



**MINISTRY of EDUCATION
YOUTH & INFORMATION**

SUBJECT: Language Arts

STRAND: Reading with Fluency and Recognition (Word Recognition and Vocabulary)

GRADE: 9

LESSON DURATION: 80 minutes

TOPIC: Homographs

ATTAINMENT TARGETS:

- ❖ Build vocabulary through various strategies.

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION – Students use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.

LEARNING OBJECTIVES: By the end of the lesson, students will be able to:

- ❖ Recognize words that are spelt alike but have different meanings and different pronunciations based on context and usage
- ❖ Use context clues to determine the most appropriate definition for words with multiple meanings.

KEY SKILLS:

- ❖ Use multiple meaning words appropriately

KEY VOCABULARY:

- ❖ homographs

MATERIALS/RESOURCES:

- ❖ Books, word cards, sentence strips, PowerPoint/Website/ Laptops/Tablets

CONTENT OUTLINE:

NSC Lesson Plan Version 1 Grade 9 English Language Term 1, October 2018



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A *homograph* is a word that has the same spelling as another word but has a different sound and a different meaning:

lead (to go in front of)/*lead* (a metal)

wind (to follow a course that is not straight)/*wind* (a gust of air)

bass (low, deep sound)/*bass* (a type of fish)

Homographs may be pronounced the same (homonyms), or they may be pronounced differently (heteronyms, also known as heterophones).

PRIOR LEARNING:

Students are familiar with homophones.

INSTRUCTIONAL APPROACHES:

- Group Activities
- Discussions
- Oral and Written Activities

ENGAGE:

- Students will be asked to spell the following words using clues – produce, evening, swallow and minute. Students will be asked to state what they noticed about these words.

EXPLAIN:

Using brainstorming students will be asked state the term used to describe words that have the same spelling but different meanings and sometimes different pronunciations. Examples of words will be sought from students. Students will be placed in groups and using a box of words, students will be invited to randomly pick five words - they will look up the meanings and then create sentences for each word. Students will then share sentences with the rest of the class.

EXPLORE:

Students will be given different articles/books and asked to identify homographs in the piece.

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Students will be asked to create a homograph booklet with at least 20 words and sentences.

Students will randomly select sentences to read orally to the class.

1. Homographs accurately identified.
2. Homographs used and pronounced correctly in sentences.

- ❖ Design Arts
- ❖ Library Science
- ❖ Social Science
- ❖ Science

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.



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SUBJECT: Language Arts

STRAND: Listening and Speaking

GRADE: 9

DURATION: 80 mins.

TOPIC: Delivering a Speech

ATTAINMENT TARGET:

- Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit.
- Communicate with confidence and competence for different purposes and audiences, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately and creatively.

ICT ATTAINMENT TARGETS:

- COMMUNICATION AND COLLABORATION – Students use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.

SPECIFIC OBJECTIVES: By the end of the lesson, students should be able to:

- Deliver a speech that they have prepared appropriately.
- Critique the content and styles of oral presentations.
- Listen to and evaluate the effectiveness of the speaker's message.

KEY SKILLS:

- Collaborating, communicating, listening and critiquing

KEY VOCABULARY:

- Research, credible, sources, introduction, and attention

MATERIALS/RESOURCES:

- Written speeches, rubric, laptop with internet connection.

CONTENT OUTLINE:

Techniques of Speech Delivery – dress, stance at the lectern, voice, breathing, eye



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contact, body language, connection with the audience and preparation .

METHODOLOGY:

- Discussions
- Cooperative Learning

PRIOR LEARNING:

- They have heard and seen someone making a speech in the past.

LEARNING OUTCOME:

Students who demonstrate understand can:

- Deliver simple speeches appropriately.

ASSESSMENT CRITERIA:

- Speech delivered appropriately (stance at the lectern, voice, breathing, eye contact, body language, connection with audience and preparation.
- Accurate use of grammar
- Speech follows a logical sequence

PROCEDURES/ACTIVITIES

ENGAGE

Students will be invited to view a video presentation on effective speech delivery. Discussion will follow as it relates to does and don'ts of speech delivery.

EXPLORE

Students will be randomly selected and will be given little strips of paper to follow, *e.g. stand with hands in your pocket, chew gum while speaking to class*. Students will be questioned as to whether what the student is doing is appropriate or inappropriate.

EXPLAIN

Students will be given the opportunity to practice using the lectern and appropriate speech delivery techniques.

ELABORATE/EXTEND



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Students will be given the opportunity to select a group member to deliver the speech they wrote in their groups.

EVALUATE

Other students will complete rubric for speech delivery and share at the end of the presentations.
(Please see rubric attached)

POST-LESSON REFLECTION:



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Scoring Rubric for Oral Presentation

Name of Presenter: _____ Group: _____

Grade each aspect of the presentation by circling the appropriate number.

