

Lesson Plan

Subject : English Language

Unit Title : Our Personal Identity

Grade : 7

Date : October 2018

Duration : 60 mins x 2 sessions

Topic : One Love

Strands : Reading for Meaning and Enjoyment (Comprehension and Literature),
Reading with Fluency & Recognition (Word Recognition and Vocabulary) ,
Speaking and Listening,

Attainment targets: To enable students to:

1. recognize, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies.
2. read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events.
3. build vocabulary through various strategies.

Specific Objective(s): Students will be able to:

1. use language appropriate to situations.
2. develop conversational skills.
3. narrate events in sequence.
4. speak clearly and concisely with awareness of audience.
5. acquire and use the following reading skills as necessary
 - identification of sound – symbol relationships
 - word recognition and word meaning
 - recall comprehension
 - synthesizing
 - analyzing
6. To evaluate ideas of self and others.

Resources

- ❖ Blue Mahoe Series Bk 3
- ❖ Sample Story Map
- ❖ Old microphone or alternative

Prerequisite:

Students should be knowledgeable about the basic elements in a short story.

Content

SETTING -- The time and location in which a story takes place is called the setting.

PLOT -- The plot is how the author arranges events to develop his basic idea; It is the sequence of events in a story or play. The plot is a planned, logical series of events having a beginning, middle, and end.

CHARACTER -- There are two meanings for the word character:

- 1) The person in a work of fiction.
- 2) The characteristics of a person.

THEME -- The theme in a piece of fiction is its controlling idea or its central insight. It is the author's underlying meaning or main idea that he is trying to convey. The theme may be the author's thoughts about a topic or view of human nature.

- ❖ Some simple examples of common themes from literature, TV, and film are:
 - things are not always as they appear to be
 - Love is blind
 - Believe in yourself
 - People are afraid of change
 - Don't judge a book by its cover

Engage

1. Introduce lesson by allowing students to share their experiences of a community/corner league football competition. Discuss number of teams, number of players, how a team is selected, some basic rules governing the game etc. – **Language Experience Approach.**

Explore

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2. Provide copies of the Blue Mahoe Series and ask students to read the story titled '**One Love**' (page 1). Allow students to predict what the title of the story will be about.
3. Ask students to **Form a Purpose for Reading**: Formulate and encourage the student to come up with two or three predictions or questions before reading. (Guiding questions - What is this story about? What will be the outcome? Why do you think so).
4. Teacher starts off the reading and asks different students to continue at intervals- **Literature Circle**.
5. Students will identify and compile a list of unfamiliar words taken from the story. The students will use dictionary and context clues to ascertain the meaning and aid in comprehension.

Explain

6. During the reading, teacher will stop the student (s) and ask students questions to stimulate a discussion and to add meaning and clarity to the story. **Discussion**
7. After discussion, use the information garnered from the students to complete a **STORY MAP** about 'One Love'.

Elaborate

8. To enhance comprehension for the girls and other students who may not have visualized the action/imagery in the story, allow two students to demonstrate/enact a scene of Richard juggling the ball on the side line. **Story Drama**

Extend

9. **After Reading- facilitate a vox pop activity** (a.k.a. **roaming microphone** - An interview in which a student or average person is asked for his or her opinion on a matter of general interest). Vox pop will be used to record students **self to text connection**.
- ✚ How do you feel when your school enters a sporting competition and lose? Should you exercise loyalty to your school team whether they win or lose?

