

# Standard Lesson Plan - LP2A (Community Studies)



Only appropriate for students who are following the same programme.

<b>Course Title:</b> Skills for Life - Literacy			<b>Room:</b> Mocha	<b>Level:</b> E1-L2	<b>Year Grp:</b> 1
<b>Tutor Name:</b> Jodie Travis			<b>Day:</b> Monday	<b>Date:</b> 15/05/06	<b>Time:</b> 930-1130
			<b>Male</b>	<b>Female</b>	<b>Learner Type (delete as appropriate):</b> 16 - 18 <b>19+ or Work Based Learning *</b>
Total no students - 13					
<b>No. in attendance:</b>					

<b>Aim:</b> To use skills gained in previous sessions to write in a particular genre
<b>Objectives;</b> By the end of the lesson the students will: Use their skills to discuss, plan, draft and write their own story in the style of a particular genre showing an awareness of purpose and audience.
<b>Set the lesson in context (e.g. this is the 3<sup>rd</sup> week of this topic/unit):</b> This is the 1 <sup>st</sup> week after some of the students took part in the L1 and 2 tests
<b>Curriculum references:</b> Recognise purposes of text Rt/E3.2 Recognise how different text features alter meaning Rt/L1.2 Use format and structure for different purposes Wt/L1.5 Plan and draft writing - Wt/E3.1, L1.1, L2.1

NOTES:- In your planning and review of the session have you considered:

Comments: (You must give brief comments regarding your evaluation of Essential Skills, Health & Safety, Equal Opportunities, IT and Student Support)

Essential Skills Development and Assessment opportunities (for 16-19 & Mod App's)?	Entirely contextualised around literacy
Health & Safety before, during and after sessions?	Room checked before session
Equal Opportunities?	Yes, educational support to work with students individually when required
Did you use Information Technology?	Preparation of materials

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<u>Time</u>	<u>Teacher activity</u>	<u>Student activity</u>	<u>Assessment</u>	<u>Resources</u>
930	Greet the class Inform about test papers.	Listening		
940	explain session objectives	listening		
945	Recap the purposes of text - writing suggestions on the board	Remembering, discussing and answering questions	Open and directed questioning, making sure to ask students who are quieter or who seem unsure to assess understanding	Board and pens
950	Explain task 1 - <b>Will you be Hired or Fired?</b> (Based on 'The Apprentice' TV show) You are advertising executives selling Mocha Parade (or another shopping parade etc., of the students' choice) to tourists visiting Manchester/Salford (or students' local area) You must come up with an advertisement. (Note: Mocha Parade is a shopping centre in Broughton, Salford.)	Listening Thinking of ideas Discussing ideas Using knowledge of purpose of text and audience to inform the planning of their adverts	Working the group Asking questions directly to students	Paper, pens, images, scissors, glue <b>Will you be hired or fired?</b> task handout (see page 4) and suitable pictures for advertisement (see page 5).
1020	Ask the students to feed back to the rest of the group and explain their choices for their adverts	Presenting ideas to the group	Questioning	
1030	Break	Break		
1045	Explain second task to the students - planning and organising a short newspaper article on Mocha Parade/Salford (or similar) Assist students in completing task	Listening Completing task - planning and writing a short article on Salford/Mocha Parade (or similar in local area)	Questioning, completion of task	Paper, task worksheet - graphic organiser activity available at <a href="http://skillsworkshop.org/text/e3112organiser.pdf">http://skillsworkshop.org/text/e3112organiser.pdf</a>
1110 1120	Ask students to share their articles with the class Updating the ILP	Reading out articles Updating the ILP	Completion of task	
<b>Differentiation:</b> Practice test available to students, in the second half of the session, for those who wish to revise for the test (students A, B, M) E3 assignments to be started by E, H, I Student E to work with student J during tasks as this is good support for student E with her spelling Student D to work with support on all tasks. Seems to work well with student C.				
<b>Evaluation:</b> Concentrate on questioning technique and differentiation				

**Notes from the contributor** I did this lesson with a group where some members had just completed the Level 1 test and had a few weeks until end of term. We had previously tackled some of the activities on the skillsworkshop site to do with purpose of text and this was a nice way to finish the topic. Task 1 is based loosely on 'The Apprentice' TV show. Task 2 uses the 'Graphic Organiser' activity (submitted to the web site by Maureen Prowse) for planning an article. The rest is my own invention! Hope this is of use to someone. *Jodie*

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Student Name	Work Set	Work Done
Student A	Take part in discussions, answer questions to check understanding. To contribute to the writing of a shared persuasive text. To use knowledge gained to write own text in style of a newspaper article	
Student B	Take part in discussions, answer questions to check understanding. To contribute to the writing of a shared persuasive text. To use knowledge gained to write own text in style of a newspaper article. Possibly revise for test	
Student C	Take part in discussions, answer questions to check understanding. To contribute to the writing of a shared persuasive text. To use knowledge gained to write own text in style of a newspaper article. Work with student D.	
Student D	Take part in discussions, answer questions to check understanding. To contribute to the writing of a shared persuasive text. To use knowledge gained to write own text in style of a newspaper article (with support) Concentrate on short simple sentences and planning stage of writing. List any difficult words.	
Student E	Take part in discussions, answer questions to check understanding. To contribute to the writing of a shared persuasive text. List any difficult words. Start E3 assignment.	
Student F	Take part in discussions, answer questions to check understanding. To contribute to the writing of a shared persuasive text. To use knowledge gained to write own text in style of a newspaper article.	
Student G	Take part in discussions, answer questions to check understanding. To contribute to the writing of a shared persuasive text. To use knowledge gained to write own text in style of a newspaper article.	
Student H	Start E3 assignment. Take part in discussions, answer questions to check understanding. To contribute to the writing of a shared persuasive text.	
Student I	Start E3 assignment. Take part in discussions, answer questions to check understanding. To contribute to the writing of a shared persuasive text.	
Student J	Take part in discussions, answer questions to check understanding. To contribute to the writing of a shared persuasive text. To use knowledge gained to write own text in style of a newspaper article. Work with student E.	
Student K	Take part in discussions, answer questions to check understanding. To contribute to the writing of a shared persuasive text. To use knowledge gained to write own text in style of a newspaper article.	
Student L	Take part in discussions, answer questions to check understanding. To contribute to the writing of a shared persuasive text. To use knowledge gained to write own text in style of a newspaper article.	
Student M	Take part in discussions, answer questions to check understanding. To contribute to the writing of a shared persuasive text. To use knowledge gained to write own text in style of a newspaper article. Possibly revise for test.	

# Will you be hired or fired?



## Task

- Choose a name for your team.
- Elect a team leader.
- Plan an advert for a billboard, newspaper or flyer for \_\_\_\_\_ (*insert name of shopping parade or similar*)
- Your advert will be aimed at tourists visiting the \_\_\_\_\_ (*insert area, e.g. the northwest*)

## The rules

- You should discuss your ideas with your team.
- Your advert must have a slogan.
- It must contain an image appropriate for the product you are selling.
- It must be suitable for your audience.
- It must be *persuasive*.

