

Week	Learning outcome	Main Teaching	Learning Activities: Stretch and Challenge	Key Vocabulary	Resources
1	<p><u>Lesson 1</u></p> <p><b>AO1</b> - Read, understand and respond to texts</p> <p><b>AO2</b> - Analyse the language, form and structure used by the writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p><b>AO3</b> - Show an understanding of the relationship between texts</p>	<p>To learn how Russell introduces the character of Mickey to the audience.</p> <p>Using literary devices to find out about Mickey Johnstone.</p>	<p><b>Starter:</b> Match the words that Mickey says with their meanings.</p> <p>Hooligan - A person who acts in a loud, violent and anti-social way</p> <p>Nott'n - Nothing</p> <p>Gis - Liverpool dialect for 'give me'</p> <p>Soft - Stupid</p> <p>Poshy - A posh person who acts in a refined way</p> <p>Youse - You</p> <p>Last - Useless</p> <p><b>Main:</b></p> <ol style="list-style-type: none"> <li>1. Read up to p34 - What are your immediate impressions of Mickey Johnstone? Think about the literary devices of stage directions, actions and dialogue.</li> <li>2. Write a paragraph explaining how Willy Russell presents the character of Mickey to the audience - use sentence starters to help.</li> </ol> <p><b>Plenary:</b></p> <p>Answer the questions to show your understanding of the character of Mickey.</p> <p>TA support as needed</p>	<p>Character</p> <p>Protagonist</p> <p>Impressions</p> <p>Audience</p> <p>Literary devices</p>	<p>PPT 10</p> <p>BB Play</p> <p>Matching words sheet</p> <p>Picture for character phrases</p> <p>Print slide 8 with Qs for books.</p>

	and the contexts in which they were written		Support, scaffold and select texts appropriately		
2	<p><u>Lesson 2</u></p> <p><b>AO1</b> - Read, understand and respond to texts</p> <p><b>AO3</b> - Show an understanding of the relationship between texts and the contexts in which they were written</p>	<p>To develop an understanding of the character of Edward.</p> <p>To learn how to use P.E.E when writing about characters.</p> <p>Using literary devices to find out about Edward Lyons, and P.E.E to help with writing.</p>	<p><b>Starter:</b> Revisit P.E.E (Point, Evidence, Explain) Can students remember this and when we used it previously?</p> <p><b>Main:</b></p> <ol style="list-style-type: none"> <li>1. Read up to p37 ("my beautiful, beautiful son...") paying close attention to the character of Edward.</li> <li>2. Using the literary devices (action, dialogue and stage directions), fill in what you learn about Edward.</li> <li>3. Use the information from your table to write about Edward. Do not forget to use P.E.E in your paragraph.</li> </ol> <p><b>Plenary:</b> Answer the questions to show your understanding of the character of Edward.</p> <p>TA support as needed Support, scaffold and select texts appropriately</p>	<p>Character</p> <p>Literary devices</p> <p>Character</p> <p>Protagonist</p> <p>P.E.E (Point, Evidence &amp; Explain)</p>	<p>PPT 11</p> <p>BB Play</p> <p>Information sheet for Edward</p> <p>Print slide 6 with Qs for books</p>

Week	Learning outcome	Main Teaching	Learning Activities: Stretch and Challenge	Key Vocabulary	Resources
3	<p><u>Lesson 3</u></p> <p><b>AO1</b> - Read, understand and respond to texts</p> <p><b>AO3</b> - Show an understanding of the relationship between texts and the contexts in which they were written</p>	<p>To learn how the playwright contrasts the characters of Mickey and Edward.</p> <p>Contrasting characters using all the knowledge we have to date.</p>	<p><b>Starter:</b> Find as many examples of how these characters contrast as you can. E.g. poor/wealthy; one of 8/only child; lots of freedom/over protective mother; lacks education/well educated; speaks with a Liverpool accent in Liverpudlian dialect/ no accent, used standard English</p> <p><b>Main:</b></p> <p>1. Using our knowledge of the 2 characters Mickey and Edward, write a paragraph explain how Russell presents these contrasting characters to the audience. Use some of the sentence starters to help if required.</p> <p><b>Plenary:</b></p> <p>Discuss your work with the rest of the group. Explain how you made deductions about Edward and Mickey's characters. <i>Give 2 points each!</i></p> <p><i>TA support as needed</i> <i>Support, scaffold and select texts appropriately</i></p>	<p>Contrast Character Audience Playwright Deductions</p>	<p>PPT 12 BB Play Contrasting characters sheet</p>

Term: 2 W/C 30/11/20 (WK5)

Subject: English

Topic: Blood Brothers

YG: 11A and 11B



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