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| **Topic** | The Story of Keesh | **Week** | 9 |

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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 reading question * 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 * Talk about the author of the story * Work well in pair tasks * Answer challenge question * Answer more challenging questions on their own * Choose the best answer * Identify and use Idioms * Match the given Idioms with their respective meanings * Identify the Adjective phrases * Identify which of the given groups of the words are phrases * Make adjective phrases to describe the given words * Rewrite the given sentences by replacing the adjectives with adjective phrases of similar meanings * Practise questions in the present tense * Write dialogues on the given topic |

| **Date and Time** | **Content and teacher activity** | **Formative assessment** |
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| **Day 1: 00/00/00**  **05 min** | **Settling time:**  Ask the students to settle down and share if they have any difficulty or if they have not understood from the previous lesson. Ask them to take out their textbooks and notebooks. | 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. Ask the everyone and gently probe and encourage the students to provide answers. 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 the central character in the story? 2. Who was the most famous hunter of the clan? 3. What happened to Keesh’s father? 4. What happened after the death of Keesh’s father? 5. What did Keesh decide to do? 6. How did Keesh’s hunt go? 7. How did Keesh react to the sudden fame? 8. Was everyone happy with Keesh’s success? 9. What did the young spies report of Keesh’s methods of hunting? 10. How does the story end?   **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  Focused reading  Brainstorming  Skim & scan  Group work |
| **10 min** | **Teacher’s Resource: Answers**   1. The central character of the story is Keesh. 2. The most famous hunter of the clan was Keesh’s father. 3. Keesh’s father was killed during hunting a giant he-bear for the tribe. 4. The clan started to forget about Keesh and his mother and they started to get less and less food supply. 5. Keesh decided to join the council meeting and speak for his mother and himself, although he was only a child. Upon being challenged he decided to hunt and bring food for the clan. 6. Keesh managed to become a successful hunter and brought lots of food back home. 7. Keesh became a local celebrity, his mother was treated differently as well. Keesh demanded a new and bigger igloo to be made for his mother and him as he spends all his time hunting. His wish was complied to. 8. No, the elders accused him of witch craft and sent young men to spy after him. 9. The young spies reported that Keesh apparently picks a fight with the bear and then feeds them some sort of medicine that makes them weak / sick. Then Keesh follows them for two to three days until the bear is completely exhausted and unable to move or defend itself. Then Keesh puts the animal out of its misery and kills the animal. 10. The council orders Keesh to come to them, however, Keesh refuses to visit instead invites them to his place. To which the council complies.   **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.  **WHILE READING**  **Inferring vocabulary**  Students will read the text individually and highlight unfamiliar words in a text, guess their meaning using context clues, as a home-task check their conjectures against a reliable dictionary, and finally, use them in their own sentences as a part of their daily usage. Keeping a vocabulary notebook is also a viable reading strategy to broaden mental lexicon.   |  |  |  |  | | --- | --- | --- | --- | | **Words** | **Context Clues** | **Inferred Meaning** | **Dictionary Meaning** | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | | Reading skills  Comprehension skills  Discussion skills  Close reading 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 1, 2 in class.  **Challenge Question:**  Have a small discussion on ‘Challenge Question’.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Brainstorm  Creative thinking  Prediction  Foreshadowing |
| **20 min** | **ACTIVITY 1: IDIOMS**  1. Make a list of ten common or well-known idioms.  2. Type these out in slightly bigger point-size on the computer in such a way that there is a blank line between each idiom—you will have to cut each idiom out in the form of strips. Ensure that the idiom does not run into two lines but finishes in one line.  3. Once you have the sheet(s) with the list of idioms, make photocopies of it equal to the number of teams you plan to make in class. So if you have five teams, make five copies.  4. Now cut out the idioms as paper strips, one sheet at a time. Leave the other sheets aside.  5. Once you have the individual idioms, cut each idiom into two parts. For example, if you have the idiom, ‘Make hay while the sun shines’, you could cut it into: ‘Make hay while’ and ‘the sun shines’.  6. In this way, you will have all the idioms cut into two parts and now you should mix up all these parts together. Then, put these strips neatly into an envelope. In this way, prepare five envelopes for five teams.  7. The team members should take out all the strips from their envelopes and spread them out on the desk. They will be required to join together the correct parts so that ten complete and correct idioms are formed.  8. The first team to make all the idioms correctly will be winner. However, there should not be any errors in any of the idioms.  **ADDITIONAL HELPFUL RESOURCE: IDIOMS**  **Match the phrases in list A with their meaning in list B. Write them against the idioms.**  **List A**   |  |  | | --- | --- | | 1. to live by one’s wits  2. to call to witness  3. to keep up the good work  4. to give in kind  5. be out of one’s mind  6. to give oneself airs  7. to carry the weight of the world on one’s shoulders  8. to get out on the wrong side of bed  9. to pull/make a long face  10. have a hand in something  11. to come to grief | **= \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **= \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **= \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **= \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **= \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **= \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **= \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **= \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **= \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **= \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **= \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |   **List B**   |  |  | | --- | --- | | (i) to testify  (ii) not be in one’s right mind  (iii) match as good as one gets  (iv) to be unhappy or sad  (v) involved in an activity  (vi) to feel heavy with responsibility or troubles | (vii) arrogant  (viii) to be ill humoured  (ix) to carry on  (x) cause difficulty or have a mishap  (xi) to provide for oneself by cunning |   **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’.  Attempt Exercise B 1.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal Response  Writing skill  Brainstorming  Creative writing |
| **Day 3: 00/00/00**  **15 min** | **ADDITIONAL HELPFUL RESOURCES: ADJECTIVE PHRASES**  **State whether the underlined phrases in the sentences are noun phrases, adjective phrases, or adverb phrases:**  1. The play was not all that bad.  2. Both of her younger sisters are still in college.  3. Her new dress was really expensive but very beautiful.  4. This works out really well for now.  5. We drove very slowly and carefully through the snowstorm.  6. Ali’s room had wallpaper that was yellow with stripes.  7. We finished school in no time.  8. With a bright vibrant look, his suit drew everyone’s attention.  9. I wore one of my father’s old ties to school.  10. Everyone put their hands together when they announced the winner.  **Class Work: Learning about Language**  Attempt Ex: C 1, 2, 3.  **Homework:**  Complete any incomplete work. | Writing skill  Brainstorming  Creative thinking skills |
| **10 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 4: 00/00/00**  **15 min** | **Activity: Listening and pronunciation skills**  This activity will sharpen the students’ listening and pronunciation skills.  Divide the class in pairs and ask the students to conduct the activity on their own. Keep an eye on the students to see how they are carrying on, however, let them take charge.  Make sure that the students are enunciating the words properly and making the questions correctly. The point of this exercise is not to check their speaking and listening and most importantly their question making skills in a particular tense. Move on when the students are able to speak and convey their message properly to the other party.  **Class Work:**  Attempt Ex: D.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Role play |
| **Day 5: 00/00/00**  **20 min** | **Activity: Dialogue Writing**  **Rules for Dialogue Writing:**   1. Each speaker gets a new paragraph 2. What is said by the characters goes inside the inverted commas 3. Each paragraph, except for the start of the chapter or scene break, is indented 4. Long speeches, with several paragraphs, do not have end quotations 5. Use single inverted comma when the character quotes someone else 6. Focus on the important information, skip the small talk 7. Cut out greetings 8. Keep your dialogue brief and impactful 9. Make each character unique   **Basic mistakes to avoid:**   1. Long dialogue paragraphs 2. Use a character’s name repeatedly 3. Dumping information through dialogue 4. Repetitive dialogue 5. Repetitive dialogue styles   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.  **Class Work: Composition**  Attempt Exercise E in class.  **Feedback:**  Give feedback if required.  **Homework:**  Complete any incomplete work. | Verbal response  Writing skills  Reading skills  Speaking skills  Listening skills  Composition skills |
| **05 min** | **Plenary:** Ask the students the following questions:  Write the dictionary definitions of new terms learnt today. | Brainstorm  Written Response |

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