**EMERALD ROYAL INT’L SCHOOL**

**LESSON PLAN/NOTE FOR WEEK 1 ENDING: 13TH JANUARY, 2023**

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| **Term** | 2nd |
| **Week** | 1 |
| **Date** | 12/01/2023 |
| **Class** | SS1 |
| **Subject** | ENGLISH LANGUAGE |
| **Topic** | STRESS |
| **Sub-topic** | STRESS IN WORDS OF THREE SYLLABLES |
| **Period** | 1st |
| **Time** | 8:10 – 8:50 |
| **Duration** | 40MINUTES |
| **Number in class** | 7 |
| **Average age** | 14 |
| **Sex** | Mixed |
| **Specific objectives** | By the end of the lesson, pupils should be able to:   1. Define stress. 2. Identify the stress syllable in words of three syllables. 3. Pronounce words correctly to place the stress appropriately. |
| **Rationale** | To acquaint the scholars with knowledge of stress and stress placement procedures. |
| **Previous knowledge** | Scholars have been pronouncing words before now. |
| **Instructional aid** | A chart showing words of three syllables and the stressed syllable. |
| **Reference** | Contemporary English Grammar by J. D Murthy, etc. |

**LESSON DEVELOPMENT**

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| **STEPS** | **TEACHER’S ACTIVITIES** | **SCHOLAR’S ACTIVITIES** | **LEARNING POINTS** |
| **Introduction** | What is word stress? In some languages, each syllable in each word is pronounced with the exact same stress. English is not one of those languages. English has its own rhythm, complete with its own vocal music. This means that one part of a certain word is said louder and longer than other parts of the same word. It is something that is completely natural for English speakers, but something ESL students can learn from learning the correct way to pronounce new words, practicing their conversational skills, and by learning the rules for using word stress.  A syllable is a unit of sound. More specifically, it is a single segment of uninterrupted sound that is typically produced with a single pulse of air from the lungs. | The students pay rapt attention to the teacher as he defines the concept. | To begin from the known to the unknown. |
| **Step I** | The teacher states that words of one syllables should and must not be stressed. Example of such words includes:  Act,base,bid,blame,bomb,break,bus,cat,cord,count,door,drop,dumb etc. | The scholars take note of the examples itemise by the teacher. | This is to ensure that the pupils understand the concept in detail and for the purpose of clarity. |
| **Step II** | Three syllable words ending in “er” and “ly” ****The rule:****Words that have three syllables and end in “-er” or “-ly” often have a stress on the first syllable.  ****Examples:****  [orderly](https://forvo.com/search/orderly/" \t "https://www.fluentu.com/blog/english/english-word-stress/_blank) /OR-der-ly/  [quietly](https://forvo.com/search/quietly/" \t "https://www.fluentu.com/blog/english/english-word-stress/_blank) /QUI-et-ly/  [manager](https://forvo.com/word/manager/" \l "en" \t "https://www.fluentu.com/blog/english/english-word-stress/_blank) /MA-na-ger/ 5. Words ending in “ic,” “sion” and “tion” ****The rule:****When a word ends in “ic,” “sion” or “tion,” the stress is usually on the second-to-last syllable. You count syllables backwards and put a stress on the second one from the end.  ****Examples:****  [creation](https://forvo.com/word/creation/" \l "en" \t "https://www.fluentu.com/blog/english/english-word-stress/_blank) /cre-A-tion/  [commission](https://forvo.com/word/commission/" \l "en" \t "https://www.fluentu.com/blog/english/english-word-stress/_blank) /com-MI-ssion/  [photographic](https://forvo.com/word/photographic/" \l "en" \t "https://www.fluentu.com/blog/english/english-word-stress/_blank) /pho-to-GRA-phic/ | They listen to the teacher. | For clarity sake. |
| **Step III** | Compound adjectives and verbs ****The rule:****In most compound adjectives (a single adjective made of more than one word and often linked with a hyphen) and compound verbs (a multi-word verb that functions as a single verb), the stress is on the second word.  ****Examples:****  [old-fashioned](https://forvo.com/search/old-fashioned/" \t "https://www.fluentu.com/blog/english/english-word-stress/_blank)/old-FA-shioned/  [understand](https://forvo.com/search/understand/" \t "https://www.fluentu.com/blog/english/english-word-stress/_blank) /un-der–STAND/ | They ask questions for more understanding of the lesson. | To further the lesson. |
| **Evaluation** | The teacher asks the following questions.   1. What is a stress. 2. State the types of stress. 3. Are monosyllabic words stress? | They respond to the teacher base on their level of comprehension of the lesson. | To ascertain their level of comprehension of the lesson. |
| **Assignment** | Read more on stress. | They take note of the instruction. | To deepen in them the spirit of research. |

