

Lesson plan

Class: EF

Topic of unit: Joyce Cary: A Hot Day -> Short story

Main objectives of lesson: Students improve their text competences by activating their knowledge about short stories first, then taking information from a text to develop a characterization, and arguing their points. Followed by an analysis and an evaluation

Lesson phase	Description	Interaction pattern	Media/ Material
lead-in	What do you know about short stories (Think-pair-share) Activating knowledge about genre Share your findings on mentimeter	S-S T-Ss	Mentimeter
pre-reading activity	Character role cards - How could the story develop 3 groups, 1 for each character	S-S	Role cards
while-reading + post reading activity	Read the story, pay attention to your character. Make notes about characteristics Share your findings with your group, fill out role cards 1. Comprehension. Describe the situation presented in the text Share group findings with the class 2. Analysis: Analyse the behavior of the characters and how the author creates a vivid image of the situation	S Ss-Ss S-Ss Ss-Ss S	role cards Short story
presentation/ consolidation	Share analysis in your group, discuss differences and similarities Teacher feedback for the individual groups, talking to them, while the others are working	Ss-Ss T-Ss	feedback sheets

Homework: 3. Evaluation assignments

[KLP] MSW NRW (Hrsg.) (2014): Kernlehrplan für die Sekundarstufe II Gymnasium/Gesamtschule in Nordrhein-Westfalen. http://www.schulentwicklung.nrw.de/lehrplaene/upload/klp_SII/e/KLP_GOST_Englisch.pdf

Material

Role cards

<p>Language Lover: Your job is to choose a favorite line or lines and share them with the group. Why are these so special? Are they simply beautiful? Feel good in the mouth? How has the poet used language in a concise or succinct manner? Is there a phrase or line that is particularly "resonant"?</p>	<p>The Music Maestro: What are the stresses and beats in the line? Is there a pattern? A name for that pattern? You are the expert on knowing such things as what an "iamb" is or what "pentameter" is. How does the poet turn language into music? Do word sounds count? Assonance? Alliteration? Half-rhyme? Rhyme? The sounds of the words are his concern.</p>
<p>Interpreter: Once the literal meaning of the poem, or the "story" in the poem is understood, this role asks: is there another level on which this material can be understood? What is its figurative meaning? Is there a symbolic or metaphoric level that the poem operates on? How so?</p>	<p>Inner Conversationalist: Your job is to consider the voice of the speaker. Can it be described? What is its tone? Does it change over the course of the poem? And does the speaker have a particular conflict? What is the speaker grappling with? Does the inner debate cause the speaker's growth or transformation?</p>

My Father's Coat (Marc K. Smith)

Tasks

1. Fill in the grid according to your role. (individual work)
2. Present your findings to each other and take notes. You might want to add new aspects. (group work)

Language Lover:	The Music Maestro:
Interpreter:	Inner Conversationalist:

3. Take an evaluation sheet and add more criteria for a good oral presentation of the poem. Then prepare an oral performance of the poem. Be ready to present your performance in class and be ready to explain your dramatic reading. (e.g. Where do you draw a breath and why? Why accent a line here or a word there?...) (group work)

Evaluation sheet



	++	+	0	-	--
The performer speaks clearly.					
The performer emphasises important words.					
The performer varies the following elements of his/her oral presentation: speed, volume, voice moderation					
The performer establishes a relationship with the audience.					
Does the performance help the audience understand the poem?					

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