

WEEKS	TOPIC	OBJECTIVES	STRATEGIES	RESOURCES	EVALUATION/HOMEWORK
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1-3 5 <sup>th</sup> September- 23 <sup>rd</sup> September (12 sessions)	READING COMPREHENSION: MAIN IDEAS AND TOPIC SENTENCES <b>(2 sessions)</b>	<ul style="list-style-type: none"> <li>✓ Explain the difference between main idea (thesis statement) and topic sentence.</li> <li>✓ Identify the main ideas and topic sentences in given extracts</li> </ul>	Small Group Work Note taking	Newspaper/ Magazine articles Textbook	English for All pg 132, 1.0, pg 126 EATING RIGHT, pg 156 THE ENVIRONMENT, pg 25-26 (theme)
	WRITING: THE INFORMAL LETTER- <b>thanks, invitation, apology, information/news</b> <b>(5 sessions)</b>	<ul style="list-style-type: none"> <li>✓ Examine the structure of the informal letter</li> <li>✓ Identify contexts within which an informal letter can be written</li> <li>✓ Discuss the language features of the informal letter that aid in the creation of a friendly tone.</li> <li>✓ Create well written informal letters of thanks, invitation, apology and information/news</li> </ul>	Modelling Note taking Whole Group Discussion	Textbook White board and markers Stationery and Envelopes	English For All pg. 176-181. Students will read and discuss models outlined in the textbook. Selected exercises on pg 180 & 181 will be completed as well as additional exercises assigned by the teacher.  <b>*e.g. Write a letter to mail to a friend or relative in which you tell him/her about your new school. (ELA PORTFOLIO ASSIGNMENT 1)</b>
	THE REFLECTION/ JOURNAL <b>(2 sessions)</b>	<ul style="list-style-type: none"> <li>✓ Explore the role of journaling in self-assessment</li> <li>✓ Create a checklist for a succinct reflection</li> <li>✓ Create a reflection based on the experience of learning about letter writing</li> </ul>	Scaffolding	White board Markers Checklist	<b>ELA PORTFOLIO REFLECTION 1</b>

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	<p>GRAMMAR: TYPES OF SENTENCES: <b>SIMPLE, COMPOUND AND COMPLEX</b> PHRASES                      CLAUSES: <b>INDEPENDENT AND DEPENDENT</b>  <b>(3 sessions)</b></p>	<ul style="list-style-type: none"> <li>✓ Identify the components of phrases, independent and dependent clauses, simple, compound and complex sentences.</li> <li>✓ Explain the difference between each of the above elements of language</li> <li>✓ Create paragraphs with varied sentence structures</li> <li>✓</li> </ul>	<p>Mapping                      Cooperative learning                      Whole Group Discussion</p>	<p>Bristol Board                      Markers                      Textbooks</p>	<p>The class will be divided into six groups. Each group will research one of the concepts listed and create a chart based on the topic assigned. Each group will then explain the concept to the class.</p> <p>H.W. Textbook pg. 8-12 Application exercises to be completed in exercise books.</p>
<p>4-6 ( 26<sup>th</sup> September-14<sup>th</sup> October)</p>	<p>READING COMPREHENSION: <b>VOCABULARY IN CONTEXT, EXPLICIT DETAILS, FIGURATIVE LANGUAGE: SIMILE, METAPHOR, PERSONIFICATION</b>  <b>(5 sessions)</b></p> <p>WRITING: EXPOSITION: FOLLOWING DIRECTIONS AND GIVING INSTRUCTIONS  <b>(2 sessions)</b></p>	<ul style="list-style-type: none"> <li>✓ Identify types of clues which facilitate meaning</li> <li>✓ Identify information which is clearly stated in an extract</li> <li>✓ Define the terms figurative language/ literary technique, simile, metaphor, personification</li> <li>✓ Evaluate the contribution of figurative language to various literary extracts</li> <li>✓ Explain the meaning of specific examples of types of figurative language</li> <li>✓ Interpret given directions and instructions accurately.</li> <li>✓ Create unambiguous, concise instructions and directions</li> </ul>	<p>Puzzles                      ICT Infusion                      Think Pair Share</p> <p>Small Group Work                      Constructivism</p>	<p>Crossword                      Videoclip/ slide show                      Textbook</p> <p>Textbook                      Maps                      Instructions from a popular game</p>	<p>English For All pg 1-3, pg 19-21, pg87 simile, pg 118 personification, pg. 102 metaphor.</p> <p>English for All pg.84, pg.232  <b>ELA PORTFOLIO REFLECTION 2</b></p>