Evaluate

1. Read orally with expression to demonstrate oral comprehension through tone and discussion

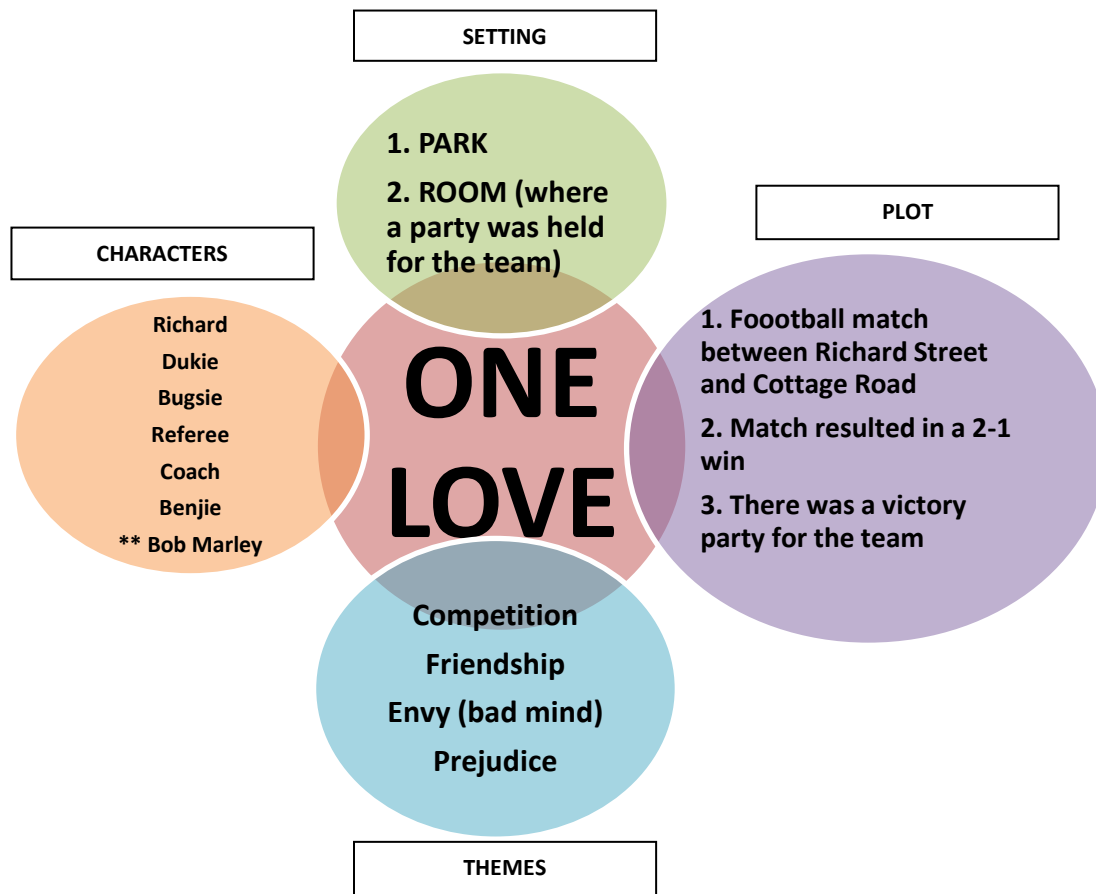


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2. Assess purpose for reading questions set at the beginning of the class to see if their predictions were correct or not.
 3. Create a story map to plot the four elements of the short story (See sample below.)
 4. Retell the story based on what they remember or from the information on the story map.
- Story Retelling

5. Participate in vox pop to express self to text connection and to engage student in free responses.

STORY MAP FOR ONE LOVE



Lesson Plan

Unit Title: Our Personal Identity

Grade: 7

Lesson Duration: 1hour 20minutes

Date: July 2016

Focus Strands: Listening, Writing and Speaking

Topic: Types of Sentences

Subtopics: Imperative, Declarative, Interrogative and Exclamatory Sentences

Attainment Target:

To help students to become knowledgeable of the different types of sentences and different parts of a simple sentence while improving their writing skills.

Learning Objectives: By the end of the lesson, students will be able to:

1. Give a definition for each sentence type.
2. State whether a sentence is imperative, declarative, interrogative or exclamatory.
3. Compose at least one (1) example of: (**Note:** Each sentence must be about 'Their Personal Identity')
 - a. Imperative sentences
 - b. Declarative sentences
 - c. Interrogative sentences
 - d. Exclamatory sentences

Prior Learning:

Students would have been introduced to a simple sentence, different parts of a simple sentence and the different punctuation marks at the primary level.

