Digital Resources for Critical Appreciation of Literary Texts

ELLB (Secondary), Literature Unit

Curriculum Planning and Development Division

English in a Future-ready Singapore

ELIS Conference
12 September 2017

ELiS

Objectives of the Session

Understand how digital resources can be used effectively in a Literature classroom:

- to promote the critical appreciation of literary texts

- to enact the Principles of Literature Teaching and Learning (Personal Engagement, Critical Appreciation, Meaningful Connections & Reflective Practice), paired with appropriate teaching approaches
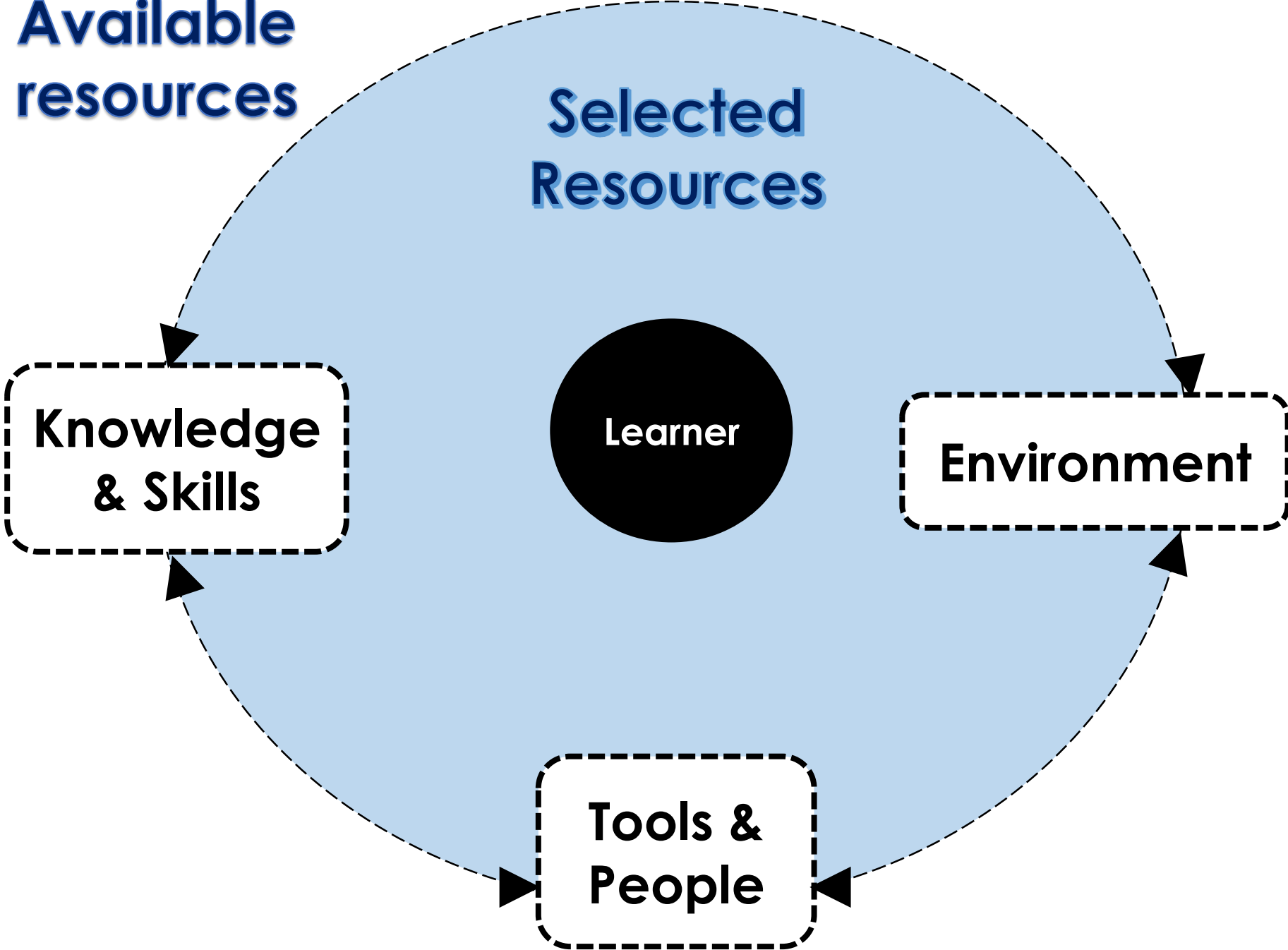
Diversifying Your Resource Landscape

Share your Diversified Resource Landscape

- **What kind of digital resources do you use in the Literature classroom?**

- **What are some advantages of using these resources?**

How do digital resources add value to Teaching and Learning?

