COURSE

GGGV2223 DRAMA IN ACTION

SESSION 2 2021/2022

TITLE

LESSON PLANS

LECTURER

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ENGLISH LANGUAGE DAILY LESSON PLAN

SUBJECT	WEEK	DAY & DATE	CLASS	NUM. OF PUPILS	TIME & DURATION	LESSON
English Language	12	Tuesday 21st June 2023	4 Orked	30	12:00 p.m - 12:30 p.m (30 minutes)	20

THEME:	Health and Environment	TOPIC:	The Life Journey of Ponyoo

FOCUS SKILL: L/S/R/W/LA/LiA	Literature in Action	LANGUAGE/ GRAMMAR FOCUS:	Plot of digital puppetry from "The Life Journey of Ponyoo" (Exposition, Conflict, Rising Action, Climax, Falling Action, and Resolution.)

CONTENT STANDARD:	**Main Skill:** 3. Drama 1.0 Read and interpret literary texts of different forms, periods and cultures
	Complementary Skill: 1. Listening 1.1 Understand meaning in a variety of familiar contexts.

LEARNING STANDARD:	**Main Skill:** 3. Drama 1.2 Identify and describe plot structure/ sequence of events.
	Complementary Skill: 1. Listening 1.1.6 Understand independently longer simple narratives on a wide range of familiar topics.

LEARNING OBJECTIVES:	**By the end of the lesson, pupils should be able to:** 1. identify the plot from the summary stripes in groups correctly.

SUCCESS CRITERIA:	**What I'm Looking For (WILF):**

ADVANCED	**INTERMEDIATE**	**WEAK**
1. Identify **six** out of **six plots** from the summary stripes of each scene in groups correctly.	1. Identify **five** out of **six plots** from the summary stripes of each scene in groups correctly.	1. Identify **three** out of **six plots** from the summary stripes of each scene in groups correctly.

CROSS CURRICULAR ELEMENTS:	Environmental Sustainability	DIFFERENTIATION STRATEGIES:	Strategy 3: Differentiate by the outcome expected from pupils. Strategy 4: Differentiate by the time pupils are given to complete a task.

TEACHING & LEARNING ACTIVITIES

ENGLISH LANGUAGE DAILY LESSON PLAN

PRE-LESSON: (4 minutes)
1. Teacher greets the pupils.
2. Teacher pastes the incomplete puzzle of "Ponyoo" on the whiteboard. *(Refer attachment)*
3. Teacher randomly calls out two pupils to complete the puzzle.
4. Teacher asks the whole class to guess what topic they will learn based on the completed puzzle.
5. Teacher introduces the lesson to the pupils.

LESSON DEVELOPMENT I: (23 minutes)
1. Teacher shows and explains the elements of the story's plots using the slides to the pupils. *(Refer attachment)*
2. Teacher randomly draws lots of pupils' names to put them into small groups of five.
3. Teacher explains the instructions while demonstrating the activity to the pupils.
   - **Instructions:** "Each group needs to decide the roles for each member (one reader, three whisperers, and one receiver). The 'receiver' from each group will be given an envelope containing a summary of the selected scene. You have only three minutes to pass the message from the first person to the last person. The last person (receiver) needs to find the suitable 'summary stripes' on the whiteboard. Then, the receiver needs to press the bell and guess the plot element based on the group members' summary."

4. Pupils are asked to decide their roles (e.g., one reader, three whisperers, and one receiver) before playing the game.
5. Pupils are asked to sit in a line according to their groups facing the whiteboard.
6. Pupils that are chosen as the readers will be given an envelope containing a summary of the selected scene.
7. Teacher pastes the "summary stripes" on the whiteboard.
8. The 'readers' at the back must read the passage silently and pass the message to the 'whisperers.' The 'readers' will read the passage only once to the 'whisperers.'
9. Then, the 'whisperers' will pass the message on to the last person (receiver).
10. The 'receiver' finds the suitable 'summary stripes' on the whiteboard.
11. After that, 'receiver' needs to press the bell and guess the story's plot element based on the group members' summary.
12. Group that answers the fastest wins the game.
13. Teacher rewards the winner with the correct answer.

POST-LESSON: (3 minutes)
1. Teacher asks pupils to share their opinions on the challenges they encounter while doing the activity.
2. Teacher picks random pupils to state the moral values they learned from the lesson.
3. Teacher sums up the lesson.

