

LESSON PLAN

'Writing a Postcard'

Class profile:

Number of Ls: 15

5th Grade of State Primary School

Level: A1-A2

Time: ~90-95 min / two teaching sessions

Technical Equipment:

Five computers connected in a LAN (Pentium III processors at 850 MHz., Windows '98 operating system), an ink jet printer (Hewlett Packard, HP Deskjet 710C)

Materials:

- Postcards from different places
- Photocopies of the texts of postcards
- Worksheets

Aim: To engage Ls in a contextualized writing activity using WP and process-oriented tasks in order to produce a postcard.

- Objectives:**
1. To develop Ls' writing skills
 2. To encourage Ls' personal expression
 3. To help Ls become independent writers
 4. To stimulate Ls' thinking
 5. To achieve skills integration
 6. To enhance Ls' collaborative writing
 7. To revise vocabulary on holidays
 8. To practise postcard writing (layout and signing off)
 9. To practise peer editing
 10. To practise Ls' WP skills

Assumed Knowledge: Ls are already familiar with 1. short forms of the verb 'to be' in informal writing, 2. present continuous for activities that are happening now or around this time, 3. the simple past of regular and irregular verbs, 3. description of places using 'there is/' 'there are', 4. adjectives used to describe places, such as lovely, fantastic, great, 5. vocabulary about the weather, 6. vocabulary about holidays, 7. saving and retrieving files, 8. keyboard and typing on a word-processor, 9. printing, 10. London (e.g. attractions, weather, people, etc).

Class Organization: Ls in groups of three sit in front of the five computers in the school computer lab.

Procedure	Objectives	Time
A) Pre-writing stage:		
<p>Step 1: The teacher sets the context of the writing activity by showing a postcard that she received from a friend during her Christmas holidays and elicits orally on what occasions people usually write and send postcards by making a list on the board based on brainstorming as a whole class.</p>	<ul style="list-style-type: none"> - To set the context - To activate world knowledge - To initiate Ls' brainstorming - To create expectations 	5 min
<p>Step 2: Ls form five groups of three persons each. The teacher sticks five pictures derived from postcards on the board and provides each group with a photocopy of one of the texts of the postcards (5 groups → 5 texts). Then a representative of each group reads aloud the text of their own group for the other groups to listen in order to match the text with the right picture of the postcard. A game-like listening activity by which the group with the most points is the winner.</p>	<ul style="list-style-type: none"> - To integrate reading with listening - To activate Ls' participation - To practice listening comprehension - To practice Ls' guessing & thinking skills 	5 min
<p>Step 3: Ls to work in their groups in order to skim through the texts of the postcards and note down words or phrases they don't understand.</p>	<ul style="list-style-type: none"> - To practice reading skills - To encourage collaboration 	5 min
<p>Step 4: The teacher gives the groups a list of topics and asks them to tick the ones which are mentioned in the texts of the postcards. Feedback follows as a whole class.</p>	<ul style="list-style-type: none"> - To encourage collaboration - To practice reading comprehension 	5 min

Step 5: Groups are asked to number the topics in the order they are mentioned in the texts of the postcards. Then check the answers as a whole class.

- To encourage collaboration
- To practice reading comprehension
- To trigger a whole class discussion

5 min

Step 6: The teacher asks groups to notice and underline the different ways people sign off in postcards (e.g. *Yours/ Love/ Best wishes/ etc, +your first name*). Then they report back to the whole class.

- To encourage collaboration
- To practice reading comprehension

5 min

Step 7: The teacher makes a layout of a postcard on the board and asks Ls to help to insert date, salutation, address in the correct places.

- To focus on the postcard layout

5 min

Step 8: Each group of Ls opens a file ('Postcards') on the desktop of their computers and find a document under the name 'Model Postcard'. All the groups open the same file and read the same postcard in order to answer comprehension questions from the relevant worksheet. At this point, the teacher reminds how to open files.

- To practice reading comprehension
- To encourage group collaboration
- To use computers in action

10 min

B) While-writing stage:

B1. Planning:

Step 9: Ls working in their groups are asked to imagine that they are on holiday in London and at the moment they want to write a postcard to a friend. In their groups are invited to brainstorm on topics related to their London holidays (as

- To write for a purpose
- To generate ideas
- To stimulate Ls to think & write
- To activate Ls' personal thinking
- To activate Ls' previous knowledge

5 min

discussed in the pre-writing stage with the sample postcards) and make notes on a piece of paper by filling in the topic 'cloud' of the relevant brainstorming sheet. Ls are familiar with information related to the capital of England from previous lessons (e.g. *weather, people, attractions*, etc). So they will be motivated further & their previous knowledge will be activated.

Step 10: Ls are asked to consider the purpose, the audience and format of the text of their postcard.

To this end, Ls are asked questions such as *What is the purpose of writing this text / Who is my reader? / What's the suitable format?* in order to think about and then discuss as a whole class.

- To enhance interaction with the reader
- To trigger class discussion

2 min

Step 11: Each group decides what information they will choose to write in their postcards (e.g. *weather, accommodation, people*, etc) and develop an initial plan for drafting their postcard. To this end, Ls are given a planning sheet to organize the information they have generated following a paragraph plan suitable for postcards.

- To help Ls organize their information
- To activate Ls' cognitive & critical thinking
- To make Ls independent/autonomous writers
- To encourage collaborative/group writing

10 min

B2. Drafting:

Step 12: Ls are asked to structure and sort out the above information about their holidays in London in their groups to produce a first rough

draft using the word-processor. To do so, they open a blank document under the name 'First Draft' following teacher's instructions.

- To produce a rough draft
- To focus on content & coherence
- To encourage Ls' self-expression
- To motivate through WP

10 min

Step 13: Ls print and exchange their first draft with another group to evaluate their peers' draft and make suggestions based on specific evaluation points.

- To encourage peer feedback
- To revise the first draft

5 min

Step 14: Each group of Ls writes their final draft with the word-processor focusing on cohesion, spelling, punctuation grammar and vocabulary by conferencing with peers and the teacher. To do so, they open a document under the name 'Final Draft', type the text of their postcard and save it following the teacher's instructions.

- To integrate writing with reading
- To produce a final draft
- To focus on language & cohesion
- To reflect upon their writing

5 min

C) Post-writing stage:

Step 15: Ls are asked to fill in a final self-editing checklist in their groups.

Step 16: Then Ls are invited to color the background and/or the font of their postcard, select the size and/or the type/style of font, etc.

- To encourage self-evaluation/feedback

3 min

Step 17: Each group of Ls prints their postcard and read it to the whole class. They can also make comparisons and comments to vote the best postcard.

- To practice WP functions

5 min

- To share their article with the class
- To integrate writing with speaking & listening

5 min