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BASIC 9

WEEKLY LESSON PLAN – WEEK 6

Strand:	<ul style="list-style-type: none">Oral language (listening and speaking)ReadingGrammar UsageLiterature			Sub-Strand:	<ul style="list-style-type: none">Listening ComprehensionComprehensionPunctuation and CapitalizationNarrative, Drama and Poetry		
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) B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning (Literature)						
Indicator (s)	B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/ language/figures (Oral language) B9.2.1.2.7. Interpret use of words/ phases (figurative, symbolic, sensory) in complex texts (Reading) B9.3.1.1.1. Identify and use punctuation marks (dash, hyphen, bracket) in context (Grammar Usage) B9.5.1.1.4. Create different types of poems (Literature)						
Week Ending	16-02-2024						
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:		<ul style="list-style-type: none">Communication and CollaborationCreativity and Innovation	
DAY/DATE	PHASE 1 : STARTER		PHASE 2: MAIN			PHASE 3: REFLECTION	
MONDAY	Strand: Oral Language Sub-Strand: Listening Comprehension Engage Learners in “Listen and Draw” exercise for 10 minutes.		1. Play a radio program, audio recording or film for the Learners to listen and watch attentively. 2. Assist Learners to identify the key information about the message, theme and tone of the radio program, audio recording or film. 3. Learners brainstorm to make inferences about the			Reflect on identifying the key information in audio-visuals.	

		<p>purpose, intention, theme or message in the radio program, audio recording or film and simple connections to real life and personal experiences.</p> <p>Listen and Draw If you have kinesthetic students who struggle to express themselves in English, Listen and Draw isolates listening from speaking. Simply have your students take out a blank piece of paper and give them instructions on what to draw. For example, you might say the following:</p> <ul style="list-style-type: none"> • Draw a square in the center of your paper. • Draw a triangle on top of the square. • Draw a small rectangle inside the square, at the bottom. • Draw two small squares inside the square near the top. <p>If your students listen correctly, they will have drawn a house (or something like it), and you will be able to tell with one glance whether they understood your directions. Of course, you can make Listen and Draw as complicated as you like, depending on the skill level of your students. This activity is particularly useful for reviewing vocabulary of colors, shapes and <u>teaching English prepositions</u> of location.</p>	
TUESDAY	<p>Strand: Reading</p> <p>Sub-Strand: Comprehension</p> <p>Select a reading text from the reading textbook for the Learners to read.</p>	<ol style="list-style-type: none"> 1. Engage Learners in silent reading for 10 minutes. 2. Learners brainstorm to interpret the text in simple sentences. 3. Discuss with the Learners about how words and phrases helps with interpreting meaning. <p>Basic Terms and Terminology Relating to Interpreting the Meaning of Words and Phrases Using Context;</p> <ul style="list-style-type: none"> • Slang and jargon: Slang and jargon are words that have a special meaning to those included in a particular group and without any meaning to those not included in that particular group. • Colloquialisms; informal words and phrases that are 	<p>Assist Learners to answer comprehension questions after reading the text.</p>

conversational, everyday words and phrases that are acceptable in informal writing and speech, but not acceptable in terms of formal writing and speech.

- Idioms: A collection or a group of words that has become somewhat acceptable in the English language because of their ongoing and consistent use, despite the fact that the group of words does not have a literal meaning. Idioms have figurative meanings, therefore, the meaning of an idiom cannot be inferred or deduced in the same manner that words and phrases with literal meanings do.
- Literal meaning of words: The meaning of a phrase, clause or sentence that can be logically inferred and deduced from the true dictionary accurate definitions of the words in a phrase, clause or sentence. The literal meaning of words is the opposite of the figurative meaning of words.
- Figurative meaning of words: The meaning of a phrase, clause or sentence that cannot be logically inferred and deduced from the true dictionary accurate definitions of the words in a phrase, clause or sentence. The figurative meaning of words is the opposite of the literal meaning of words.
- The root of a word: Also referred to as the base of a word and the stem of a word, is the main part of a word without any syllables before the root of the word, which is a prefix, or after the root of the word, which is a suffix.
- Prefixes: The part of a word that is connected to and before the stem or root of a word
- Suffixes: The part of a word that is connected to and after the stem of the word. Some suffixes, like "s", "es", "d" and "ed" which make words plural or of the past tense, are quite simple but others are more complex.
- Antonyms: Words that have opposite meanings and can give the reader a context clue to determine the meaning of words and phrases
- Synonyms: Words that have the same meaning and can give the reader a context clue to determine the