HOTS	Application		Evaluation		TEACHING & LEARNING STRATEGIES:	Pupil-centeredness Cooperative learning
	Analysis	**/**	Creation			
TEACHING MATERIALS:	The Puzzle of 'Ponyoo', Google Slides of elements in the story plot, an envelope of summary, summary stripes, and a bell.				LEARNING ASSESSMENT:	Listening assessment
MORAL VALUE	We should preserve the environment to protect the animals from being endangered.					

ENGLISH LANGUAGE DAILY LESSON PLAN

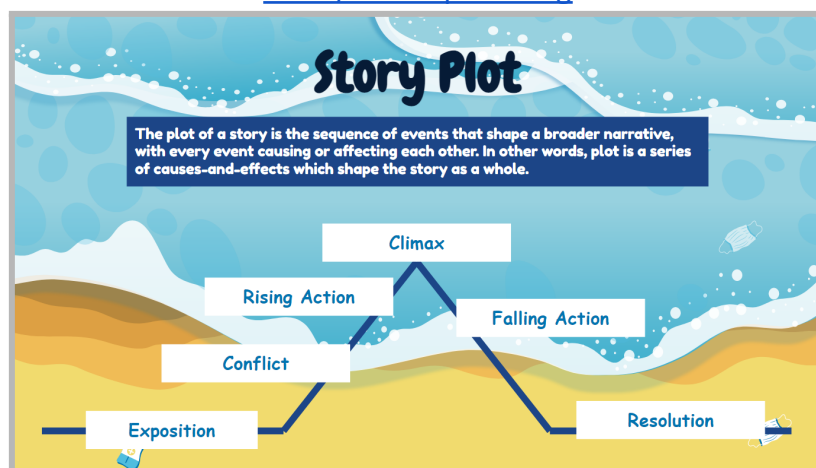## ATTACHMENT

1) Pre-lesson ("Ponyoo" Puzzle)
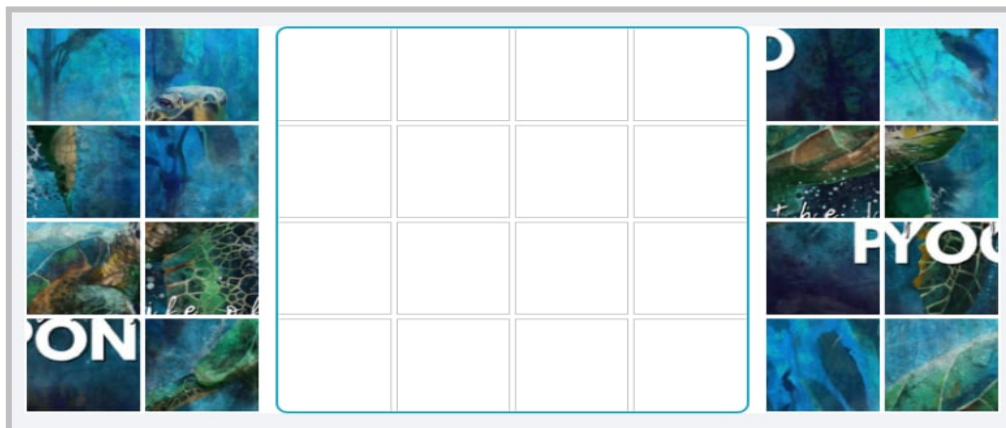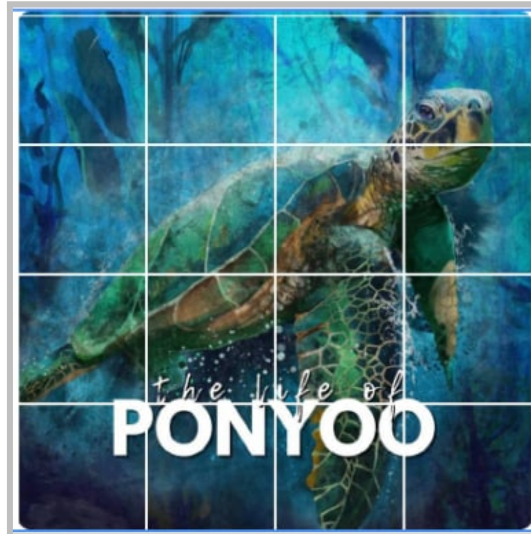
2) Lesson development (Google Slides)

https://docs.google.com/presentation/d/1eFu4TLEpdH0ml2e1q0X_ODa463xCqm5i80YxN9o
MXJU/edit?usp=sharing

3) Lesson development (Summary of Different Scenes)

Envelope 1

Ponyoo tried to escape from the fisherman. The fisherman put Ponyoo in the tank instead of releasing her. The fisherman realized they hit a jackpot, and they decided to train her for a turtle show

Envelope 2

Ponyoo bit a hotelier's finger until it bled, so he ordered his staff to remove her shell violently. Ponyoo cried in agony and she eventually died after a few hours.

