



Central School

Home School Package






Year : 7



YEAR 2020

HOME SCHOOL PACKAGE CONTENT

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LESSON Plan

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|  Teacher | Name : Mr Tarihehe and Mr Garae Subject : English |
|  Date | 22nd June – 26th of June Week 6 |
|  Topic : Sentences Lesson number : 1-5 | |
|  Learning outcomes | At the end of the lesson, students will be able to: <ul style="list-style-type: none">• Differentiate between the different types of sentences• Identify and write a complete sentences which makes sense |
|  Introduction | There are different types of sentences. A simple sentence is a complete sentence that has a subject, verb and a object. In this lesson we will focus on the simple sentences and do few activities that will help students in their writing. |

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|  | <p><u>Catch phrase for the lesson</u></p> <p>“Proverbs are short sentences drawn from long experience”</p> |
|  <p>Learners notes</p> | <p>Simple Sentence A simple sentence is a <u>sentence</u> that consists of just one <u>independent clause</u>. A simple sentence has no <u>dependent clauses</u>. (An independent clause (unlike a dependent clause) can stand alone as a sentence.)</p> <p>Examples of Simple Sentences Below are examples of simple sentences.</p> <ul style="list-style-type: none"> • I cannot drink warm milk. • A day without sunshine is like night. <p>A simple sentence is not always a short, basic sentence like the four examples shown above. A simple sentence could have a <u>compound subject</u> (i.e., a subject with two or more <u>simple subjects</u>). For example:</p> <ul style="list-style-type: none"> • Jack likes walking. (This is a simple sentence with one simple subject ("Jack").) • Jack and Jill like walking. (This is a simple sentence with a compound subject made up of two simple subjects ("Jack" and "Jill").) <p>Simple, Compound and Complex Sentences</p> <p>Here we discuss simple, compound and complex sentences and their place in primary school. We show examples, offer resource links & provide an educational video.</p> <p>What Are Simple, Compound and Complex Sentences?</p> |

A simple sentence uses just one clause, whereas a compound sentence uses two or more independent clauses. A complex sentence features at least a single independent clause as well as at least one dependent clause.

A group of words which feature no independent clauses might be an incomplete sentence - often called a sentence fragment.

What Is A Sentence?

A sentence is defined as a group of one or more words. They begin with capital letters and finish with a punctuation mark - a full stop, question mark or exclamation mark.

Examples Of A Simple Sentence

A simple sentence includes a subject and just one verb.

"The boy ran away from the dog."

"The dog barked."

Examples Of A Compound Sentence

A compound sentence joins two main clauses and a connective. The clauses are linked by connectives, such as 'but,' 'so,' and 'and.')

"I like football and I like rugby."

"Paul can be loud but he is funny sometimes."

Examples Of A Complex Sentence?

A complex sentence is made when a main clause and a subordinate clause is joined with a connective. Subordinate clauses depend upon the main clause to make sense.

"I enjoy steamed vegetables, although my mother prefers them to be roasted."

"You need to practise your guitar if you want to be in a successful band."

Sentence Construction in primary School

Although students are not always taught the details of compound and complex sentences in school, KS1 children are encouraged to notice the use of connectives when they are reading. These are primary level examples which are helpful so take time to read and study them.

In Year 1, students will start to join parts of a sentence by using 'and.'

"I like sausages and I like chips."

In Year 2, children begin using subordination in a complex sentence.




"I wanted sausages but there weren't any."

In KS2, children are required to use complex and compound sentences as well as including more varied and detailed connectives.



In Year 3 and 4, students should be using 'when,' 'if,' and 'because.'






And, in Year 6, children need to understand and use

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| | connectives such as 'meanwhile,' 'however,' and 'consequently.' |
|  Visual aids | https://www.youtube.com/watch?v=urr55rAreWc https://www.youtube.com/watch?v=m9Avsw-kK-s |
|  Exercises | <p>Now that you have read your notes, do the exercise below.</p> <ol style="list-style-type: none"> What is a sentence ? _____ What is a simple sentence ? _____ _____ _____ Define compound sentence. _____ _____ Define complex sentence _____ _____ _____ Write a complex sentence and circle the verbs in the sentence _____ _____ _____ Give an example of a simple sentence. _____ _____ Provide an example of a compound sentence _____ _____ In your own words write an example of a complex sentence _____ _____ Write a simple sentence and identify the subject, verb and object in the sentence. Look in your exercise book on the topic subject verb agreement to help you with this. _____ |