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| **Term** | 2nd |
| **Week** | 1 |
| **Date** | 10/01/2023 |
| **Class** | SS1 |
| **Subject** | ENGLISH LANGUAGE |
| **Topic** | GRAMMAR |
| **Sub-topic** | PHRASE |
| **Period** | 3RD |
| **Time** | 9:30AM - 10:10AM |
| **Duration** | 40MINUTES |
| **Number in class** | 7 |
| **Average age** | 14 |
| **Sex** | Mixed |
| **Specific objectives** | By the end of the lesson, the students should be able to:   1. Define Phrase. 2. Identify the types of phrase. 3. Discuss the meaning of each phrase listed in (2) above. |
| **Rationale** | To acquaint the scholars with knowledge of stress and stress placement procedures phrase. |
| **Previous knowledge** | Scholars have been making incomplete structures before now. |
| **Instructional aid** | A chart showing phrases and their types. |
| **Reference** | Contemporary English Grammar by J. D Murthy, etc. |

**LESSON DEVELOPMENT**

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| **STEPS** | **TEACHER’S ACTIVITIES** | **SCHOLAR’S**  **ACTIVITIES** | **LEARNING POINTS** |
| **Introduction** | The teacher begins by saying that;  A phrase is a group of words that forms a grammatical component. It can be used to communicate something. It is a part of a sentence and cannot stand on its own. Phrases provide more information about whatever the sentence is speaking about.  A phrase, according to the Oxford Learner’s Dictionary, is defined as “a group of words without a [finite verb](https://byjus.com/english/finite-verbs/), especially one that forms part of a sentence.” According to the Cambridge Dictionary, a phrase is defined as “a group of words that is part of, rather than the whole of a sentence.” The Collins Dictionary defines a phrase as “a short group of words that people often use as a way of saying something. The meaning of a phrase is often not obvious from the meaning of the individual words in it.” It is also defined as “a small group of words which forms a unit, either on its own or within a sentence.” The Merriam-Webster Dictionary defines a phrase as “a word or group of words forming a syntactic constituent with a single grammatical function.” | The students pay rapt attention to the teacher as he defines the concept. | As a way of beginning the lesson. |
| **Step I** | What are the different types of phrases? Some different types of grammatical phrases are as follows:   1. **Noun phrase** 2. **Adjective phrase** 3. **Adverb phrase** 4. **Verb phrase** 5. **Prepositional phrase** | The students listen to the teacher. | This is to ensure that the pupils understand the concept in detail and for the purpose of clarity. |
| **Step II** | It is helpful to remember that phrases **can** include other phrases within them. There can also be more than one of the same phrases in a single sentence.  Let's take a closer look at each of these types of phrases. But, before we do that, and in case you need a reminder…  **A noun** = a word that is used to name something, such as an object, place, person, idea etc. For example, ‘desk’, ‘city’, ‘woman’, ‘love’.  **An adjective** = a word that describes a noun or pronoun. For example, in the sentence “the cat is grey”, the adjective is ‘grey’ and it is used to describe the noun (the cat).  **A verb** = a word that describes an action or state. For example, in the sentence “the teacher writes on the board” the verb is ‘writes’ as it indicates the action. In the sentence “the ball is rolling down the hill”, the auxiliary verb ‘is’ indicates the tense of the sentence, and the main verb ‘rolling’ expresses the action.  **An adverb** = a word that describes a verb, adjective, another adverb or a whole sentence. For example, in the sentence “she walks slowly” the adverb is ‘slowly’ as it adds information about the verb. In the sentence “he is really tall”, the adverb is ‘really’ as it adds information about the adjective.  **A preposition** = a word or group of words that indicate where things are in relation to one another. This can refer to direction, time, location and spatial relationships. For example, words like ‘on’, ‘in’, ‘under’, ‘over’, ‘before’, ‘after’. | They listen to the teacher. | For clarity sake. |
| **Step III** | **Examples of the different types of phrases** Below you will see some examples along with the different types of phrases so you can easily make sense of a sentence in the future. **Noun phrase** A [noun phrase](https://www.studysmarter.us/explanations/english/english-grammar/noun-phrase/) is a group of words that consists of a **noun** (or [pronoun](https://www.studysmarter.us/explanations/english/english-grammar/pronoun/) eg. he, she, it) and other words that **modify** the noun. Modifiers can refer to [articles](https://www.studysmarter.us/explanations/english/english-grammar/articles/) (a/an/the), quantifiers (some, a lot, a little), demonstratives (this, that, those), possessives (his, her, their), adjectives or adverbs. [Noun](https://www.studysmarter.us/explanations/english/english-grammar/noun/) phrases are used to give more information about a noun. They can function as the subject, object or complement of a sentence. **Noun phrase examples** Here are some examples of the types of phrases known as noun phrases.  In the sentence:  “Your black cat is always outside.”  