Lesson Plan

<table>
<thead>
<tr>
<th>Date:</th>
<th>Class: Year 9</th>
<th>Subject: English</th>
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</thead>
<tbody>
<tr>
<td>Learning Intention:</td>
<td>Success Criteria:</td>
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</tbody>
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| I am learning to understand how text structures and language features are used to construct representations of characters, ideas and issues. | • Identify texts structures and language features used in a novel extract  
• Explain the purpose and effect of text structures and language features |

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<thead>
<tr>
<th>Stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Key Strategies/Adjustments</th>
</tr>
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| **Opening**            | Re-read an extract from a novel introduced in a previous lesson – text displayed on board, teacher reading aloud, text highlighting on the screen as it is being read | Recall/revise the text structures and their effects identified in the previous lesson | Review  
Multimodal text reading  
Access to text structures  
anchor charts created in previous lesson |
| **I Do (Modelled)**    | Introduce the text structure of ‘inner monologue’  
Provide an accessible definition and an example  
Highlight a section in the novel extract that demonstrates the use of inner monologue  
Think aloud to make explicit the way in which inner monologue is found – transfer to a prompt with visuals  
Evaluate the effects of the use of inner monologue on constructing meaning using a scaffold | Listening and viewing  
Familiar text extract | Accessible definition and example  
Highlighting  
Think alouds  
Prompt with visuals  
Scaffold |
| **We Do (Guided/Shared)** | Facilitate the location of another example of the text structure  
Facilitate the discussion with prompting to complete the SWOT analysis  
After completing the I do/we do sequence for inner monologue, repeat for direct speech | With a partner, engage with the text extract and identify an example of the text structure – text made accessible with the use of assistive tech  
Co-construct a SWOT analysis of the text structure – recorded for use as an anchor chart | Cooperative learning  
Familiar text extract  
Accessible text options  
Facilitated identification  
Facilitated discussion  
Use of graphic organiser |
| **You Do (Independent)** | Provide extended modelling and guidance | Locate an additional example of one of the text structures covered in the lesson  
Analyse and explain how the text structure constructs meaning and influences an audience – access to anchor charts, sentence prompts, options of how to create response (written, speech to text, audio record)  
Access to extended modelling and guidance if required | Familiar text extract  
Accessible text options  
Anchor charts  
Sentence prompts  
Multiple means of expression  
Extended modelling and guidance |
| **Closing**            | Pose the question, what image of the main character do we now have?  
Record brainstorming | Provide responses about the character image they have | Cooperative learning |
| **Wrap-up**            | Exit routines | | |

School Inclusion: From Theory to Practice  
[www.school-inclusion.com]  
Loren Swancutt 2021