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| **Topic** | The first in her field | **Week** | 3 |

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| **Class** | VII | **Duration** | 60 min |

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| **Learning Outcomes** | Upon completion of this lesson, students will be able to:   * Comprehend text post reading * Write composition * Answer while and post reading * Write answers to comprehension questions * Read the text on their own * Read and understand the words to know * Understand the moral of the story * Enhance their listening and speaking skills * Enhance their writing skills * Enhance their reading skills * Work on individual tasks * Work well in group or pair tasks * Answer challenging questions on their own * Fill in the blanks as per context * Use suitable transitional devices * Collate information and discuss with friends * Conduct research using internet and books * Plan and draft a short speech * Make a flow chart * Use transitional devices to give their speech a clear structure * Discuss and compare three paragraphs from different texts * Split each paragraph into three paragraphs * Divide information into fact and opinion |

| **Date and Time** | **Content and teacher activity** | **Formative assessment** |
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| **Day 1: 00/00/00**  **05 min** | **Settling time:**  As this is the third week of the term, students are still settling in. Help them out with their textbooks and notebooks. If there are any new students in the class, take the time to introduce them to their classmates and make them feel comfortable before moving on with the session. | Verbal response |
| **10 min** | **Starter:**  Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise and through this activity the new students will get to know what was taught the week before. Try and gauge their speaking and listening skills as well.  **Class presentation skills:**  If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.  Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate. | Verbal response  Recall  Speaking and listening skills |
| **10 min** | **Pre-reading:**  A *pre-reading activity* is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.  Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.  Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.  Gently probe students and encourage them to participate. | Brainstorming  Creative thinking |
| **10 min**  **10 min** | **Classroom procedure (group and pair work)**  The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.  After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.  **Focused [Group / Silent] Reading:**  After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.   1. Who is Lt. Gen. Nigar Johar? 2. What is Lt. Gen. Nigar Johar’s family background? 3. How long has Lt. Gen. Nigar Johar’s career lasted in the armed forces? 4. List down the different stages of her education journey that led to her career in the army. 5. List down the different ranks of Nigar Johar prior to her being Lt. Gen. 6. How many women in the Pakistan army have achieved the rank of major general? 7. How has Nigar Johar made history? 8. How did Nigar Johar achieve her status of Surgeon general? 9. What were Lt. Gen. Nigar Johar’s services during the pandemic COVID-19? 10. What is the message of Nigar Johar for the younger generation, especially females?   **Class discussion:**  Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.  After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers. | Reading skills  Comprehension skills  Silent reading skills  Discussion skills  Skim & scan  Focused reading |
| **10 min** | **Teacher’s Resource: Answers**   1. Lt. Gen. Nigar Johar is a Surgeon General in the Pakistan Army. 2. Lt. Gen. Nigar Johar’s father was an army colonel, and her uncle was also in the armed forces. 3. Lt. Gen. Nigar Johar has been part of the armed forces for the past forty years. 4. Following are the stages of Lt. Gen. Nigar Johar’s academic journey:  * In 1981, Johar signed up as a cadet in army medical school and completed five years of training * In 1985, Johar was commissioned as a captain doctor and began her military service  1. Following are the different ranks of Nigar Johar prior to her current one:  * Major * Lieutenant colonel * Colonel * Brigadier * Major general  1. As of this year only three women have been able to reach the rank of major general. 2. Nigar Johar’s career did not stop at Major general, she moved onto Lieutenant colonel, making her the first woman in the history of Pakistan Army with a three-star general. As of yet she remains the only one. 3. To achieve her current status as the Surgeon general, Nigar Johar continued to at a high level while serving her post. 4. During the Covid-19 pandemic she managed the biggest military hospital in Pakistan which had the responsibility for caring for patients with the Coronavirus. 5. Nigar Johar explained that although she has had positive experience, however, she has had to face some challenges as a woman. From convincing her father to making her own place in the field. Her message for the young female generation is to find the mental strength to endure the challenges to triumph in pursuing life goals.   **Feedback:**  Give feedback on responses. |  |
| **10 min** | **Reading aloud:**  Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.  **Post Reading:**  Fill in the following table with two personalities; first is to be Nigar Johar, you may choose the second one of your liking.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Name(s) of the personalities** | **What are the important qualities?** | **Where is the story set?** | **What are the characters trying to do?** | **What are the most important events in the story?** | |  |  |  |  |  |   **HOMEWORK:**  Are you passionate about anything? What is the one thing that drives you? It is okay if you do not have a passion at the moment. People realise their dreams and passion in different stages of life. Conduct an internet research and list down the names of the late-bloomers (people who realised their dreams later in life – not at the young age). | Reading skills  Comprehension skills |