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| | <hr/> <hr/> <hr/> <hr/> |
|  Assignment | |
|  Assessment | |
|  References | https://www.google.com/search?q=TYPES+OF+SENTENCES&tbm=isch&ved=2ahUKEwjtuO5n_jpAhWYVCsKHdIIBfMQ2-cCegQIABAA&oq=TYPES+OF+SENTENCES&gs_lcp=CgNpbWcQAzICCAAYAggAMgIIADICCAAYAggAMgIIADICCAAYAggAMgIIADICCA6BAgAEENQqa6CB1jx2oIHYK3iggdoAHAAeACAAbkKiAGqTpIBCTQtMS4yLjYuM5gBAKABAaoBC2d3cy13aXotaW1nsAEA&sclient=img&ei=4VfhXq22L5iprQHSy5SYDw&bih=913&biw=1280 |

LESSON Plan

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|  Teacher | Name : Mr Tarihehe and Mr Garae Subject : English |
|  Date | June 29th to July 3rd Week 7 |

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|  | <p>Topic : Paragraph Writing Lesson number : 1-5</p> |
|  Learning outcomes | <p>At the end of the week, students will be able to:</p> <ul style="list-style-type: none"> • Understand and know how to write a paragraph • Create paragraphs free of punctuation errors and spelling errors • Familiarize themselves with the PEER structure |
|  Introduction | <p>A paragraph is a brief piece of writing that's around seven to ten sentences long. It has a topic sentence and supporting sentences that all relate closely to the topic sentence. The paragraph form refers to its overall structure, which is a group of sentences focusing on a single topic. Basically A paragraph is 2-5 of sentences that end with a full stop.</p> |
|  | <p><u>Catch phrase for the lesson</u></p> <p>“A paragraph begins when a sentence begins.”</p> |
|  Learners notes | <h2>Paragraph writing</h2> <hr/> <p>Paragraphs are the building blocks of papers. Many students define paragraphs in terms of length: a paragraph is a group of at least five sentences; a paragraph is half a page long, etc. In reality, though, the unity of ideas among sentences is what constitutes a paragraph. A paragraph is defined as “a group of sentences or a single sentence that forms a unit” (Lunsford and Connors 116). Length and appearance do not determine whether a section in a paper is a paragraph. For instance, in some styles of writing, particularly journalistic styles, a paragraph can be just one sentence long. Ultimately, a paragraph is a sentence or group of sentences that support one main idea. In this handout, we will refer to this as the “controlling idea,” because it controls what happens in the rest of</p> |

the paragraph.

How to organize a paragraph?

There are many different ways to organize a paragraph. The organization you choose will depend on the controlling idea of the paragraph. **Below are a few possibilities for organization, with links to brief examples:**

- **Narration:** Tell a story. Go chronologically, from start to finish.
- **Description:** Provide specific details about what something looks, smells, tastes, sounds, or feels like. Organize spatially, in order of appearance, or by topic.
- **Process:** Explain how something works, step by step. Perhaps follow a sequence first, second, third.
- **Classification:** Separate into groups or explain the various parts of a topic.
- **Illustration:** Give examples and explain how those examples prove your point. (See the detailed example in the next section of this handout.)


Below is an example of a paragraph that is well structured. Remember punctuations and spelling matters. Let's say a topic is given to you about 'tropical cyclone'.

Tropical cyclone causes destruction to people's home. For instance Cyclone Pam was a category 5 cyclone that affected Vanuatu in 2017. People lost their homes and this has affected them a lot in terms of beginning from square one again. Not only houses were destroyed but the nature itself is being destroyed as well. For instance the next day after the cyclone, plenty of trees fell to the ground and so, if you were in Beverly hills' area, you can see places up as far as Orlen area because plenty of the trees fell down. So the effect of cyclone to the environment and people is too much and people should consider building cyclone resisting homes that can prevent damage from any category cyclone.

How many sentences can you see in the paragraph above?

➤ Answer is 5 sentences. This makes a complete paragraph

So the paragraph starts with a point, then we have the example and explanation that follows. When you move higher in your education level you will come across a paragraph structure known as the 'PEER' structure. Below is the peer structure which you are to read and make yourself familiar with for future purposes.

