

Teacher(s)	Pooja Chopla /Neeru Mishra	Subject group and discipline	Language and Literature		
Unit title	Short Stories and Journal Writing	MYP year	2	Unit duration (hrs)	25

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Communication	Style and Audience Imperative	Personal and cultural expression

Statement of inquiry

Author communicates his ideas and feelings through his writings by using different style, tone and setting to depict the atmosphere and events of the story.

Inquiry questions

Factual—How are stories and journals different?

Why do you think people write journals?

Conceptual— What can be expressed through journal writing?

Debatable—Stories and journal writings are a means of presenting the writer’s style. Discuss.

Objectives	Summative assessment	
<p>A i ii iii iv B ii iii C i ii iii D i ii iii iv</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Analysis of the Short Stories (Questions and Answers)</p> <p>The students will be able to present their point of view by self expressing behaviour and attitude of the characters. They will be able to understand how a story depicts personal and cultural expression. They will discuss their opinions by referring to the text and in the context. They will be able give their perspective on the similarities and differences within the texts in a logical and organized manner.</p> <p>The students will be comparing the short stories and diary entries to present their point of view. They will be also analysing the poems.</p> <p>Character, students will be analysing the different characters and will present the characters in the class.</p> <p>Assessment Criteria A i ii iii iv, B ii, iii, C iii D i,ii,iii,iv</p> <p>Writing a Journal/Journal writing</p> <p>Letter Writing(Informal)</p> <p>The students will write a letter to their friends telling them about what they liked about the two extracts that they studied in this Unit.</p> <p>Assessment Criteria B i, ii, iii C i ii iii D i ii iii iv</p> <p>Poems</p> <p>Students will be:</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Story writing and journal writing will help them to use correct grammar and syntax.</p> <p>In this unit students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect upon.</p>

	<ul style="list-style-type: none"> - Reading aloud the poem with proper voice modulation and intonation - Students will be paraphrasing the poems - Literary devices used with their meanings. - Talk about the poet and the writing style to set the context of the poem. - Students will analyse the themes - - Reading <p>The students will be able to read the text in a comprehensible manner.</p> <p>Assessment Criteria D iv</p> <p>Active and passive voice</p> <p>Students will:</p> <ul style="list-style-type: none"> - Construct sentences using active and passive voice. - Use the Make-a-Map tool to identify examples from the movie of active and passive voice. - Identify sentences as active or passive. - Rewrite sentences from active to passive and passive to active. - Analyze a comic for voice and write their own. 	
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Approaches to learning (ATL)

Critical Thinking skills

- ✓ Gather and organize relevant information to formulate an argument
- ✓ Practise observing carefully in order to recognize problems
- ✓ Generating novel ideas and considering new perspectives

Research skills

- ✓ Present information in a variety of formats and platforms
- ✓ Use critical-literacy skills to analyse and interpret media communication

Communication skills

- Use a variety of media to communicate with a range of audiences
- Make inferences and draw conclusions
- Paraphrase accurately and concisely

- Make effective summary notes for studying

Action: Teaching and learning through inquiry

Content	Learning process
<p>Week 1 Warm up by understanding what a short story is and how it is different from other genre of story.Video clips of 2 stories will be shown to have them a clear understanding of the term.</p> <p>Extracts 1 & 2 ' Journal writing, Myth and Legends</p> <p>Reading, Vocabulary building, Sentence Making, Questions and Answers.</p> <p>Week 2 and 3</p> <p>Assessment</p> <p>Journal writing, Short Stories: Myth and Legends</p> <p>Reading, Vocabulary building, Sentence Making, Questions and Answers.</p> <p>Writing a journal</p> <p>Reading comprehension worksheets</p>	<p>Learning experiences and teaching strategies</p> <p>Students will use their dictionaries and other research tools to find and understand the meaning of the term short story.</p> <p>They will analyse and observe the difference between a story and a journal writing.</p> <p>The students will comprehend and interpret the text. They will identify the difficult words and use them in sentences of their own after interpreting the meaning. They will analyse the questions and note the answers. In this unit students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect.</p> <p>They will be able to change sentences from Active to Passive Voice.</p> <p>Writing an Informal Letter.</p>
<p>Week 4</p> <p>Letter Writing, Active and Passive Voice</p>	<p>Formative assessment</p>

<p>Week 5 Letter Writing, Active and Passive Voice, Writing a story, Making a comic strip.</p> <p>Week 6 Assessment Analysing the poems Poem- 'The Childhood' Literary Devices (Rhyme scheme, Alliteration, Personification) Phrasal Verbs</p> <p>Week 7 and Week 8 Assessment Paraphrasing the poems, Writing the summary, Writing the journal based on the poems Vocabulary Activities Poetry Comprehension worksheets Grammar Worksheets</p>	<p>Role Play Group Activities Creating a comic strip Extended activities after completing poems: Importance of freedom and elucidate reasons with suitable examples Slideshow Presentation based on the short stories</p> <hr/> <p>Differentiation Guided and scaffolding the students during the various activities</p>
<p>Resources</p>	
<p>Cambridge Hodder MYP, My perspective Grammar:</p>	

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Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>Students will share the different stories that they would have already read.</p>		

Teacher(s)	Pooja Chopla /Neeru Mishra	Subject group and discipline	Language and Literature		
Unit title	Descriptive Writing to create an atmosphere and setting	MYP year	2	Unit duration (hrs)	30

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Perspectives	Self Expression, Character	Personal and Cultural Expression

Statement of inquiry

Descriptive writing are a means of self expression to showcase the writer's personal perspective.

