

TEMPLATE 6: EFAL LESSON PLAN TRANSACTIONAL EXEMPLAR

1. Unit	Term 1 Week 4
2. Lesson Number	Mon, Wed, Fri
3. Lesson Title	Writing
4. Lesson Time	60 minutes
5. Policy & Outcomes	Learners to be taught the genre. Text must have address, date and salutation (greeting) ; message, closing signature -80 to 100 words
6. COVID-19 Information	<p>What are the serious symptoms :</p> <ul style="list-style-type: none"> • Difficulty breathing or shortness of breath • Chest pain or pressure • Loss of speech or movement
7. Psychosocial Support	When exhibiting serious symptoms seek attention if you have serious symptoms
8. Language Component	Conjunctions, verbs and diction
9. Content (Concept Development)	<p>Tell learners that first you will MODEL for them how to write a personal letter. After that, they will write their own letter. Say:</p> <ol style="list-style-type: none"> a. Today I will write a letter to my cousin, to congratulate him on getting married. b. I must remember that WRITERS WRITE WHAT THEY KNOW and WRITERS THINK BEFORE THEY WRITE. c. I must also remember that WRITERS ZOOM INTO SMALLER MOMENTS so I must keep to one topic throughout the letter. d. First, I must plan my letter. I will use a mind map for my planning e. Have a mind map drawn on the chalkboard <p>Plan your letter using the mind map as follows:</p> <ol style="list-style-type: none"> i. In the address, date and greeting bubble, write '16 Alexander Road, Diepkloof, 4420, 23 June 2016, Dear Mandla'. ii. In the introduction bubble, write 'heard the good news – you and Sindi getting married'. iii. In the body bubble, write 'looking forward to wedding in Sept, wonderful to get together as a family, great celebration' iv. In the closing and signature bubble, write 'see you soon, kind regards, Simeon' <p>Tell learners that they will use this mind map as their planning strategy for the letter they are going to write, just as you used a mind map to plan your letter.</p> <ol style="list-style-type: none"> 1. Tell learners that their letter can be to any member of their family.

	<p>2. Remind learners that WRITERS THINK BEFORE THEY WRITE. They will need to spend a few minutes thinking about what the content of their letter will be before they can start planning.</p> <p>3. Ask learners the following prompting questions to help them think of the content for their letters:</p> <p>4. Would you like to write to your Aunty about your cousin’s achievements?</p> <p>5. Would you like to write to your brother about his progress at school?</p> <p>6. Would you like to write to your father about when you are going to visit him?</p> <p>7. Is there anybody else in your family who you would like to write to?</p> <p>8. Also remind learners that WRITERS WRITE WHAT THEY KNOW. They should therefore try to think of a real situation to write about.</p> <p>9. Explain to learners that they will need to fill in information in each bubble of their mind map</p> <p>Show learners the frame you have on the chalkboard for how to set out a letter.</p> <p>2. Go through the frame with the learners. Remind them that a personal letter is always laid out in this way.</p> <p>3. Tell learners to use the frame to write the first draft of their letters. They must use the ideas they came up with in their mind maps to help them.</p> <p>Tell learners that WRITERS THINK OF THEIR AUDIENCE. For a personal letter, it is acceptable to use informal language. However, because this work is for formal assessment, learners must still make sure their spelling and grammar is correct.</p>
<p>10. Classwork Activity</p>	<p><u>LEARNER ACTIVITY</u></p> <p>1. Learners copy the mind map from the chalkboard and fill in all the bubbles.</p> <p>2. Learners do not need to use full sentences in their mind maps. During the planning stage it is acceptable to use key words or phrases.</p>
<p>11. Homework Activity</p>	<p>Learners use the frame on the chalkboard and their completed mind maps to help them write a first draft of the letter.</p>