

Teacher	Adrian Worsfold				
Date	17 March 2004				
Time	9-10 (one lesson); 11-3 (four lessons)				
Place and room	Wilberforce: 102, 214, 208B, 113, 208B				
Groups	GNVQ L&TA, mixed, AVCE mix, GNVQ Business, AVCE mix				
Subject and topic	Key skills Communication (English literacy)				
Resources (see Means)	OHTs printed; handouts; markers; exam papers (level 3)				
Aim of Lesson	Developing skills of literacy and communication				
Objectives (to go on board) This lesson I learn/t about:	<ul style="list-style-type: none"> <li>Construct sentences with better regard to English spelling and grammar</li> <li>Carry out multiple choice or prose level comprehension</li> <li>Also reminder of portfolio purpose</li> </ul>				
This document: <a href="http://www.change.freeuk.com/learning/howteach/lessonksobs.pdf">http://www.change.freeuk.com/learning/howteach/lessonksobs.pdf</a>					
Means with differentiation:  <a href="http://www.change.freeuk.com/learning/advskills/listenwrite.html">http://www.change.freeuk.com/learning/advskills/listenwrite.html</a> (basic) <a href="http://www.change.freeuk.com/learning/advskills/badsentences.html">http://www.change.freeuk.com/learning/advskills/badsentences.html</a> (high) <a href="http://www.change.freeuk.com/learning/advskills/tumblers.html">http://www.change.freeuk.com/learning/advskills/tumblers.html</a> <a href="http://www.change.freeuk.com/learning/advskills/numbering.html">http://www.change.freeuk.com/learning/advskills/numbering.html</a> <a href="http://www.worsfold98.freereserve.co.uk/learning/history/number.html">http://www.worsfold98.freereserve.co.uk/learning/history/number.html</a>	<ul style="list-style-type: none"> <li>English grammar surveyed (high level/ more basic level) directed teaching: choice depends on critical mass of group</li> <li>Level 1 &amp; 2: English comprehension using multiple choice "Tumblers" with all class directed teaching/ Level 3: Choice of continuing Level 3 paper or Number History long paper and prose questions own work</li> </ul>				
Timing	Point (Objective)	Task (Level 1 or 2)	Differentiate (Level 3)	Assessment method	Resources
20 minutes (Extended starter)	English grammar and spelling <b>Register</b>	Basic level: write 16 sentences after listening	Higher level: comment and correct sentences 26 to 40	Going through it afterwards or concurrently	Read out sheet or (higher) OHT and Wipeboard to answer
15 minutes	Test based practice involving skills of English comprehension	Multiple choice class directed and answered comprehension unless no Level 2 in room	At Level 3 choice of long single text source and questions or multi-source test paper	Checking answers in progress including ability to answer	Level 2 OHT printed from .html file <i>Tumblers</i> ; handout printed from .html files, or exam paper
5 minutes	Reminder regarding portfolios	Listen/ hand in	Listen/ hand in		Folders already handed out plus more
5 Minutes	Summary and difficulties	Question and answer	Can say more?	Feedback	Wipeboard as relevant

## Notes

Second section: Students only “working towards” doing Level 3 who may still do Level 2 or who have decided Level 3 from previous practice that Level 3 is too difficult may do Level 1/ 2 work in class. It means Level 3 people work themselves while Level 2 is done aloud lecturer with students. Timings are flexible based on considered learning value, whether to extend or constrain first task.

## Evaluation