The [noun phrase](https://www.studysmarter.us/explanations/english/english-grammar/noun-phrase/) is  “**Your black cat**.”  It is used to add detail to the sentence, by indicating the subject (cat) and describing it (a cat that is black and belongs to someone).  In the sentence:  “I saw a scary movie at midnight.”  The noun phrase is:  “**A scary movie**.”  It is used to indicate the object of the sentence (a movie) and provide a description of it (scary).  It has been argued that a noun phrase CAN consist of only one word, which would be either a noun or [pronoun](https://www.studysmarter.us/explanations/english/english-grammar/pronoun/).  “**Beth** is walking home from school”.  Here, Beth is the only noun in the sentence, so it can be considered a one-word noun phrase. Adjective phrase An [adjective phrase](https://www.studysmarter.us/explanations/english/english-grammar/adjective-phrase/) (also known as an adjectival phrase) is a type of phrase which is a group of words that consists of an **adjective**and other words that **modify or complement**it. [Adjective](https://www.studysmarter.us/explanations/english/english-grammar/adjective/) phrases have the purpose of an adjective and are used to describe or add more detail to a noun/pronoun. They can come before or after a noun. Adjective phrase examples Here are some examples of adjective phrases.  In the sentence  “The man with short hair is running in the park.”  The [adjective phrase](https://www.studysmarter.us/explanations/english/english-grammar/adjective-phrase/) is  “**Short hair.**”  It appears after the noun and is used to provide more detail about the noun (the man).  In the sentence:  “I ate some sugar-coated  doughnuts.”  The adjective phrase is:  “**Sugar-coated.**”  It appears before the noun and is used to provide more information about the noun (doughnut) - it describes what they were like (sugar-coated). Adverb phrase An [adverb phrase](https://www.studysmarter.us/explanations/english/english-grammar/adverb-phrase/) (also known as an adverbial phrase) is a group of words that consists of an adverb and often other modifiers. They have the function of an **adverb** in a sentence and are used to modify verbs, adjectives and other adverbs. They can appear before or after the elements they modify. Adverb phrase examples Here are some examples of adverb phrases.  In the sentence:  “I go to the gym every weekend.”  The [adverb phrase](https://www.studysmarter.us/explanations/english/english-grammar/adverb-phrase/) is:  “**Every weekend.**”  It gives more information about how often the action takes place.  In the sentence:  “He **very carefully** lifted the trophy.”  The adverb phrase is:  “**Very carefully.**”  It gives more detail about how the action (lifted) is carried out. **Verb phrase** A [verb phrase](https://www.studysmarter.us/explanations/english/english-grammar/verb-phrase/) is a group of words that consists of a **head**(main) verb and other verbs such as **copular verbs** (verbs that join the subject to the subject complement ie., seems, appears, tastes) and **auxiliaries** (helping verbs ie., be, do, have). It can also include other modifiers. A [verb phrase](https://www.studysmarter.us/explanations/english/english-grammar/verb-phrase/) has the function of a verb in a sentence. **Verb phrase examples** Here are some examples of verb phrases.  In the sentence:  “Dave was walking his dog.”  The verb phrase is:  “**Was walking.**”  It consists of the auxiliary verb ‘was’, which indicates the tense of the sentence, and the main verb ‘walking’, which indicates the action.  In the sentence:  “She will go to the party tonight.”  The verb phrase is:  “**Will go.**”  It consists of the modal verb ‘will’, which indicates a degree of certainty, and the main verb ‘go’ which indicates the future action. **Prepositional phrase** A prepositional phrase is a group of words that consists of a **preposition** and an **object.** It can also include other modifiers, but these are not essential. A prepositional phrase can either act as an **adjective or adverb** in a sentence. It is used to modify nouns and verbs and gives information about the relationships between subjects and verbs. **Prepositional phrase examples** Here are some examples of prepositional phrases.  In the sentence:  “The rat runs into the box.”  The prepositional phrase is:  “**Into the box**.”  It gives information about where the subject (the rat) goes.  In the sentence:  “The cut on my leg is painful.”  The prepositional phrase is:  “**On my leg**.”  It gives information about where the subject (the cut) is situated. | They ask questions for more understanding of the lesson. | To further the lesson. |
| **Evaluation** | The teacher asks the following questions.   1. What is a phrase? 2. State the types of phrase. | They respond to the teacher base on their level of comprehension of the lesson. | To ascertain their level of comprehension of the lesson. |
| **Assignment** | Exercise  Identify the Following Underlined Phrases as a Prepositional Phrase, Participial Phrase, Gerund Phrase, or Infinitive Phrase.   1. Dreaming about mountains is my favourite hobby. 2. Kevin wants to make society liveable. 3. Lying on his bed, Richard felt worse. 4. Ted sang in church. 5. Dr Sharma planned to have read that book. | They copy the questions to do at home. | To deepen in them the spirit of research. |

