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English Home Language Grade 8

TERM: 1 2024

Week 1

LESSON PLANS

	TERM: 1	Week 1	LESSON PLAN 1
SUBJECT:	English Home Language	GRADE	8
EDUCATOR:		DATE	
DURATION:	60 Minutes		
THEME:	"Understanding and Analyzing Brochures"		
TOPIC/SKILL:	"Features and Conventions of a Brochure"		
CONTENT FOCUS:	"Analyzing and Responding to Brochures"		
AIMS AND OBJECTIVES:	Lesson Objectives: - Identify and use appropriate vocabulary and language structures when responding to visual/multimedia texts. - Organize information coherently when reading aloud an article on a brochure. - Understand the features and conventions of a brochure, including its format and target audience. - Analyze the use of diction and visual elements in a brochure. - Discuss the integration of visual elements with the visual text in a brochure. Criteria: - Students will participate in a class discussion about the features and conventions of a brochure. - Students will use appropriate vocabulary and language structures when responding to visual/multimedia texts. - Students will read aloud an article on a brochure in a coherent and organized manner. - Students will analyze the use of diction and visual elements in a brochure. - Students will discuss the integration of visual elements with the visual text in a brochure. Lesson Overview: In this lesson, students will learn about the features and conventions of a brochure, including its format and target audience. They will also learn how to use appropriate vocabulary and language structures when responding to visual/multimedia texts. The lesson will begin with a class		



	discussion about the features of a brochure, followed by a read aloud of an article on a brochure. Students will then analyze the use of diction and visual elements in a brochure and discuss how these elements integrate with the visual text. This lesson will help students develop their listening and speaking skills, as well as their ability to analyze and respond to visual texts. The material studied in this lesson will include a brochure and an article on a brochure. The values to be learned include effective communication, critical thinking, and understanding the features and conventions of different types of texts. This lesson will also serve as a foundation for the next lesson, where students will further develop their skills in reading and comprehending a brochure.		
ACTIVITIES - BRIEF EXPLANATIONS			
EDUCATOR		LEARNERS	
Teacher's activities: 1. Facilitate a class discussion about the features and conventions of a brochure. 2. Read aloud an article on a brochure and provide explanations and examples. 3. Provide handouts with key vocabulary and language structures for students to take notes. 4. Monitor and assist students as they work in small groups to analyze a sample brochure. 5. Facilitate a whole class discussion where students share their findings. 6. Play an audio recording of the article for students who struggle with reading. 7. Monitor and assist students as they work in pairs to analyze the use of diction and visual elements in the brochure. 8. Provide guidance and resources for students to research the target audience and visual elements of a specific brochure. 9. Monitor and assist students as they create a chart paper presentation. 10. Facilitate a whole class discussion where		1. Learners will participate in a class discussion about the features and conventions of a brochure (10 minutes). 2. Learners will listen to the teacher reading aloud an article on a brochure (5 minutes). 3. Learners will take notes on key vocabulary and language structures provided in handouts (5 minutes). 4. Learners will work in small groups to analyze a sample brochure and identify its features and target audience (10 minutes). 5. Learners will share their findings with the class (5 minutes). 6. Learners will listen to an audio recording of the article for students who struggle with reading (5 minutes). 7. Learners will work in pairs to analyze the use of diction and visual elements in the brochure (10 minutes). 8. Learners will research the target audience and visual elements of a specific brochure using the internet (5 minutes).	



