

## Writing a text message

**Topic:** Text messages / writing / days of the week / punctuation

**Level:** SfL Entry 1 / SQA Access 2 / CEFR A1

**Time:** 2 hours

### Aims

- To develop learners' ability to write a short text message
- To use can and can't
- To practise spelling days of the week
- To show understanding of when to use capital letters and full stops.

### Introduction

This lesson helps learners to write a simple text message. Ravinder receives a text message about starting an English course and needs to write a reply. Learners will practise using related grammar (can and can't), spelling (days of the week) and punctuation (capital letters and full stops) to enable them to write a short text message. At the end of the lesson, learners will demonstrate their skills by writing a reply to a similar text message.

You will need:

- Access to an Interactive Whiteboard, a data projector with a keyboard and mouse, or individual computers
- **Worksheet 1:** one per learner
- **Worksheet 2:** one per pair of learners
- **Worksheet 3:** one per learners
- **Worksheet 4:** cut out one message per learner (it contains eight messages)
- **Worksheet 5:** cut out one message per learner (it contains three messages)
- **Worksheet 6:** one per learner
- Highlighter pens
- Optional: a few pairs of scissors and glue sticks for **Worksheet 2** (or cut them up before the lesson)

### Procedure

#### Warmer – Text messages (5 mins)

- Find out how many learners have a mobile phone
- Tell learners to take out their mobiles and check they are on silent mode or switched off (according to class rules)
- Ask learners, 'Do you send text messages?', 'Who do you send them to?', and finally, 'Do you send texts in English?'
- Show **slide 1** and tell learners that this lesson is about writing a text message
- Present the information on **slide 1** and draw attention to Ravinder as our character
- If your group has used the reading module, they will be familiar with Ravinder and his text from college
- Show the aims on **slide 2**.

**Task 1 – Can and can't (15 mins)**

- Display **slide 4** and elicit what learners can see (e.g. a green light; a red light; traffic lights)
- Ask learners what the colours mean
- Show the question on **slide 4** and then **slide 5**
- Check understanding by asking, 'Can I drive when I see a green light?' 'Can I drive when I see a red light?'
- Show the statement on **slide 6** and use the lights to review learners' comprehension
- Display **slide 7** and hand out **Worksheet 1**
- Tell learners to read the text message and diary page and then answer the multiple choice question
- Ask learners to highlight where they find the answer in the text and the diary (use highlighter pens if available).

**Differentiation**

- Pair weaker readers with stronger readers for the activity on **Worksheet 1**.

**Task 2 – Spelling the days of the week (20 mins)**

- Ask learners, 'What day is it today?' 'What day is it tomorrow?'
- Go round the room asking students to say a day of the week each - in order
- Repeat until you feel learners can remember the days and pronounce them well
- Hand out **Worksheet 2**
- Tell learners to cut out the boxes and then match the boxes to make days of the week
- If you have scissors and glue, learners can stick their boxes onto a sheet of paper
- Ask for a volunteer to match the boxes on the whiteboard on **slide 8**
- Give out **Worksheet 3** and tell learners to look at **Task 1**
- Ask learners to write the correct letters in the gaps
- Invite a few learners to come to the board to fill in the gaps (**slide 9**)
- Using the answers from **slide 9**, tell learners to swap worksheets and to tick or cross the spellings
- If some words were spelt incorrectly, ask learners to try again in the second column
- Move on to **Task 2** and tell learners to fold the sheet on the line
- Without looking at **Task 1**, tell learners to write the days using the first letter as a prompt
- Select a range of learners to come to the board to write the days (**slide 10**)
- Check the answers and encourage learners to tick or cross their spellings again.

**Differentiation**

- During **Worksheet 2**, refer learners to the diary on **Worksheet 1** for examples of correct spellings of days of the week
- Give weaker spellers opportunity to practise their spelling by using the second and third try columns on **Worksheet 3**
- Ask early finishers to turn over their sheet and write the days from memory
- Select confident spellers to come to the board when checking the answers.

**Task 3 – Using capital letters (20 mins)**

- Write a lower-case and upper-case letter on the board (for example, ‘w’ and ‘W’)
- Ask learners which of the two letters is a capital letter
- Show **slide 11** and ask which word is correct
- Repeat with **slide 12**
- Invite learners to look at Ravinder’s text again (on **Worksheet 1**) and count the capital letters
- Tell learners to highlight or mark the capital letters within the text message
- Use **slide 13** to check
- Show **slide 14** and focus on the question in the bubble (‘why do we need to use capital letters?’)
- After eliciting answers from the group, show the spider diagram on **slide 15**
- Use the examples and ask learners to select the correct way of writing each example
- Show **slide 16** and tell learners to match the example with the reason
- Show **slide 17** and ask why we write ESOL with capital letters
- Elicit the meaning of ESOL and let learners check by selecting their choice.

**Extension**

- As a light-hearted extension, ask learners to make their own acronym for ESOL.

**Task 4 – Using full stops (10 mins)**

- Direct attention to Ravinder’s reply on **slide 18**
- Ask how many full stops there are
- Elicit why we need to use full stops, then display **slide 19**
- Use the ‘STOP’ sign to illustrate what a full stop does
- Model how to read the text message with and without pausing to help learners notice the importance of full stops
- Show **slide 20** and give out one message from **Worksheet 4** to each learner
- Tell learners to put three full stops into their message.

**Task 5 – Consolidation (20 mins)**

- Show **slide 21** about how to start and end the text
- Put learners in pairs and ask them to put the three sentences in order
- Select a learner to matching the sentences on the board
- Use **slide 22** and **23** to check learners’ understanding of when to use capital letters and full stops
- On **slide 23** learners must choose the correct word and the correct way to write it – lower- or upper-case.

**Differentiation**

- Stretch stronger learners by asking them to explain their choices
- Allow weaker learners to look at **Worksheet 4** for support.

**Task 6 – Writing a text (20 mins)**

- Tell learners that they have a new text message
- Show **slide 25** and read the text message with the class
- Use the multiple choice question on **slide 25** to check understanding
- Hand out **Worksheet 6** and display **slide 26**
- Tell learners to write a text using the words in the box
- Ask learners to swap their writing with a partner
- Show the checklist (on **slide 27** and **Worksheet 6**) and tell learners to check their partner's text using the questions in the checklist.

**Differentiation**

- You could invite a good reader to read the text on **slide 25**
- Allow weaker learners to look at **Worksheet 4** for support
- Monitor learners while they write their text

**Extension**

- You could use 'iWall', a software tool which allows learners to text their message to the computer for you to display on the Interactive Whiteboard.

**Task 7 – Self-evaluation (10 mins)**

- Show the self-evaluation slide (**slide 28**) and ask students to reflect on their progress in the class and to write in their learning records.

**Extension / Homework**

- Encourage students to work through the online module individually if they have access to a computer. This could be done in class or as homework.