

TEMPLATE 4: EFAL LESSON PLAN EXEMPLAR

1. Unit	Term 1 Week 3
2. Lesson Number	Week 3 (Friday)
3. Lesson Title	Writing and Presenting
4. Lesson Time	30 mins
5. Policy & Outcomes	<p>Writing allows learners to construct and express their thoughts coherently and build their creativity.</p> <p>Focus on writing process -Teach the genre</p>
6. COVID-19 Information	<p>How the coronavirus (COVID-19) spreads:</p> <ul style="list-style-type: none"> • when you get in contact with an infected person • when you spend a long time with an infected person where there is poor ventilation. • When you touch infected objects and surfaces and then you touch your nose, mouth, and eyes.
7. Psychosocial Support	<p>If one of your friends is infected, give them emotional support -call him/her, send SMS/WhatsApp to check on them.</p>
8. Language Component	<p>Determiners -Connecting words (sequencing)</p>
9. Content (Concept Development)	<p>TEXT TYPE: PROCEDURAL (INSTRUCTIONS)</p> <p>PURPOSE: To describe or instruct how something is done through a series of sequenced steps</p> <p>TEXT STRUCTURE</p> <ol style="list-style-type: none"> 1. Goal: a statement of what is to be achieved, e.g. <i>How to make a cover for a portfolio</i> 2. Materials/equipment needed listed in order, e.g. <i>Large sheet of art paper, paints, etc.</i> 3. Sequenced steps to achieve the goal, e.g. <i>First, paint a blue background on the paper.</i> 4. May have accompanying visual text, e.g. <i>storyboard, diagrams, etc.</i> <p>INTRODUCE THE GENRE</p> <ol style="list-style-type: none"> 1. Explain that this cycle, learners will write instructions. 2. Explain that instructions use numbers, just like the procedural text we read this week: Going visiting. 3. Explain that when we write instructions, we use numbered steps (like a list). 4. Explain that instructions are written that are for a specific purpose: to tell someone what they must do. 5. Explain that in descriptive writing, we must: <ol style="list-style-type: none"> a. Use numbers and steps. b. Write in order of how things must be done. c. Use determiners, like: first, second, then, last, etc.

	<p>d. Make the writing clear and easy to understand</p> <p>READ THE SAMPLE TEXT</p> <p>How to go on a bus trip:</p> <ol style="list-style-type: none"> 1. <i>First, you must check the bus schedule and prices.</i> 2. <i>Next, you must choose the bus trip you want to take.</i> 3. <i>Then, you must buy your bus ticket.</i> 4. <i>After that, you must pack your suitcase with everything that you need.</i> 5. <i>Then, you must wake up early and get to the bus stop on time.</i> 6. <i>Next, you must catch the bus.</i> <p><i>Lastly, when you arrive, you must tell your parents that you are safe.</i></p> <p>DISCUSS</p> <ol style="list-style-type: none"> 1. What does this text teach us about? 2. What words do you notice at the beginning of each sentence? 3. How do we know this is a set of instructions? 4. What did you learn from this text that you didn't know before?
<p>10. Class work Activity</p>	<p>Tell learners to open their exercise books, and write down the following heading and notes:</p> <p><u>Instructions</u></p> <ol style="list-style-type: none"> 1. I write in order of how things must be done. 2. I use numbers (like a list). 3. I write like I am telling someone what to do. <p>I use words like: first, second, next, then, etc.</p>
<p>11. Homework Activity</p>	<p>Read the procedural text from the textbook</p>