students present their findings and discuss the integration of visual elements with the visual text. 11. Provide a written reflection activity for students to complete. 12. Provide individualized feedback and support to students. 13. Facilitate a self-assessment using the rubric provided. 14. Facilitate a closing discussion about the values learned in the lesson. On the board: 1. Key vocabulary and language structures. 2. Sample brochure for students to analyze. 3. Chart paper for groups to create their presentation. 4. Rubric for self-assessment. Possible exercises: 1. Class discussion about the features and conventions of a brochure. 2. Reading aloud an article on a brochure. 3. Note-taking on key vocabulary and language structures. 4. Small group work to analyze a sample brochure. 5. Sharing findings with the class. 6. Listening to an audio recording of the article. 7. Pair work to analyze the use of diction and visual elements in a brochure. 8. Researching the target audience and visual elements of a specific brochure. 9. Creating a chart paper presentation. 10. Presenting findings to the class and discussing integration of visual elements. 11. Written reflection activity. 12. Individualized feedback and support from the teacher.	9. Learners will discuss their findings with their group and create a chart paper presentation (10 minutes). 10. Learners will present their findings to the class and discuss how the visual elements integrate with the visual text (5 minutes). 11. Learners will complete a written reflection on the lesson and their understanding of the features and conventions of a brochure (5 minutes). 12. Learners will receive individualized feedback and support from the teacher (5 minutes). 13. Learners will complete a self-assessment using the rubric provided (5 minutes). 14. Learners will participate in a closing discussion about the values learned in the lesson (5 minutes).
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13. Self-assessment using the rubric.			
14. Closing discussion about values learned in the lesson.			
RESOURCES		1. Brochure and article on a brochure 2. Whiteboard and markers 3. Handouts with key vocabulary and language structures 4. Chart paper and markers for group work 5. Audio recording of the article for students who struggle with reading 6. Samples of different brochures for students to analyze 7. Paper and pencils for note-taking and group work 8. Internet access for research on target audience and visual elements 9. Printouts of relevant images for visual analysis 10. Rubric for assessment of student discussions and analysis.	
DIFFERENTIATION			
The differentiation strategy for this lesson will include providing visual aids and graphic organizers for slower learners to help them understand the features and conventions of a brochure. For faster learners, extension activities will be provided to challenge them to analyze the use of diction and visual elements in a more in-depth manner. Additionally, group work and peer teaching will be incorporated to allow for collaboration and support among students of different learning abilities. The teacher will also provide individualized feedback and support to ensure that all learners are able to participate and achieve the lesson objectives.			
REMARKS/REFLECTION			

Teacher's signature : _____ Date: _____

HOD's signature : _____ Date _____



	TERM: 1	Week 1	LESSON PLAN 2
SUBJECT:	English Home Language	GRADE	8
EDUCATOR:		DATE	
DURATION:	60 Minutes		
THEME:	"Understanding and Analyzing Brochures"		
TOPIC/SKILL:	Reading and Comprehending Brochures		
CONTENT FOCUS:	"Reading and comprehending brochures"		
AIMS AND OBJECTIVES:	Lesson Objectives: - Identify the key features of a brochure, including its format, layout, language usage, purpose, and visual elements. - Understand the purpose and target audience of an informative paper document, such as a template, pamphlet, or leaflet. - Use reading strategies such as skimming, scanning, and identifying fact and opinion to comprehend a brochure. - Identify and analyze the main and supportive ideas, inferences, and conclusions in a brochure. Overview: In this lesson, students will learn how to effectively read and comprehend a brochure. They will begin by identifying the key features of a brochure, including its format, layout, language usage, purpose, and visual elements. Students will then understand the purpose and target audience of an informative paper document, such as a template, pamphlet, or leaflet. The lesson will continue with the use of reading strategies such as skimming, scanning, and identifying fact and opinion to comprehend a brochure. Finally, students will identify and analyze the main and supportive ideas, inferences, and conclusions in a brochure. This lesson will help students develop their reading and critical thinking skills, and will build upon the skills and knowledge learned in the previous lesson about responding to visual/multimedia texts and analyzing the features and conventions of a brochure. It will also prepare students for the next lesson, where they will participate in a class discussion about a brochure.		



ACTIVITIES - BRIEF EXPLANATIONS	
EDUCATOR	LEARNERS
Teacher's Activities: 1. Introduce the lesson topic and objectives. 2. Facilitate a class discussion about the key features of a brochure. 3. Provide a sample brochure for students to analyze. 4. Guide students in using reading strategies to comprehend the brochure. 5. Monitor and assist students as they work in small groups to analyze the brochure. 6. Facilitate a group presentation of the analysis. 7. Conduct a timed reading activity using highlighters. 8. Provide dictionaries and online resources for students to determine the target audience and purpose of the brochure. 9. Guide students in completing a graphic organizer to summarize their findings. 10. Facilitate a hands-on activity where students create their own brochure. 11. Provide feedback and assess students' comprehension and analysis of brochures using a rubric. 12. Lead a class reflection on the lesson and how students can apply these skills in the future. On the board: 1. Lesson topic and objectives. 2. Key features of a brochure. 3. Reading strategies (skimming, scanning, identifying fact and opinion). 4. Main and supportive ideas, inferences, and conclusions. 5. Target audience and purpose of a brochure. 6. Graphic organizer for summarizing findings.	Learners will: 1. Participate in a class discussion about the key features of a brochure (10 minutes) 2. Read and analyze a sample brochure, identifying its format, layout, language usage, purpose, and visual elements (15 minutes) 3. Use reading strategies such as skimming, scanning, and identifying fact and opinion to comprehend a brochure (10 minutes) 4. Work in small groups to identify and analyze the main and supportive ideas, inferences, and conclusions in a brochure (10 minutes) 5. Present their analysis to the class using chart paper and markers (5 minutes) 6. Engage in a timed reading activity, using highlighters to identify key information in a brochure (5 minutes) 7. Use dictionaries and online research to determine the target audience and purpose of a brochure (5 minutes) 8. Complete a graphic organizer to summarize their findings (5 minutes) 9. Participate in a hands-on activity where they create their own brochure, incorporating the key features and targeting a specific audience (10 minutes) 10. Share their brochures with the class and receive feedback (5 minutes) 11. Complete a rubric to assess their comprehension and analysis of brochures (5 minutes) 12. Reflect on their learning and discuss how they can apply these skills in the future (5 minutes) Total time: 60 minutes



7. Rubric for assessment. 8. Reflection questions. Possible exercises: 1. Class discussion. 2. Analyzing a sample brochure. 3. Timed reading activity. 4. Group work. 5. Hands-on activity. 6. Graphic organizer. 7. Rubric assessment. 8. Reflection and discussion.			
RESOURCES		- Brochures (enough for each student) - Whiteboard and markers - Handouts with key features of a brochure - Reading strategies handout - Graphic organizer for identifying main and supportive ideas - Sample brochures for analysis - Chart paper and markers for group work - Rubric for assessing comprehension and analysis - Timer for timed reading activity - Class set of dictionaries - Class set of highlighters - Class set of scissors and glue sticks for hands-on activity - Computer lab or access to computers for online research about target audience and purpose of brochures.	
DIFFERENTIATION			
To ensure that all learners are able to fully engage with the lesson, the teacher will use a differentiation strategy that includes both visual and auditory elements. Slow learners will be provided with additional support through guided practice and one-on-one instruction, while faster learners will be given extension activities to challenge them further. The teacher will also provide			



opportunities for group work and peer collaboration, allowing for different learning styles to be accommodated. Additionally, the teacher will regularly check for understanding and adjust the pace of the lesson accordingly to ensure that all learners are able to keep up.

REMARKS/REFLECTION

Teacher's signature : _____ Date: _____

HOD's signature : _____ Date _____



	TERM: 1	Week 1	LESSON PLAN 3
SUBJECT:	English Home Language	GRADE	8
EDUCATOR:		DATE	
DURATION:	60 Minutes		
THEME:	"Understanding and Analyzing Brochures"		
TOPIC/SKILL:	Analyzing Visual Texts: Brochures		
CONTENT FOCUS:	Analyzing and discussing the features and structure of a brochure.		
AIMS AND OBJECTIVES:	Lesson Objectives: - Understand the features of the visual text. - Analyze the conventions and structure of the text (format of a brochure). - Discuss the way visual elements integrate with the visual text. - Use appropriate register and style. Conditions: - Students will participate in a class discussion about a brochure. - Students will have access to a brochure for analysis. - Students will have prior knowledge of visual texts and their features. Criteria: - Students will understand the features of the visual text. - Students will analyze the conventions and structure of the text. - Students will discuss the integration of visual elements with the visual text. - Students will use appropriate register and style. Lesson Overview: In this lesson, students will build upon their understanding of brochures from the previous lesson by participating in a class discussion. They will analyze the features of the visual text and discuss how visual elements integrate with the visual text. Students will also focus on the conventions and structure of the text, including its format. They will use appropriate register and style when responding to the text. This lesson will help students develop their critical thinking and communication skills, as well as their ability to analyze and respond to visual texts.		



ACTIVITIES - BRIEF EXPLANATIONS			
EDUCATOR		LEARNERS	
Teacher's Activities: 1. Introduce the lesson and review the objectives and aims for the class (5 minutes). 2. Facilitate a class discussion about the features of a brochure, using open-ended questions to encourage critical thinking (10 minutes). 3. Model how to analyze the conventions and structure of the text by using a sample brochure and thinking aloud (10 minutes). 4. Guide students in discussing how visual elements integrate with the visual text, using examples from the brochure (10 minutes). 5. Provide a writing prompt for students to practice using appropriate register and style when responding to the text (10 minutes). 6. Monitor and support students as they work in groups to create their own brochures (10 minutes). 7. Facilitate a peer feedback session where students can share their brochures and provide constructive criticism (5 minutes). 8. Guide students in reflecting on their learning and completing a short written exercise (5 minutes). 9. Review the rubric or checklist for assessing understanding and analysis of the visual text (5 minutes). 10. Conclude the lesson by summarizing key takeaways and addressing any remaining questions (5 minutes). On the board: 1. Lesson objectives and aims. 2. Key vocabulary and definitions related to visual texts.		1. Learners will participate in a class discussion about the features of a brochure (10 minutes). 2. Learners will analyze the conventions and structure of the text by identifying headings, subheadings, and other visual elements (15 minutes). 3. Learners will discuss how visual elements integrate with the visual text by sharing their observations and interpretations (10 minutes). 4. Learners will use appropriate register and style by writing a short paragraph about the brochure (10 minutes). 5. Learners will work in groups to create their own brochures using the conventions and structure discussed in class (10 minutes). 6. Learners will present their brochures to the class and receive feedback from their peers (5 minutes). 7. Learners will reflect on their learning by completing a short written exercise, such as a reflection journal or exit ticket (5 minutes). 8. Learners will review the rubric or checklist for assessing their understanding and analysis of the visual text (5 minutes). 9. Learners will have the option to work on extension activities, such as creating a digital brochure or conducting further research on visual texts (5 minutes). 10. Learners will conclude the lesson by sharing their key takeaways and asking any remaining questions (5 minutes).	

3. Sample brochure for analysis. 4. Writing prompt for practicing appropriate register and style. 5. Rubric or checklist for assessing understanding and analysis of the visual text. Writing and Exercises: 1. Writing prompt for practicing appropriate register and style. 2. Reflection journal or exit ticket for students to reflect on their learning. 3. Graphic organizers for slower learners to help them analyze the text. 4. Rubric or checklist for assessing understanding and analysis of the visual text. 5. Extension activities for faster learners, such as creating a digital brochure or conducting further research on visual texts.	
RESOURCES	- Brochure for analysis (could be a physical copy or a digital copy) - Whiteboard or blackboard - Markers or chalk - Handouts with discussion questions or prompts - Writing materials for students (pens, pencils, paper) - Visual aids or examples of brochures (could be posters, pictures, or samples from previous lessons) - Reference materials on visual texts and their features (could be textbooks or online resources) - Timer or clock to keep track of time during class discussion - Rubric or checklist for assessing students' understanding and analysis of the visual text - Optional: laptops or tablets for students to access digital resources or create their own brochures.



DIFFERENTIATION			
The differentiation strategy for this lesson will include providing additional support and scaffolding for slower learners, such as providing sentence starters and graphic organizers to help them analyze the text. For faster learners, extension activities will be provided, such as creating their own brochure using the conventions and structure discussed in class. The teacher will also use a variety of teaching methods, such as group work and individual tasks, to cater to different learning styles and abilities. Regular check-ins and feedback will also be given to ensure that all learners are understanding and engaged in the lesson.			
REMARKS/REFLECTION			
Teacher's signature : _____		Date: _____	
HOD's signature : _____		Date _____	



	TERM: 1	Week 1	LESSON PLAN 4
SUBJECT:	English Home Language	GRADE	8
EDUCATOR:		DATE	
DURATION:	60 Minutes		
THEME:	"Understanding and Analyzing Brochures"		
TOPIC/SKILL:	Poetry Structure and Analysis		
CONTENT FOCUS:	"Analyzing the structure and meaning of poetry"		
AIMS AND OBJECTIVES:	Lesson Objectives: - Understand the impact of figurative language, imagery, rhyme, rhythm, and typography on the internal and external structure of a poem. - Identify the figurative meaning, mood, theme, and message of a poem. Criteria: - Students will understand the impact of figurative language, imagery, rhyme, rhythm, and typography on the structure of a poem. - Students will identify the figurative meaning, mood, theme, and message of a poem. Lesson Overview: In this lesson, students will learn about the key features of a poem, including its internal and external structure. They will understand how figurative language, imagery, rhyme, rhythm, and typography contribute to the structure of a poem. Students will also analyze the figurative meaning, mood, theme, and message of a poem. This lesson will help students develop their critical thinking and literary analysis skills. Link to Previous Lesson: This lesson builds upon the previous lesson on reading a brochure, as students will continue to use reading strategies such as skimming, scanning, and identifying main and supportive ideas to comprehend a text. Link to Next Lesson: The next lesson will focus on the use of figurative language and other literary devices in poetry, building upon the understanding of figurative		



	language and its impact on the structure of a poem from this lesson.		
ACTIVITIES - BRIEF EXPLANATIONS			
EDUCATOR		LEARNERS	
Teacher's Activities: - Welcome students and introduce the lesson topic. - Review the previous lesson on reading a brochure and explain how it connects to today's lesson. - Provide definitions and examples of figurative language, imagery, rhyme, rhythm, and typography on the board. - Divide students into groups and assign each group a different poem to analyze. - Monitor and assist groups as they work on identifying the structure and literary devices used in their assigned poem. - Facilitate a class discussion where each group presents their findings and the teacher provides feedback and clarifications. - Provide a new poem for individual analysis and play an audio recording for students to follow along. - Monitor and assist students as they work on analyzing the figurative meaning and mood of the poem. - Pair up students to discuss their analysis and provide individualized feedback. - Provide a new poem for individual analysis and monitor students as they work on identifying the theme and message. - Provide art supplies and instructions for creating visual representations of the poems. - Facilitate a class sharing session where students present their visual representations and provide		Introduction (5 minutes): - Learners will enter the classroom and take their seats. - Learners will be given a handout with definitions and examples of figurative language, imagery, rhyme, rhythm, and typography. - The teacher will briefly review the previous lesson on reading a brochure and explain how it connects to today's lesson on poetry. Activity 1: Understanding the Structure of a Poem (10 minutes): - Learners will be divided into groups of 5. - Each group will be given a different poem to read and analyze. - Using the graphic organizer provided, learners will identify the internal and external structure of their assigned poem, as well as the use of figurative language, imagery, rhyme, rhythm, and typography. - After 10 minutes, each group will present their findings to the class. Activity 2: Analyzing Figurative Meaning and Mood (15 minutes): - Learners will be given a new poem to read individually. - Using the graphic organizer, learners will analyze the figurative meaning and mood of the poem. - After 10 minutes, learners will pair up and discuss their analysis with a partner.	



feedback to each other.

- Review key concepts and ask for any questions or clarifications.
- Administer a short quiz to assess students' understanding of the lesson objectives.
- Provide individualized feedback and support to students.
- Remind students of the upcoming lesson on figurative language in poetry.

Writing on the Board:

- Definitions and examples of figurative language, imagery, rhyme, rhythm, and typography.
- Graphic organizers for identifying the structure of a poem and analyzing figurative meaning, mood, theme, and message.
- Instructions for creating visual representations of poems.

Exercises:

- Reading and analyzing different poems in groups.
- Individual analysis of poems and discussions with a partner.
- Creating visual representations of poems.
- Short quiz to assess understanding of lesson objectives.

- The teacher will play an audio recording of the poem for learners to listen to while they follow along with the text.

Activity 3: Identifying Theme and Message (10 minutes):

- Learners will be given a different poem to read individually.
- Using the graphic organizer, learners will identify the theme and message of the poem.
- After 5 minutes, learners will pair up and discuss their analysis with a partner.

Activity 4: Creating Visual Representations (10 minutes):

- Learners will be given art supplies and asked to create a visual representation of one of the poems they have analyzed.
- The teacher will provide examples and suggestions for different types of visual representations (e.g. drawing, collage, etc.).
- After 10 minutes, learners will share their visual representations with the class.

Conclusion (5 minutes):

- Learners will reflect on what they have learned about the structure and analysis of poetry.
- The teacher will review the key concepts and ask for any questions or clarifications.
- Learners will be given a short quiz to assess their understanding of the lesson objectives.
- The teacher will provide feedback and answer any remaining questions.
- Learners will be reminded of the upcoming lesson on figurative language in poetry.

Total time: 60 minutes



RESOURCES		- Copies of various poems for students to analyze - Handouts with definitions and examples of figurative language, imagery, rhyme, rhythm, and typography - Whiteboard or chalkboard and markers/chalk - Chart paper and markers - Art supplies (colored pencils, markers, etc.) for students to create visual representations of poems - Audio recordings of poems for students to listen to - Graphic organizers for students to record their analysis of poems - Rubric for assessing students' understanding of the lesson objectives - Timer or clock for timing activities - Optional: access to a computer or tablet for students to research and explore different types of poems and their structures.	
DIFFERENTIATION			
The differentiation strategy for this lesson will include providing different levels of support and scaffolding for both slow and fast learners. For slower learners, the teacher will provide additional examples and explanations, as well as opportunities for guided practice and peer support. For faster learners, the teacher will provide extension activities and challenges, such as analyzing more complex poems or creating their own poems using the techniques learned in the lesson. Additionally, the teacher will provide individualized feedback and support to ensure that all learners are able to understand and apply the concepts taught in the lesson.			
REMARKS/REFLECTION			

Teacher's signature : _____ Date: _____

HOD's signature : _____ Date _____



	TERM: 1	Week 1	LESSON PLAN 5
SUBJECT:	English Home Language	GRADE	8
EDUCATOR:		DATE	
DURATION:	60 Minutes		
THEME:	"Understanding and Analyzing Brochures"		
TOPIC/SKILL:	Poetry Analysis		
CONTENT FOCUS:	"Analyzing and Understanding Poetry"		
AIMS AND OBJECTIVES:	Lesson 5: Poetry Lesson Objectives: - Identify the key features of a poem, including its internal and external structure. - Understand the impact of figurative language, imagery, rhyme, rhythm, and typography on the structure and meaning of a poem. - Interpret and critically analyze the figurative meaning, mood, theme, and message of a poem. Criteria: - Students will identify the key features of a poem. - Students will understand the impact of figurative language, imagery, rhyme, rhythm, and typography on the structure and meaning of a poem. - Students will interpret and critically analyze the figurative meaning, mood, theme, and message of a poem. Lesson Overview: In this lesson, students will learn about the key features of a poem, including its internal and external structure. They will also understand the impact of figurative language, imagery, rhyme, rhythm, and typography on the structure and meaning of a poem. Students will then interpret and critically analyze the figurative meaning, mood, theme, and message of a poem. This lesson will help students develop their critical thinking and literary analysis skills. Connection to previous lesson: This lesson builds upon the previous lesson on reading a brochure, as		

	students will use similar reading strategies such as identifying main and supportive ideas and analyzing the use of language and visual elements. Additionally, the lesson on poetry will also incorporate the use of figurative language and imagery, which were discussed in the lesson on responding to visual/multimedia texts. Connection to next lesson: This lesson will serve as a foundation for the next lesson, which will focus on writing a poem. Students will use their understanding of the key features and impact of figurative language in poetry to create their own poems.		

ACTIVITIES - BRIEF EXPLANATIONS

EDUCATOR	LEARNERS
Teacher's Activities: 1. Introduction: - Introduce the lesson objectives and aims. - Facilitate a brief discussion on students' prior knowledge and experiences with poetry. - Provide a handout with definitions and examples of figurative language, imagery, rhyme, rhythm, and typography. 2. Identifying Key Features: - Provide students with copies of various poems. - Guide students in identifying the key features of a poem. - Facilitate a class discussion and encourage students to share their findings. 3. Impact of Figurative Language: - Explain the impact of figurative language on the structure and meaning of a poem. - Provide a poem for students to read and analyze the use of figurative language. - Facilitate group work and encourage students to	1. Introduction (5 minutes): - Learners will be given a handout with definitions and examples of figurative language, imagery, rhyme, rhythm, and typography. - Teacher will briefly explain the objectives and aims of the lesson. - Learners will be asked to share their prior knowledge and experiences with poetry. 2. Identifying Key Features (10 minutes): - Learners will be provided with copies of various poems. - Teacher will guide students in identifying the key features of a poem, such as stanzas, line breaks, and punctuation. - Students will work in pairs to identify the key features of a poem and share their findings with the class. 3. Impact of Figurative Language (10 minutes): - Teacher will explain the impact of figurative language on the structure and meaning of a



create visual representations of the figurative language used in the poem.

4. Analyzing Mood and Theme:

- Guide students in analyzing the mood and theme of a poem.
- Play an audio recording of a poem for students to listen to and discuss in small groups.
- Facilitate a class discussion and encourage students to share their interpretations.

5. Creating Visual Representations:

- Provide art supplies for students to create visual representations of a poem.
- Encourage students to use their understanding of key features and figurative language to enhance their visual representations.

6. Peer Evaluation:

- Provide peer evaluation forms for students to provide feedback on each other's visual representations.
- Emphasize the importance of constructive criticism and respectful feedback.

7. Conclusion:

- Review the key features of a poem and the impact of figurative language.
- Allow students a few minutes to reflect on their learning and ask any questions.
- Provide feedback and address any misconceptions.

Writing on the Board:

- Definitions and examples of figurative language, imagery, rhyme, rhythm, and typography.
- Key features of a poem (stanzas, line breaks, punctuation).

poem.

- Learners will be given a poem to read and analyze the use of figurative language.
- Students will work in groups to create visual representations of the figurative language used in the poem.

4. Analyzing Mood and Theme (15 minutes):

- Teacher will guide students in analyzing the mood and theme of a poem.
- Learners will listen to an audio recording of a poem and discuss the mood and theme in small groups.
- Students will share their interpretations with the class.

5. Creating Visual Representations (10 minutes):

- Learners will use art supplies to create visual representations of a poem.
- Teacher will encourage students to use their understanding of the key features and impact of figurative language to enhance their visual representations.

6. Peer Evaluation (5 minutes):

- Learners will be given peer evaluation forms to provide feedback on each other's visual representations.
- Teacher will emphasize the importance of constructive criticism and respectful feedback.

7. Conclusion (5 minutes):

- Teacher will review the key features of a poem and the impact of figurative language.
- Learners will be given a few minutes to reflect on their learning and ask any questions.
- Teacher will provide feedback and address any misconceptions.

- Impact of figurative language on the structure and meaning of a poem. - Steps for analyzing mood and theme of a poem. - Instructions for creating visual representations. - Peer evaluation criteria. - Key points from the lesson. Exercises: - Identifying key features of a poem using various examples. - Analyzing the use of figurative language in a poem. - Creating visual representations of figurative language. - Analyzing the mood and theme of a poem. - Providing constructive feedback on peer's visual representation. - Reflecting on learning and asking questions.		Total time: 60 minutes	
RESOURCES		- Copies of various poems for students to read and analyze - Whiteboard or blackboard - Markers or chalk - Handouts with definitions and examples of figurative language, imagery, rhyme, rhythm, and typography - Chart paper and markers for group work - Art supplies for students to create visual representations of a poem - Audio recordings of poems for students to listen to and analyze - Rubric for assessing students' understanding and analysis of the poem - Timer or stopwatch for timed activities - Peer evaluation forms for students to give feedback on each other's work.	
DIFFERENTIATION			



Differentiation Strategy:

To ensure that all learners are able to fully participate and engage with the lesson, the teacher will provide multiple entry points for understanding the key features of a poem. This can include providing visual aids, using different examples of poems, and allowing for group work and discussions. For slower learners, the teacher can provide additional support and scaffolding, such as sentence starters or graphic organizers. For faster learners, the teacher can provide extension activities, such as analyzing more complex poems or creating their own poems using advanced techniques. This will allow all learners to feel challenged and successful in their learning.

REMARKS/REFLECTION

Teacher's signature :_____ **Date:**_____

HOD's signature :_____ **Date**_____



