

Name: Patricia Clarke
Subject: City and Guilds
Grade: 10 U
Time: 6 *40 mins
Date: May 15-20, 2022
Topic: Comprehension/ Sequencing

General Objective:

To help students to continue to develop their comprehension skills

Specific Objectives:

At the end of this lesson, students should be able to:

1. Respond to two passages to show grasp of content covered last week (pop quiz)
2. Define sequencing as a comprehension strategy
3. Identify signal/ transitional words used to show sequence
4. Identify from a passage the steps to complete an identified task
5. Create a manual to show the steps to complete a given task (Group work)
6. Present a creative and practical manual to the class based on their chosen subject

Comment [ED3]: Good

Quote of the week – The only person who can prevent you from succeeding is you; so do not be your own enemy.

Resources:

- ✓ CXC English A – Study Guide and Exercises
- ✓ A Comprehensive English Course
- ✓ English for All
- ✓ Online Resources

DAY 1:

Step 1:

The class will begin with a quick review of last week's topic. We will do this in the form a quick pop quiz. Some students will also be asked to read their problem and solution pieces in class.

Comment [ED4]: Okay

Step 2:

We will openly correct the quiz in the class and then allow the students to ask questions if clarity is still needed.

Comment [ED5]: Yes

Step 3:

The lesson will then move on with an introduction of the next organizational pattern-sequencing. In order to do this, the class will be given a short paragraph to redo to ensure clarity. This will be taken from the text – A Comprehensive English Course pg. 149.

In academic conversational style, the class will correct the paragraph to reveal the steps to “Washing up”.

Comment [ED6]: Yes, use of textbook is evident here.

Step 4:

The lesson will segue into giving the students an explanation of sequencing and examples of signal words.

Definition:

A process sequence is the ordered steps or stages for carrying out a task, activity or operation. It explains how something is done, how something works, or gives instructions on how to do something. This type of writing should be; accurate, consistent, thorough, logically organized, simple and concise.

Transitional words to indicate process

First, Then, After, Next, Final, Previously, Second

Step 5:

Day 1 will culminate with students adding at least ten additional signal words to the list given. This will be done for continued vocabulary development.

Comment [ED7]: Okay

Days 2 & 3:

Step 1:

The class will begin day two by reviewing what was covered on day 1. The following questions will be given as a guide:

1. In your own words, what is sequencing?
2. State four signal words associated with sequencing
3. Fill in the blank

Sequence writing should be _____, _____ and _____.

Step 2:






The class will then move on to explore one type of process writing – manuals. This will be done to introduce the tasks for the week.

Comment [ED8]: Okay

The sample below will be given.

PROCEDURE – MEETING ROOM PREPARATION

Task:
Prepare the meeting room for use.

Steps to be Completed	Check
Step 1 Ensure that all tables are clean. Wipe down the boardroom table.	
Step 2 Check the floor to make sure the carpet is clean. If it requires a quick vacuum, there is a vacuum cleaner located in the storeroom.	
Step 3 Make sure a jug of cold water and glasses are positioned in the middle of the table 10 minutes before the meeting starts.	
Step 4 Ensure there are mints on the table.	
Step 5 Once the meeting is complete, clear the empty glasses and water jugs and make sure the meeting room is ready for the next meeting.	

Things to Remember:

You may need to organise the meeting room well before a meeting starts.

Ensure that people advise you well before the meeting, so you have enough time to prepare it for the meeting. A reminder email can be helpful in this case.

Step 3:

The class will then be given the following characteristics of a good manual prior to doing one of their own.

A good manual should make instructions easy to follow. It should,

1. Provide step-step sequence in the correct order
2. Follow the timing of the actual operation (where applicable)
3. Provide visual stepping stones
4. Avoid lengthy paragraphs
5. Use every day words and terms

Step 4:

Students will then be placed in pairs to create a manual based on a product/service choice. The following instruction will be given:

1. Product/service must be clearly identified
2. Steps must be clear, concise and in order
3. There must be some sort of visual aid
4. There must be at least five steps to the process.

Step 5:

The manuals will be collected and assessed for;

- | | |
|---|----------|
| a. Clarity of steps/conciseness and use of graphics (content) | 12 marks |
| b. Use of language | 7 marks |
| c. Creativity | 6 marks |

Total	25 marks
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The best three will be shared with the class for motivation.

EVALUATION 2:

Comment [ED9]: Okay

Comment [ED10]: Okay

Name: Patricia Clarke
Subject: English Language
Grade: 10 E AND C
Time: 5*40 mins
Date: May 16-20, 2022
Topic: Expository Writing

General Objective:

To help students to understand the different types of expository pieces.

