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| **Topic** | Dreaming of the Dawn Wall | **Week** | 7 |

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| **Class** | VIII | **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 * Answer the questions with reference to the context * Match the idioms with their meanings * Use idioms to make sentences of their own * Answer challenge questions on their own * Use hyphens * Use prefixes * Understand use of comma * Work on a project |

| **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. What is rock climbing? 2. Is there any equipment used to climb rocks? 3. Is it necessary to use equipment while climbing rocks? 4. What sort of attributes do climbers need to have? 5. Who is Tommy Caldwell? 6. Which site is a favourite of Tommy Caldwell’s to climb? 7. What proves to be difficult while climb the Dawn Wall of El Capitan? 8. Which accident really tested Tommy Caldwell’s strength? 9. Who and when were the first people to free climb up the Dawn Wall of El Capitan? 10. How long did it take for Tommy Caldwell and Kevin Jorgeson to climb the Dawn Wall of El Capitan?   **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. Rock climbing is an activity enjoyed by a lot of people. It is also a sport. 2. Some use special equipment such as ropes, ladders, metal clips (called carabiners), and belays to help them climb. This is known as aid climbing. Others use very little equipment preferring to free climb. 3. Free climbing is climbing without much equipment, using only the body to work out a route up or across the rock face. 4. Climbers need to be fit and strong. They need to be flexible and agile. They must be able to endure pain and physical hardship while keeping calm and focused. 5. Tommy Caldwell is a professional rock climber. 6. Tommy Caldwell enjoys climbing Yosemite. 7. Free climbers struggle to find edges and ledges in the rock to hold on to, hence, out of the one hundred or so routes up El Capitan, only thirteen have been successfully free climbed. 8. In 2001, Tommy accidently sawed off the top of his index finger. The doctors informed Tommy that his grip will not be the same. Despite everything, Tommy trained harder than ever and managed to improve his climbing technique. 9. On 14th January 2015, Tommy Caldwell and Kevin Jorgeson became the first people to free climb up the Dawn Wall of El Capitan. 10. The climb up the Dawn Wall had taken nearly nineteen days.   **Feedback:**  Give feedback on responses. |  |
| **10 min** | **Inferring vocabulary**  Ask the students to read the text individually and highlight unfamiliar words in a text, guess their meaning using context clues, check their conjectures against a reliable dictionary as a home-task, 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** | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |   **HOMEWORK:**  What is your favourite sport? If you do not like to play sports, what do you like to do in your free time? Or what are you passionate about? | 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** | **ADDITIONAL HELPFUL RESOURCES:**  **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 | (vii) arrogant | | (ii) not be in one’s right mind | (viii) to be ill humoured | | (iii) match as good as one gets | (ix) to carry on | | (iv) to be unhappy or sad | (x) cause difficulty or have a mishap | | (v) involved in an activity | (xi) to provide for oneself by cunning | | (vi) to feel heavy with responsibility or troubles |  | |  |
| **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**  Revise the concept of Adjectives. Scaffold the topic.  **Class Work: Working with words:**  Attempt Exercise B.  **HOMEWORK:**  Complete any incomplete work. | Verbal Response  Counting skills  Writing skill  Brainstorming  Creative writing |
| **Day 3: 00/00/00**  **15 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 |
| **25 min** | **ACTIVITY: ANTONYMS: USING PREFIXES**  1. Select six or seven prefixes such as ‘dis-’, ‘un-’, ‘-il’, etc, which could be attached to adjectives to get their opposites.  2. Now for each prefix, select five to six adjectives so that if that prefix is attached to any of those adjectives, you get its antonym. So if you have six prefixes, you should have thirty to thirty-six adjectives in all.  3. You will be forming teams for this game. Prepare as many sets of small cards as there will be teams of students in your class. On each set, write out the prefixes you have chosen. Thus, each team will have a set of cards with the chosen prefixes.  4. Type out a list of the adjectives you have selected. Make copies of this list so that you may give two lists per team. The teams will be referring to the list.  5. Explain the rules of the game well. Every team will take turns to call out one prefix. The team that is next in sequence will have to quickly scan the list of adjectives, select an adjective which goes with the prefix, attach the prefix to that adjective, and call out the antonym of the adjective they have selected from the list.  6. The same prefix cannot be used twice with the same adjective. So every adjective whose antonym is called out must be crossed out on the list by all teams. You should cross it out on your list too in order to keep a check.  7. You could keep time and score. Deduction of points for an incorrect answer often helps to keep the students’ focus on the game.  8. The team with the highest points wins. |  |
| **20 min** | **Class Work: Learning about Language**  Revise the concept of Adverbs. Scaffold the topic.  **Class Work: Working with words:**  Attempt Exercise C.  **HOMEWORK:**  Complete any incomplete work. |  |
| **Day 4: 00/00/00**  **20 min** | **Activity: Listening and pronunciation skills**  This activity will sharpen the students’ listening and pronunciation skills, and research skills.  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.  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 |
| **30 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.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Writing skills  Reading skills  Speaking skills  Listening skills  Composition skills |
| **10 min** | **Plenary:** Ask the students the following question: Quick-fire oral quiz to review/revisit learning | Brainstorm |

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