**Department of English Language and Literature**

**Department of Education- Pedagogical Guidance**

**A Lesson Plan Format**

|  |
| --- |
| ***Descriptive Information/Background Information*** |

|  |  |  |  |
| --- | --- | --- | --- |
| ***School Name:*** | ***Date:*** | ***Lesson:*** | |
| **Pedagogical Guide:** | **Text Book:** | **Unit/ Page:** | |
| **Training-Teacher Name:** | **Title of Lesson:** | | |
| **Student-Teacher Name:** | **Content Area:** | | |
| ***Description of Class:***  A mixed ability, heterogeneous class. |  | | |
| **Domains**   * **Social Interaction** * **Access to Information** * **Presentation** * **Appreciation of Language** | | | |
| **General Goals**  ***Access to Information***  Pupils access information in English from written texts, a variety of other sources and media, making use of that information for a variety of purposes.  ***Appreciation of language***  Pupils appreciate the nature of language and the differences between English and other languages. | ***Social Interaction***  Pupils interact effectively in English in writing, in the classroom and in varied social contexts with people from varied linguistic and cultural backgrounds.  ***Presentation***  Pupils present information and ideas in an organized and planned manner in a variety of formats, in written English, on a wide range of topics  **Objectives:**  **The students will be able to:**   * Work cooperatively as a group in order to win the game. * Understand the structure of the sonnet. * Analyze the sonnet by line by line interpretation and by looking for an overall meaning. * Identify the vocabulary: summon up, sigh, lack, woe, grieve, fore-bemoaned, moan, sorrows, vanished, afresh. | | |
| **Required Materials:**  Each student will need a copy of the sonnet, marker, each group will need two papers (attachment 2+3). | | | |
| **Teaching Methodology/Techniques** | | | **Time** |
| **Opening/ Entry Behavior/ Warm up Activity:**  As a warm-up activity, the class will be divided into two groups; boys and girls (to make it more competitive!). Each group will have "our friendship story" paper, together with an empty paper that they need to write on (attached – appendix 2 + 3)  I'll explain the activity this way:  "On his visit to Egypt to meet with Cleopatra, Caesar noticed that Egyptians were using pictures instead of words when writing. Back to Roma, one day he decided to send a letter to Cleopatra to let her know how much he cared for her. Wanting to be friendly he used a few pictures in his letter instead of words. Here is the letter..."  Each group needs to replace the picture with words, then to re-write the complete story on the other paper. The group members who finish first will win a candy.  **(social interaction + appreciation of language + presentation)** | | | **5**  **min**  **10-12**  **min** |
| **Step-by-step Procedures/Body**  Students will be introduced to a Shakespearian sonnet entitled "friendship sonnet". I'll firstly introduce the word sonnet and old literature; give a short background and some background information about William Shakespeare in a manner that fits their age and I will also provide them with a video to help introduce the concept of the “sonnet” further. **(presentation)**  Later on, we'll address and deal with the sonnet (attached – appendix 4), analyze it, comprehend it and relate it to our theme.  **(Access to information +** **appreciation of language**) | | | **8**  **min**  **20**  **min** |
| **Controlled Practice:**  NA | | |  |
| **Independent practice :**  NA | | |  |
| **Evaluation Strategies:** | | |  |
|  | | |  |
| **Adaptations (for Weak Learners or**  **Students with Learning Disabilities)** | **Extensions** | | |
| **Follow up activities:**  Following the discussion of the sonnet, students will learn to write their own sonnets.  **Homework**  Based on what they watched and learned, pupils will be asked to write their own sonnets.  Supplementary site: [**http://www.youtube.com/watch?v=qrADG4INTBI**](http://www.youtube.com/watch?v=qrADG4INTBI) | | | |
| **Reflection** | | | |
| **Professional Development** | | | |
| **Pedagogical Guide’s Signature:** | **Student Teacher’s Signature:** | | |
| **Training Teacher’s Signature:** | **Observing Student’s Signature:** | | |