Envelope 3

The hotelier decided to buy Ponyoo. The turtle's egg dish was limited and sold at a very high price. Many tourists from all over the world willingly come to try this exotic dish despite its high price

Envelope 4

Ponyoo swam happily in the sea. Ponyoo struggled with her vision due to the heavy amount of garbage and plastics in the sea. Unfortunately, she got separated from her mother unknowingly.

Envelope 5

During the Ponyoo's show, one of the tourists wanted to eat a turtle's egg. A hotelier who was also a tourist there, overheard this conversation and thought it would be profitable to use the turtle's eggs as a new menu at his hotel.

Envelope 6

Unfortunately, the male turtle died due to infection and Ponyoo can no longer lay eggs. The hotelier decided to use the female turtle for other purposes, such as making accessories out of the turtle shell as souvenirs

SUBJECT	WEEK	DAY & DATE	CLASS	NUM. OF PUPILS	TIME & DURATION	LESSON

ENGLISH LANGUAGE DAILY LESSON PLAN

English Language	12	Tuesday 21st June 2023	4 Mawar	30	9.00 a.m - 9.30 a.m (30 minutes)	23

THEME:	Health and Environment	TOPIC:	The Life Journey of Ponyoo

FOCUS SKILL: L/S/R/W/LA/LiA	Literature in Action	LANGUAGE/ GRAMMAR FOCUS:	Character(s) Traits (Brave, selfish, kind, honest, competent, etc.)

CONTENT STANDARD:	**Main Skill:** 3. Drama 1.0 Read and interpret literary texts of different forms, periods and cultures.
	Complementary Skill: 2. Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics.

LEARNING STANDARD:	**Main Skill:** 3. Drama 1.4 Describe and analyse the characters, their roles and development in the text.
	Complementary Skill: 2. Speaking 2.1.1 Explain simple content on familiar topics from what they read and hear.

LEARNING OBJECTIVES:	**By the end of the lesson, pupils should be able to:** 1. identify the characters' traits with evidence supported from the drama script in groups. 2. present orally the findings of the characters' traits with evidence supported from drama script.

SUCCESS CRITERIA:	**What I'm Looking For (WILF):**

ADVANCED	INTERMEDIATE	WEAK
1.Identify **six** characters' traits with evidence in groups correctly. Present the findings with a **strong ability** to communicate information and ideas clearly, as well as organise information with support.	1. Identify **five** characters' traits with evidence in groups correctly. 2. Present the findings with a **medium ability** to communicate information and ideas clearly, as well as organise information with support.	1. Identify **four** characters' traits with evidence in groups correctly . 2. Present the findings with a **minimal ability** to communicate information and ideas clearly, as well as organise information with support .

ENGLISH LANGUAGE DAILY LESSON PLAN

CROSS CURRICULAR ELEMENTS:	Environmental Sustainability	DIFFERENTIATION STRATEGIES:	Strategy 3: Differentiate by the outcome expected from pupils. Strategy 7: Differentiate by the feedback given.

TEACHING & LEARNING ACTIVITIES

PRE-LESSON: (7 minutes)
1. Teacher greets the pupils.
2. Teacher pastes eight "memory card" game (characters in "Ponyoo") on the whiteboard. *(Refer attachment).*
3. Teacher asks the pupils to memorize similar pictures within ten seconds.
4. Teacher flips the memory cards backward.
5. Teacher randomly picks two pupils to find similar pictures within ten seconds.
6. Teacher asks the pupils to guess what they are going to learn today.
7. Teacher introduces the lesson.