Specific Objectives:

At the end of this lesson, students will be expected to:

1. Make presentations on the different types of expository pieces (Assignment given for Easter Break)
2. Critique the presentations of each group to show understanding of the concepts.
3. Complete a ten question pop quiz (a review)
4. Understand how to write the introduction of an essay (step-step process)

Comment [ED11]: Good

Week's Affirmation: The only way to reach the top is to challenge yourself.

Day 1– PRESENTATIONS

Step 1:

The class will begin with students getting in their groups and making final preparations for the presentations.

Comment [ED12]: Okay

Step 2:

The rubric and peer evaluation sheets will be issued so that students will engage in the process (Sheets previously used in class)

Step 3:

First three presentations will be done (five minutes each) after which we will pause to do the peer evaluations. This will be a five minutes pause as well. Teacher will give feedback to those groups at this time as well.

Comment [ED13]: Yes, important

Step 4:

The next three presentations will be done at this time. At the end of the presentations, we will again do an evaluations.

Step 5: (Culminating Activity)

The lesson will culminate with teacher giving the class an overall feedback to include clarity where needed.

Comment [ED14]: Okay

DAY 2:

Step 1:

In order to ensure students understand the different types of expository writing, the class will review in quiz format. The quiz will be given in the first session of the class.

Comment [ED15]: Okay

Step 2:

The class will review the answers for the quiz openly. Clarity will be given for any misconceptions identified during this process.

Comment [ED16]: ...students...

Comment [ED17]: Yes, important.

Step 3:

The class will then move on to looking at writing the expository essay. We will begin with looking in details at what should be included in the introduction and how to write an effective introduction.

Comment [ED18]: Okay

EXPOSITORY- INTRODUCTION

Like all essays, an expository essay begins with an introduction. This serves to hook the reader's interest, briefly introduce your topic, and provide a thesis statement summarizing what you're going to say about it.

Hooks Appropriate for Expository Writing

Remember!!!

1. Your hook should grab your reader's attention
2. It can be a quote, a question, an anecdote, a shocking statistic, or even a rhetorical question.

Thesis

An effective thesis statement fulfills the following criteria

- **Substantial**– Your thesis should be a claim for which it is easy to answer every reader’s question: “So what?”
- **Supportable** – A thesis must be a claim that you can prove with the evidence at hand (e.g., evidence from your texts or from your research). Your claim should not be outlandish, nor should it be mere personal opinion or preference (e.g., “Frederick Douglass is my favorite historical figure.”) It tackles a subject that could be adequately covered in the format of the project assigned.
- **Precise** – It is focused and specific. A strong thesis proves a point without discussing everything. It clearly asserts your own conclusion based on evidence. Note: Be flexible. It is perfectly okay to change your thesis!
- **Arguable** – It should be contestable, proposing an arguable point with which people could reasonably disagree.
- **Relevant** – If you are responding to an assignment, the thesis should answer the question your teacher has posed. In order to stay focused, pay attention to the task words in the assignment: summarize, argue, compare/contrast, etc.
- **Aware of Counters**– It anticipates and refutes the counter-arguments.

Step 4:

The class will then move on to look at a sample introduction, looking specifically at the thesis statement.

Comment [ED19]: Important

SAMPLE INTRODUCTION

Topic:

**Staycations allow us to explore the diversity of Jamaica’s natural and cultural heritage.
Why it is important for Jamaicans to experience the Jamaican tourism product?**

“Ooh, I met a girl this morning, she was love at first sight. Ooh, I met a girl this morning, she was beauty to my eyes...”

The popular Jamaican artiste, Chronixx, has immortalized and personified the beauty of our natural heritage of our island, Jamaica, when he sang, “...she was beauty to my eyes, smile girl smile, smile for me Jamaica...” Jamaica is, no doubt, one of the leading tourism countries in the western hemisphere. It is imperative that Jamaicans know what it is that attracts tourists to the island so that they themselves can help to market the product. Staycationing is a great

vacationing option for Jamaicans as it is an opportunity for us to enjoy what others can only dream of enjoying; it reunites us with the beauty of our island, and it is less of a hassle.

Step 5: (Culminating Activity)

The lesson will culminate with students writing thesis statements to support the following topics.

Comment [ED20]: Okay

Expository Topics

1. Explain why someone you know should be regarded as a leader.
2. Explain why parents are sometimes strict.
3. If you had to be an animal, which would you be and why?
4. Explain why you especially enjoy a particular teacher.
5. Explain why some students are forced to leave school once they are sixteen.
6. Explain the likely consequences of skipping school.
7. Describe the likely consequences of doing poorly in school.
8. Explain the likely consequences of being sexually active without using protection.

EVALUATION 2: