

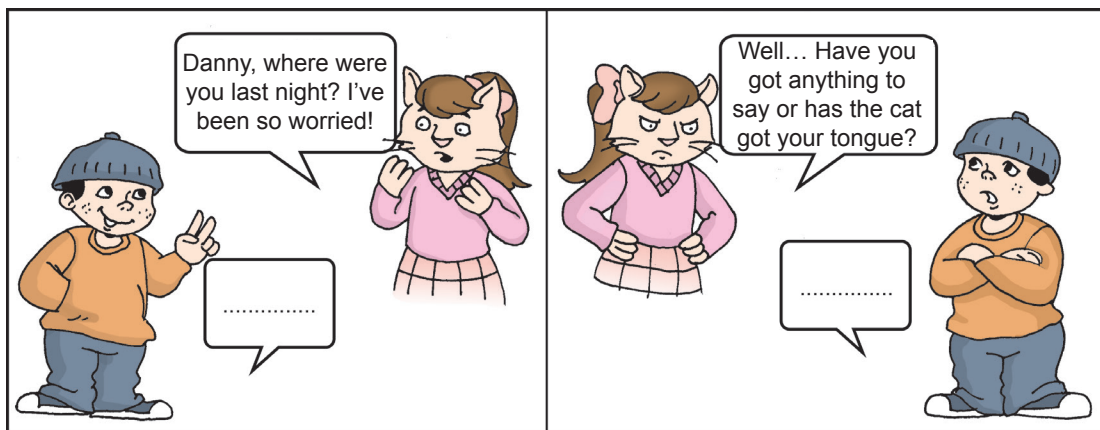
# 1st Quarter Grade 7 Supplemental Lesson Plan

## Lesson 1

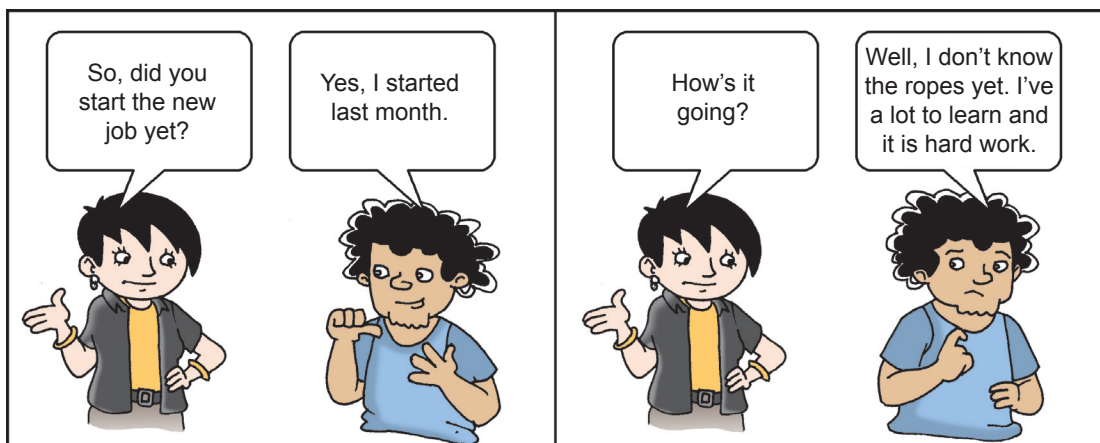
**Focus:** Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations

### A. Introduction/Preparatory Activities

1. Ask the students to read the comic strips below.



Source: <http://kibishipaul.com/blog1/2008/02/16/idiotic-idioms-3-cat-got-your-tongue-text/>



Source: <http://kibishipaul.com/blog1/2008/04/07/idiotic-idioms-5-know-the-ropes/>

2. Ask the students to share their ideas about the meaning of the expressions "cat got your tongue" and "know the ropes" based on the given comic strips.

## B. Body/Developmental Activities

1. Introduce idiomatic expressions.

An **idiom** (also called **idiomatic expression**) is an expression, word, or phrase that has a figurative meaning conventionally understood by native speakers. This meaning is different from the literal meaning of the idiom's individual elements. In other words, idioms don't mean exactly what the words say. They have, however, hidden meaning.

Source: [http://www.myenglishpages.com/site\\_php\\_files/vocabulary-lesson-idioms.php](http://www.myenglishpages.com/site_php_files/vocabulary-lesson-idioms.php)

2. Show the students a slide show presentation depicting different idiomatic expressions, their meanings, and the appropriate situations in which they are used. Ask them what other situations can the idiomatic expressions be used.
3. For practice, ask the students to find a partner. Give each pair of students a piece of paper with an idiomatic expression and its meaning. Instruct each pair of students to write a dialogue using the assigned idiomatic expression. Have each pair present in front of the class. Ask the other students to identify the idiomatic expression and its meaning based on the given dialogue by their classmates.
4. Ask the students to answer the following exercise:

Write the letter of the correct idiomatic expression that will complete each sentence.

Idiomatic Expression	Meaning
A. KEEP YOUR NOSE CLEAN	Stay out of trouble
B. TRICKS OF THE TRADE	Clever or expert way of doing something
C. FOOT THE BILL	Pay, often unwillingly or for another person
D. KEEP YOUR HAIR ON	Calm down, don't get angry
E. DOWN IN THE DUMPS	Sad or depressed
F. FACE THE MUSIC	Deal with an unpleasant situation
G. FIGHT TOOTH AND NAIL	Fight fiercely, with great energy and determination
H. BROKE	To have no money
I. HIT THE HAY	Go to bed
J. EASY AS PIE	Very easy

1. Being into the construction business for last 10 years, I know all the \_\_\_\_\_.
2. I've been feeling \_\_\_\_\_ lately because of the tragedy.

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3. \_\_\_\_\_ and stay out of jail.
4. The lawyer knows her client is innocent. She will \_\_\_\_\_ for him in the courtroom.
5. Jean forgot to bring money to the restaurant, so Franz had to \_\_\_\_\_.
6. I am sorry to have dented your car. But \_\_\_\_\_! I promise to pay for the repair.
7. What he did was wrong but at least he had the courage to \_\_\_\_\_.
8. He said the exam was hard but I found it as \_\_\_\_\_.
9. I need to borrow money from my father because right now I'm \_\_\_\_\_.
10. It's already past midnight. It's time for you to \_\_\_\_\_.

### C. Conclusion/Evaluation

Ask the students to make a comic strip similar to the one that they had in class. Instruct the students that the comic strip should make use of idiomatic expressions.

#### RUBRIC FOR COMICS

CATEGORY	4	3	2	1
Idiomatic Expression	Idiomatic expression is used correctly and appropriately.	Idiomatic expression is used correctly.	Idiomatic expression is used fairly.	Idiomatic expression is used poorly.
Panels/Layout	All four panels are complete with an appropriate cause-and-effect relationship in a creative, organized format.	All four panels are complete with an appropriate cause-and-effect relationship.	All three panels are complete with an appropriate cause-and-effect relationship.	All two panels are complete with an appropriate cause-and-effect relationship.
Illustration	Strip contains four completed (colored) drawings in a creative, organized format.	Strip contains four completed (colored) drawings.	Strip contains three completed (colored) drawings.	Strip contains two completed (colored) drawings.
Grammar/Mechanics	There are no more than two errors.	There are no more than three errors.	There are no more than four errors.	There are five or more errors.

## Lesson 2

**Focus:** Common Purposes for Writing

### A. Introduction/Preparatory Activities

1. Ask the students to read *Why Do We Write*.

The primary reason for writing anything is to communicate with others to stimulate interest or action from the reader. You may also use writing to help you to reflect on your experiences and learn from them. While at University, a key way of assessing the progress and learning of students is via the written work you produce. When we write, therefore, we are either writing for ourselves or for others.

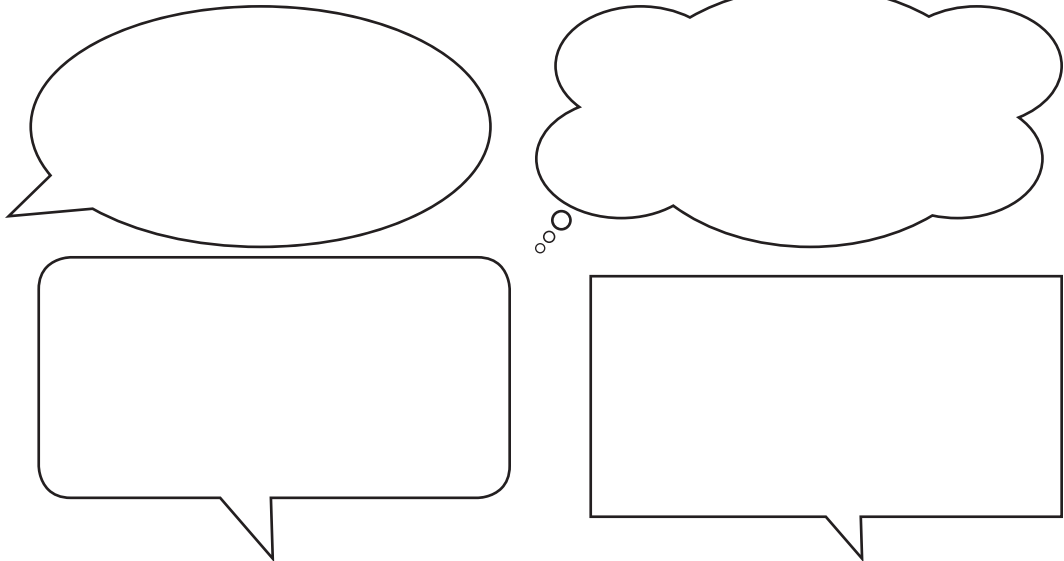
When we write for ourselves, it helps us to think, learn, and understand. Writing for ourselves is a private affair though it may be shared with others.

When we write for others, it is usually for assessment or publication for a wider readership.

Source: <http://www.nottingham.ac.uk/studyingeffectively/studying/writer/whywrite/index.aspx>

2. For motivation, ask the students to answer the question by writing their responses on the balloons.

#### Why Do We Write?



3. Let them share their answers to the class.

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## B. Body/Developmental Activities

1. Ask the students to give their ideas as to what a paragraph is. Discuss the following points:
  - A paragraph is a group of sentences that develops an idea.
  - The first sentence of a paragraph should be indented.
  - The sentences in the paragraph support and give examples of the main idea.
2. Introduce the Common Purposes for Writing:
  - Persuade – To convince
  - Entertain – To amuse or make the reader laugh
  - Inform – To give information; This usually includes names, dates, times, events, and places.
3. Give a short oral example of each purpose.
4. Break the students into small groups and give them samples of paragraphs. Ask them to identify the purpose of each paragraph and to explain their answers.
5. For individual practice, ask the students to answer the exercise by identifying the purpose of each given paragraph.

### Exercise:

1. Spinner dolphins may differ in body size, shape, and color patterns. But, in general they have common characters, namely, slender bodies; long and thin beak; small flippers pointed at the tips and dark gray, light gray, and white colors. Most of these spinner dolphins have white bellies. (INFORMATIVE)
2. You have to see this movie titled *Fireproof!* It's about a firefighter who rescues his own family from a hotel fire while on vacation. It's the best movie I've ever seen. Try to see it as soon as possible. (PERSUADE)
3. I had the best time last night at the party. I laughed all night with my friends. One friend of mine named James, told us some funny stories. One story was about when his tongue got stuck in the freezer. I laughed so hard that I fell on the floor. (ENTERTAIN)
4. Everybody knows that smoking is dangerous. Smoking can damage our body, for example, your lungs, brain, and heart. The poisonous chemicals in a cigarette can cause death. Think about this: if you smoke, you won't be able to run fast or jump as high because you can't breathe properly. (PERSUADE)
5. *Star Wars* is an American epic space opera franchise centered on a film series created by George Lucas. The film series, consisting of two trilogies, has spawned an extensive media franchise called the *Expanded Universe* including books, television series, computer and video games, and comic books. (INFORMATIVE)

### C. Conclusion/Evaluation

1. Have the students write three short paragraphs like they have encountered in class. They are to write a persuasive, entertaining, and informative paragraph. This can be part of the students' homework.

#### RUBRIC FOR PARAGRAPH WRITING

Criteria (Total = 25 points)	Excellent Paragraph	Average Paragraph	Paragraph Needs Improvement
Content (10 points)	10 points Has five or more sentences	6 points Has three to four sentences	2 points Has less than three sentences
Organization (10 points)	10 points Has a clear topic sentence All sentences support the topic sentence	6 points Has a topic sentence Some sentences support the topic sentence	2 points Does not have a clear topic sentence Sentences do not support each other
Mechanics (5 points)	5 points All sentences follow correct punctuation marks, capitalization, and spelling	3 points Has one to three mistakes with the use of punctuation marks, capitalization, and spelling	1 point Has more than three mistakes with the use of punctuation marks, capitalization, and spelling

### Lesson 3

**Focus:** Basic features and kinds of paragraph

#### A. Introduction/Preparatory Activities

1. For motivation, ask the students to read and compare the two paragraphs.

Paragraph 1 –

My family and I bought our first house last November, and we love it. It is located near a lake. Although we cannot see the lake from our house, we do have a beautiful view of Mount Timpanogos. Our house has three bedrooms, two bathrooms, a living room and a family room, and a large kitchen and dining area. We also have a large backyard and a small garden. We are very happy to have our own home, and I hope that we will live there for several years.

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Paragraph 2 –

I live in a house near a lake. I like the view from our house. We have lived there since November. We also have a car that I like very much. We were in an accident a few months ago. We hit a dog that was crossing the street at night. I felt sorry for the dog, but it cost a lot of money to repair the car.

2. Ask the students to share their comments regarding the two paragraphs. Have them decide which paragraph is easier to understand and which paragraph focuses on a single topic.

**B. Body/Developmental Activities**

1. Introduce the basic features of a paragraph. Discuss the following points:
  - Unity – paragraph discusses one topic only
  - Completeness – paragraph says all that it is intended to say
  - Coherence – sentences move clearly from one idea to the next without gaps
  - Emphasis/Order – sentences reveal an order that readers can follow and see
2. Using the two paragraphs that they had earlier, check for unity, completeness, coherence, and order.
3. Divide the class into four groups. Give each group a kind of paragraph (narrative, descriptive, expository, and persuasive).
4. Ask the students to identify which paragraphs tell a story, explain something, and describe something; and try to get the reader to accept a particular point of view or understand the writer's position.
5. Discuss the characteristic of each type of paragraph. Provide other examples.

**C. Conclusion/Evaluation**

1. Give the students an activity sheet that contains samples of different kinds of paragraphs. Have them identify what type of paragraph is each given example. Discuss the answers.
2. Ask the students to make a compilation of each type of paragraph. They should have at least four examples for each type and then ask the students to exchange compilations with their partner. Instruct the students to examine the paragraphs in their partner's compilation. If a paragraph happens to be in the wrong category, the student should place it under the proper type. Call some students to share what they have experienced while checking each other's compilation.