BASIC 8

WEEKLY LESSON PLAN – WEEK 4

Strand:	• Reading • Grammar Usage • Writing • Literature		Sub-Strand:	• Summarizing • Punctuation and Capitalization • Building and present knowledge • Prose, Drama, Poetry
Content Standard:	B8.2.2.1: Cite the textual evidence that supports an analysis of a text to determine the central idea and provide an objective summary B8.3.1.1: Apply the knowledge of word classes and their functions in Communication B8.4.3.1: Research to build and present knowledge B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning			
Indicator (s)	B8.2.2.1.1. Determine the central idea in paragraphs and analyze to identify supporting ideas B8.3.1.1.1. Use an increasing range of singular and plural forms of compound nouns correctly and appropriately in sentences B8.4.3.1.1. Use information from non-text sources (figures, tables graphs, and maps) to support ideas in writing B8.5.1.1.4. Use literary devices (euphemism, hyperbole, onomatopoeia, etc.) in texts			
Week Ending	21-07-2023			
Class	B.S.8	**Class Size:**		**Duration:**	
Subject	English Language			
Reference	English Language Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook			
Teaching / Learning Resources	Poster, Chart, Picture, English Reading Textbook, Cockcrow.		**Core Competencies:**	• Use appropriate diction and sentences for narratives, persuasive imaginative and expository purposes • Actively assist group identify changes or modifications necessary in the group activities and work towards carrying out those duties

DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
MONDAY	**Strand: Reading** **Sub-Strand:** Summarizing Briefly explain what " Citing evidence" means.	1. Discuss examples of citing evidence in essay. 2. Assist Learners to identify how to effectively integrate textual evidence. 3. Learners brainstorm to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 4. Assist learners to determine a central idea of a text and how it is conveyed through particular details **Summarizing Informational Texts** A **summary** is a short retelling of the main ideas or events in the passage. A summary is written in your own words and not in the author's. A good summary lists only the important details from the passage and presents ideas/events in the correct order. **How is a Central Idea Developed** • A central idea is developed by supporting details (specific statements that explain and "prove" the central idea). • Supporting Details are found in strategies such as examples, statistics, descriptions, causes & effects, quotes, analogies, stories....(i.e. DRAPES) • There are multiple supporting details for one central idea. • Ask yourself, "What does this detail show?"	Learners brainstorm to provide a summary of the text distinct from personal opinions or judgments.
WEDNESDAY	**Strand: Grammar Usage** **Sub-Strand:** Punctuation and Capitalization Review Learners knowledge on compound nouns.	1. Discuss with Learners on the idiomatic use of Prepositions and Conjunctions. 2. Learners brainstorm to form examples of sentences involving idiomatic use of Prepositions and conjunctions. **Idiomatic use of Prepositions and Conjunctions (Words Followed by Appropriate prepositions)**	Through questions and answers, conclude the lesson.

| | | • Abide by: a promise, a decision to stick to it: Once you have made a promise, you ought to abide by it.
• Abound in: to be rich in: This tank abounds in fish.
• Abound with: to be infested with: The forest abounds with elephants and lions
• Absolve from: to free from, to acquit of: nothing can absolve you from your responsibility.
• Absorbed in: engrossed in: The singer was absorbed in singing.
• Abstain from
Banish from: to expel: He was banished from the kingdom for having plotted against the crown prince. Beg of or from a person: He begged of money from me. Beg for: He begged for help, but got none. Believe in: We believe in reasoning out things. Belong to: He belongs to a respectable family. Beware of: Beware of doing wrong to any man. Care of (care as a verb): You must care for what your parents say. Care of (care as a noun): One should take care of one's health. Celebrated for: famous for: Amritsar is celebrated for its Golden Temple. Certain of: sure of: He is quite certain of getting a first class in the examination hall. | |
| **THURSDAY** | **Strand: Writing**

Sub-Strand: Building and present knowledge

Discuss with Learners on the meaning of unstructured data. | 1. Learners brainstorm to distinguish between structured and unstructured data.
2. Assist Learners to describe how to choose evidence to support opinions in writing.
3. Learners brainstorm to identify the part of an essay that presents the supporting details.

What is strong evidence?

Strong evidence must meet several criteria. It should be:

• Relevant to the topic of your paper.
• In support of the argument you're advancing. | Through questions and answers, conclude the lesson. |

- From a credible source.
- Verified by multiple sources.
- Current (in most cases).
- Specific, not general.

Keep in mind that you'll need to explain each piece of evidence you include in your paper. What does this information imply? How is it connected to your claim or thesis? Why does this evidence matter? If you can't clearly answer these questions, your argument won't be as strong, so it's best to find a different piece of evidence.

Types of strong evidence

Strong evidence may include:

- Statistics
- Studies
- Quotes (from subject matter experts, from articles or reports by credible sources)
- Examples

You can find this evidence in books or academic journals, in news reports verified by multiple sources, and on reliable Internet sites. Your school library is a great place to start looking for strong evidence.