PRESENCE

-body language & eye contact	5	4	3	2	1	0
-connect with audience	5	4	3	2	1	0
-assume correct stance at the lectern	5	4	3	2	1	0

LANGUAGE SKILLS

-correct usage	5	4	3	2	1	0
-appropriate vocabulary and grammar	5	4	3	2	1	0
-understandable (rhythm, intonation)	5	4	3	2	1	0
-spoken loud enough to hear easily	5	4	3	2	1	0

ORGANIZATION

-clear organization (intro, body, conclusion)	5	4	3	2	1	0
-logical structure	5	4	3	2	1	0

OVERALL IMPRESSION

-very interesting / very boring	5	4	3	2	1	0
-pleasant / unpleasant to listen to	5	4	3	2	1	0
-very good / poor communication	5	4	3	2	1	0

TOTAL SCORE _____ / 60



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SUBJECT: Language Arts

STRAND: Writing

GRADE: 9

DURATION: 80 Minutes.

TOPIC: Writing a Speech (Lesson 1)

ATTAINMENT TARGET:

- Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit.
- Communicate with confidence and competence for different purposes and audiences, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately and creatively.

ICT ATTAINMENT TARGETS:

- COMMUNICATION AND COLLABORATION – Students use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.

SPECIFIC OBJECTIVES: By the end of the lesson, students should be able to:

- List the different parts of a written speech.



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- Explain how to write the introduction of a speech.
- Complete graphic organizer.

KEY SKILLS:

- Collaborating, communicating, listening and writing

KEY VOCABULARY:

- Research, credible, sources, introduction, and attention

MATERIALS/RESOURCES:

- Pamphlets, Books, Paper, Pen, Websites, Samples of Various Speeches

CONTENT OUTLINE:

- Parts of a speech – Introduction, body and conclusion.
- Ways to grab the audience's attention.
- Jokes, anecdotes, statistics, quotes etc.
- Techniques of Speech Delivery – dress, stance at the lectern, voice, breathing, eye contact, body language, connection with the audience and preparation

METHODOLOGY:

- Differentiated Teaching
- Discussions
- Cooperative Learning

PRIOR LEARNING:

- Recall speeches that they have heard and the settings where they were heard.

LEARNING OUTCOME:

Students who demonstrate understand can:

- Identify the different parts of a speech.
- Complete a graphic organizer for a simple informative speech in small groups, as well as, individually.

ASSESSMENT CRITERIA:

- Speech contains relevant parts – introduction, body and conclusion
- Accurate use of grammar



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PROCEDURES/ACTIVITIES

ENGAGE

Teacher will allow students to listen to an audio (simple speech). Students will be asked what is happening on the audio (someone making a speech). Through discussion students will highlight their likes/dislikes.

EXPLORE

Teacher will use questioning to find out from students where they have heard/listened to a speech before and how they felt about the speech. Using the internet students will research the main parts to be included in a speech. They will share their findings with the class.

EXPLAIN

Teacher and students will create speech outline using a graphic organizer on the chalkboard.

ELABORATE/EXTEND

In groups students will create graphic organizers based on given topic (maintaining healthy relationships). Teacher will check graphic organizers and guide process.

EVALUATE

Students will be given topics and asked to complete a graphic organizer based on the topic.

POST-LESSON REFLECTION:



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Subject: Language Arts

Grade: 9

Duration: 1 hr.

Language Strand: Grammar and Conventions

Language Topic: Subject-Verb Agreement

Specific Objectives: students should be able to;

1. Use subject verb agreement.
2. Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately

Key Skills: using correct verb with subject, analyze sentences and identify subjects and verb.

Resources: worksheet, blank paper, sentence strips

Content

Please see attached.



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Engage

Students will be instructed to listen to an audio clip and then say what is wrong with the sentence(s). Students will be randomly selected to correct each sentence. After which students will be asked to share subject-verb agreement rules that they know.

Explain

Using think, pair share square students will read about the different subject verb agreement rules (P.S. each group will be given a different set of rules). A student will move from each group and share what they have learnt with the others in the group. Students will be randomly selected to share a rule they have learned. Teacher and students will complete sentences on sentence strips.

Explore

Students will use their textbooks/worksheets and identify the subject-verb agreement rule that applies and complete the worksheet.

Evaluate

Students will make a mini chart with subject-verb agreement rules with their examples.

Extend

Students will work in pairs to complete activity on subject verb agreement.

Additionally, students will complete online quizzes on subject-verb agreement.

Assessment Criteria:

1. Discussion focused on explaining the rules of subject verb agreement.
2. Subjects and verbs were used correctly.
3. Definitions on subject verb agreement were accurate

Lesson Reflection:



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