**EMERALD ROYAL INTERNATIONAL SCHOOL.**

**Lesson Plan/Note for Week One (3) Ending 213th January 2023**

**Term:** 2nd

**Week:** One

**Date:** 11th January 2023

**Class:** SS 1

**Subject:** English Language

**Topic:** Essay Writing

**Sub-topic:** Debate

**Period:** 4th

**Time:** 10:30 - 11:50

**Duration: 40Minutes**

**Number in class:** 7

**Average age:** 14

**Sex:** Mixed

**Specific objectives:** By the end of the lesson, pupils should be able to:

1. Define essay.
2. List the types of essay.
3. Explain debate and be able to write a good debate.

**Rationale:** To teach the students the rudiments of debate as a form of essay writing.

**Previous knowledge:** they have been taught phrase before now.

**Instructional resources:** Sample debate write-up

**Reference:** Basic English for Tertiary Institutions by abdulmalik Adamu and Moses Joseph

**LESSON DEVELOPMENT**

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| **STEPS** | **TEACHER’S ACTIVITIES** | **SCHOLAR’S**  **ACTIVITIES** | **LEARNING POINTS** |
| **Introduction** | An [essay](https://www.scribbr.com/category/academic-essay/) is a focused piece of writing designed to inform or persuade. There are many different types of essay, but they are often defined in four categories: argumentative, expository, narrative, and descriptive essays.  Argumentative and expository essays are focused on conveying information and making clear points, while narrative and descriptive essays are about exercising creativity and writing in an interesting way. At university level, argumentative essays are the most common type.   | **Essay type** | **Skills tested** | **Example prompt** | | --- | --- | --- | | 1. **[Argumentative](https://www.scribbr.com/academic-essay/argumentative-essay/)** | * Forming an opinion via research * Building an evidence-based argument | Has the rise of the internet had a positive or negative impact on education? | | 1. **[Expository](https://www.scribbr.com/academic-essay/expository-essay/)** | * Knowledge of a topic * Communicating information clearly | Explain how the invention of the printing press changed European society in the 15th century. | | 1. **[Narrative](https://www.scribbr.com/academic-essay/narrative-essay/)** | * Creative language use * Presenting a compelling narrative | Write about an experience where you learned something about yourself. | | 1. **[Descriptive](https://www.scribbr.com/academic-essay/descriptive-essay/)** | * Creative language use * Describing sensory details | Describe an object that has sentimental value for you. | | They students pay rapt attention to the teacher as he introduces the lesson. | To arouse the pupils interest for the lesson |
| **Step I** | **Argumentative essays** An [argumentative essay](https://www.scribbr.com/academic-essay/argumentative-essay/) presents an extended, evidence-based argument. It requires a strong [thesis statement](https://www.scribbr.com/academic-essay/thesis-statement/)—a clearly defined stance on your topic. Your aim is to convince the reader of your thesis using evidence (such as [quotations](https://www.scribbr.com/working-with-sources/how-to-quote/)) and analysis.  Argumentative essays test your ability to research and present your own position on a topic. This is the most common type of essay at college level—most papers you write will involve some kind of argumentation.  The essay is divided into an introduction, body, and conclusion:   * The [introduction](https://www.scribbr.com/academic-essay/introduction/) provides your topic and thesis statement * The [body](https://www.scribbr.com/academic-essay/body/) presents your evidence and arguments * The [conclusion](https://www.scribbr.com/academic-essay/conclusion/) summarizes your argument and emphasizes its importance | They take note of the definition of the concept. | This is to ensure that the pupils understand the concept debate. |
