

LESSON PLANS

DAY 1

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| Unit Title: | Our Personal Identity |
| Grade: | 7 |
| Lesson Duration: | 1 hour |
| Date: | July 25, 2020 |
| Focus Area: | Comprehension |
| Topic: | Identifying & Using Main ideas |

Learning Objectives:

By the end of the lesson, students will be able to:

- Identify the main ideas communicated in a speech, presentation or broadcast on aspects of personal identity
- Extract main ideas and supporting details in prose, poetry and excerpts from printed media on aspects of personal identity
- Describe the steps involved in extracting main ideas
- Read specialized content area vocabulary in context
- Demonstrate the use of appropriate nonverbal indicators of active listening, including maintaining eye contact, and nodding as they engage in discussions about main ideas
- Demonstrate respect for the views of others as they engage in activities related to the identification and use of main ideas

Prior Learning

Students have already been exposed at the primary level to the skill of extracting main ideas (explicit and implied) from speech and writing.

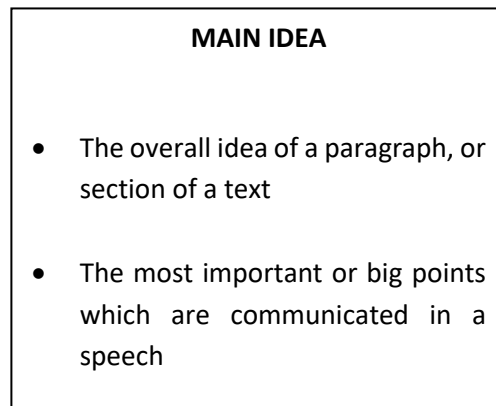
Activity Highlights

Engagement

In small groups, students respond to a short clip or an audio presentation on teenage growth and development by extracting the main points or ideas.

Exploration

Students review definition of a main idea



Students will be provided with texts at their different reading levels which address aspects of teenage development.

They read these texts and use graphic organizers to help them extract main ideas.

Teacher observes their use of previewing, text features, topic sentences, and re-reading to help them identify main ideas.

Teacher guides students in the use of these skills/strategies where these are not modelled.

In small groups, students develop and simulate radio programmes, advertisements etc. about teenage growth and development and career paths while classmates listen to presentations and note main ideas. Demonstrate non-verbal indicators of active listening while their classmates present their pieces.

Explanation

- Using Power Points or bulleted points on flip chart paper, students share the main ideas extracted from presentations with classmates.
- Students share ideas with class on the steps they employed in extracting the main ideas

Extension

Students compile hand-outs to be used by other students on how main ideas may be extracted from speech and written pieces. Consider hand-outs to be a commercial product and therefore use text features and design skills to make hand-outs user-friendly and appealing.

Evaluation

Assess students' knowledge, skills, using observation and students' responses to the following:

- Definition/Understanding of a paragraph, topic sentence, explicit main idea, and implied main idea
- Steps involved in extracting main idea

Additionally assess students' demonstrated respect for the views of others in regard to the kind of tone and responses given and the body language communicated.

Day 2 -

Date: July 25, 2020
Duration: 1 hour
Focus Strand: Communication (Writing)
Topic: Using Main Ideas/Topic Sentences to Construct Paragraphs

Prior Learning:

Students are already familiar with the business letter format

Objectives

By the end of the lesson, students should be able to:

- Construct suitable paragraphs around main ideas on aspects of personal identity
- Use linking /transitional words to signal transition in their writing
- Compose business letters, giving attention to appropriate paragraph development

Engagement

- Do news presentation titled ‘Yesterday’s Big story’ in which four (4) student reporters representing different groups, recap the lessons learnt/reviewed about the extraction of main ideas on Day 1 in two minute slots. Students may use capturing (electronic) devices to record themselves for the presentation.

Exploration

Teacher reviews the use of main ideas to develop paragraphs.