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| | <p style="text-align: center;"><u>Responding to a Text: P.E.E.R Paragraphs</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; vertical-align: top; padding: 10px;">POINT</td><td style="padding: 10px;"> What does the quote show in very simple terms? Which device(s) has been used? This should be NO MORE than one sentence long! </td></tr> <tr> <td style="vertical-align: top; padding: 10px;">EVIDENCE</td><td style="padding: 10px;"> Pick out a quote or an example to support your point. It must be relevant or you won't get any marks for it. Introduce it with one of these phrases: <i>For example, For instance, An example of this is..., such as etc.</i> </td></tr> <tr> <td style="vertical-align: top; padding: 10px;">EXPLANATION</td><td style="padding: 10px;"> This is where you give a more detailed explanation of the point and state what your quote shows, suggests or reveals to the reader/audience? </td></tr> <tr> <td style="vertical-align: top; padding: 10px;">RESPONSE</td><td style="padding: 10px;"> how your point relates to your world. How do you think the reader or audience might respond to the text? Introduce this with one of these phrases: <i>The reader/audience may feel..., This involves the reader/audience by.... etc.</i> higher marks, offer more than one interpretation e.g. <i>Others may argue..., A male reader may feel...</i> </td></tr> <tr> <td style="height: 150px;"></td><td></td></tr> </table> | POINT | What does the quote show in very simple terms? Which device(s) has been used? This should be NO MORE than one sentence long! | EVIDENCE | Pick out a quote or an example to support your point. It must be relevant or you won't get any marks for it. Introduce it with one of these phrases: <i>For example, For instance, An example of this is..., such as etc.</i> | EXPLANATION | This is where you give a more detailed explanation of the point and state what your quote shows, suggests or reveals to the reader/audience? | RESPONSE | how your point relates to your world. How do you think the reader or audience might respond to the text? Introduce this with one of these phrases: <i>The reader/audience may feel..., This involves the reader/audience by.... etc.</i> higher marks, offer more than one interpretation e.g. <i>Others may argue..., A male reader may feel...</i> | | |
| POINT | What does the quote show in very simple terms? Which device(s) has been used? This should be NO MORE than one sentence long! | | | | | | | | | | |
| EVIDENCE | Pick out a quote or an example to support your point. It must be relevant or you won't get any marks for it. Introduce it with one of these phrases: <i>For example, For instance, An example of this is..., such as etc.</i> | | | | | | | | | | |
| EXPLANATION | This is where you give a more detailed explanation of the point and state what your quote shows, suggests or reveals to the reader/audience? | | | | | | | | | | |
| RESPONSE | how your point relates to your world. How do you think the reader or audience might respond to the text? Introduce this with one of these phrases: <i>The reader/audience may feel..., This involves the reader/audience by.... etc.</i> higher marks, offer more than one interpretation e.g. <i>Others may argue..., A male reader may feel...</i> | | | | | | | | | | |
| | | | | | | | | | | | |
|  Visual aids | <p> https://www.youtube.com/watch?v=L1J9ZPVydrC https://www.youtube.com/watch?v=JQRoAiVyR0k </p> | | | | | | | | | | |



Now that you have an idea of what a paragraph looks like, let's have a go. In the space below write a paragraph about the Negative impacts of face book. You don't need an introduction or a conclusion as this is not an essay. All you have to do is write a paragraph that has 5 or more sentences inside following the PEER paragraph system.

[illegible]

Assignment








Assessment



Reference

<https://writingcenter.unc.edu/tips-and-tools/paragraphs/>

LESSON Plan

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|  Teacher | Name : Mr Tarihehe and Mr Garae Subject : English |
|  Date | 6th to 10th of July Week 8 |
|  | Topic : Freindly letter Lesson number : 1-5 |
|  Learning outcomes | At the end of the week, students will be able to: <ul style="list-style-type: none"> • Understand the layout of a friendly letter • Write a friendly letter following the format |
|  Introduction | <p>Friendly Letter is a type of letter written to people who are your relatives, friends, peers, acquaintances or anyone with whom you have a relationship with. Friendly letters come under Informal Writing because there are no hard and fast rules for writing them. This week we will study the layout of the freindly letter then each student will write a letter to confirm their understanding on the topic.</p> |
| | <p><u>Catch phrase for the lesson</u></p> <p>“Friendship is best if one keeps in touch with letter writing or communication.”</p> |



Learners
notes

How to Write a Friendly Letter

1. Date

August 22, 2006

2. Greeting

Dear Mr. Childers,

3. Body


I wanted to let you know how much I love third grade at Union Hill. We have so much fun in third grade. We get to read lots of books and take tests on the computer. We play a lot of games to help us learn about math. My favorite thing, however, about third grade is working on projects. I think third grade is the best grade ever! You should come to our class one day and be a third grader with us. I think it would be more fun than being the principal.

4. Closing

Your student,
Jane Doe

5. Signature

Here is a sample of a friendly letter that each student must read. Notice that the date begins on the right hand side and the greetings comes on the left side. study the sample below before doing the exercise.

