Strand:	• Oral language (listening and speaking) • Reading • Grammar Usage • Writing	Sub-Strand:	• Listening Comprehension • Comprehension • Punctuation and Capitalization • Text Types and Purposes

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BASIC 9

WEEKLY LESSON PLAN – WEEK 5

Content Standard:	**B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information (Oral language)** **B9.2.1.2: Read, comprehend, and analyze varieties of texts (Reading)** **B9.3.1.1: Demonstrate mastery of capitalization and punctuation in communication (Grammar Usage)** **B9.4.2. 2:Apply writing skills to specific life situations(Writing)**
Indicator (s)	**B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/ language/figures (Oral language)** **B9.2.1.2.6. Show the effect a text has on the reader (Reading)** **B9.3.1.1.1. Identify and use punctuation marks (dash, hyphen, bracket) in context (Grammar Usage)** **B9.4.2. 2.2. Compose short text (flyers, posters, invitation cards, email, etc.) for different purposes and audiences(Writing)**
Week Ending	**09-02-2024**

Class	B.S.9	**Class Size:**		**Duration:**	
Subject	English Language				
Reference	English Language Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook				
Teaching / Learning Resources	Reading Book, Poster, Pictures, Word Chart, Sentence Cards		**Core Competencies:**		

DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
MONDAY	**Strand: Oral Language** **Sub-strand:** Listening Comprehension Discuss with the Learners about examples of active listening techniques.	1. Play an example of audio-visual for the Learners listen and watch for about 10 minutes. 2. Learners brainstorm to identify the key information in the audio-visual. 3. Assist Learners to make inferences and simple connections about the key information in the audio-visual to real life and personal experiences. **Active listening techniques** If you're interested in improving your active listening skill, the techniques listed below may be useful. They are derived from	Through questions and answers, conclude the lesson.

the notion that active listening is a practice that can always be improved.

1. Focus on the intent and purpose of the conversation.

Active listening begins with an intent to be conscious and receptive to the other person—including the intent and purpose of the conversation—in order to truly understand and empathize with them. Incorporating mindfulness into active listening means that the speaker has your full attention.

2. Pay attention to body language.

Much of communication relies on the nonverbal. In fact, in face-to-face conversation, communication is 55 percent nonverbal, 38 percent vocal, and 7 percent words, according to researcher Albert Mehrabian

Body language refers to the conscious and unconscious gestures and movements that express or convey information. It can include facial expressions, posture, hand gestures, eye contact or movement, and touch. When listening to others, consider what your body language says. Nodding your head, making eye contact, or smiling (if appropriate) are excellent cues to show that you're paying attention.

3. Give encouraging verbal cues.

Verbal cues are responses a listener may express to show they understand what's being shared. This includes what Wharton professor Maurice Schweitzer considers "minimal encouragers," such as replying "yes, I see" or "mmhmm" or "I understand." These are often used alongside gestures and expressions, such as smiling or nodding.

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Neurodivergence: Listening with the ears

Neurodiversity is *"a concept where neurological differences are to be recognized and respected as any other human variation. These differences can include those labeled as Dyspraxia,*

Dyslexia, Attention Deficit Hyperactivity Disorder, Dyscalculia, Autistic Spectrum, Tourette Syndrome, and others [7]."

While many of us might consider eye contact and body language to be hallmarks of good communication, neurodivergent individuals may communicate in different ways than we are used to. This could manifest in less eye contact and more limited body language, as well as more blunt and unfiltered use of language.

4. Clarify and paraphrase information.

Sometimes, it is not enough to nod and maintain eye contact in a conversation. In the workplace, you might have doubts about whether your mind grasped the full picture. Clarifying and paraphrasing the information back to the speaker can help both of you fill in any gaps in understanding.

5. Ask questions.

Asking questions can eliminate confusion. You may think you have processed most of what they said, but you still have questions. By asking clarifying questions, you ensure you have heard the correct information.

As an active listener, you can also demonstrate interest by asking questions. Asking an open-ended question can encourage the speaker to elaborate on an important or interesting idea. It also shows that you have been listening attentively up to that point, and you want to know more. This can nurture a bond between the speaker and listener.

6. Refrain from judgment.

When practicing active listening, it is important to remain open, neutral, and nonjudgmental. What's so wonderful about taking the steps to become a better listener is that you can engage with new ideas, perspectives, and opportunities that you may never have accessed previously. Withholding judgment, avoiding criticism, and approaching each conversation with an open mind can open many doors.

		7. Summarize, share, and reflect. Toward the end of your interaction, make sure you end on a high note. Share a quick summary or a few notes about what the speaker said. If prompted, give your thoughts and opinions in a way that demonstrates you have digested the information. In informal settings, sharing thoughts and feelings may lead to deeper and meaningful conversations.	

TUESDAY	**Strand: Reading**
	
	Sub-strand: Comprehension
	
	Review Learners knowledge on the types of text structures.
		1. Discuss with the Learners about the reasons why readers analyze text structure.
		2. Explain to the learners about how text structure contributes to the author's purpose.
		3. Engage Learners in reading a selected text from the reading textbook.
		4. Learners brainstorm to link the effect of the literary devices to the meaning of the text.
		
		How Text Structure contributes to the Author's Purpose
		A non-fiction author's purpose or point of view can shape their text structures. For instance, Martin Luther King Jr.'s "Letter from a Birmingham Jail" is a complex piece of non-fiction writing that integrates various text structures, as it addresses different aspects of the civil rights struggle. King's purpose is shaped by the use of two primary text structures: problem-solution and cause and effect.
		