LESSON DEVELOPMENT I: (20 minutes)
1. Teacher introduces the characters in the digital puppetry "The Life Journey of Ponyoo" using the puppets. *(Refer attachment).*
2. Teacher gives examples of character traits from one of the characters in the digital puppetry.
3. Teacher gives instructions on how to do the activity.
   - **Instruction:** "The leader in each group needs to draw lots to decide the character. Then, you have to discuss the character's traits and find evidence from the script within 15 minutes in groups."

4. Pupils are assigned to a group of five.
5. Leader of each group draws lots to decide on the characters.
6. Pupils are given a piece of mahjong paper and a script of the story.
7. Pupils are asked to discuss the character's traits and evidence from the script within 15 minutes.
8. Pupils are asked to write their findings on mahjong paper.
   - **Instruction:** "Now, you need to write the findings on the mahjong paper. Once done, two representatives from each group have to present the findings in front of the class. "

9. Each leader is asked to spin the wheels to decide their turns for the presentation.
10. Pupils present their work in front of the class.
11. Teacher checks the answers and rewards the group with the most correct answers.

POST-LESSON: (3 minutes)
1. Teacher asks pupils to share their opinions on the activity.
2. Teacher picks random pupils to state the moral values they have learned from the lesson.
3. Teacher sums up the lesson.

HOTS	Application		Evaluation		TEACHING & LEARNING STRATEGIES:	Pupils' centeredness. Cooperative Learning.
	Analysis	/	Creation			
TEACHING MATERIALS:	8 Memory Cards, puppets of the characters, Mahjong papers, wheels spinner, and a script of the digital puppetry "The Life Journey of Ponyoo".				LEARNING ASSESSMENT:	Oral assessment.
MORAL VALUE	We should stop the illegal animal trade for our benefit.					

ENGLISH LANGUAGE DAILY LESSON PLAN

ATTACHMENT

1) Pre-lesson ("Memory Cards" Game)

2) Lesson Development (Puppets of the Characters)

3) Script of "The Life Journey of Ponyoo" Digital Puppetry

https://docs.google.com/document/d/15oUHSCgppiOuJJ2aCDBCtFnUU4oSVcsqdbSDsRcgHQs/edit?usp=sharing

Tourist A (man)	This is so fascinating! A sea turtle! Hahahahaha I have never seen a living one before.
Tourist B (woman)	Hey, kids! Come watch this turtle swimming around.
Tourist C (girl)	Woah, look at those huge shells! It's as big as an elephant, not like the normal turtles we have seen before, right? Mommy, can we touch it?

(examples taken from the script)

ENGLISH LANGUAGE DAILY LESSON PLAN

SUBJECT	WEEK	DAY & DATE	CLASS	NUM. OF PUPILS	TIME & DURATION	LESSON
English Language	12	Tuesday 23rd June 2023	4 Mawar	30	(30 minutes)	25

THEME:	Health and Environment	TOPIC:		The Life Journey of Ponyoo

FOCUS SKILL: L/S/R/W/LA/Li A	Literature in Action	LANGUAGE/ GRAMMAR FOCUS:	Vocabulary related to the theme of environment issues in the digital puppetry "The Life Journey of Ponyoo" (Extinction, Endangered, Ignorance, Mistreatment)

CONTENT STANDARD:	**Main Skill:** 3.0 Drama 2.0 Communicate informed personal responses with reference to texts.
	Complementary Skill: 3.0 Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning

LEARNING STANDARD:	**Main Skill:** 3.0 Drama 2.1 Relate themes, messages and issues in the text to pupil's own experiences.
	Complementary Skill: 3.0 Reading 3.1.1 Understand the main points in extended texts on a wide range of familiar topics

LEARNING OBJECTIVES:	**By the end of the lesson, pupils should be able to:** 1. Identify the names of the animals based on the picture given. 2. Identify the characteristics the animals have in common. 3. Relate the theme of environment issues in "The Life Journey of Ponyoo" to their personal experiences. 4. Answer questions of similar topics correctly.

SUCCESS CRITERIA:	**What I'm Looking For (WILF):**

ADVANCED	INTERMEDIATE	WEAK
1. Identify **five** out of the seven animals shown. 2. Identify **three** characteristics of the animals shown. 3. List **five** personal experiences that relate to the theme. 4. Answer **eight to ten out of ten** questions correctly in the Kahoot quiz.	1. Identify **three** out of the seven animals shown. 2. Identify **two** characteristics of the animals shown. 3. List **three** personal experiences that relate to the theme. 4. Answer **five to seven out of ten** questions correctly in the Kahoot quiz.	1. Identify **two** out of the seven animals shown. 2. Identify **one** characteristic of the animals shown. 3. List at least **one** experience that relates to the theme. 4. Answer **one to four out of ten** questions correctly in the Kahoot quiz.

