

CYCLE 1

Week 1 & 2

“Ultimately, the greatest lesson that COVID-19 can teach humanity is that we are all in this together”

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	Page
Clever English	Beware Bullies	The personality potion	6
English Today	Tell your story	Story telling in Africa	13
Interactive English	Celebrate me	Fables	7&8
Oxford Success English	Our stories	“Homecoming” Short story	18
Platinum	Stories Everyday	Animal Tales from Africa	6
Spot On	I see you	Extract from the book. “Shirley, Goodness and Mercy”	4
Top Class	Gather Around the fire	San Folk Tale: “The day man met fire”	5,6,7
Via Afrika English	Meet and Greet	Short Story: “Unexpected meeting”	11

GRADE 7 READING AND VIEWING SHORT STORIES EFAL LESSON PLAN EXEMPLAR

1. Unit	Unit 1
2. Lesson Number	Cycle 1-Writing
3. Lesson Title	Write a narrative/ Descriptive Essay
4. Lesson Time	60minutes
5. Policy & Outcomes	Learners will be able to narrate series of events in some meaningful order
6. COVID-19 Information	Full list of symptoms are; 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 , chest pains
7. Psychosocial Support	Learners put emotions on display and may appear isolated from peers, exhibit feelings of helplessness , anxiety , insecurity , fear and

	frequently absent from school. It is important that teachers know the early signs, this recognition helps teachers to avoid impulsive reactions to learners.
8. Language Component	<ol style="list-style-type: none"> 1. Essay format <ul style="list-style-type: none"> • Introduction • Body • Conclusion 2. Images of sight, sound, smell, touch and sight 3. Punctuation 4. Past tense
9. Content (Concept Development)	<p>INTRODUCE THE TEXT</p> <p>1. Tell the learners:</p> <ol style="list-style-type: none"> a. Today we are going to write a narrative essay. This will be a story written about something that has happened to you. b. We will write in the past tense. c. When we write longer stories, we divide the writing into shorter paragraphs. The essay will have four paragraphs – an introduction which (will set the scene), two paragraphs as the body (which will tell us what happened) and a conclusion (which will tell us how it ended). d. Each paragraph must have a topic sentence with supporting ideas. e. We must join shorter sentences using conjunctions. This gives the writing cohesion. f. When we write a narrative essay, we need to choose our words very carefully. We want the reader (or the person listening to your story) to be almost able to see the story in their head. <p>2. Ask learners to show you if they understand what you have said by showing a THUMBS UP/ THUMBS DOWN. If many learners give you a thumbs down, explain the instructions again.</p> <p>3. Tell the learners you are now going to read them a piece of narrative text. Tell them you will read it twice. Tell the learners to close their eyes and to try and imagine the story in their minds.</p>

4. Read the COVID -19 story to the learners, twice.

TEACHER INPUT

Say:

- a. Today I am going to show you how to write a story about an event that happened to me. I must write about my own life because WRITERS WRITE WHAT THEY KNOW.
- b. I must write about one thing because WRITERS ZOOM INTO SMALLER MOMENTS.
- c. I should include how I felt to make my writing more interesting.
- d. Let me think about what I want to write because WRITERS THINK BEFORE THEY WRITE.
- e. I must use my own ideas because writing is about putting my ideas into words.
- f. I will write about when my sister nearly drowned.
- g. First, I must plan my story. I will use a mind map to plan.

PLANNING

OUTCOMES: The learners will complete a plan for writing a narrative essay. The learners will use a mind map as their planning strategy.

TEACHER INPUT

1. Remind learners that WRITERS PLAN BEFORE THEY WRITE.
2. Tell learners that now they are going to plan their own stories.
3. Tell learners to close their eyes and think of something that happened to them, because WRITERS THINK BEFORE THEY WRITE.
4. Remind learners to choose something that really happened to them because WRITERS WRITE WHAT THEY KNOW.

DRAFTING

TEACHER INPUT

1. Tell learners to start working on the first draft of their narrative essays, just as you did with your essay.
2. They must use the key words in their mind maps to write their stories.
3. Remind learners that WRITERS USE RESOURCES TO WRITE WORDS.
4. Remind learners to use conjunctions (joining words) to make sure their stories flow smoothly.
5. Write the following on the chalkboard:

	<p>EDITING AND REVISING</p> <p>TEACHER INPUT Tell learners that they will self-edit their stories because WRITERS SELF-EDIT. Tell learners that to 'edit' means to check for and correct any mistakes in their work. Write this checklist onto the chalkboard.</p> <p>LEARNER ACTIVITY Learners to read over the checklist and make any corrections that need to be made on the draft copy of their narrative essay.</p> <p>WRITING & PRESENTING</p> <p>OUTCOMES: The learners will write a neat and final draft of their narrative essays. The learners will read their essays to the group. The learners will hand in their work for formal assessment.</p> <p>TEACHER INPUT 1.Tell learners to neatly re-write a final copy of their essays, using the edited draft. 2.Thank the class for all their efforts in developing their writing skills. 3.Ask learners to hand in their final drafts, once they have read them with their peers.</p>
<p>10. Classwork Activity</p>	<p>1.Learners neatly rewrite their essays. 2.Learners read their essays to the class.</p>
<p>11. Homework Activity</p>	<p>Learners to complete work at home.</p>