Lesson plan 7.2

A lesson plan using students’ experiences as an engagement strategy

**Time/length:** 45 minutes

**Topic/focus:** Narrative point of view

**Subject:** English

**Year Level:** 7

**Context:** Students are examining the use of narrative point of view in a range of texts.

EQUIPMENT/RESOURCES

Copies of the poem ‘Llewellyn and His Dog’ by W. R. Spencer

Slide image of Gelert’s grave to be used if interest flags

SYLLABUS OBJECTIVES

* Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)

LESSON OUTCOME

* Understand the concept of third person subjective point of view and employ it in writing

Assessment of lesson outcomes

* Discussion
* Written text

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| Time | Procedure |
| **5 minutes** | **Engagement**  Ask students, ‘Have you ever done something you really regretted afterwards?’ Give example of something you have regretted doing. Take contributions and ask what students learnt from their experience. |
| **3 minutes** | **Scaffold background knowledge and genre**  Explain setting: Wales, hundreds of years ago. Based on a legend; believed to be true.  **Scaffold the language**   * Brach: female dog * Sentinel’d: noun being used as a verb; can work out meaning from sentinel * Suppliant: pleading, begging   **Establish reading purpose**  Ask students to work out how the poem they are about to read relates to the discussion they have just had. |
| **4 minutes** | **Reading**  Read poem aloud with students following along. |
| **2 minutes** | **Eliciting/exploration**  Students suggest answers to reading purpose question, suggesting what Llewellyn learnt from his experience. |
| **5 minutes** | **Explicit teaching**   * Draw attention to the narrative point of view of the poem: We see the events from Llewellyn’s point of view. He does not tell the story, but we are by his side and we know his thoughts. Like Llewellyn we do not find out what has really happened until it is too late. Introduce the concept of third person subjective point of view. * The point of view from which a story is told can have an effect on how we experience the story and our response. |
| **5 minutes** | **Application**  **Scaffolding**  Ask students to tell the story focusing on Gelert, giving his point of view using third person subjective. Writing from the point of view of an animal might seem strange to some students. Point that some famous writers have done this with great success. Most notably Jack London in *The Call of the Wild* and *White Fang*, and Anna Sewell in *Black Beauty*.  Use prompt questions to stimulate ideas for content:   * Why might Gelert not have gone with Llewellyn at the beginning? * What would have been going through his mind when he saw the wolf? * What would he have been expecting when Llewellyn returned? * What would be his reaction to Llewellyn’s words and actions? * Gelert’s thoughts as dying? |
| **15 minutes** | **Writing**  **Monitoring/Formative assessment**  Teacher walks around monitoring work, offering assistance, praising good efforts and occasionally interrupting class to read out good examples. |
| **5 minutes** | **Sharing**  Volunteers read their work aloud to class. Discuss effects of different point of view. |
| **1 minute** | **Recap**  Encourage students to note the point of view when reading poems and stories in future and to think about what the effect might be if the point of view was changed. |