ENGLISH LANGUAGE DAILY LESSON PLAN

CROSS CURRICULAR ELEMENTS:	Environmental Sustainability	DIFFERENTIATION STRATEGIES:	Strategy 1: Differentiate by the task pupils are given. Strategy 3: Differentiate by the outcome expected from pupils.

TEACHING & LEARNING ACTIVITIES

PRE-LESSON: (7 minutes)
1. Teacher greets the pupils.
2. Teacher shows a slide containing pictures of endangered animals. *(Refer attachment)*
3. Teacher randomly calls pupils to name the animals.
4. Teacher asks the pupils what all the animals shown have in common.
   a. **Possible answers:**
      i. They can be found in zoos.
      ii. All of those animals are wildlife.
   b. **Correct answers:**
      i. They are all endangered animals.
      ii. All of those animals are facing extinction.
5. Teacher reveals the correct answers and provides explanations on endangered animals.

LESSON DEVELOPMENT I: (10 minutes)
1. Teacher introduces the theme of 'environmental issues' that can be found in "The Life Journey of Ponyoo" by showing a mind map of the text evidences. *(Refer attachment)*
2. Pupils are given a blank index card.
3. Pupils are asked to list down any of their personal experiences that are related to the theme of environmental issues.
   - **Instruction:** "Are there any other environmental issues that you are aware of? If yes, please list down your personal experiences related to the environmental issues that directly affect you in the index card. If not, you can list down the possible consequences of the environmental issues stories that you have heard of."
4. Teacher asks a few pupils to share their experiences in class.
5. Pupils are to paste their index card on the whiteboard.

LESSON DEVELOPMENT II : (10 minutes)
1. Teacher distributes a handout of Public Service Announcement (PSA) regarding endangered species to the pupils. *(Refer attachment)*
2. Teacher gives instructions on how to do the activity.
   - **Instruction:** "Public Service Announcements (PSA) are one of the many ways for us to educate ourselves on important issues. Please read the Public Service Announcement (PSA) thoroughly. You may underline, circle or highlight the information you think are important. You can also add footnotes to guide your understanding. I will give you 5 minutes to do this. Then, we will play a Kahoot quiz based on the text."
3. Pupils are given 5 minutes to read and annotate the text.
4. Teacher provides the Kahoot codes and waits for all the pupils to join the quiz.
5. Teacher shares the screen and starts the quiz once all pupils are ready.
6. Pupils answer all the questions by referring to the Public Service Announcement (PSA).
7. Teacher checks the quiz leaderboard and rewards pupils that answer all questions correctly.

POST-LESSON: (3 minutes)
1. Teacher asks pupils to name at least one new word or phrase that they have learnt from the lesson.
2. Teacher sums up the lesson.

ENGLISH LANGUAGE DAILY LESSON PLAN

HOTS	Application		Evaluation		TEACHING & LEARNING STRATEGIES:	Inquiry-based Instruction
	Analysis	/	Creation			
TEACHING MATERIALS:	Slides, Mind Map, Index cards, Public Service Announcement Text, Kahoot				LEARNING ASSESSMENT:	Quiz
MORAL VALUE	We should preserve our environment to help protect endangered animals.					