| **Step II** | The example below is a [paragraph](https://www.scribbr.com/research-paper/paragraph-structure/) from the body of an argumentative essay about the effects of the internet on education.  Argumentative essay example paragraph:  A common frustration for teachers is students’ use of Wikipedia as a source in their writing. Its prevalence among students is not exaggerated; a survey found that the vast majority of the students surveyed used Wikipedia (Head & Eisenberg, 2010). An article in The Guardian stresses a common objection to its use: “a reliance on Wikipedia can discourage students from engaging with genuine academic writing” (Coomer, 2013). Teachers are clearly not mistaken in viewing Wikipedia usage as ubiquitous among their students; but the claim that it discourages engagement with academic sources requires further investigation. This point is treated as self-evident by many teachers, but Wikipedia itself explicitly encourages students to look into other sources. Its articles often provide references to academic publications and include warning notes where citations are missing; the site’s own guidelines for research make clear that it should be used as a starting point, emphasizing that users should always “read the references and check whether they really do support what the article says” (“Wikipedia:Researching with Wikipedia,” 2020). Indeed, for many students, Wikipedia is their first encounter with the concepts of citation and referencing. The use of Wikipedia therefore has a positive side that merits deeper consideration than it often receives. | The pupils copy the note in their exercise books | For reference purpose |
| **Step III** | Example **Students Who Study Abroad Achieve Greater Success**  “Much of our learning takes place outside the classroom. We learn how to maintain budgets, forge friendships, develop [business](https://www.trueeditors.com/business-editing-proofreading?utm_source=seo&utm_medium=reddit&utm_campaign=4_Major_Types_of_Essay_with_Examples&utm_term=ava_young) relationships, and more. Imagine extending those skills on a global level.  We would immediately cease to believe the world only contains the people and things we can see but, rather, a wide variety of opinions, customs, beliefs, and ethics. This is why every college-level student must study abroad during their undergraduate years. They will learn more in that semester abroad than in any other academic year.  According to IES Abroad, a company that encourages students to become international leaders, students who study abroad are more likely to be accepted into the graduate degree program of their choice. In fact, 90% of students who studied abroad with IES are admitted to their first or second choice for graduate school.  Imagine walking into an interview and being able to discuss preparing the most popular dish in India or organizing the best route to take from Sydney, Australia to Perth. Not only does this strike up a memorable conversation, but it also demonstrates a student’s fierce independence and determination.  All this makes someone who has studied abroad a more desirable candidate for their dream job. As if IES Abroad’s statistic above was not astounding enough, it has been proven that 97% of students who study abroad find employment within 12 months of graduation…..” ****Guidelines of Writing an Argumentative Essay:****  * The thesis that is well-structured. The introduction to the argument is the first step in writing an argumentative essay. * Body Paragraphs that support the thesis statement.  The essay has three body paragraphs that support the thesis’ statements. * Arguments in opposition. * A conclusion that is persuasive. * Phrases that bridge the gap. | The pupils listen to the teacher’s explanation. | To enable the pupils understand the lesson. |
| **Evaluation** | 1. What is a debate? 2. List the components of an essay. | They respond base on their level of comprehension. | To ascertain the pupils level of understanding of the lesson. |
| **Conclusion** | The teacher goes round to inspect their note and make appropriate corrections. | They effects the corrections made. | For appropriateness of work. |
| **Assignment** | The teacher asks them to read more on debate. | The students take note of the instruction. | To ensure the students embark on further study on the lesson. |