Inquiry questions

Factual— What techniques/elements do the authors use to write descriptive writing?

Identify examples of dialogue; words that establish setting; transition words.

Conceptual— How do you think descriptive writing reflect the writer's perspective? How does the writer use the descriptive essay to create a vivid picture?

Debatable— Descriptive writing are a means of presenting the writer's perspective. Discuss.

Objectives	Summative assessment	
<p>A i ii iii iv</p> <p>B ii iii</p> <p>C i ii iii</p> <p>D i ii iii iv</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Analysis of the Essays (Questions and Answers)</p> <p>Students will write a descriptive writing using various techniques (dialogue, pacing, and description). They will be able give their perspective on the similarities and difference in personal and cultural expression within the texts in a logical and organized manner.</p> <p>Assessment Criteria A i ii iii iv, B ii, iii, C iii D i,ii,iii,iv</p> <p>Descriptive Writing</p> <p>The students will write a descriptive essay by using the various elements that they learned in the two extracts.</p> <p>1-. Evaluate the use of language and structure for effect.</p> <p>2-. Write to evaluate, describe, inform and entertain.</p> <p>3-. Precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings)</p> <p>4-.Words that imply different shades of meaning, strong nouns and verbs, concrete and sensory details, figurative language</p> <p>– Simple metaphors or personification.</p> <p>Assessment Criteria C i ii D i ii iii iv</p> <p>Reading</p> <p>The students will be able to read the text in a comprehensible manner.</p> <p>Assessment Criteria D iv</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>By doing the questions and answers the students will be able to use vivid sensory details that paint a picture and appeals to all of the readers senses of sight, hearing, touch,smell etc. The students will write a descriptive essay by using the various elements that they learned.</p> <p>Descriptive writing will help the students to use correct grammar, syntax, etc.</p>

	<p>Tenses</p> <p>Students will be able to understand the usage of the tenses.</p>	
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Approaches to learning (ATL)

Critical Thinking skills

- ✓ Gather and organize relevant information to formulate an argument
- ✓ Practise observing carefully in order to recognize problems
- ✓ Generating novel ideas and considering new perspectives

Research skills

- ✓ Present information in a variety of formats and platforms
- ✓ Use critical-literacy skills to analyse and interpret media communication

Communication skills

- Use a variety of media to communicate with a range of audiences
- Make inferences and draw conclusions
- Paraphrase accurately and concisely
- Make effective summary notes for studying
- Use a variety of speaking techniques to communicate with a variety of audiences

Action: Teaching and learning through inquiry

Content	Learning process
Week 1 Warm up by understanding what descriptive writing is and how it is different from other writings. Students create their first draft Extracts 1 & 2 'The Winter Oak, The Fair at La Linea, Reading, Vocabulary building, Sentence Making,	<p>Learning experiences and teaching strategies</p> <p>Students will use their dictionaries and other research tools to create an atmosphere, to describe the experience</p> <p>They will analyse and observe the difference between a descriptive writing and any basic story.</p> <p>The students will comprehend and interpret the text. They will identify the difficult words and use them in sentences of their own after interpreting the meaning. They will analyse the questions and note the answers.</p>

<p>Questions and Answers Week 2 Grammar- Punctuation, Tenses Week 3 Descriptive Writing Week4 Poem- My Parents</p>	<p>Students will use the words that imply different shades of meaning, strong nouns and verbs, concrete and sensory details, figurative language. – Simple metaphors or personification. They will be able to understand the form and usage of tenses. Writing a Descriptive Essay</p>
	<p>Formative assessment During the lessons or unit of study</p>
	<p>Differentiation:</p> <ul style="list-style-type: none"> • Students will be scaffolded on how to interpret short stories. • Students will get extended time when needed. • Extra worksheets will be given.
<p>Resources</p>	
<p>Worksheets, Notebook, Cambridge Hodder, Grammar</p>	

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>Students would have prior knowledge of writing a descriptive paragraph.</p>	<p>Students initially struggled to write the descriptive essay. They need more practice and more time to create a mind map before writing their essay.</p>	<p>More descriptive stories need to be included in the unit so that students can get familiar with the techniques of writing a descriptive essay.</p>

Teacher(s)	Ms. Neeru Misra, Ms. Pooja Chopla	Subject group and discipline	Language and Literature		
Unit title	Novel – The Boy in the Striped Pyjamas	MYP year	2	Unit duration (hrs)	30 hours

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Connections	Character, Point of view	Orientation in space and time
Statement of inquiry		
Critical readers understand the historical connections and authors' point of view affect readers' interpretations of literary texts.		
Inquiry questions		
Factual— What are the components of a basic story? Conceptual— What can we express through a story in a novel? Debatable— How is truth corroborated? Is the truth out there?		