Instructional Materials:

1. Internet
2. Two sets of cards- each set contain the four types of sentences.
3. Video- Types of Sentences in English (<https://www.youtube.com/watch?v=bBvqaidxZlQ>)

Instructional Approaches:

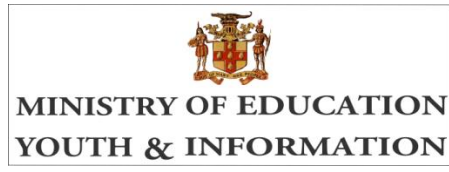
- Group Activities
- Discussions
- Oral and Written Activities

Activity Highlights

Engagement: The students will watch the video- Types of Sentences in English. The video will be played a second time for reinforcement. During the second playing of the video, students will be instructed to write pointers as they listen. (**Note: This video only speaks of three sentence types. Please explain the forth one in Step 2**)

Exploration:

Three students will volunteer to write a sentence type that they have heard in the video on the whiteboard. They will discuss in pairs, a possible definition for each sentence type and write it in their books. They will also go on the



internet to research read about the fourth sentence type that was not in the video as well as compare information from the video.

Explanation:

After five minutes, students will be asked to share what they have learnt from the video as well as from the book. Students will also give examples of each sentence type when responding. During this time students will ask questions to clear misconceptions. Additional information may be given during this time.

Extension:

The class will be divided in two groups- Side A and Side B. Two sets of sentences will be written on the board. Each group will select four (4) persons to represent their group. Each set of Sentence Card will be placed on a desk at the front of each team. Two students will race against each other. The teacher will tell them which sentence to identify and then say “Go”. The student will stick the sentence card beside the appropriate sentence. The first student to place the card correctly wins the game.

Evaluation:

Students will return to their groups and write a poem, song or draw a picture representing what they have learnt in class. They will be given 5 minutes to complete this activity. Each group will mount their work in the English Corner.

Evaluation

2:

Subject: English Language

Unit Title: Our Personal Identity

Grade: 7

Lesson Duration: 60 mins x 2 sessions

Date: October 2018

Focus Strands: Communication (Writing), Language Structures (Grammar and Conventions)

Topic: Letter Writing

Sub-topic: Letter of Apology

Attainment target: To enable students to:

1. Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including layout, sections and paragraphs.

Specific Objectives: Students should be able to:

1. compose an apology letter
2. use appropriate layout
3. apply the basic principles of the writing process to compose the letter of apology
4. select and use effectively, different punctuation marks for different writing functions
5. generate and adapt different lengths and structure to make for easier reading

Strategies: role play, QAR, LEA, modeling, graphic organizer, writing process

Skills:

- | | |
|------------------------------|-----------|
| * create and format document | * reading |
| * compose friendly letter | * writing |

Resource materials: Scenario showing offensive behaviour on the JUTC bus, sample letters, layout template for a friendly letter and close procedure letter.

Key vocabulary:

salutation, body, closure, sincerely, apologise, sorry etc.

Content summary:

The Friendly Letter

Letter is a form of communication that has its own style and format. The **friendly letter** is an informal written document which is written to a friend, a relative, someone you know very well or in informal situations. It is written in a friendly and engaging tone even though it may contain important information.

The **letter of apology** is used to express regret and to apologize for negative actions taken towards another person or persons.

The letter contains the following parts.

- Return address,
- Date
- Salutation- begins with dear, hi, hello or similar greetings.
- The body of letter – This is where you express thoughts, feelings and gives information.
- The closure which can end with: yours truly, your friend, bye for now, with best wishes, etc.

