

## Writer's view and attitude (non-fiction)

Lesson plan		
Learning objectives	To identify a writer's viewpoint and attitude in a non-fiction extract. To use appropriate evidence to support ideas about view and attitude.	
Lesson objective	Write answers to Paper 1 Question 2 (a) and (b).	
Vocabulary	Viewpoint / attitude / summary / annotate.	
Previous learning	None	
Plan		
Activities		Resources
Beginning (5 mins)	Attitude detective. The objective is to establish that vocabulary choices help a reader to infer what somebody feels about something and what their view/attitude is.  Display on power point slide the sentences and ask learners to think / pair / share what they think the attitude is behind each sentence.  Use follow up questions to establish how they have come to their conclusions (was it a particular vocabulary choice).	PowerPoint slides.
Middle (50 mins)	<b>Guided annotation (15 mins)</b>  Provide learners with a non-fiction extract on worksheet (Text B) and on the power point slide, with a clear point of view.  Teacher reads it aloud with energy and tone to help emphasise the attitude/view/feeling.  Learners listen and annotate for: <ul style="list-style-type: none"><li>• The writer's feelings (How do they feel?)</li><li>• The attitude (Positive? Negative? Conflicted?)</li><li>• Clues in the language that help them form their ideas (emotive words, tone, punctuation, repetition)</li></ul>	PowerPoint slides.  Text B

## Lesson plan

	<p>(Model how to annotate the first two sentences on board using slide).</p> <p><b>Group discussion (10 mins)</b></p> <p>In pairs or small groups, learners discuss ‘what is the writers view’ and how do they know? They should underline/highlight the key quotations from the text that have helped them to form this view.</p> <p>Teacher takes feedback.</p> <p>Teacher introduces skill of summary and shows learners the exam question style and writing frame. Teachers models the opening sentence/idea. (5 mins)</p> <p><b>Independent work (20 mins)</b></p> <p>Learners use their annotations of Text B to answer the exam style questions – the slides will guide learners through.</p> <p>Teacher circulates to support and prompt and give feedback.</p>	<p>Highlighters.</p> <p>Exam style question worksheet.</p>
<b>End (5 mins)</b>	<p>Quick summaries, the objective is to make learners think about summary as concisely as they can.</p> <p>Tell learners they are going to send a text message to their friend to explain the writer’s attitude to the subject. They must condense the attitude into a 1 sentence text message.</p> <p>They write their sentence onto the mini white board / paper and hold up for teacher to check.</p> <p>Some could read them aloud.</p>	<p>Mini white boards or paper.</p>
<b>Additional Information</b>		
<b>Differentiation</b>	<b>Assessment</b>	
<p>The group and pair work elements allow learners to support one another whilst discussing text.</p> <p>The modelling of annotation and how to</p>	<p>Live questioning during annotation.</p> <p>Listening in on group talk.</p> <p>Teacher review of summary writing.</p> <p>Exit sentences as a quick formative check of understanding of summary and view.</p>	

## Lesson plan

write the summary supports learners with scaffold.

Learners who are more advanced could be given another text and asked to go through the same process.

### Reflection and evaluation

#### Reflection:

Were the lesson objectives realistic?

What did the learners learn today?

What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings?

What changes did I make from my plan and why?

### Summary evaluation

What two things went really well? (Consider both teaching and learning.)

- 1.
- 2.

What two things would have improved the lesson? (Consider both teaching and learning.)

- 1.
- 2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?

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