		<p>meaning of words and phrases</p> <ul style="list-style-type: none"> Homophones are two or more words that sound identical and the same but are spelled differently and have different meanings. Homographs are words that, as the name suggests, look the same and are spelled (graph) the same (homo) but have two distinctly different meanings and that are either pronounced differently or pronounced the same. For obvious reasons, these words are. Contronyms: Words that are spelled the same but they have different meanings; these contronyms can give the reader a context clue to determine the meaning of words and phrases Context: Simply defined, context is the surrounding information and clues that occur prior to and after the word or phrase that is not known or misunderstood. 	
THURSDAY	<p>Strand: Grammar Usage</p> <p>Sub-Strand: Punctuation and Capitalization</p> <p>Discuss with the Learners about the difference between bracket and parenthesis.</p>	<ol style="list-style-type: none"> Demonstrate on writing sentences involving bracket and parenthesis on the chalkboard. Assist learners to identify when to use parenthesis in sentences. Learners brainstorm to form sentences with parenthesis. <p>Are Parentheses and Brackets the Same Thing?</p> <p>Parentheses (()) and brackets ([]) are both punctuation marks but not the same thing. Both symbols fall under the category of brackets but have different purposes.</p> <p>Parentheses are a type of bracket that is more commonly used than others. We can use it to insert additional information into the sentence without entirely changing its meaning.</p> <p>Example:</p> <ul style="list-style-type: none"> My favorite lipstick shade (which is always sold out) will be back in stock on Tuesday. 	Reflect on the uses of parenthesis.

Brackets or square brackets are tall punctuation marks that add words within quotation marks. They indicate that the material is not part of the original material or direct quotation.

Example:

- “[Going to European countries] has always been my dream,” Harry added.

One similarity between parentheses and brackets is their presence in mathematical material. They also always come in pairs. Your sentence should include both an opening and a closing bracket or parenthesis.

The two other types of brackets are curly brackets ({}) and angle brackets or slant brackets (<>). These two punctuation marks are more common in mathematics, computing, and other disciplines but have little use in formal writing.

The Difference Between () and []

These tips will teach you the difference between parentheses and brackets.

Use Parentheses for Supplemental Information

Words in parentheses usually add information to the actual sentence. This parenthetical material is not grammatically integral to the entire sentence. They also do not fully affect its meaning.

Examples:

- The owner (and her assistant) went to the meeting.
- The school I attended (St. Cecilia School) offers certification programs.

Many writers commit punctuation mistakes when the parenthetical material is at the end of the sentence. Remember that there should be no period within parentheses. But if the enclosed sentence in parentheses

forms a question, you can add a question mark.

Examples:

- Emily's brother (he never replied to my message) was at the dinner party.
- The ghost (have you seen one?) was walking around the building.

Use Parentheses When Including Afterthought

This type of punctuation mark can also be used when including digression or afterthought. Again, the parenthetical material should not affect the grammatical structure of sentences. Treat parentheses as dividers for secondary or unnecessary thoughts.

Example:

- The adult blamed the woman's clothing (which was decent, by the way) for his disrespectful behavior.

Again, the material in parentheses ends with the parenthesis. It should not have a full stop despite being a complete sentence in itself.

Use Parentheses for Introducing Items in Outlines or Lists

Another difference between brackets and parentheses is that parentheses enclose numbers for a list of independent elements. The numbers within the sets of parentheses come before each element.

Example:

- The statement is false because (a) knowledge is socially constructed; (b) humans do not learn merely based on rewards and punishments; (c) this concept is associated with cultural prejudices.

Use Parentheses for In-Text Citation

APA sixth edition and other citation styles recommend using

		<p>in-text citations for references. Writers need to include the last name of the author they're citing and the year of publication.</p> <p>Examples:</p> <ul style="list-style-type: none">• (Lock, 2008)• (Hart, 1994) <p>You'll also find parentheses in a reference list entry.</p> <p>Example:</p> <ul style="list-style-type: none">• Reid, T. J. (2017). <i>The seven husbands of Evelyn Hugo: a novel</i>. First Atria books hardcover edition. New York: Atria Books. <p>Use Parentheses for Time Zones and Area Codes</p> <p>Make sure to use parentheses instead of brackets when enclosing time zones and area codes.</p> <p>Examples:</p> <ul style="list-style-type: none">• 8:30 PM (EST)• (212) 588-9854	
FRIDAY	<p>Strand: Literature</p> <p>Sub-Strand: Narrative, Drama and Poetry</p> <p>Learners brainstorm to recite their favourite poems.</p>	<ol style="list-style-type: none">1. Discuss with the Learners about the types of poems.2. Assist Learners to compose different types of poems.3. Engage Learners in performing on different types of poems. <p>Different Types of Poems</p> <p>Below is a list of some of the most common types of poetry, their main characteristics, and famous examples of each.</p> <p>You may prefer to read certain types of poems, while for other types you may enjoy writing your own! Familiarize</p>	<p>Through questions and answers, conclude the lesson.</p>

yourself with these different styles and see if any spark your imagination.