<p>7-9 (17<sup>th</sup> October-4<sup>th</sup> November)</p>	<p><b>MECHANICS: PUNCTUATION:</b> THE FULL STOP, EXCLAMATION MARK, QUESTION MARK, COMMA SEMICOLON, SLASH, DASH <b>(2 sessions)</b></p> <p><b>GRAMMAR: SUBJECT-VERB AGREEMENT</b> <b>(3 sessions)</b></p> <p><b>READING COMPREHENSION:RECOGNISING ORGANISATIONAL PATTERNS:</b> SPATIAL ORDER CATEGORISING <b>(1 session)</b></p> <p><b>WRITING: DESCRIPTIVE WRITING: FACTUAL, DESCRIBING A PERSON</b> <b>(6 sessions)</b></p>	<ul style="list-style-type: none"> <li>✓ Discuss the function of each of the marks outlined.</li> <li>✓ Utilize each mark appropriately.</li>   <li>✓ Explain the rules of subject-verb agreement</li> <li>✓ Construct sentences which demonstrate concord between subject and verb.</li> <li>✓ Identify and repair errors in subject-verb agreement</li>   <li>✓ Discuss the role of organization in literary and academic work</li> <li>✓ Explain the concepts of spatial order and categorizing</li> <li>✓ Identify these techniques in given extracts</li> <li>✓ Discuss various descriptive technique use in the creation of an expository piece of work and in the creation of a character</li> <li>✓ Examine the use of descriptive techniques in given excerpts (with a focus on facts and character description)</li> <li>✓ Create well written descriptive essays.</li> </ul>	<p>Note taking</p> <p>T-Charts Small Group work</p> <p>Small Group Work</p> <p>Note taking Small Group Work Individual Work Concept Mapping Etch-to Sketch</p>	<p>Textbook Teacher's notes Worksheets</p> <p>Textbook Teacher's notes Worksheets</p> <p>Worksheets Teacher's notes</p> <p>Pictures Hand outs Markers Coloured Pencils</p>	<p>English for All: End Punctuation Marks pg. 13-14 The Comma 112-113, 124-125 Completion of worksheets</p> <p>English for All pg. 168, 183, 196, 208</p> <p>Completion of worksheets in groups. Peer evaluation.</p> <p>Students watch a video clip e.g. how it's made and create a factual presentation (describing the process) based on what they learn OR students conduct research and create a mini-documentary on a selected topic e.g. Naparima College, the Scarlet Ibis etc. (Coursework 2- 15 %) Students work in groups to create a wanted poster of an assigned supervillain. <b>ELA PORTFOLIO REFLECTION 3</b></p>
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WEEK	TOPIC	OBJECTIVES	STRATEGIES	RESOURCES	EVALUATION/ HOMEWORK
	<p>GRAMMAR: PRONOUNS: <b>SUBJECT AND OBJECT, INTERROGATIVE, ANTECEDENT</b>                      PREPOSITIONS: <b>TIME AND PLACE</b>                      NOUNS: <b>COUNT AND NON-COUNT (4 sessions)</b></p>	<ul style="list-style-type: none"> <li>✓ Analyse the rules associated with correct usage of these grammatical elements.</li> <li>✓ Utilise these elements effectively in writing.</li> </ul>	T-Charts	White board Markers Teacher’s notes	English For All pg. 61-62 A Basic English Course English For All pg. 215-217, 58-60, 89-90, 73-74, 73-74
10-12	<p>READING COMPREHENSION: REVIEW OF SKILLS  <b>IMAGERY (2 sessions)</b></p> <p>MECHANICS: SUFFIXES, MORPHEMES, PREFIXES, SPELLING PATTERNS  <b>(4 sessions)</b></p> <p>REVISION OF THE TERM’S WORK  <b>(6 sessions)</b></p>	<ul style="list-style-type: none"> <li>✓ Revise skills gleaned over the duration of the term</li> <li>✓ Define the term imagery</li> <li>✓ Discuss the rhetorical techniques that facilitate the creation of images</li> <li>✓ Explain the meanings of various suffixes and prefixes</li> <li>✓ Discuss the use of various suffixes, prefixes, and morphemes</li> <li>✓ Recognise particular spelling patterns and exceptions</li> <li>✓ Explain examination format</li> <li>✓ Discuss examination preparation/ study tips</li> <li>✓ Review topics covered during the term</li> </ul>	<p>Constructivism</p> <p>Cooperative learning</p> <p>Whole Group Discussion</p>	<p>Textbook Pictures Video Clips</p> <p>Textbook</p> <p>White board Markers Games, Cloze Passages, Quizzes, Puzzles</p>	<p>English For All pg. 67-69, pg.71-72</p> <p>A Basic English Course</p> <p>Examination: 15 mc items (grammar, vocabulary, mechanics)                      Short response grammar, mechanics, vocabulary 20 marks                      Comprehension 1 extract 15 marks                      Essay: letter (choice between two) 20 marks</p>