**LESSON PLAN FOR WEEK 1 ENDING 13TH JANUARY, 2023**

Subject English Language

Topic: Reading Comprehension

Sub Topic: Reading to answer questions

Date: 13th January, 2023

Duration: 40minutes

Period: 12.30 - 1.00pm,

Class: S.S. 1

Number in Class: 7

Average Age: 14

Sex: Mixed

**Learning Objectives**: By the end of the class, students should be able to;

I Define Reading.

Ii. Identify the type of reading.

Iii. Read a passage fluently and answer the questions that follow.

**Rationale/Importance**: acquaint the scholars with the basics of reading and how to read and answer questions from a passage.

**Instructional Resources:** duster, marker, white board, etc.

**Reference Materials:** course materials.

**LESSON DEVELOPMENT**

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| **STEPS** | **TEACHER’S ACTIVITIES** | **SCHOLAR’S**  **ACTIVITIES** | **LEARNING POINT** |
| Introduction | The teacher asserts that:  Comprehension, or extracting meaning from what you read, is the ultimate goal of reading. Experienced readers take this for granted and may not appreciate the reading comprehension skills required. The process of comprehension is both interactive and strategic. Rather than passively reading text, readers must analyze it, internaliprocess it and understand its meaning. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences).  When we make sense of a text, however, we don’t just remember the exact words and phrases we read. Rather, we form a mental model of what the text describes by integrating the sense of the words and sentences into a meaningful whole, like a film that plays in our head.  Good comprehension is vital if reading is to have a purpose, if a reader is to engage with and learn from a text and, ultimately, if a reader is to enjoy what they’re reading. | Pupils responds to the questions | To review previous topic and arouse pupils interest. |
| Step 1 | General Strategies for Reading Comprehension The process of comprehending text begins before children can read, when someone reads a picture book to them. They listen to the words, see the pictures in the book, and may start to associate the words on the page with the words they are hearing and the ideas they represent.  In order to learn comprehension strategies, students need modeling, practice, and feedback. The key comprehension strategies are described below. **Using Prior Knowledge/Preview** When students preview text, they tap into what they already know that will help them to understand the text they are about to read. This provides a framework for any new information they read. **Predicting** When students make predictions about the text they are about to read, it sets up expectations based on their prior knowledge about similar topics. As they read, they may mentally revise their prediction as they gain more information. **Identifying the Main Idea and Summarization** Identifying the main idea and summarizing requires that students determine what is important and then put it in their own words. Implicit in this process is trying to understand the author’s purpose in writing the text. **Questioning** Asking and answering questions about text is another strategy that helps students focus on the meaning of text. Teachers can help by modeling both the process of asking good questions and strategies for finding the answers in the text. **Making Inferences** In order to make inferences about something that is not explicitly stated in the text, students must learn to draw on prior knowledge and recognize clues in the text itself. **Visualizing** Studies have shown that students who visualize while reading have better recall than those who do not (Pressley, 1977). Readers can take advantage of illustrations that are embedded in the text or create their own mental images or drawings when reading text without illustrations. | The students take note of the strategies for reading comprehension passages. | For easy understanding of the topic and ability to answer comprehension passages. |
