TEMPLATE 4: EFAL LESSON PLAN EXEMPLAR

1.	Unit	Term 1 Week 3
2.	Lesson Number	Week 3 (Monday)
3.	Lesson Title	Reading and Viewing
4.	Lesson Time	30 mins
5.	Policy & Outcomes	Reading and Viewing skills are central to successful learning across the curriculum. Teach Pre-read -Prediction
6.	COVID-19 Information	Symptoms of Coronavirus (COVID-19) List the symptoms: Fever, cough, shortness of breath, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhoea
7.	Psychosocial Support	When a classmate/friend is not feeling well during the school day, inform your teacher.
8.	Language Component	Determiners
9.	Content (Concept Development)	**INTRODUCE THE THEME** **PICTURES:** 1. Hand out DBE Workbook 1 to learners. 2. Instruct learners to open to: **page 56.** 3. Instruct learners to look at the pictures on the page. **INTRODUCE THE THEME** 1. Ask learners: What kind of text do you think we will read this week? 2. Listen to learner responses. This will help you understand what learners already know. 3. Explain that we will read a procedural text. 4. Ask learners: What clues do you have that this is a procedural text? 5. Explain that we can see numbers. This is a clue that we will be reading a procedural text. 6. Ask learners: What will the topic of this text be? How do you know? 7. Explain that we can see the illustrations, showing a family. We a suitcase and a taxi, and the children in the taxi waving. Explain that our theme this week**: Taking a trip**. **PRE-READING ACTIVITY** 1. Ask a learner to read the title: **Going visiting** 2. Explain the meaning of the title, e.g. *A visit is when we go somewhere to seesomeone. The title means that someone is going on a visit.*

	3. Instruct the learners to skim the text. Instruct them to underline any words they might think are important to telling us what the text is about.
	
	4. Give learners 1 minute to scan the text. Remind learners they must try to look atthe whole text quickly in this amount of time.
	
	5. Ask learners: Which words did you underline? Why?
	
	6. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
	
	7. Instruct learners to think about the pictures, title and the words listed on the board.
	
	8. Ask learners predictive questions:
	  a. What do you think we will learn from this text?
	  b. Why? (What evidence do you have?)
	  c. What do you think the text will tell us first?
	  d. What do you think the text will tell us next?
	  e. Do you think this text is fiction or nonfiction? Why?

10. Class work Activity	Ask learners to write down five words from the ones they underlined in their books and write meanings of the words.
11. Homework Activity	Learners complete class work at home.