**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 STRESSED ON THE 1ST AND 2ND SYLLABLE |
| **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** | 3 syllable words in English can have the main stress on any syllable:  ****FIRST SYLLABLE: car****nival /ˈkɑːnɪvᵊl/ ****SECOND SYLLABLE:**** de****li****cious /dɪˈlɪʃəs/ ****THIRD SYLLABLE:****engi**neer** /ɛndʒɪˈnɪə/  It is not possible to tell from looking at a 3 syllable word, where the main stress will be. Examples of words with each stress pattern are:  *****First Syllable Stress*****  octopus /ˈɒktəpəs/ parliament /ˈpɑːləmənt/ somebody /ˈsʌmbədi/ following /ˈfɒləʊɪŋ/  *****Second Syllable Stress*****  collision /kəˈlɪʒ(ə)n/ contagious /kənˈteɪdʒəs/ perfection /pəˈfɛkʃ(ə)n/ investor /ɪnˈvɛstə/  ***Third Syllable Stress***  employee /ɛmplɔɪˈiː/ understand /ʌndəˈstand/ Cantonese /kantəˈniːz/ volunteer /vɒlənˈtɪə/ | They listen to the teacher. | For clarity sake. |
| **Step III** | When learning English as a second language, most people don’t make unstressed syllables as fast, low in pitch, or quiet, as they should. The tendency is to over-pronounce them, but that’s not good English.  In English, we have clearer, stressed syllables: DA, and less clear unstressed syllables: da. So for these syllables, don’t be afraid to be less clear.  In this video, we’re just going to do 3-syllable words, with second syllable stress, like this: da-DA-da. da-DA-da. That’s all you’re going to hear. You’re going to get into a groove with the rhythm. After each repetition of the word, repeat it just like you hear it. Don’t over-pronounce the unstressed syllables. This is going to move quickly. See if you can keep up.  Procedure. da-DA-da. Procedure. Decided. da-DA-da. Decided. Example. da-DA-da. Example. Directly. da-DA-da. Directly. Important. da-DA-da. Important. Consider. da-DA-da. Consider. Completely. da-DA-da. Completely. Advantage. da-DA-da. Advantage. Agenda. da-DA-da. Agenda. Mistaken. da-DA-da. Mistaken. Forgetful. da-DA-da. Forgetful. Exactly. da-DA-da. Exactly. Iconic. da-DA-da. Iconic. Nutrition. da-DA-da. Nutrition. Unweildy. da-DA-da. Unweildy.  Now, we’re going to go back to the beginning and just do the words one time each. Repeat each word and don’t worry too much about the sounds. This is a drill exercise in rhythm.  Procedure Decided Example Directly Important Consider Completely Advantage Agenda Mistaken Forgetful Exactly Iconic Nutrition Unweildy | 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** | PHRASAL VERB |
| **Sub-topic** | PHRASAL VERB |
| **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** | **Phrasal Verbs**What are Phrasal Verbs? A phrasal verb is a combination of words (a [verb](https://www.gingersoftware.com/content/grammar-rules/verbs/" \o "Verbs) + a [preposition](https://www.gingersoftware.com/content/grammar-rules/preposition/" \o "Preposition) or verb +[adverb](https://www.gingersoftware.com/content/grammar-rules/adverb/" \o "Adverb)) that when used together, usually take on a different meaning to that of the original verb. | The students pay rapt attention to the teacher as he defines the concept. | As a way of beginning the lesson. |
| **Step I** | Phrasal Verb Examples  1. break down, check in, tear up.   When we use phrasal verbs, we use them like normal verbs in a sentence, regardless if it’s a regular or **[irregular verb](https://www.gingersoftware.com/content/grammar-rules/verbs/irregular-verbs/" \o "Irregular Verbs)**.   1. Ella ****tore up**** the letter after she read it. 2. Their car ****broke down**** two miles out of town. 3. Did the manager ****deal with**** that customer’s complaint.   More phrasal verb examples:   1. Be sure to ****put on**** a life jacket before getting into the boat. 2. We ****left out**** the trash for pickup. 3. It’s time to ****get on**** the plane. 4. What will she ****think up**** next? 5. I’m having some trouble ****working out**** the solution to this equation. 6. We’re going to have to ****put off**** our vacation until next year. 7. ****Stand up**** when speaking in class, please. 8. We’ll have to ****wake up**** early if we want breakfast. 9. ****Take off**** your shoes before you walk on the carpet. 10. My dog likes to ****break out**** of his kennel to chase squirrels. | 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** | **ask** *somebody* **out** invite on a date Brian **asked** Judy **out** to dinner and a movie.  **ask around** ask many people the same question I **asked around** but nobody has seen my wallet.  **add up to** *something* equal Your purchases **add up to** $205.32.  **back** *something* **up** reverse You'll have to **back up** your car so that I can get out.  **back** *somebody* **up** support My wife **backed** me **up** over my decision to quit my job.  **blow up** explode The racing car **blew up** after it crashed into the fence.  **blow** *something* **up** add air We have to **blow** 50 balloons **up** for the party.  **break down** stop functioning (vehicle, machine) Our car **broke down** at the side of the highway in the snowstorm.  **break down** get upset The woman **broke down** when the police told her that her son had died.  **break** *something* **down** divide into smaller parts Our teacher **broke** the final project **down** into three separate parts.  **break in** force entry to a building Somebody **broke in** last night and stole our stereo.  **break into** *something* enter forcibly The firemen had to **break into** the room to rescue the children.  **break** *something* **in** wear something a few times so that it doesn't look/feel new I need to **break** these shoes **in** before we run next week.  **break in** interrupt The TV station **broke in** to report the news of the president's death.  **break up** end a relationship My boyfriend and I **broke up** before I moved to America.  **break up** start laughing (informal) The kids just **broke up** as soon as the clown started talking.  **break out** escape The prisoners **broke out** of jail when the guards weren't looking.  **break out in** *something* develop a skin condition I **broke out in** a rash after our camping trip.  **bring** *somebody* **down** make unhappy This sad music is **bringing** me **down**.  **bring** *somebody* **up** raise a child My grandparents **brought** me **up** after my parents died.  **bring** *something* **up** start talking about a subject My mother walks out of the room when my father **brings up** sports.  **bring** *something* **up** vomit He drank so much that he **brought** his dinner **up** in the toilet.  **call around** phone many different places/people We **called around** but we weren't able to find the car part we needed.  **call** *somebody* **back** return a phone call I **called** the company **back** but the offices were closed for the weekend.  **call** *something* **off** cancel Jason **called** the wedding **off** because he wasn't in love with his fiancé.  **call on** *somebody* ask for an answer or opinion The professor **called on** me for question 1.  **call on** *somebody* visit somebody We **called on** you last night but you weren't home.  **call** *somebody* **up** phone Give me your phone number and I will **call** you **up** when we are in town.  **calm down** relax after being angry You are still mad. You need to **calm down** before you drive the car.  not **care for** *somebody/ something* not like (formal) I don't **care for** his behaviour.  **catch up** get to the same point as somebody else You'll have to run faster than that if you want to **catch up** with Marty. | They listen to the teacher. | For clarity sake. |
| **Step III** | **come from** some place originate in The art of origami **comes from** Asia.  **count on** *somebody/ something* rely on I am **counting on** you to make dinner while I am out.  **cross** *something* **out** draw a line through Please **cross out** your old address and write your new one.  **cut back on** *something* consume less My doctor wants me to **cut back on** sweets and fatty foods.  **cut** *something* **down** make something fall to the ground We had to **cut** the old tree in our yard **down** after the storm.  **cut in** interrupt Your father **cut in** while I was dancing with your uncle.  **cut in** pull in too closely in front of another vehicle The bus driver got angry when that car **cut in**.  **cut in** start operating (of an engine or electrical device) The air conditioner **cuts in** when the temperature gets to 22°C.  **cut** *something* **off** remove with something sharp The doctors **cut off** his leg because it was severely injured.  **cut** *something* **off** stop providing The phone company **cut off** our phone because we didn't pay the bill.  **cut** *somebody* **off** take out of a will My grandparents **cut** my father **off** when he remarried.  **cut** *something* **out** remove part of something (usually with scissors and paper) I **cut** this ad **out** of the newspaper.  **do** *somebody/ something* **over** beat up, ransack (BrE, informal) He's lucky to be alive. His shop was **done over** by a street gang.  **do** *something* **over** do again (AmE) My teacher wants me to **do** my essay **over** because she doesn't like my topic.  **do away with** *something* discard It's time to **do away with** all of these old tax records.  **do** *something* **up** fasten, close **Do** your coat **up** before you go outside. It's snowing!  **dress up** wear nice clothing It's a fancy restaurant so we have to **dress up**.  **drop back** move back in a position/group Andrea **dropped back** to third place when she fell off her bike.  **drop in/ by/ over** come without an appointment I might **drop in/by/over** for tea sometime this week.  **drop** *somebody/ something* **off** take somebody/ something somewhere and leave them/it there I have to **drop** my sister **off** at work before I come over.  **drop out** quit a class, school etc I **dropped out** of Science because it was too difficult.  **eat out** eat at a restaurant I don't feel like cooking tonight. Let's **eat out**.  **end up** eventually reach/do/decide We **ended up** renting a movie instead of going to the theatre.  **fall apart** break into pieces My new dress **fell apart** in the washing machine.  **fall down** fall to the ground The picture that you hung up last night **fell down** this morning.  **fall out** separate from an interior The money must have **fallen out** of my pocket.  **fall out** (of hair, teeth) become loose and unattached His hair started to **fall out** when he was only 35.  **figure** *something* **out** understand, find the answer I need to **figure out** how to fit the piano and the bookshelf in this room.  **fill** *something* **in** to write information in blanks, as on a form (BrE) Please **fill in** the form with your name, address, and phone number.  **fill** *something* **out** to write information in blanks, as on a form (AmE) The form must be **filled out** in capital letters.  **fill** *something* **up** fill to the top I always **fill** the water jug **up** when it is empty.  **find out** discover We don't know where he lives. How can we **find out**?  **find** *something* **out** discover We tried to keep the time of the party a secret, but Samantha **found** it **out**.  **get** *something* **across/ over** communicate, make understandable I tried to **get** my point **across/over** to the judge but she wouldn't listen.  **get along/on** like each other I was surprised how well my new girlfriend and my sister **got along/on**.  **get around** have mobility My grandfather can **get around** fine in his new wheelchair.  **get away** go on a vacation We worked so hard this year that we had to **get away** for a week.  **get away with** *something* do without being noticed or punished Jason always **gets away with** cheating in his maths tests.  **get back** return We **got back** from our vacation last week.  **get** *something* **back** receive something you had before Liz finally **got** her Science notes **back** from my roommate.  **get back at** *somebody* retaliate, take revenge My sister **got back at** me for stealing her shoes. She stole my favourite hat.  **get back into** *something* become interested in something again I finally **got back into** my novel and finished it.  **get on** *something* step onto a vehicle We're going to freeze out here if you don't let us **get on** the bus.  **get over** *something* recover from an illness, loss, difficulty I just **got over** the flu and now my sister has it.  **get over** *something* overcome a problem The company will have to close if it can't **get over** the new regulations.  **get round to** *something* finally find time to do (AmE: **get around to** *something*) I don't know when I am going to **get round to** writing the thank you cards.  **get together** meet (usually for social reasons) Let's **get together** for a BBQ this weekend.  **get up** get out of bed I **got up** early today to study for my exam.  **get up** stand You should **get up** and give the elderly man your seat.  **give** *somebody* **away** reveal hidden information about somebody His wife **gave** him **away** to the police.  **give** *somebody* **away** take the bride to the altar My father **gave** me **away** at my wedding.  **give** *something* **away** ruin a secret My little sister **gave** the surprise party **away** by accident.  **give** *something* **away** give something to somebody for free The library was **giving away** old books on Friday.  **give** *something* **back** return a borrowed item I have to **give** these skates **back** to Franz before his hockey game.  **give in** reluctantly stop fighting or arguing My boyfriend didn't want to go to the ballet, but he finally **gave in**.  **give** *something* **out** give to many people (usually at no cost) They were **giving out** free perfume samples at the department store.  **give** *something* **up** quit a habit I am **giving up** smoking as of January 1st.  **give up** stop trying My maths homework was too difficult so I **gave up**.  **go after** *somebody* follow somebody My brother tried to **go after** the thief in his car.  **go after** *something* try to achieve something I **went after** my dream and now I am a published writer.  **go against** *somebody* compete, oppose We are **going against** the best soccer team in the city tonight.  **go ahead** start, proceed Please **go ahead** and eat before the food gets cold.  **go back** return to a place I have to **go back** home and get my lunch.  **go out** leave home to go on a social event We're **going out** for dinner tonight.  **go out with** *somebody* date Jesse has been **going out with** Luke since they met last winter.  **go over** *something* review Please **go over** your answers before you submit your test.  **go over** visit somebody nearby I haven't seen Tina for a long time. I think I'll **go over** for an hour or two. | They ask questions for more understanding of the lesson. | To further the lesson. |