		    1. **Problem-Solution:** Throughout the letter, King identifies various problems related to racial injustice and segregation. For instance, he discusses the problem of unjust laws and racial discrimination. He then proposes nonviolent resistance and civil disobedience as solutions to these problems.
		    2. **Cause and Effect:** King also uses the cause and effect structure to demonstrate the relationship between racial discrimination (cause) and the resulting civil unrest and protest (effect). He explains how systemic oppression leads to nonviolent resistance and protests, emphasizing that these actions are the effects of ongoing racial prejudice and inequality.
		Understanding the structure of non-fiction texts allows you to
			Assist Learners to answer comprehension questions after reading the text.

		appreciate these nuances and gain a more profound insight into the author's message. Just like each author's personal background and purpose shape a novel, these factors influence the structure and presentation of non-fiction works, making each one a unique contribution to our collective knowledge.	
THURSDAY	**Strand: Grammar Usage** **Sub-strand:** Punctuation and Capitalization Review Learners knowledge on the uses of bracket.	1. Assist Learners to form sentences using brackets. 2. Discuss with the Learners about the functions of brackets in sentences. 3. Demonstrate on how to use brackets to offer explanation to something that was said earlier. **Use Brackets for Quotations** Like single quotation marks, brackets are found within quoted materials. We use them to add information to the quotation to explain or comment. Example: • According to Steven, "Ron gave [his ex-wife] Kat a nod." **Use Brackets When Citing Sources** Entries in bibliographies may also include brackets after the title element. Example: • Wilder, B. (Director). (1959). Some like it hot [Film]. Ashton Productions; The Mirisch Corporation.	Assist Learners to use brackets to enclose cross reference.

| FRIDAY | **Strand: Writing**

Sub-strand: Text Types and Purposes

Show Learners different posters, flyers and pictures carrying different messages. | 1. Assist Learners to write flyers or posters of varied kinds using.
2. Demonstrate on how to write emails to friends, family and loved ones.
3. Learners brainstorm to write emails to friends and family ensuring all the features are captured.

Different Types of Posters

Among many methods of marketing and advertising, posters are known as one of the most popular and effective. Therefore, the design of posters not only engages versatile texts, images, fonts, shapes, lines, and catchy slogans, but the use of posters knows no boundaries.

To best achieve the goal, the party producing the poster must consider their intended message and the target audience. With an understanding of the factors involved, the person or team behind the design should be able to create the right artwork and find the best strategic placement for their posters.

From academic purpose to business promotion, we can see diverse use of posters to facilitate the many causes. Here are some common types of posters we often see in our daily lives:

- Educational Posters
- Political Posters
- Social Posters
- Advertising posters
- Campaign Posters
- Corporate Posters
- Digital Posters
- Fashion Posters
- Event posters
- Movie posters

These classifications are not mutually exclusive. Many posters can fall into multiple categories. That is, movie posters are a form of advertising, and some social posters also strive to educate.

Educational Posters | Through questions and answers, conclude the lesson. |

Education-type posters are often used for academic purposes, and tend to be seen in schools. They may provide common reference, like the periodic table of the elements, or supply information about any new research work. Students reporting on a project they have just completed frequently create posters to display what they have learned in their studies. The purpose of using posters for academic purposes is to share information or motivate others to further investigate similar or related subjects.

With formal designs and visual representations of data, the educational poster aims to give insight into a scholarly topic. The target audience usually has some interest and understanding of the subject, but should still be able to gain deeper knowledge.

Political Posters

As we have previously mentioned, posters with political goals have been in use longer than most. Powerful and influential designs called for citizens to respond to a call. During the wars, with the help of **poster printing london**, the UK government successfully distributed patriotic posters to gather hundreds and thousands of troops.

The image o**f Lord Kitchener** on the poster was so motivating that they could encourage more than two hundred thousand volunteers with just one poster. Though you may not see the use of posters for political purposes in today's world, it is still an effective method in some Asian countries.

Social Posters

Social posters are mainly used for raising awareness about current issues and calling for action. Such posters are often seen in social development organizations or activism demonstrations.

For example, several groups choose to design and publish social posters to encourage citizens dealing with difficult situations, and to motivate others in positions to help to take action. Many social posters are seen to address problems like

environmental issues, human rights, etc.

Advertising Posters

We all are familiar with advertising posters, which are arguably the most common. Since the 20th century, we have witnessed some remarkable **advertisements**. They promote anything you can put a price on: consumables like food and beverages; longer-lasting tangible products like radios, vehicles, toys, and more; and events ranging from as grand as a World's Fair to as casual as a pub trivia night. Some ads were so outstanding that people still can recall decades-old campaigns from memory. For several generations past, the advertising posters were sent out with newspapers, magazines, and hung around cities.

At present, advertising posters still take those forms, but continue to embrace a variety of new techniques as well. We can see the use of unique paper, color, design, and even printing methods. In short, creating advertising posters has become so competitive that a company needs to carefully choose the colour, slogan, and even the tone or mood the completed design will present.

Campaign Posters

A campaign, by definition, is a series of similar activities and promotions with a common theme and a set goal. Perhaps the prime example of campaigning occurs during elections for public office. Each candidate runs on a particular platform, and those values and the associated promotional material is referred to as a **campaign**. One particularly striking and emblematic campaign poster in recent years was from the US in 2008: the iconic "HOPE" poster for Barack Obama that became *the* headlining image of the campaign for the man who was ultimately elected President of the United States for two terms. The poster was powerful and simple: It featured only three colours, the man's face in a simplified, artistic style, and a single four-letter word in large, bold, sans-serif font. The striking and recognisable image became extremely popular and is still imitated today.

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