| Step 2 | 1. Decoding **[Decoding](https://www.understood.org/en/articles/decoding-what-it-is-and-how-it-works)** is a vital step in the reading process. Kids use this skill to sound out words they’ve heard before but haven’t seen written out. The ability to do that is the foundation for other reading skills.  Decoding relies on an early language skill called **[phonemic awareness](https://www.understood.org/en/articles/phonological-awareness-what-it-is-and-how-it-works)**. (This skill is part of an even broader skill called *phonological awareness*.) Phonemic awareness lets kids hear individual sounds in words (known as *phonemes*). It also allows them to “play” with sounds at the word and syllable level.  Decoding also relies on connecting individual sounds to letters. For instance, to read the word *sun*, kids must know that the letter *s*makes the /s/ sound. Grasping the connection between a letter (or group of letters) and the sounds they typically make is an important step toward “sounding out” words.  **What can help:** Most kids pick up the broad skill of **[phonological awareness](https://www.understood.org/en/articles/phonological-awareness-what-it-is-and-how-it-works)** naturally, by being exposed to books, songs, and **[rhymes](https://www.understood.org/en/articles/8-childrens-books-featuring-rhyme-and-alliteration)**. But some kids don’t. In fact, one of the early signs of reading difficulties is trouble with rhyming, counting syllables, or identifying the first sound in a word.  The best way to help kids with these skills is through specific instruction and practice. Kids have to be taught how to identify and work with sounds. You can also **[build phonological awareness](https://www.understood.org/en/articles/9-ways-to-build-phonological-awareness-in-pre-k-and-kindergarten)** at home through activities like word games and reading to your child. 2. Fluency To read fluently, kids need to instantly recognize words, including **[words they can’t sound out](https://www.understood.org/en/articles/the-difference-between-decodable-and-non-decodable-words)**. Fluency speeds up the rate at which they can read and understand text. It’s also important when kids encounter irregular words, like *of*and *the*, which can’t be sounded out.  Sounding out or decoding every word can take a lot of effort. *Word recognition* is the ability to recognize whole words instantly by sight, without sounding them out.  When kids can read quickly and without making too many errors, they are “fluent” readers.  Fluent readers read smoothly at a good pace. They group words together to help with meaning, and they use the proper tone in their voice when reading aloud. **[Reading fluency](https://www.understood.org/en/articles/why-isnt-my-child-reading-fast-enough)** is essential for good reading comprehension.  **What can help:** Word recognition can be a big obstacle for struggling readers. Average readers need to see a word four to 14 times before it becomes a “**[sight word](https://www.understood.org/en/articles/what-are-sight-words)**” they automatically recognize. Kids with dyslexia, for instance, may need to see it up to 40 times.  Lots of kids struggle with reading fluency. As with other reading skills, kids need lots of specific instruction and practice to improve word recognition.  The main way to **[help build fluency](https://www.understood.org/en/articles/improve-reading-fluency-children)** is through practice reading books. It’s important to **[pick out books that are at the right level](https://www.understood.org/en/articles/4-steps-to-choosing-books-at-your-childs-reading-level)** of difficulty for kids. 3. Vocabulary To understand what you’re reading, you need to understand most of the words in the text. Having a strong vocabulary is a key component of reading comprehension. Students can learn vocabulary through instruction. But they typically learn the meaning of words through everyday experience and also by reading.  **What can help:** The more words kids are exposed to, the richer their vocabulary becomes. You can help **[build your child’s vocabulary](https://www.understood.org/en/articles/7-ways-to-improve-vocabulary)** by having frequent conversations on a variety of topics. Try to include new words and ideas. Telling jokes and playing word games is a fun way to build this skill.  Reading together every day also helps improve vocabulary. When reading aloud, stop at new words and define them. But also encourage your child to read alone. Even without hearing a definition of a new word, your child can use context to help figure it out.  Teachers can help, too. They can carefully choose interesting words to teach and then give explicit instruction (instruction that is specialized and direct). They can engage students in conversation. And they can make learning vocabulary fun by playing word games in class.  For more ideas, watch as an expert explains **[how to help struggling readers build their vocabulary](https://www.understood.org/en/articles/video-helping-struggling-readers-build-their-vocabulary)**. 