| **Day 2: 00/00/00**  **20 min** | **Comprehension questions**  Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a *class discussion* leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.  Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.  Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.  The students may write the answers after the oral work.  **Class Work: Comprehension**  Attempt Exercise A in class.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Brainstorm  Creative thinking  Prediction  Foreshadowing |
| **20 min** | **ACTIVITY 1: TRANSITIONAL DEVICES**   1. Make the following table on the board of transitional words. 2. Explain the transitional devices / words to the students. 3. Provide different examples. 4. Ask the students to provide one example, at least. 5. Next, ask the students to prepare a twenty-minute discussion (in groups of four) where they have to use at at least 13 to 15 types of transitional words that they have learned.  |  |  | | --- | --- | | **ACTION:** | **TRANSITIONAL WORDS:** | | **To add:** | * Whereas * But * Yet * On the other hand * However * Nevertheless * On the contrary * Where * Compared to * Up against * Balanced against * Vis a vis * But * Although * Conversely * Meanwhile * After all * In contrast * Although * Although this may be true | | **To prove:** | * Because * For * Since * For the same reason * Obviously * Evidently * Furthermore * Moreover * Besides * Indeed * In fact * In addition * In any case * That is | | **To show exception:** | * Yet * Still * However * Nevertheless * In spite of * Despite of * Of course * Once in a while * Sometimes | | **The show time:** | * Immediately * Thereafter * Soon * After a few hours * Finally * Then * Later * Previously * Formerly * First (second, etc.) * Next, and then | | **To repeat:** | * In brief * As I have said * As I have noted * As has been noted | | **To emphasize:** | * Definitely * Extremely * Obviously * In fact * Indeed * In any case * Absolutely * Positively * Naturally * Surprisingly * Always * Forever * Perennially * Eternally * Never * Emphatically * Unquestionably * Without a doubt * Certainly * Undeniably * Without a reservation | | **To show sequence:** | * First * Second * Third, and so forth * Next * Then * Following this * At this time * Now * At this point * After * Afterward * Subsequently * Finally * Consequently * Previously * Before this * Simultaneously * Concurrently * Thus * Therefore * Hence * Soon | | **To summarize or conclude:** | * In brief * On the whole * Summing up * To conclude * In conclusion * As I have shown * As I have said * Hence * Therefore * Accordingly * Thus * As a result * Consequently | | **To give an example:** | * For example * For instance * In this case * In another case * On this occasion * In this situation * Take the case of * To demonstrate * To illustrate * As an illustration |   **ADDITIONAL HELPFUL RESOURCES:**  **TRANSITIONAL WORDS:**  **Use the transitional devices / words to write the summary of the unit ‘The First in her Field’.** |  |
| **20 min** | **Class Work: Working with words:**  It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:  • Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, ‘laughed’.  **Activity: Working with words**  Introduce the concept of thesaurus. Teach the students how to use thesaurus in class.  **Class Work: Working with words:**  Attempt Exercise B.  **HOMEWORK:**  Practice using transitional devices. | Verbal Response  Counting skills  Writing skill  Brainstorming  Creative writing |
| **20 min** | **Workbook Exercise:**  Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.  Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student’s learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.  **Advantages of Workbook:**   * Making lessons more effective * Introducing fun learning * Development of independent thinking * Ensuring better parent involvement * To keep children engaged * To help reduce screen time * Practice makes perfect * Enable easy revision * Help in gauging student’s performance * Help evaluate class progress * Bring a structure to the learning process   **Workbook: Class work**  Attempt workbook exercises.  **HOMEWORK:**  Complete any incomplete work. | Writing skill  Independent thinking  Revision  Practise |
| **Day 3: 00/00/00**  **15 min** | **Activity: Listening and pronunciation skills**  This activity will sharpen the students’ listening and pronunciation skills, and research skills.  Divide the class in pairs and ask one to pronounce the words and the other to listen and write them then exchange roles. They will have to collate information on Nigar Johar as well. They may choose the internet or the school or local library.  Make sure that the students are enunciating the words and acting out the roles properly. The point of this exercise is not to check their memory or spelling, rather their speaking and listening. Move on when the students are able to speak and convey their message properly to the other party.  Encourage the students to use the transitional devices to provide the speech a clear structure, but do not over do.  Attempt Ex: D  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Acting skills  Pronunciation skills  Listening skills  Speaking skills  Observation skills  Research skills |
| **Day 4: 00/00/00**  **20 min** | **Class Work: Composition**  Attempt Exercise E in class.  Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.  Revise the concept of topic statement. Ask them to compare and discuss the texts provided and remind them that their argument should be backed by a clear defence, proof, and examples.  **Research:**  Conduct research on Marium Mukhtar via internet and school or local library. Provide help with the information of her life and then instruct them how to divide information between fact and opinion. Inform the students that fact is something that is indisputable and is backed by data and defense. Whereas, opinion is a view or judgement formed based on something.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Writing skills  Reading skills  Speaking skills  Listening skills  Composition skills |
| **05 min** | **Plenary:** Ask the students the following questions:  In one line, write what you have learned from any of the fiction books that you have read. | Brainstorm  Verbal Response  Discussion skills  Cooperation skills |

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| **ASSESSMENT** | **REFLECTION** |