| **Evaluation** | The teacher asks the following questions.   1. What is a phrasal verb? 2. State the types of phrasal verb. | 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 phrasal verb. | 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:** Register

**Sub-topic:** Register on Religion

**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** | ‘Register’ is the linguistic code that is used in the creation of text that belongs to a ‘genre’. In other words, register is the *signifiant* (e.g., the language used in a culinary recipe), ‘genre’ the *signifié* (the recipe itself). Register variation seems to occur in all languages, although the number and registers may vary. | They students pay rapt attention to the teacher as he introduces the lesson. | To arouse the pupils interest for the lesson |
| **Step I** | **Religion:** [human](https://www.britannica.com/topic/human-being) beings’ relation to that which they regard as holy, sacred, absolute, spiritual, divine, or worthy of especial reverence. It is also commonly regarded as consisting of the way people deal with ultimate concerns about their lives and their fate after [death](https://www.britannica.com/science/death). In many traditions, this relation and these concerns are expressed in terms of one’s relationship with or attitude toward gods or spirits; in more [humanistic](https://www.britannica.com/topic/humanism) or [naturalistic](https://www.britannica.com/topic/naturalism-philosophy) forms of religion, they are expressed in terms of one’s relationship with or attitudes toward the broader human [community](https://www.merriam-webster.com/dictionary/community) or the natural world. In many religions, texts are deemed to have scriptural status, and people are esteemed to be invested with spiritual or [moral](https://www.merriam-webster.com/dictionary/moral) authority. Believers and worshippers participate in and are often enjoined to perform devotional or contemplative practices such as [prayer](https://www.britannica.com/topic/prayer), [meditation](https://www.britannica.com/topic/meditation-mental-exercise), or particular [rituals](https://www.britannica.com/topic/ritual). [Worship](https://www.britannica.com/topic/worship), moral conduct, right [belief](https://www.britannica.com/topic/belief), and participation in religious institutions are among the [constituent](https://www.merriam-webster.com/dictionary/constituent) elements of the religious life. | They take note of the definition of the concept. | This is to ensure that the pupils understand the concept debate. |
| **Step II** | *RELIGIOUS TERMS*  ****animism****: the belief that every material form of reality (plants, animals, stones, thunderstorms, earthquakes) have an indwelling spirit; often includes belief in the continued existence of individual disembodied human spirits capable of helping or harming the living.  ****asceticism****: a mode of life that excludes physical pleasures and self-indulgence. Many religions regard asceticism (fasting, abstaining from sexual activity, wearing inadequate clothing) as a means of reaching a higher spiritual state.  ****atheism****: disbelief in any deity or supernatural power.  ****blasphemy****: indignity offered to God, from Greek *blasphemia*, “a speaking ill, impious speech, slander.” Religions define blasphemy in terms of their own beliefs, often designating prophets and holy objects along with God as subjects not to be profaned. Many countries have anti-blasphemy laws.  ****Buddhism****: the teaching that suffering is inherent to life and that the way to escape suffering and repeated existence is to limit one’s desires and expectations. There are various sects with varying beliefs.  ****Confucianism****: a system of teachings characterized by central emphasis on the practice and cultivation of the cardinal virtues of filial piety, kindness, righteousness, propriety, intelligence, and faithfulness.  ****ecclesiastic****: relating to a church. Greek *ekklesiastikos* referred to the ancient Athenian political assembly. First century Christians writers adopted the word to mean “assembly of believers,” or “church.”  ****episcopal****: having to do with a bishop. Like “ecclesiastic,” the English word bishop derives from a Greek word, *episkopos*, “watcher, overseer. The Greeks used their word to refer to government officials. First century Christian writers used *bishop* or *episkopos* to refer to church elders. In time bishop came to mean the chief administrator of a diocese (administrative district governed by a bishop) with the power to ordain. ****Episcopal**** is the adjective for ****bishop****.  ****evangelical****: having to do with the Christian gospel/New Testament writings. The word is also used to describe a type of Christian belief that emphasizes the inerrancy of scripture and salvation through personal conversion.  ****Eucharist****: the sacrament of the Lord’s Supper, a rite in which bread and wine are consecrated and consumed in symbolic union with Christ. The word comes from a Greek word meaning “grateful.”  ****ecumenical****: worldwide. As applied to religion, the word’s current use to mean cooperation among religious groups began with a 20th century movement promoting the idea of an inter-confessional Christian unity. Now an “ecumenical” group cooperating on some matter of general social benefit might include representatives from non-Christian religions.  ****eschatology****: the study of matters relating to the ultimate destiny of mankind and the world.  ****Gnosticism****: the belief that salvation is to be obtained by means of secret knowledge and that the material world is evil. Gnostic mystery religions abounded in the Roman Empire. The early Christian church was fragmented into various sects, many of which taught a Gnostic version of the new religion.  ****gospel****: the story of Christ’s life and teachings as told in the first four books of the Christian New Testament. The literal meaning of the word is “good news.”  ****heresy****: a religious opinion, or adherence to such an opinion, that is contrary to an established religious teaching. The word comes from Greek *hairesis*, “action of taking, choice, sect.” Originally a heresy was simply a difference of opinion. It became a religious crime, often punished by death.  ****Hinduism****: a body of social, cultural, and religious beliefs and practices found chiefly in India. It includes a belief in reincarnation and transmigration of souls.  ****indulgence****: in Roman Catholicism, a remission of punishment, especially punishment in Purgatory (in Catholic belief, Purgatory is an intermediate place of purification for souls that departed stained with minor sins not deserving of eternal punishment in Hell).  ****Immaculate Conception****: the Roman Catholic doctrine that the Virgin Mary was conceived without ****Original Sin**** (the sin of Adam and Eve conveyed to all human beings). This is not the same thing as the ****Virgin Birth****, “the belief that Jesus was divinely begotten and miraculously born of a virgin mother.”  ****jihad****: a holy war on behalf of Islam. The Christian equivalent word is ****crusade****, “a campaign or war sanctioned by the Church against unbelievers or heretics.” Literal crusades were common in the Middle Ages and were directed against Christian heretics as well as non-Christians. Now the term is used figuratively to mean “any remedial activity pursued with zeal and enthusiasm.” The same meaning is becoming attached to *jihad*. | The students listen to the teacher as he list some of the religious terms used in religion. | For reference purpose |
| **Step III** | ****lay****: not in holy orders. In a monastery there are monks who pray and do intellectual work, and those who do manual work and attend to secular affairs. The latter are called*lay brothers*. The term has spread to non-religious professions. Someone who lacks professional knowledge of a particular profession is called a ****layman****. In a church setting one may speak of the ****clergy**** and the ****laity**** (non-clerical members of the church).  ****monotheism****: the doctrine or belief that there is only one God.  ****nihilism****: the viewpoint that all traditional beliefs are unfounded and that human life has no meaning.  ****orthodox****: in agreement with the official doctrine of a given religion. The word is from Greek *orthodoxein*, “to have the right opinion.” The noun is ****orthodoxy****. Departure from orthodoxy is called ****heterodoxy****.  ****pagan**** – This is a term difficult to define in even such a superficial treatment as this. For the early Christians, a *pagan* was a believer in polytheistic religion. The word originally meant “country dweller.” The rural population was slower to adopt Christianity than the city dwellers, probably because their religion was closely bound to agricultural cycles. Nowadays there are religious groups that identify themselves as Pagans. Modern paganism is earth-centered and can include polytheistic beliefs. The word ****heathen**** is used pejoratively to mean a person without religion. Like *pagan*, heathen also points to the fact that non-city dwellers tended to reject religious change. ****Heath**** comes from a word meaning “field.” ****Heathen**** was originally an adjective meaning “of the heath.”  ****polytheism****: belief in more than one god.  ****profane****: not holy. Anything not related to religion and spirituality is profane. The word can also be used as a verb meaning “to treat something sacred with irreverence.”  ****secular****: worldly, not sacred. Similar to profane, secular refers to anything that is not specifically religious. | The pupils listen to the teacher’s explanation. | To enable the pupils understand the lesson. |
| **Evaluation** | 1. What is register? 2. List some register use in religion. | 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 vocabulary associated with religion. | 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**

|  |  |  |  |
| --- | --- | --- | --- |
| **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. |