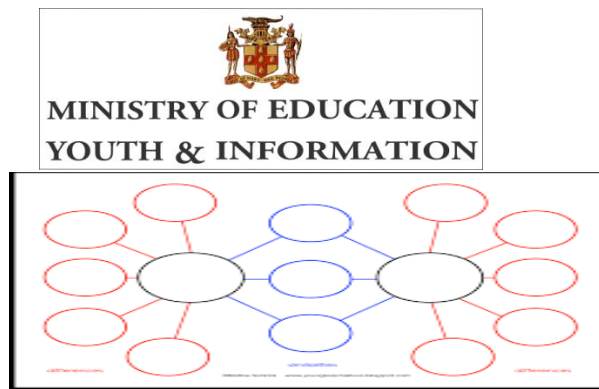
Procedure:

Engage:

1. Students will enact a scenario in which a group of students behaved inappropriately on a JUTC school bus. After the matter was reported to the Principal, the students were reprimanded and instructed to write a letter of apology to the driver. The students demonstrate reluctance in completing the task. Later, they admit to the Principal that they do not know how to write an apology letter.

Explore:

2. As a whole, students will discuss the scenario presented to identify the problem, consequences of behaving in that manner, action taken and possible solutions that can be included in the letter.
3. Teacher will use concept map to record the information shared and further group the concepts under common headings- (problem, solution, consequences)



Explain:

1. Teacher will model writing an apology letter based on the scenario given. Start by reviewing the parts of the letter.
2. Draw an outline of the parts of the letter to help struggling readers understand what their letters should look like. Use vocabulary which goes with each section i.e. greeting, body, salutation etc.
1. Show examples of other letters of apology to have a better understanding of the tone used in writing such letters. Have students analyze the writer's tone and content for specific words and phrases that should be predominant in an apology letter.
 - I'm sorry for
 - I sincerely apologise for
 - Please accept my apologies for
 - I do apologise for any inconvenience caused
 - Please forgive me
 - Pardon my mistake/error
 - I regret
 - I promise this will never happen again/reoccur in the future

Elaborate:

1. Allot students approximately 20 minutes to compose the first draft of their letter in order to reinforce what has been taught in the lesson so far.

Differentiation

2. Provide the struggling readers with an incomplete template of a letter. Allow the students to complete the letter by using the words provided.

Extension/Homework

1. Have students proofread/edit their letters for errors and write final draft for submission.

Evaluate:

1. Whole class will use the following scenario to write an apology letter.
 - After a group of students behaved inappropriately on a JUTC school bus, the matter was reported to the Principal. The Principal reprimanded the students and instructed them to write a letter of apology to the bus driver.
2. use concept map to record the information shared and further group the concepts under common headings
3. use appropriate layout to compose an apology letter.
4. apply the five steps of the writing process in composing the letter of apology

Post Lesson Evaluation:

Sample Apology Letter

Apology Letter to a Teacher

Dear {Mr./Ms. Last Name}

I deeply regret my actions on {day of week} and would like to offer my sincere apologies for the incident.

What I did was inexcusable, childish, distracting and disrespectful. You, as well my fellow students and {school} deserve better from me.

In the future, I will practice more restraint and professionalism so as not to repeat the lapse of judgment I displayed.

I value your commitment to instructing and guiding me to success. If you would like to discuss this further, please don't hesitate to let me know.

Sincerely,
{Student}

Layout of the Parts of a Friendly Letter

Address

Date

Salutation/Greeting

Body

Closure

Sample of a Close Passage Letter

Use the following words to complete the letter of apology.

October 2, 2018	promise	behaviour	sorry	Dear
disrespectful	sincerely apologise	Yours		

Blue Hole Dist.

Hopewell P.O.,

Hanover

_____ Mr. Samuels,

I am _____ for the way I behaved on the bus, Monday, September 30, 2018.
My _____ was inappropriate and I recognized that I was very
_____ when you spoke to my friends and me.



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Our actions have caused embarrassment on the school and so I _____
_____ for the way I behaved. I _____ that I will behave
better the next time I use the JUTC bus and I will not repeat this behaviour in the future.

_____truly,

Tom Brown