**LESSON PLAN**

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| **Subject**  **English** | | **Class**  **Year 10** | **Unit**  **Trash** | **Topic**  **Character Profiles** |
| **Achievement Objective(s)**  **Level 5:** Students will integrate sources of information, processes and strategies purposefully and confidently to identify, form and express increasingly sophisticated ideas.  Think critically about texts with understanding and confidence | | | | |
| **Learning Outcome(s) and/or Learning Intentions**  *What should the students learn?*  *Students will learn to construct character profiles for the main characters of Trash with consideration of the web of relationships between characters.*  *Students are learning how to recognise aspects of identity within characters and character relationships.* | | | **Assessment and/or Success Criteria**  *How do we know what we have learnt?*  *We are successful if we can acurately label the relationships between the characters of Trash*  *We are succesful if we can demonstrate an understanding of which characters are more important than others – and how this relates to the differing value of wealth within the book.* | |
| **Key Competency Focus**  *How is this key competency developed in this lesson?*  *In this lesson the focus is on* ***Thinking*** *and* ***Participating and Contributing*** *through the family tree organiser. Students will need to consider the relationships with the novel Trash* *and offer these ideas to the rest of the group. This exercise has the potential to identify difference of opinions so students will have to* ***Relate to Others*** *as they negotiate an outcome.* | | | | |
| **Time** | **Student Learning Activities** | | **Teacher Activities/Actions** **and brief rationale** (*Including Focus Questions)* | |
|  | **Starter**  “Do Now!”  Find a partner who is up to the same part of the novel as you. Discuss with them the last bit that you read and what you think might be happening next. This is a hushed-tone activity in that you don’t want to give anything away to those around you who may not be as far through the book as you.  Main activity:  On the board students are asked to recall all of the characters that are in the book *Trash*. This may only be where they are up to – but ideally by this lesson most of the students will be most of the way through the book.  The teacher will get the students to write these up on the board in no particular order.  Handing out a sheet prepared earlier of all the characters names (see resource A last page) get the students to cut out the names and in pairs arrange them in a family tree/spider web type diagram noting how the characters relate to each other?  The students will be guided to start gluing or transferring the diagram into their workbooks and to label the relationships between the characters. The teacher will have her own set of characters – laminated and magnetised and start to model this process inciting class discussion.  Differentiation:  Some learners may prefer to use the guide sheet of these relationships (See beginning of resource A) so that they are able to remain an active part of the following discussion. The teacher gives these to the learners with the relationships mixed up and they are to match up the description with the character. They can then participate with the rest of the class in the construction of the diagram.  Students are then encouraged to seek quotes from the text that are indicative of the character descriptions and character relationships they have constructed.  **Conclusion** (wrap up)  *Reflection*  The teacher intentionally gets books away early and starts a brief discussion about who has discovered a character that is quite important that they had not realised before.  OR:  The teacher seeks one volunteer to be the character of Raphael and sends him down a “Conscience Alley”. The rest of the class need to form two lines and speak messages to this character about whether he should admit to the police that he has found the bag. | | Some starter questions on the board:   * Whose voice was narrating the last chapter you read? * Do you find them reliable? Why/why not? * Have we heard from them before? * Do you think they are withholding any information or keeping anything silent?   A lot of formative assessment will happen during this exercise. To guide the students in this task the teacher may ask questions such as:   * Who is the most important person to this character? * Why? * Is this character dead or alive? * When do we hear this character’s voice? * Would you trust this character? * Is this character wealthy? Poor? * What do we know about this character? * What don’t we know about this character.   We know that Gardo looks out for Raphael – what is a line of dialogue that would indicate this?  Who says this line of dialogue? Gardo or Raphael?  Does it matter? Why/why not?  At the end of the lesson all students should have a character-web or family tree of the characters in *Trash* in their workbooks with some description and/or a quote of how they relate to each other.  For example Father Julliard is instrumental in Jun-Jun saving money and staying alive. | |
| **Equipment**  Teacher version of Resource A: Character cards with magnets to model the character web exercise on the board.  White-board + Markers  Students will need their copy of the book.  Scissors and glue.  **Resources**  Resource A: Character grid and Relationships diagram for those who need it. | | | | |
| **Teacher Evaluation**  *Student achievement – where to next?*  Students will be writing character profiles over the next two lessons.  *Teacher practice – what have I learnt?*  *what will I change?* | | | | |