- Present students with the topic of an article – In a Teenager’s World’, then have them examine the topic sentence of a related paragraph - ‘**Many teenagers do not love themselves.**’
- As a whole class, use concept map to generate sentences/details to support this main idea.
- Discuss how the generated details support the topic sentence or main idea to create a paragraph

Students examine and discuss how the details support the main idea in the pre-written paragraph below:

In a Teenager’s World

Topic sentence/Main Idea

Many teens do not love themselves. They are either too skinny or too fat. They have pimpled faces. They are not as popular as the girl on the track team or the boy that plays on the school band. Their siblings get far more attention than they do. Nobody likes them. Teachers pick on them every day and parents are constantly pointing out their failures.

- In groups, develop one paragraph each with a clear topic sentence and supporting details on the topic ‘Loving Myself’.
- Teacher provides support to groups who need assistance in generating ideas and linking these ideas meaningfully together.
- Share paragraphs among the groups and provide feedback.

Explanation

Review with students the idea that not all paragraphs have a topic sentence.

NO TOPIC SENTENCE

- We can know what is the main idea of a paragraph by reading all the details and asking ourselves what is mainly about.
- A paragraph without a topic sentence usually has an implied main idea.

Examine and discuss the following paragraph:

What is the entire paragraph about? (Main Idea)

Look at the details

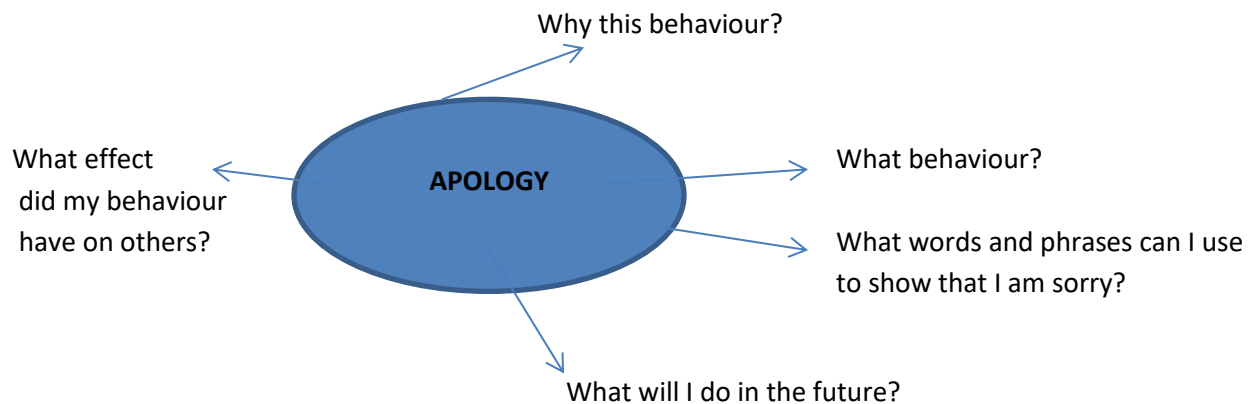
It is not just that teenagers are pathetic losers. One researcher, Edmond 2014, thinks that a teenager's brain has not been fully developed to process information and make the right choices. According to Edmond, scientists believe that the prefrontal cortex of the brain, which is the section that controls judgments and emotions, is not fully developed in teenagers. Are teenagers therefore seeing the world through the wrong lenses?

Extension

Using an annotated sample letter of apology as a guide, students write a letter of apology to a principal apologizing for unacceptable behaviour displayed at a school function based on misunderstanding about something an adult did or said.

Guidelines

- Remember to use the steps in the writing process to write your letter
- Develop at least three (3) paragraphs in the letter.
- At least one paragraph should not have a topic sentence. However, remember that all the details should be linked to one unwritten idea which is the implied main idea.
- Remember to use the business letter format/conventions – two addresses, formal greeting, and closing, formal tone
- Use the concept map below to help you come up with some ideas for your paragraphs.



- Post letters on-line or display in classroom. Give feedback to peers on how main ideas are reflected in the paragraphs.

Evaluation

Assess students' knowledge, skills, using observation and students' responses and to the following:



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Grade 7 - SPII 2.docx

- Definition/Understanding of a paragraph, topic sentence, explicit main idea, and implied main idea
- Steps involved in using main ideas to compose paragraphs
- Use business letter format

Day 3 –

Date: July 26, 2014

Time: 40 mins.

Focus Strand:

Topic:

Objectives:

Students should be able to:

Engagement:

Elaboration