

TEMPLATE 4: EFAL LESSON PLAN EXEMPLAR

1. Unit	Term 1 Week 4
2. Lesson Number	Week 4 (Wednesday)
3. Lesson Title	LSC AND WRITING (DRAFTING)
4. Lesson Time	30 mins
5. Policy & Outcomes	Writing which is appropriately scaffolded produces competent learners who will be able to use their skills to develop and present appropriate written texts. Writing process – Teach language structures and drafting
6. COVID-19 Information	How can we reduce the spread of COVID-19? <ul style="list-style-type: none"> • Wearing of cloth masks often and when in public • Washing of hands with soap regularly • Social distancing • Sanitise hands often. • Stay home when one is sick
7. Psychosocial Support	If one of your classmates/friends seem not to keep distance during break times, always remind them of “social distancing.”
8. Language Component	Determiners – (first, next, then, etc.)
9. Content (Concept Development)	<p>LSC MODELLING (I DO)</p> <ol style="list-style-type: none"> 1. Explain that instructions happen in chronological order. That means they happen in order of how and when each step should be completed. 2. Explain that we can use special words called determiners to help our reader keep track of when they must do certain things. 3. List some determiners on the board, like: <i>first, next, second, third, fourth, last</i> 4. Explain that a determiner comes at the beginning of a sentence, like: <ul style="list-style-type: none"> • First, we do Maths • Second, we have break • Next, we do EFAL <p>LSC Ask learners for help (WE DO)</p> <ol style="list-style-type: none"> 1. Call one learner up to the front of the room. 2. Whisper to the learner so no one else can hear: Jump up and down, walk to the door, clap, shout ‘hooray’. 3. Instruct the learner to complete these actions in front of the class. 4. Ask learners: What did this learner do first? <ul style="list-style-type: none"> • Write on the board: First, he jumped up and down. 5. Ask learners: What did this learners do second? <ul style="list-style-type: none"> • Write on the board: Second, he walked to the door. 6. Ask learners: What did he do next? <ul style="list-style-type: none"> • Write on the board: Next, he clapped.

7. Ask learners: What did he do last?
 - Write on the board: Last, he shouted 'hooray'
8. Call on different learners to come up to the board and underline the determiner in each sentence.
 - Make sure learners underline the correct words (first, second, next, last)

LSC Pair work (**YOU DO**)

1. Hand out learner exercise books.
2. Instruct learners to quickly write down three instructions for their partner to complete. They must use determiners so their partner knows the order in which they must complete the instructions.
3. Give learners 3-5 minutes to write down their instructions.
4. Instruct learners to turn and talk with a partner.
5. They must take turns swapping and completing each other's instructions.
6. They must make sure their partner has used a determiner at the beginning of each sentence.
7. Explain that when we write our instructions, we will need to use determiners. They have been included in the writing frame to help assist learners!

TOPIC

Write instructions that tell someone how to get from your house to school.

OR

Write instructions that tell someone how to get from your house to your best friend's house.

PLANS

Before class begins, rewrite your plan on the board:

<u>How to walk from home to school</u>	<u>How to walk from home to school</u>
1. What is the first thing you must do?	1. Walk out the door.
2. What must you do next?	2. Cross the field.
3. What must you do next?	3. Turn left.
4. What must you do after that?	4. Walk for 30 minutes.
5. What should you do to finish this task?	5. When you see the red house, turn right.
6. When will you know you are there?	6. You will see school!

	<p>WRITING FRAME</p> <ol style="list-style-type: none"> 1. Next, tell learners that they must turn each point in their plan into a sentence. 2. They must also arrange the sentences in order of how they must be completed, using the writing frame. 3. Write the following frame on the chalkboard, and explain it to learners: <p>How to...</p> <ol style="list-style-type: none"> 1. First, you must... 2. Second, you must... 3. Next, you must... 4. Then, you must... <p>Last, you will see...</p> <p>DRAFT</p> <ol style="list-style-type: none"> 1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write instructions using the frame. 4. Instruct learners to find their plan from Monday and think about their ideas.
10. Class work Activity	<ol style="list-style-type: none"> 1. Instruct learners to write the date and heading: Instructions: Draft 2. Instruct learners to complete the writing frame using their plans. 3. Tell learners that they can add more steps or details if they have time. 4. As learners write, walk around the classroom, and help learners who are struggling.
11. Homework Activity	Learners must complete the draft.