

Apostrophe

1. Localising details:

Subject: English Home Language. Grade: 11

Time: Double lesson = 80 minutes Number of learners: 16

2. Learning intentions of the lesson

Knowledge

Usage of punctuation and words ending with an s.

Skills

The ability to use the apostrophe, recognition of plural words.

Values

Learners will be able to use the apostrophe correctly in everyday usage and in all lessons.

3. Curriculum content topic related to this lesson

Punctuation

4. Lesson theme (a curriculum sub-topic or lesson content theme)

The Apostrophe

5. Methods, teaching support aids and learning materials

Methods or lesson types

The methods used will start with question and answer to gauge learners' abilities and understanding of the work at present.

The next will consist of direct instruction with active learning to ensure that learners are listening to the explanations as well as understanding each explanation.

The lesson will also have more question and answer at the end while going through their independent work (worksheets).

Aids and materials:

White board and apostrophe notes + worksheet

Whiteboard will be used to write examples on, I can use different colours to show them the different rules and uses. This will aid in my question-and-answer sections so that I can gauge learners understanding.

The worksheets will be used to ensure that learners are able to see where they are going wrong and that I will be able to help them on specific errors.

6. Place of the lesson in the curriculum

Review of punctuation due to previous essays showing the need for it.

Lesson to follow will be general punctuation review.

Lesson content:

Plural words needing the apostrophe

When the apostrophe is not need (their)

Using the apostrophe for a contraction

Recognition of apostrophe in sentences

Ability to correctly place and identify the apostrophe

7. Lesson preparation

Explain what you have to prepare to be able to facilitate the lesson.

I need to go and study the apostrophe rules so that I am confident in them

I must set up a rules sheet for the learners to make it easier for them.

I must set up 2 worksheets and a final task for them.

8. Pattern of the lesson

8.1 Actualisation or recall of existing knowledge

Recall questions: What is an apostrophe?

What do we use it for?

When do we use an apostrophe?

8.2 Introduction of the lesson topic

Introduction was done by speaking to them about the usage of the apostrophe.

Questioning students on what they remember about the Apostrophe.

Why it is important and what it is.

8.3 Explanation of new subject matter.

Teacher contribution to lesson

Hand out simple Yes/No worksheet to allow students and the teacher to see what they actually know. Then go through the worksheet with the students asking why and explaining the reasons behind some mistakes. Then handing out the memo and telling students to keep the papers in numbered order as more will be coming. will use the board to explain the Apostrophe Trick. Hand out the notes on the trick for the learners to look at.

Then put examples on the board to teach them.

E.g The ladies husbands... The girl's blue dress.

Whose husbands? Whose blue dress?

Go through the different examples that match the rules to see if they know

Now let's try some examples: is it singular/ plural. Does it need an apostrophe, why?

Examples to use:

The children's toys.

The cats' treats are upstairs

Tom and Jerry's favourite game.

Jack's and Jill's pails.

Now what is a contraction? Give me some examples.

Your vs you're

Its vs It's

A squid, five times its usual size, its going to kill him.

Why do we have commas there?

Is there something wrong with the sentences?

Hand out rules sheet to learners.

Final sentence worksheet to check if they understand.

Are they correct? Yes or no why? Ok fix them for me.

Examples: Your inviting that witch to dinner at youre place right?

Zeuses son decided to chase after the girl

The dog's chased Herculeses ball down the hill.

Hand out final worksheet. (15 mins), go through it together and explain any mistakes using learners.

Active learning by learners during the lesson

Learners practiced focused listening and formulating questions.

8.4 Monitoring the understanding of new subject matter during the lesson.

Throughout the lesson I will ask specific questions on the different rules.

see above

I will use sentences I have prepared in advance and have students explain why they are correct or incorrect (using the rules) and then have them fix it.

8.5 Functionalisation/assessment

Learners were given 2 separate worksheets. One in the beginning to ascertain their understanding and to help them see I themselves and one near the end to see what they have learnt and to help with any problems. Final assessment activity was given to them at the end where they have to search and apply the rules to a published text.

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