Objectives	Summative assessment	
<p>Criteria A (1 and 2)</p> <p>Criteria B (3)</p> <p>Criteria D (3)</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Themes, Characters, Plot, Summary Writing, and Extract based questions, Think and answer, Comparing the characters. Role Plays. Grammar: Tenses and Reported Speech Writing: Article Writing, Summary Writing</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>The questions will be based on theme, character analysis and setting to bring out their creativity and also will help them to express their views, using correct grammar, syntax etc.</p> <p>By doing the questions and the answers the students will be able to understand the setting and different characters which will give the picture of the personal and cultural aspect to the readers.</p> <p>Summary Writing and Article Writing will help them to use correct grammar, syntax, etc.</p>

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Approaches to learning (ATL)

Communication

- Paraphrase accurately and concisely.
- Preview and skim texts to build understanding
- Take effective notes in class
- Collaborate with peers, experts or others, employing a variety of digital environments and media.
- Write for different purposes
- Organize and depict information logically

Social Skills

- Listen actively to other’s perspectives and ideas.

Creative Thinking Skills

- Gather and organize relevant information to formulate an argument.
- Identify obstacles and challenges
- Encourage others to contribute

Research skills

- Present information in a variety of formats and platforms

Self-management skills

- Plan short- and long-term assignments; meet deadlines

Action: Teaching and learning through inquiry

Content	Learning process
<p><i>Week 1:</i></p> <p>Task 1: Pre-reading activities: Students will look at the cover of the book and read the backside. Ask them to give reactions. What do they think the story is about? What are the links and associations they make between the lay-out (the blue and white stripes), title and the text on the back-cover? They will write and discuss the outcome in class.</p> <p>Task 2: Students will watch the trailer of the film in the class and make up a list of key words that come up in their minds. For example: friendship, betrayal, war, freedom, captivity.</p> <p>Resources:</p>	<p>Learning experiences and teaching strategies</p> <p>Students will use their dictionaries and other research tools to find the different meanings. They will analyse and observe the difference between the characters.</p> <p>The students will be able to work together to understand the story and reflect on it.</p> <ul style="list-style-type: none">-The students will analyse different characters with specific information from the text.-The students will be able to write an article and also summary of the important events in the novel.-The students will be able to use different resources to find the

<p>1. BBC clip with interviews with survivors of the Holocaust http://www.bbc.co.uk/religion/religions/judaism/holocaust/children_1.shtml</p> <p>2. BBC clip with the final solution</p> <p>Week 2 Questions based on plot and theme. Class Discussion/ Presentations Summary Writing</p> <p>Week 3 Character Analysis, Role Play Setting, Analysing the important events Summary Writing</p> <p>Week 4 Grammar: Reported Speech FA Activity Article Writing</p>	<p>meanings of words. --The students will be able to use their own creativity. -The students will be able to read, write and talk about a book and film in detail.</p> <p>They will be able to change sentences from Direct Speech to Indirect Speech.</p> <p>Students will be able to write an article and summary integrated through the novel.</p> <p>Students will be able to compare and contrast the different characters and make choices.</p>
<p>Week 5 Writing to be continued with Grammar games and integrated activities. FA Activity</p> <p>Week 6 - Question and Answers to be continued</p>	<p>Formative assessment</p> <p>FA 1 Criteria A (1 and 2) Criteria B (3)</p> <p>FA 2 Criteria D (3)</p>

<p>Review of the book. Half of the students are going to send in questions about the book and the other half of the class will answer them. For example:</p> <ul style="list-style-type: none"> - What is good about this book? - Would you recommend it to a friend? - Why and to whom would you recommend it? Etc <p>Week 7 EOUA and Activities to be conducted in the class.</p>	<p>Differentiation Guided and scaffolding the students during the various activities.</p>
<p>Resources</p>	
<p>Novel, Dictionary, Notebooks, Laptops,</p>	

Reflection: Considering the planning, process and impact of the inquiry

<p>Prior to teaching the unit</p>	<p>During teaching</p>	<p>After teaching the unit</p>
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<p>The students have read the novel and are familiar with the story.</p>	<p>I think chapter based activities would have helped students to understand the themes. The word game and activities helped them to understand the text. Few students were not able to understand the tasks during class activities as they had not read the novel during their summer holidays. I think it is indeed very important to inculcate the reading habits. Students were also not familiar with the vocabulary used in the novel. Though students really enjoyed reading the historical setting of the novel.</p>	<p>Students were not able to finish the reading of the text. They initially struggled to complete their work on time. Students really enjoyed class presentations.</p> <p>The character analysis and other activities helped them to understand the novel. Through various activities they were able to develop their critical thinking. After the unit students were able to analyse the characters and themes in depth by quoting examples from the text. Extra homework and activities were given to students who were not able to understand the task as in our classes we have students of different level.</p>
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