ENGLISH LANGUAGE DAILY LESSON PLAN

ATTACHMENTS

1) **Pre-lesson (Slides)**
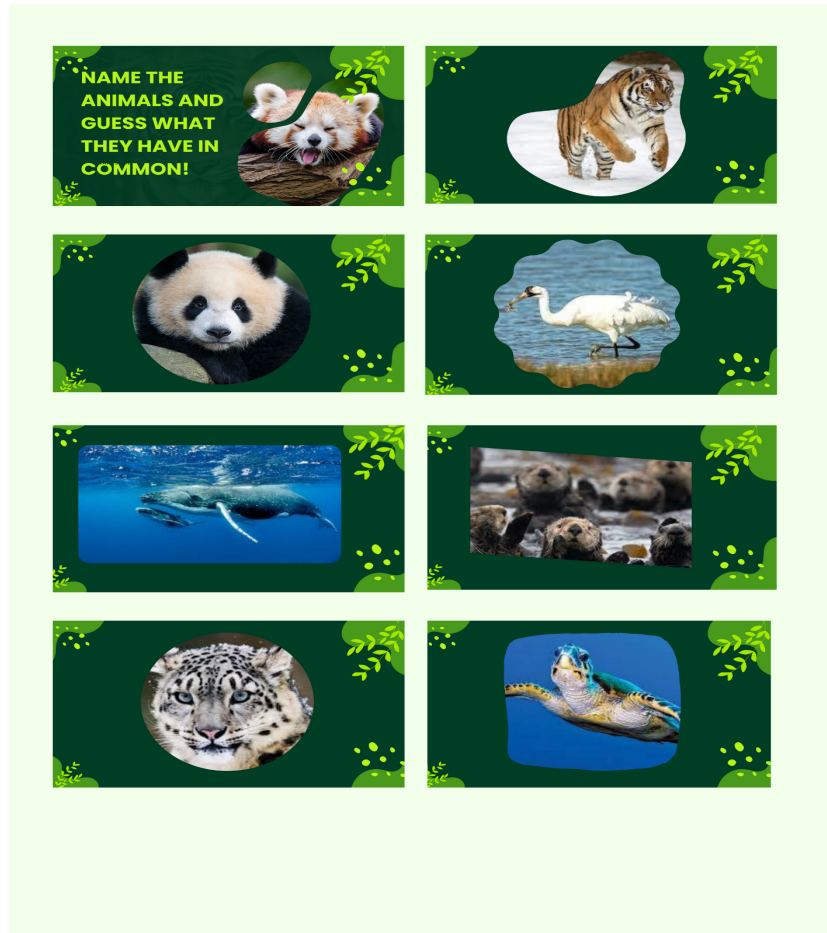
2) **Lesson-development**

a) **Kahoot Quiz**

https://create.kahoot.it/share/endangered-species/08d0d3bb-b933-44c1-8281-11fdacd0bbf7

b) **Mind Map**

LIFE JOURNEY OF PONYOO

ANIMAL ENTERTAINMENT

"Woah, look at those huge shells! It's as big as an elephant, not like the normal turtles we have seen before, right? Mommy, can we touch it?"
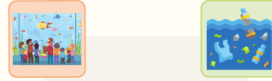
"Yeah, of course! The owner gave us permission to do so. Go on!"

Animals suffering to satisfy humans' needs for entertainment

ANIMAL CRUELTY

"They managed to catch Ponyoo. Aiman then removes her shell aggressively while spitting curses at the poor animal. Ponyoo can only cry in agony."

Abuse faced by animals due to humans' greed

THEME OF ENVIRONMENTAL ISSUES

SEA POLLUTION

"Despite discovering its beauty, she struggled with her vision. She came across a load of garbage and plastic, which caused her visions to blur."

Humans' action of throwing garbage into the sea caused pollution that is harmful to the ecosystem

ANIMAL CAPTIVITY

"She has been replaced with a pool-sized tank filled with saltwater, but sadly, she still had to roam around helplessly in the same space. She felt as if she was remorseful and depressed."

Animals in distress for being taken away from their natural habitat

C) Public Service Announcement

PUBLIC SERVICE ANNOUNCEMENT :LET'S SAVE THE WILD ANIMALS

ENDANGERED SPECIES ARE ANIMALS WHICH ARE DISAPPEARING FROM OUR PLANET BECAUSE OF THE CHANGES IN CLIMATE, HUNTING OR POACHING AND THE DESTRUCTION OF THEIR HABITAT. ONE OF THE LAST MALE WHITE RHINOS HAS JUST DIED AND HERE ARE SOME ESTIMATES OF SOME VERY EMBLEMATIC ANIMALS. THERE ARE ABOUT 700 MOUNTAIN GORILLAS LEFT, 1600 GIANT PANDAS, BETWEEN 2000 AND 3000 BENGAL TIGERS, BETWEEN 7000 AND 10000 CHEETAHS, ABOUT 130 CONDORS, LESS THAN 50 AMUR LEOPARDS, 7000 ORANG-UTANS AND 80% OF THE POPULATION OF WHITE SHARK HAS DISAPPEARED IN LESS THAN 15 YEARS. MANY SPECIES ARE NEARLY EXTINCT IN THE WILD AND CAN ONLY BE SEEN IN ZOOS!! WITH THE ICE DISAPPEARING AT THE POLES, POLAR BEARS ARE THREATENED. ELEPHANTS ARE KILLED FOR THE IVORY OF THEIR TUSK, AND RHINOS ARE KILLED JUST FOR THEIR TUSK AS WELL, WHICH ARE REDUCED TO POWDER AND SUPPOSED TO HAVE MEDICAL POWER. BIG CATS ARE KILLED FOR THEIR FUR AND HUNTED ON SAFARIS FOR FUN! THE DESTRUCTION OF BIG FORESTS LEADS TO THE DEATH OF MANY SPECIES OF ANIMALS AND PLANTS. EVEN THE BEES ARE DYING MASSIVELY AND DON'T FORGET THAT IF THEY DO DISAPPEAR, MEN WILL FOLLOW SOON AFTER. SO, IT IS OUR RESPONSIBILITY, THE YOUNG GENERATIONS, TO DO OUR BEST TO PRESERVE THE BIODIVERSITY OF OUR PLANET!!.

SUBJECT	WEEK	DAY & DATE	CLASS	NUM. OF PUPILS	TIME & DURATION	LESSON
English Language	13	Tuesday 12th of June 2023	4 Mawar	30	(30 minutes)	22

THEME:	Health and Environment		TOPIC:		The Life Journey of Ponyoo	

FOCUS SKILL: L/S/R/W/LA/Li A	Literature in Action	LANGUAGE/ GRAMMAR FOCUS:	Literary devices of digital puppetry from "The Life Journey of Ponyoo" (Personification, Simile, Oxymoron, Idiom)

CONTENT STANDARD:	**Main Skill:** 3.0 Drama 3.0 Understand, analyse and appreciate different ways writers/ poets/ playwrights use language and styles to achieve their effects
	Complementary Skill: 4.0 Writing 4.1 Communicate intelligibly through print and digital media on familiar topics

LEARNING STANDARD:	**Main Skill:** 3.0 Drama 3.3 Identify, analyse and explain the use of literary devices and dramatic techniques in the text.
	Complementary Skill: 4.0 Writing 4.1.4 Express and respond to opinions and common feelings such as amusement, anger and regret

LEARNING OBJECTIVES:	**By the end of the lesson, pupils should be able to:** 1. Understand four types of literary devices (Personification, Simile, Oxymoron and Simile) used in the digital puppetry. 2. Write a paragraph using the literary devices (Personification, Simile, Oxymoron and Simile) found in the digital puppetry script. 3. Use the different types of literary devices within the given context correctly.

SUCCESS CRITERIA:	**What I'm Looking For (WILF):**

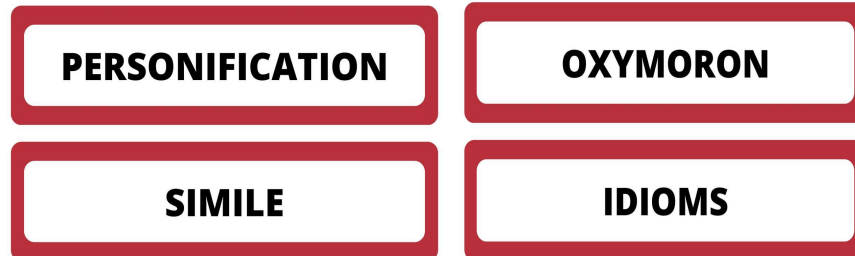| ADVANCED	INTERMEDIATE	WEAK
1. Understand **four** types of literary devices used in the drama. 2. Write a paragraph containing **six to seven** examples of any of the four literary devices (Personification, Simile, Oxymoron and Simile) that can be found in the	1. Understand **two to three** types of literary devices used in the drama. 2. Write a paragraph containing **four to five** examples of any of the four literary devices (Personification, Simile, Oxymoron and Simile) that can be found in the	1. Understand at least **one** type of literary devices used in the drama. 2. Write a paragraph containing **one to three** examples of any of the four literary devices (Personification, Simile, Oxymoron and Simile) that can be found in the

ENGLISH LANGUAGE DAILY LESSON PLAN

	script.	script.	script.

CROSS CURRICULAR ELEMENTS:	Environmental Sustainability	DIFFERENTIATION STRATEGIES:	Strategy 1: Differentiate by the task pupils are given. Strategy 3: Differentiate by the outcome expected from pupils.

TEACHING & LEARNING ACTIVITIES

PRE-LESSON: (7 minutes)
1. Teacher greets the pupils.
2. Teacher picks up a flashcard and shows it to the pupils. *(Refer attachment)*
   - **Instruction** : " You have to guess what is the meaning of the word written on the flashcard that I am holding"
3. Pupils guess the meaning of each word.
4. Teacher asks the whole class to guess what topic they will learn based on the flashcards shown.
5. Teacher introduces the lesson to the pupils.

LESSON DEVELOPMENT : (20 minutes)
1. Teacher shows a slide about four types of literary devices (Personification, Simile, Oxymoron and Idiom). *(Refer attachment)*
2. Teacher explains the meaning of each literary device with example from "The Life Journey of Ponyoo".
3. Pupils are divided into groups of five.
4. Each group is given a mini whiteboard and marker pens.
5. Teacher distributes a copy of "The Life Journey of Ponyoo" script with highlighted literary devices (Personification, Simile, Oxymoron and Simile) to each group. *(Refer attachment)*
6. Teacher asks the pupils to write a paragraph.
   - **Instruction:** "Imagine yourself as the planet Earth. Write one paragraph as a 'cry for help' for humans to stop polluting you on the mini whiteboard. Try to include as many examples of any of the literary devices that you have found in the script as you can. Please display your work around the class once done."
7. Pupils refer to the script to find suitable literary devices to be put in their paragraph.
8. Each group places their mini whiteboard on different locations in the classroom.
9. Pupils walk around the classroom to see each others' work.
10. Teacher checks each paragraph and rewards the group with the most correct uses of the literary devices.

POST-LESSON: (3 minutes)
1. Teacher picks random pupils to reflect what they have learned.
2. Teacher sums up the lesson.

HOTS	Application	**/**	Evaluation		TEACHING & LEARNING STRATEGIES:	Cooperative Learning Gallery Walk
	Analysis		Creation			

TEACHING MATERIALS:	Flashcard, Mini whiteboards, Slides-Types of Literary Devices, and the script of the digital puppetry "The Life Journey of Ponyoo".	LEARNING ASSESSMENT:	Written Work
MORAL VALUE	We should stop exploiting animals and their body parts for our own benefit		

ENGLISH LANGUAGE DAILY LESSON PLAN

ATTACHMENT

1) **Pre-lesson (Flashcards)**

PERSONIFICATION	**OXYMORON**
SIMILE	**IDIOMS**

2) **Lesson Development (Slides - Types of Literary Devices)**

PERSONIFICATION

DEFINITION
A figurative language that attributes human characteristics, emotion, and behaviour to animals and inanimate object or idea

EXAMPLE
"Then, there was this **brave** and **happy** female turtle named Ponyoo..."

Brave and **Happy** are human characteristics that has been used to describe Ponyoo the turtle

OXYMORON

DEFINITION
A literary device combining two contradictory words to create a new figure of speech

EXAMPLE
"Yeah, this is going to make us **filthy rich!**"

Filthy and **Rich** are two words with completely different meanings that are put side by side for dramatic effect

SIMILE

DEFINITION
A comparison of two different things using the words, "like" or "as"

EXAMPLE
"It's **as** big **as** an elephant"

"The shell is hard **as** a stone!"

The word **as** is used to poetically explain how things are like other things

IDIOM

DEFINITION
A group of words which mean something different from its literal meaning

EXAMPLE
"The turtles were swimming freely as if they were **on cloud nine.**"

On cloud nine is a common idiom that is used to explain someone is being extremely happy and excited

3) Script of "The Life Journey of Ponyoo" Digital Puppetry
https://docs.google.com/document/d/15oUHSCgppiOuJJ2aCDBCtFnUU4oSVcsqdbSDsRcgHQs/edit?usp=sharing

Tourist C (girl)	Woah, look at those huge shells! It's as big as an elephant, not like the normal turtles we have seen before, right? Mommy, can we touch it?
Tourist B (woman)	Yeah, of course! The owner gave us permission to do so. Go on!
Tourist D (girl)	Awesome! The shell is hard as a stone! *(touching Ponyoo's shell)*. Mommy, do turtles lay eggs?

(examples taken from the script)