1. Sonnet

Sonnets are practically synonymous with Shakespeare, but there are actually two different kinds of this famous poetic form. Having originated in 13th century Italy, the sonnet usually deals with love and has two common forms: the Petrarchan (named for its famous practitioner, the poet Petrarch) and the Shakespearean (also known as the English sonnet). Each type contains 14 lines but comes with its own set of rules.

Petrarchan Sonnet

Characteristics and Rules:

2 stanzas

Presents an argument, observation, or question in the first 8 lines

Turn (or “volta”) between 8th and 9th lines

Second stanza answers the question or issue posed in the first

Rhyme Scheme: ABBA, ABBA, CDECDE

Shakespearean Sonnet

3 quatrains (4 lines each) and a couplet (2 lines)

Couplet usually forms a conclusion

Rhyme scheme: ABAB, CDCD, EFEF, GG

Example of a Sonnet

Shakespeare’s Sonnet 130

My mistress’ eyes are nothing like the sun;
Coral is far more red than her lips’ red;

If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.
I have seen roses damask'd, red and white,
But no such roses see I in her cheeks;
And in some perfumes is there more delight
Than in the breath that from my mistress reeks.
I love to hear her speak, yet well I know
That music hath a far more pleasing sound;
I grant I never saw a goddess go;
My mistress, when she walks, treads on the ground:
And yet, by heaven, I think my love as rare
As any she belied with false compare.

2. Villanelle

Villanelles have even more specific rules than sonnets. Luckily, many of the lines are repetitions, but this means you'll have to take care to make those lines meaningful.

Villanelle Characteristics and Rules

19 lines

5 stanzas of 3 lines each

1 closing stanza of 4 lines

Rhyme scheme: ABA, ABA, ABA, ABA, ABA, ABAA

Line 1 repeats in lines 6, 12, and 18

Line 3 repeats in lines 9, 15, and 19

Examples of Villanelles

"The Waking" by Theodore Roethke

"Do not go gentle into that good night" by Dylan Thomas

3. Haiku

You might remember writing a few of these back in grade

school, because not only are these poems short, but they can be very fun to write.

The haiku originated in 17th century Japan. Although they usually refer to nature, the only real rule applies to the number of syllables in each line, so you can let your imagination run wild with this one.

Haiku Characteristics and Rules

3 lines

Line 1 contains 5 syllables

Line 2 contains 7 syllables

Line 3 contains 5 syllables

Example of Haiku

Matsuo Bashō, “By the Old Temple”:

By the old temple,

peach blossoms;

a man treading rice.

4. Ekphrastic Poems

Ekphrastic poems don’t really have specific rules, but they do speak of another work of art.

Ekphrasis comes from the Greek word for “description,” and that’s exactly what this poem should do: vividly describe a painting, statue, photograph, or story. One famous example is found in the Iliad, where Homer refers to Achilles’ shield.

Examples of Ekphrastic Poetry

Tyehimba Jess, “Hagar in the Wilderness”

Rebecca Wolff, “Ekphrastic”

5. Concrete Poems

Concrete poetry is designed to take a particular shape or form

on the page. Poets can manipulate spacing or layout to emphasize a theme or important element in the text, or sometimes they can take the literal shape of their subjects.

Example of Concrete Poetry

“The Altar” by George Herbert was intended to resemble a church altar:

A broken ALTAR, Lord, thy servant rears,
Made of a heart and cemented with tears;
Whose parts are as thy hand did frame;
No workman’s tool hath touch’d the same.

A HEART alone
Is such a stone,
As nothing but
Thy pow’r doth cut.
Wherefore each part
Of my hard heart
Meets in this frame
To praise thy name.

That if I chance to hold my peace,
These stones to praise thee may not cease.
Oh, let thy blessed SACRIFICE be mine,
And sanctify this ALTAR to be thine.

6. Elegy

The elegy is another type of poem that lacks particular rules, but it usually is written in mourning following a death. They can be written for a particular person, or treat the subject of

loss more generally.

Example of an Elegy

One famous example of an elegy is Walt Whitman’s “O Captain, My Captain,” which Whitman wrote following the assassination of Abraham Lincoln:

O Captain! My Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills;
For you bouquets and ribbon’d wreaths—for you the shores a-
crowding;
For you they call, the swaying mass, their eager faces turning;
Here captain! dear father!
This arm beneath your head;
It is some dream that on the deck,
You’ve fallen cold and dead.
My Captain does not answer, his lips are pale and still;
My father does not feel my arm, he has no pulse nor will;
The ship is anchor’d safe and sound, its voyage closed and
done;
From fearful trip, the victor ship, comes in with object won;
Exult, O shores, and ring, O bells!
But I, with mournful tread,
Walk the deck my captain lies,
Fallen cold and dead.

Name of Teacher:

School:

District:

