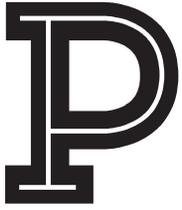


# LESSON PLAN

## FOCUS

## Figurative Language

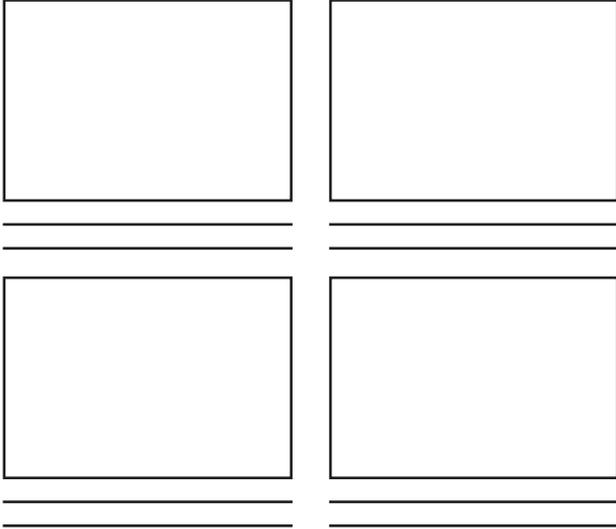
<b>Pre-activity</b>	<p>Have the following categories of figurative language printed and pasted all over the classroom:</p> <ul style="list-style-type: none"><li>- simile</li><li>- personification</li><li>- metaphor</li><li>- oxymoron</li><li>- onomatopoeia</li><li>- hyperbole</li></ul> <p>Each student is given an example of figurative language from any of the categories and the student has to decide which category it belongs to and move to where the category is pasted.</p> <p>Once a group at each category is formed, students will discuss their understanding of the category.</p> <p>Students present their understanding of each category.</p>
<b>Main-activity</b>	<p>Read pages 24-25 of PP6 to read about the various types of figurative language.</p> <p>Based on their understanding of figurative language that they have constructed from the pre-activity as well as the reading, students in each category will think of examples*. For example, the group at 'simile' will think of examples of simile to share with the class.</p> <p><i>*Teachers may want to guide the students to think of the examples connected to a context or a scenario. For example, simile (watching a boring match) and onomatopoeia (water).</i></p>
<b>Post-activity</b>	<p>Students present their examples to the class.</p>

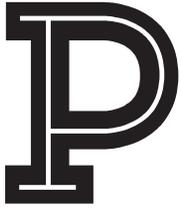


# LESSON PLAN

FOCUS

## Choices

<b>Hook</b>	Watch Pixar short film 'Boundin' on youtube <a href="https://www.youtube.com/watch?v=7WyR4AqRweY">https://www.youtube.com/watch?v=7WyR4AqRweY</a> Discuss: 1. What difficulty did the lamb face? 2. How did the difficulty make him resilient in the end?
<b>Pre-activity</b>	Students read pages 47-49. Discuss: How did the difficulty Neil Armstrong faced make him a more resilient person.
<b>Main-activity</b>	Create a storyboard to show how a challenge in your life has made you a more resilient person. You may use the questions from pages 47-49 to help you write your story!    Share with your classmates!
<b>Post-activity</b>	Based on the storyboard, students can write an essay: 'Difficulties in life bring out the best in a person.' Describe an occasion in which this was true. <b>Or</b> Write about a situation in which a difficulty you faced made you a better person.  Additional ideas: Use the storyboard to create a video or animation.



# LESSON PLAN

## FOCUS

## Oral Communication

<b>Pre-activity</b>	<p>Read pages 10-13 of PP6.</p> <p>Students do a <b>word splash</b> on space exploration.</p>
<b>Main-activity</b>	<p>Students are paired up and assume the role of a teacher (ask questions on page 38 of PP6) or the role of a student (answer the questions).</p> <p>After 10 minutes, the students in each pair swap their roles.</p> <p>Each student can be given a set of rubrics during the role-play. Each time, the student playing the role of a teacher will assess the student in the role-play.</p>
<b>Post-activity</b>	<p>Teachers can select one or two pairs to present in class and offer suggestions on how the students can improve.</p>