

LESSON PLAN: ENGLISH Department LNS

CLASS:	DATE:	TIME:	NO OF PUPILS:
7.1	Tuesday 28/2/12	Lesson 1 at 9.00	21
TITLE OF UNIT / SCHEME OF WORK: <i>Haroun and the Sea of Stories</i> by Salman Rushdie			
KEY CONCEPTS and TERMS FOR THE LESSON: Arguments for and against Persuasion, persuasive Freedom of speech Providing reasons for your arguments /supporting your arguments with detail/expanding your arguments Speaking in role			
LEARNING OBJECTIVES FOR THE LESSON (By the end of the lesson, pupils will understand / know / be able to) <ul style="list-style-type: none">• Articulate some arguments for/against saving Batcheat, the Sea of Stories or both• Expand their arguments• Using evidence from the text where appropriate• Use persuasive techniques• Using their imagination and prior knowledge to expand/extend their arguments			
LESSON CONTENT Starter activity sheet Feedback Sorting activity ; adding to arguments as well as creating their own Role play Plenary			

Teacher activity and teaching points	Pupil activities and tasks
Books and starter/settling activity on desks when students enter.	Do starter activity as they come in.
Reminder of what we are trying to achieve in our lessons – show sign to remind them, welcome Mr Curran.	Continue starter activity.
Do Sims register. Check on their progress.	
Hand out envelopes – remind them not to open these until they are told to do so.	
Feedback on starter activity	
a) Slide with answers	Students to mark the close exercise.
b) Ask for their answers to the questions	Feedback on their answers
Model how the argument can be expanded (on slide.)	
Move into envelope activity: Arguments for/against going to war/	Students to follow instructions
Explain task with envelopes – talk to them about HOW they may do the task.	Students to suggest ways of working.
Remind them to expand the points on the cards and to write some of their own arguments	Open their envelopes, sort cards and discuss with their partner.
Circulate x1 to check they are on task.	Sort into for and against.
Circulate x 2 to help anybody who is stuck.	Expand each point.
	Add more arguments.
Introduce the role play – explain how it will work: They are citizens of Gup city and they are coming to a public meeting, arranged by the mayor, to express their views about the forthcoming war and who they want to support (or not.)	Follow instructions
Pose the question:	They are allowed 2 mins to practice with their partner – think of their role
What would you expect the rules of such a public meeting to be?	Students volunteer the ‘rules of engagement’ – get Zak to type them up.

Role Play the Mayor's meeting

Plenary: Would you join the Guppees in their war or not?

Show of hands.

Set homework: To write their speech

Lord Mayor, Citizens of Gup, I.....

Pack up and dismiss.

DIFFERENTIATION (Plans for: the most able pupils; the less able; pupils with SEN; EAL learners)

We have instituted a new seating plan so that more able students can help students who need more help – so e.g. <student> is sitting next to <student> to help him, this has worked well so far. <student> is next to <student>, a new student who seems very weak. <student> and <student> are both disruptive to other students and are sitting on their own and will be allocated partners when we do pair/group work.

The 'settling' activity is to help the class focus at the start of the lesson as they have developed a habit of coming in noisily and unsettled – often this starts off with something quite simple and an easy fill in or matching exercise to support weaker students like <student> (who has dyspraxia), <student>, <student> and <student> all with literacy difficulties. It usually recaps on the previous lesson and feeds into the lesson itself ; or will have some grammar activity as well as learning new vocabulary. Although a challenging text when we look at the FFT data for this class 12 of the students are predicted to achieve a C, B or higher at GCSE.

The oral work in today's lesson will enable everybody to hear a range of arguments and help them with their homework, which is a written task, the speech they would like to deliver to the citizens of Gup City.

RESOURCES / MATERIALS

Set up classroom before lesson1:

Books and settling activity on the desks according to seating plan

Envelopes with cards to sort and discuss in pair work

PP slides

Prop to indicate Mayor of Gup City

Prop to use as microphone to pass around to encourage one speaker at a time

HOMEWORK Write a speech to deliver to the citizens of Gup City arguing for what you think is the best course of action:

Fighting to save the Sea of Stories

Fighting to save Princess Batcheat

Fighting to save both the Sea of Stories and Princess Batcheat

Not to go out and fight unless the Chupwalas attack first

Write the speech in your exercise book.

Hand it in on Thursday 1st March 2012

7.1 Haroun Class Quiz Name.....

The following paragraph has some missing words. They are all words you learnt in Friday’s lesson. Fill in the missing words, they have been provided in the box at the bottom of the paragraph so make sure you SPELL them correctly.

Ms Lindsay had become by the at the start of every lesson with Year 7. “I cannot stand this noise and confusion at the start of the lesson. I will give you all detentions,” she said.....

The year 7s could see their teacher seemed very tired so they assumed she was; so they decided to work collaboratively to produce a learning atmosphere until a student into the classroom late. The teacher decided that she would not tolerate such behaviour. “There is only one..... to describe this behaviour and that is.....”

menacingly	adjective	mutinous	commotion
pranced	exasperated	exhausted	<i>Decide on an appropriate word for the last gap.</i>



From Chapter 7 - page 117

“Water Genies, Floating Gardeners, Plentimaw Fishes and Pages were loudly arguing out the pro’s and con’s of the strategy to which they were committed.”

a) What is meant by “pro’s and con’s”?

.....

b) What is the “strategy” that the people of Gup City have been told to follow?

.....

c) What does it mean if you are “committed” to something?

.....

Thinking question: If you were a citizen of Gup City, would you want to fight in the war against the Chupwalas or not? What reasons may you have for or against the war?

The Guppees are peaceful; we should not go to war.

Why should we go to war to save a silly princess?

We cannot allow the Sea of Stories to be polluted, we have to stop the Chupwalas poisoning this important asset.

Princess Batcheat is one of us, we have to save her.

Prince Bolo should go and save Batcheat himself and not endanger everybody else's life.

This is no time to argue about what to do, both Princess Batcheat and the Sea of Stories need to be rescued.

It is our duty to defend our citizens and our property.

We have the whole world's story tellers depending on their subscription to the Sea of Stories so we owe it to them to ensure the Sea of Stories is saved.

Princess Batcheat put herself at risk by going into the Twilight Zone without the necessary safe guards, so she should accept the consequences.

We should try and find an antidote to save the Sea of Stories and not risk lives.

Every patriotic Guppee will want to fight for his King and country, no matter what the cause.

If we lose the Sea of Stories our whole way of life will be affected so we must go to war to save the Sea of Stories.

If we go to war to save the Sea of Stories we might as well fight to get Batcheat back as well.

All war is evil so we should not go to war.

The Chupwalas have the cult master Khattam-Shud on their side, we will never defeat them.

Only coward refuse to fight when their country needs them.