4. Sentence construction and cohesion Understanding how sentences are built might seem like a **[writing skill](https://www.understood.org/en/articles/6-skills-kids-need-for-written-expression)**. So might connecting ideas within and between sentences, which is called *cohesion*. But these skills are important for reading comprehension as well.  Knowing how ideas link up at the sentence level helps kids get meaning from passages and entire texts. It also leads to something called *coherence*, or the ability to connect ideas to other ideas in an overall piece of writing.  **What can help:** Explicit instruction can teach kids the basics of sentence construction. For example, teachers can work with students on connecting two or more thoughts, through both writing and reading. 5. Reasoning and background knowledge Most readers relate what they’ve read to what they know. So it’s important for kids to have background or prior knowledge about the world when they read. They also need to be able to “read between the lines” and pull out meaning even when it’s not literally spelled out.  Take this example: A child is reading a story about a poor family in the 1930s. Having knowledge about the Great Depression can provide insight into what’s happening in the story. The child can use that background knowledge to make inferences and draw conclusions.  **What can help:** Your child can build knowledge through reading, conversations, movies and TV shows, and art. Life experience and hands-on activities also **[build knowledge](https://www.understood.org/en/articles/teacher-tip-the-most-fun-way-to-build-reading-skills-for-back-to-school)**.  Expose your child to as much as possible, and talk about what you’ve learned from experiences you’ve had together and separately. Help your child make connections between new knowledge and existing knowledge. And ask open-ended questions that require thinking and explanations.  You can also read a teacher tip on **[using animated videos to help your child make inferences](https://www.understood.org/en/articles/teacher-tip-use-animated-videos-to-help-your-child-learn-to-make-inferences)**. 6. Working memory and attention These two skills are both part of a group of abilities known as **[executive function](https://www.understood.org/en/articles/types-of-executive-function-skills)**. They’re **[different but closely related](https://www.understood.org/en/articles/attention-how-its-different-from-working-memory)**.  When kids read, attention allows them to take in information from the text. **[Working memory](https://www.understood.org/en/articles/working-memory-what-it-is-and-how-it-works)** allows them to hold on to that information and use it to gain meaning and build knowledge from what they’re reading.  The ability to **[self-monitor](https://www.understood.org/en/articles/4-ways-kids-use-self-monitoring-to-learn)** while reading is also tied to that. Kids need to be able to recognize when they don’t understand something. Then they need to stop, go back, and re-read to clear up any confusion they may have.  **What can help:** There are many ways you can help improve your child’s working memory. Skillbuilders don’t have to feel like work, either. There are a number of games and everyday activities that can **[build working memory](https://www.understood.org/en/articles/8-working-memory-boosters)** without kids even knowing it.  To help increase your child’s attention, look for reading material that’s interesting or motivating. For example, some kids may like **[graphic novels](https://www.understood.org/en/articles/5-reasons-graphic-novels-can-help-kids-with-reading)**. Encourage your child to stop and re-read when something isn’t clear. And demonstrate how you “think aloud” when you read to make sure what you’re reading makes sense. | Participate in the discussion | For proper understanding of the topic |
| Step 3 | Guides scholars to read a passage for comprehension and practice. | Respond to the teacher by reading. | To see how far they can practice the reading comprehension exercise. |
| Summary | Gives a board summary of the lesson for the students to copy into their notebooks. | They copy the summary into their notebooks | For reference purpose |
| Evaluation | Ask the students to define reading. | Responds positively to the question | For proper understanding of the topic |
| Conclusion | Rounds off lesson by checking the work done by the scholars. | Identify their mistakes and do the needful. | For better work done. |



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Principal Head Instructor