- Harness **interests/ capabilities** of digital natives' out-of-school literacies

- Help **make meaningful connections** between real-world learning and classroom experiences

- Facilitate **blended learning/flipped classroom**

A Lesson Experience using an Animated Video

Context of Use

Profile: Upper Secondary

Pre-requisite knowledge: Students should already be familiar with:
- concept of Setting & Atmosphere
- some close reading skills

Pre-lesson diagnosis: Students face difficulty in:
- noticing "striking" details and using them to visualize
- seeing how one Area of Study (Setting and Atmosphere) can help them understand another Area of Study (Character)

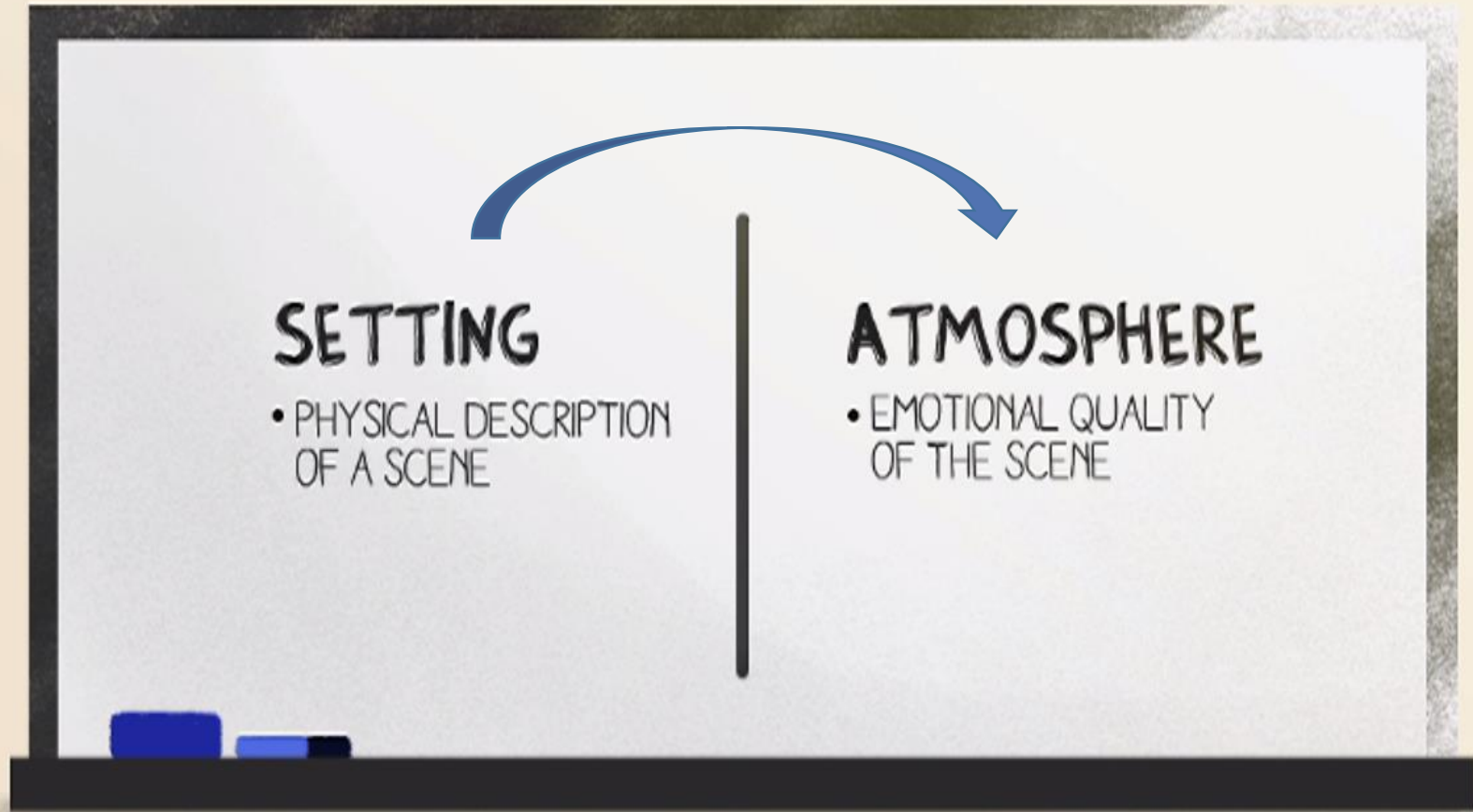# Enactment of Lesson Experience Begins

Lesson Objectives

1. **Refine YOUR close reading process**
   - ✓ How do I pick out striking details?
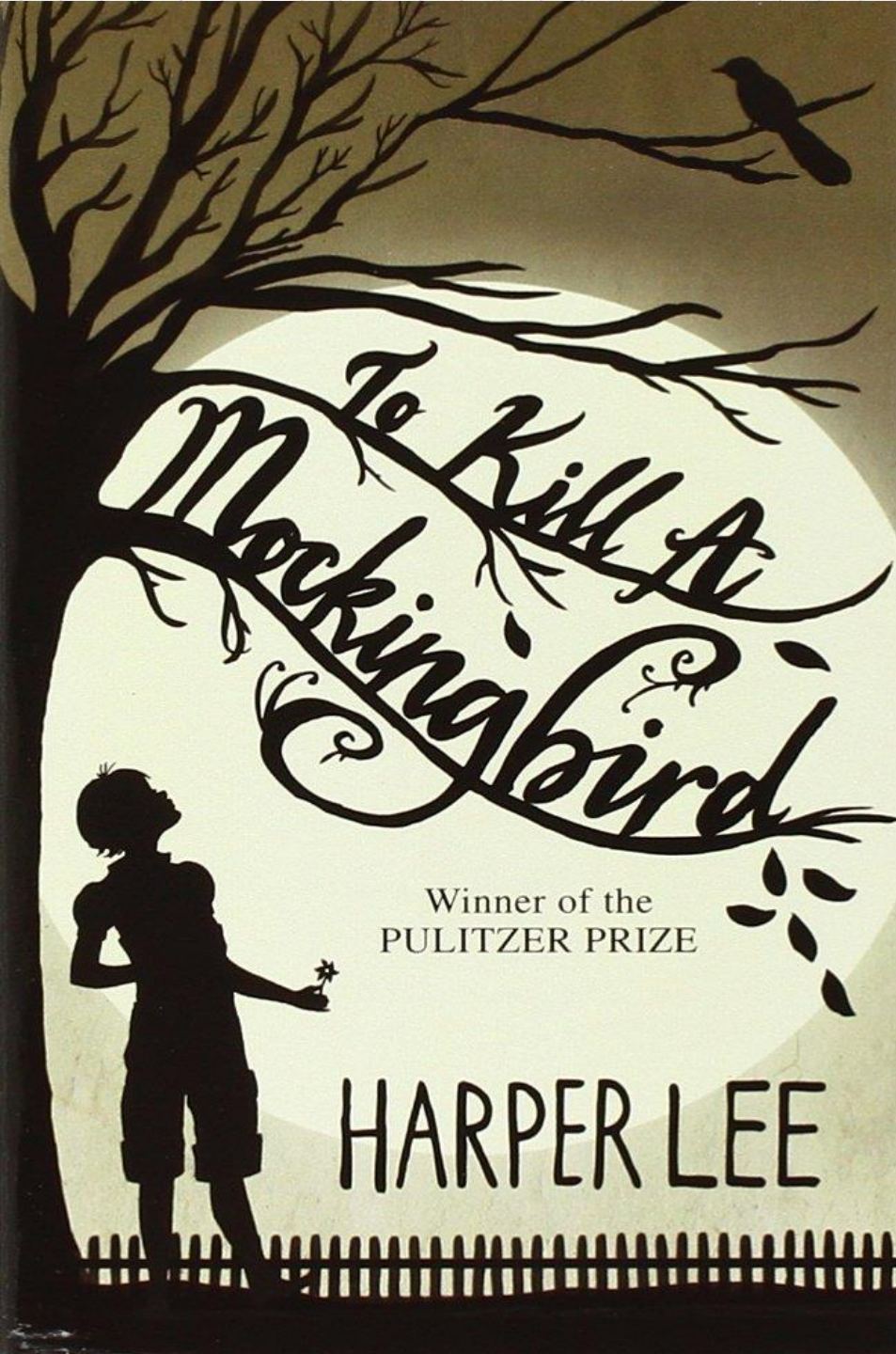   - ✓ What are the steps I can take when I read closely?

2. **Understand how Setting and Atmosphere can influence your understanding of another Area of Study (e.g., Character)**

Recap: What is Setting & Atmosphere?

Let's Discuss!

1. What makes a detail "striking"(beyond words you do not understand)?

2. When you are analyzing a text for Setting and Atmosphere, what details do you look out for?

To Kill a Mockingbird by Harper Lee

(1960)

Close Reading Exercise

Read the excerpt from *To Kill a Mockingbird* closely and <u>annotate</u>. [3 mins]

1. What are your impressions of the Radley Place?
   ✓ Pick out striking details

   ✓ Reflect on the significance of these details

Close Reading Exercise

2. Reflect on your close reading process.
   ✓ What were some steps you took as you read?

   ✓ How did you decide which details were striking?

Video: How Setting and Atmosphere Influence Character

What did you learn about close reading from the video?

✓ Compare your own process of close reading with the one shown in the video. How are they similar or different?

What kind of character do you think would live in the Radley Place?

# What did you learn about close reading from the video?

Let's <u>Revise</u> What We've Learnt!

1. The Areas of Study are interconnected
   - ✓ What you learn about one Area of Study can enhance your understanding of another.

2. Close Reading involves:
   - ✓ Noticing "striking" details and thinking about their significance
     - ➢ striking details may vary according to area of study
   - ✓ Visualisation
   - ✓ Considering how all these striking details add up to create a holistic impression

Let's **Apply** What We've Learnt!

In groups of 4, read your assigned excerpt from *The Shooting Ranch* by Wena Poon closely and discuss your individual responses to the questions below:

1. What are your impressions of the shooting ranch?

2. What does your analysis of the setting and atmosphere tell you about the character(s) who live on the ranch?
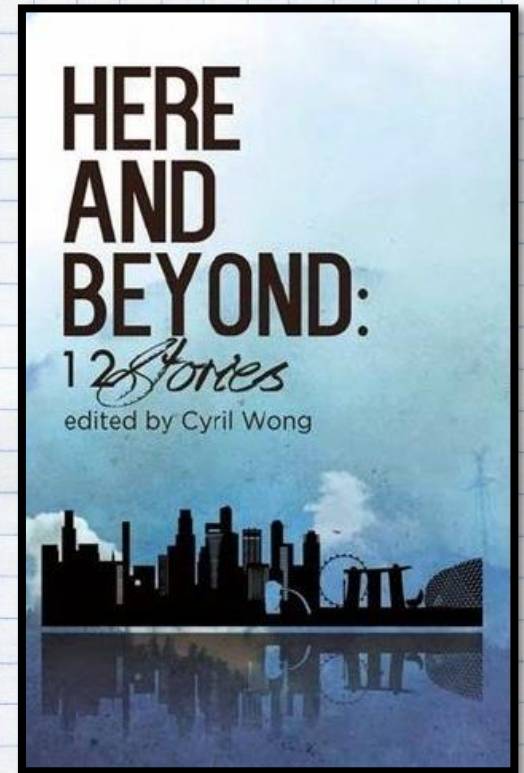
End of Lesson Experience

Reflect

- Discuss the **ways** the digital resource was used in this lesson.

- How would you **adapt** this lesson to suit your learners' profile?

Considerations for **Designing Purposeful Learning Experiences** with **Digital Resources**

Context and **Purpose of Use**

Integration into lesson to facilitate learning

Segmenting appropriately

Providing opportunities for **Assessment for Learning**

Providing opportunities for **Application/ Extension of Learning**

CPDD-produced Digital Resources

Features of CPDD-Produced Digital Resources

- **2-tiered**: Concept and Application to a Text, for both Lower and Upper Sec

- **Curriculum aligned & age-appropriate** (including texts on the text list)

- **Visibility** of skills and processes e.g., annotation and visualisation

- **Modelling** of key skills e.g., think aloud

- **Self-paced** learning

- Provision for **assessment for learning**

- **Transferability** of skills to other texts

Overview of a learning package

Concept

| What is Dramatic Irony? |
| AfL Quiz 1 |

Application

| Dramatic Irony in *Romeo & Juliet:* What would you say to them? |
| AfL Quiz 2 |

| Dramatic Irony in *Romeo & Juliet:* How do you feel? |
| AfL Quiz 3 |

Thank You

Consolidation
Q & A