Finding evidence from credible sources

We mentioned above that strong evidence must be "from a credible source." But many students (and adults) don't know how to determine if a source is credible. After all, inaccurate information from unreliable sources goes viral on social media all the time.

You can use academic databases and search engines to filter out many untrustworthy sources. It's also a good idea to see if other sources are reporting the same statistics and information.

When in doubt, try using the acronym **RADCAB** to evaluate a source. RADCAB stands for:

- Relevancy
- Appropriateness
- Detail
- Currency
- Authority
- Bias

Here's a closer look at each criterion:

Relevancy

Is the information relevant to the topic or question you're exploring? Use specific search terms to find facts with maximum relevance. Make sure that you understand exactly what the piece of evidence means. Otherwise, you risk accidentally including off-topic or irrelevant evidence.

Appropriateness

It's also important to find the appropriate type of sources for your paper. For instance, a quote from a fictional novel would be perfect for a literary analysis of the novel in question. However, it wouldn't be appropriate evidence for a research paper.

An anecdote about fishing trips with your grandfather would fit well in a personal narrative but certainly wouldn't make strong evidence in an argumentative essay about preserving aquatic habitats.

Before you begin researching, ask yourself what type(s) of sources you should find. Peer-reviewed scientific journals? Primary source historical documents? Interviews with subject matter experts?

Detail

A good source will offer adequate depth of coverage on the topic you're researching. Online, browse the sitemap, in-text citations, Works Cited, titles, subheadings, and graphics of a website to see if it provides in-depth, detailed information on your topic. Specific details are much stronger than general information.

Currency

Check the date your source was published or last updated. In some cases, such as historical research papers, older sources are appropriate. But most of the time, you want the most current, up-to-date evidence for your paper.

If you were writing an essay on a current medical topic, for instance, you certainly wouldn't want to cite a medical study from 1993.

Authority

Is this author, organization, website, or company qualified to educate others about this topic? Why? What are their credentials?

Make sure you don't only evaluate information, but also the person or organization behind the information.

Bias

In your own paper, you'll want to appear balanced and unbiased. This won't be possible if you pull evidence from biased sources. Biased sources report information with some sort of agenda, spin, or angle. Does the information exist because someone wants to inform, persuade, entertain, or sell something?

Ask yourself if the source in question has any hidden motives. Pay attention to the tone, website name, author, and mission statement. See if other sources are reporting the same information. Is there anything that

		your source, in particular, has added or omitted? Is there any reason why?	
		Using strong evidence	
		You'll want to use both paraphrases and quotations when mentioning strong evidence in the context of your paper. Don't forget to include in-text citations and a full reference or Works Cited list. By including citations, you demonstrate that you are a responsible researcher and can support your points with actual evidence.	
		Popular citation styles include Harvard referencing, MLA style, and APA style, but thousands exist. If you are unsure of which one to use, consult your teacher or professor.	
		Recap	
		When you make a claim or advance an argument, strong supporting evidence is vital. Without evidence, your argument is essentially this: "Because I said so." You need quotes, statistics, and facts to make your paper persuasive and credible.	
		Look for specific, current information from trustworthy sources, and be sure the information is relevant and supportive of your claims.	
		Be sure to include citations that links back to your sources and to demonstrate that you are an ethical researcher.	
		Not all evidence is created equal. Take the time to find strong evidence, and your persuasion skills will soar.	

FRIDAY	Strand: Literature	1. Write on the chalkboard some examples of sentences involving literary devices.	Reflect on the functions of euphemism, hyperbole and onomatopoeia in narrative.
	Sub-Strand: Prose, Drama, Poetry	2. Assist learners to identify literary devices used in the sentences.	
		3. Discuss with Learners on how to identify the use of euphemism, hyperbole, onomatopoeia etc. in selected narrative, poetry and drama.	
	Review Learners knowledge on the previous lesson.		
		Figurative language is the opposite of **literal** language. Literal language means exactly what it says. Figurative language means something different to (and usually more than) what it says on the surface:	
		• He ran **fast**. (literal)	
		• He ran **like the wind**. (figurative)	
		In the above example "like the wind" is a figure of speech (in this case, a simile). It is important to recognize the difference between literal and figurative language. There are many figures of speech that are commonly used and which you can learn by heart. At other times, writers and speakers may invent their own figures of speech. If you do not recognize them as figures of speech and think that they are literal, you will find it difficult to understand the language.	
		In this lesson we look at four common types of figure of speech:	
		Simile A figure of speech that says that one thing is like another different thing	
		Metaphor A figure of speech that says that one thing is another different thing	
		Hyperbole A figure of speech that uses an exaggerated or	

		extravagant statement to create a strong emotional response **Oxymoron** A figure of speech that deliberately uses two contradictory ideas	

Name of Teacher: *School:*   *District:*