> <p>Using discussion to elicit evidence of learning</p>
8 min	<p>Organise learners into pairs and ask them to imagine that they are going to interview Nelson Mandela about what he hopes to achieve as President. Each pair should devise three questions to ask him.</p> <p>Ask each pair to swap questions with another pair and write answers for them, trying to create an authentic voice for Nelson Mandela by using evidence from the texts to inform answers. This could be done as a role-play activity rather than written, if preferred.</p> <p>Once they have answered the questions, ask the two pairs to join together as a group and share their answers. Ask them to discuss together whether they would change or modify any of their questions having seen the responses.</p> <p>As each group is discussing, you can ask directed questions, for example:</p> <ul style="list-style-type: none"> • <i>Did any of the answers surprise you?</i> • <i>Were your questions open or closed? How do you think this affected the response you received?</i> 	<p>Supporting learners in owning their own learning</p> <p>Learners collaborating to improve learning</p>

3 min

Plenary

Ask learners to create their own definition of a hero. This could be verbally shared or written down.

This should build on the outputs from of the introductory activity and summarise their personal thinking as a result of the discussion on heroes after engaging with the two Mandela texts.

Using plenary activity to reflect on key learning and encourage social responsibility

Key competencies

Collaboration

Communication

Emotional Development

Social Responsibility

A Tiger in the Zoo

Learning Outcomes

This lesson focuses on the highlighted parts of the following learning outcomes:

- Appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions and the poet's or the writer's point of view.
- Identifies significant literary elements such as figurative language — metaphor, imagery, symbol, simile, intention or point of view, rhyme scheme, etc.

Learning Ladder Assessment Content

- Shows understanding of explicit and implicit meanings and perspectives in both literary and non-fiction texts (if the dominant focus is placed on 'appreciates nuances')
- Comments on writer's use of language and structure in literary and non-fiction texts

Lesson duration 40 minutes

Resources needed

- An image of caged tiger in a zoo, e.g.

https://media.4-paws.org/b/b/6/5/bb65940166c11f0717d4623b6d6c8116352f9f44/VIER%20PFOTEN_2018-09-07_012-2000x667-1920x640.jpg



- First Flight Textbook in English for Class X, Chapter 2: A Tiger in the Zoo (poem)
- Annotatable copies of the poem
- Highlighter pens in different colours

Lesson Activities

Assessment

Introductory activity

8 min

Show learners an image of a caged tiger in a zoo.

Ask learners to 'Think–Pair–Share' to engage with the image:

Think: Learners look at the image for 1 minute and independently jot down their thoughts about it.

Pair: Learners share their thoughts with a partner and debate the pros and cons of keeping tigers in zoos. They should try to find at least one pro and one con.

Learners collaborating to improve learning

	<p>Share: Two pairs join together to make a group of four and decide whether they think:</p> <ul style="list-style-type: none"> zoos are fine as they are. zoos should be banned across the world <p>zoos should be allowed for research/conservation purposes only and under very tight regulations.</p> <p>Identify three corners of the room as a different option and ask learners to stand in the corner that best matches their opinion. Ask volunteers from each corner to justify their choice.</p> <p>Make a note of how many learners stand in each corner for comparison purposes at the end of the lesson.</p>	Using discussion/activity to elicit evidence of learning
3 min	<p>Main activity</p> <p>Model good reading by reading the poem aloud to the class, making it as dramatic as you can (e.g. through appropriate use of intonation, pace, word emphasis).</p> <p>Discuss the learners' initial response to the poem – ask them to share their emotional reactions to the tiger.</p>	Providing modelling to move learning forwards
5 min	<p>Organise learners into groups of three. Give each group a printed copy of the poem and highlighter pens in three different colours. Ask the learners to highlight:</p> <ul style="list-style-type: none"> words associated with aggression/anger in one colour words associated with imprisonment or freedom in a second colour words associated with descriptions of the tiger in a third colour. This should include words associated with sight, sound and texture. <p>Explain to learners that if some words/phrases fit into two categories, they can highlight them twice.</p>	Learners collaborating to improve learning
3 min	<p>Once each group has highlighted their text, ask them to use a pen or pencil to annotate the poem, identifying any examples of literary devices, for example:</p> <ul style="list-style-type: none"> “pads of velvet” – metaphor “his brilliant eyes / at the brilliant stars” – repetition “Where plump deer pass” – alliteration 	

10 min	<p>Ask each learner to choose one of the examples of literary devices that they have identified in the poem. Using the highlighting to support their ideas, they explain why they think the writer has used that particular device in that particular way.</p> <p>Before learners start writing, either share a pre-written model paragraph or create a model paragraph together as a class on the board. The example questions below can be used to support this:</p> <ul style="list-style-type: none"> • <i>[Learner A], can you choose an example of a literary device? (e.g. “pads of velvet”)</i> • <i>[Learner B], was this highlighted in your annotation? If so, why did you highlight it?</i> • <i>Did anyone else highlight it using a different colour? If so, which and why?</i> • <i>Why do you think the poet choose to compare the tiger’s pads to velvet?</i> • <i>How does this comparison fit with the rest of the line and stanza?</i> <p>Learners use the questions, model paragraph and success criteria identified during discussion to inform and guide their own paragraph.</p>	<p>Providing modelling to move learning forwards</p> <p>Sharing success criteria</p>
4 min	<p>Once learners have written their paragraphs, ask them to swap with a partner and peer assess using a checklist based on the success criteria identified before they started writing, e.g.</p> <ul style="list-style-type: none"> • <i>Is there a clear quotation of a word/phrase from the text?</i> • <i>Has the word/phrase been explained in terms of why it is effective?</i> • <i>Is there anything that could be added to the explanation to make it focus more closely on the language?</i> 	<p>Using peer review to move learning forwards</p>
4 min	<p>Give learners time to improve their paragraph using the feedback given in the peer assessment.</p>	<p>Supporting learners in owning their own learning</p>
5 min	<p>Plenary</p> <p>Ask the class to vote again on whether they think:</p> <ul style="list-style-type: none"> • <i>zoos are fine as they are.</i> • <i>zoos should be banned across the world</i> • <i>zoos should be allowed for research/conservation purposes only and under very tight regulations.</i> <p>If any learners have changed their minds during the lesson ask them to explain their reasoning.</p>	<p>Using plenary activity to encourage flexible thinking and elicit evidence of learning</p>
Key competencies	<p>Collaboration</p> <p>Communication</p> <p>Creative Thinking</p> <p>Social Responsibility</p>	