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| | <p style="text-align: right;">Malapoa College,</p> <p style="text-align: center;">P.M.B 002, Port Vila.</p> <p style="text-align: right;">21 December, 2019.</p> <p>Dear Sis/Bro,</p> <p>I'm so sorry for spending all your money last week. I needed to wash my cloths but I don't have any money so I used your money to buy my powder soap. I promise when I get a job one day I will refund your money. Today we played volley ball and I scored 10 goals. How is everybody at home? I hope everyone is well. I miss you all and I will see you soon. Bye for now.</p> <p style="text-align: right;">All my love, Your little bro, Jesse</p> |
|  Visual aids | https://www.youtube.com/watch?v=_8I2Y-i7Qg4 |



Exercises

Having read the letter, try to write a letter if you were in another island of your choice and your father is in Port Vila. Tell him that you want a special Christmas gift of your choice when he returns to your island. Follow the example of format like the one above.


This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Assignment



Assessment

<https://www.google.com/search?q=friendly+letter&sxsrf=ALeKk01w6jng9P fdzx0YI>

| | |
|---|---|
|  | VQIKXLAMMzPA:1590976541269&tbm=isch&source=iu&ictx=1&fir=h4a8Is5D1P0gGM%253A%252CvM6-ZN8ltT9psM%252C%20&vet=1&usg=AI4_kQdnE8mN4Wb_oL_p3nnUHLXTiceAA&sa=X&ved=2ahUKewi7hdq8wd_pAhWH4XMBHXA_DmMQ_h0wAnoECA0QBg&biw=1280&bih=913#imgsrc=h4a8Is5D1P0gGM: |
| Reference s | |



WEEKLY CHECKLIST For Parents:

Term: 2 Week number 1 Date..... to..... Month:

| Subject | Number of lessons | Days | Tick when activity is complete | Parents comment | Signature |
|---------|-------------------|------|--------------------------------|-----------------|-----------|
| | 1 | | | | |
| | 2 | | | | |
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| | 4 | | | | |
| | 5 | | | | |
| | 6 | | | | |

Term: 2 Week number 2 Date..... to..... Month:

| Subject | Number of lessons | Days | Tick when activity is complete | Parents comment | Signature |
|---------|-------------------|------|--------------------------------|-----------------|-----------|
| | 1 | | | | |
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| | 6 | | | | |

Term: 2 Week number 3 Date..... to..... Month:

| Subject | Number of lessons | Days | Tick when activity is complete | Parents comment | Signature |
|---------|-------------------|------|--------------------------------|-----------------|-----------|
| | 1 | | | | |

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Term: 2 Week number 4 Date..... to..... Month:

| Subject | Number of lessons | Days | Tick when activity is complete | Parents comment | Signature |
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| | 4 | | | | |
| | 5 | | | | |
| | 6 | | | | |

Term: 2 Week number 5 Date..... to..... Month:

| Subject | Number of lessons | Days | Tick when activity is complete | Parents comment | Signature |
|---------|-------------------|------|--------------------------------|-----------------|-----------|
| | 1 | | | | |

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| | 6 | | | | |

Term: 2 Week number 6 Date..... to..... Month:

| Subject | Number of lessons | Days | Tick when activity is complete | Parents comment | Signature |
|---------|-------------------|------|--------------------------------|-----------------|-----------|
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Term: 2 Week number 7 Date..... to..... Month:

| Subject | Number of lessons | Days | Tick when activity is complete | Parents comment | Signature |
|---------|-------------------|------|--------------------------------|-----------------|-----------|
| | 1 | | | | |

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Term: 2 Week number 8 Date..... to..... Month:

| Subject | Number of lessons | Days | Tick when activity is complete | Parents comment | Signature |
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| | 6 | | | | |

Term: 2 Week number 9 Date..... to..... Month:

| Subject | Number of lessons | Days | Tick when activity is complete | Parents comment | Signature |
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Term: 2 Week number 10 Date..... to..... Month:

| Subject | Number of lessons | Days | Tick when activity is complete | Parents comment | Signature |
|---------|-------------------|------|--------------------------------|-----------------|-----------|
| | 1 | | | | |
| | 2 | | | | |
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| | 6 | | | | |

Term: 2 Week number 11 Date..... to..... Month:

| Subject | Number of lessons | Days | Tick when activity is complete | Parents comment | Signature |
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Term: 2 Week number 12 Date..... to..... Month:

| Subject | Number of lessons | Days | Tick when activity is complete | Parents comment | Signature |
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Term: 2 Week number 13 Date..... to..... Month:

| Subject | Number of lessons | Days | Tick when activity is | Parents comment | Signature |
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