***Write It!* Paragraph to Essay 1**

**Sample Daily Lesson Plan**

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| **￭ Unit / Lesson**  | Unit 2. A Famous Place / Lesson 1 & 2 |
| **￭ Writing Type** | Descriptive paragraph |
| **￭ Goal** | Describing a place |
| **￭ Writing Task** | To describe a famous place in your hometown |
| **￭ Key Structure** | * *see*/*hear* + O + V-*ing*
* descriptive adjectives
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| **￭ Duration of lesson** | 50 minutes |
| ￭ **Procedure**  |  |

 **[1st Lesson]**

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| **Step** | **Activities** | **Teaching** **Aids** | **Time Allotment** |
| **Introduction** | **1. Greeting**- Begin with the daily classroom greeting. |  | 3 mins. |
| **2. Introducing Today’s Lesson**- Introduce today’s writing task.- Tell Ss that they will write a descriptive paragraph.  |  |
| **Development** **1** | **3. Warm-up** A.- Have Ss look at the pictures.- Ask Ss if they have visited any of the places in the pictures before. Ask Ss how they would describe the places.- Have Ss fill in the blanks with the adjectives from the box that they would use to describe the places.B.- Have Ss pair up with a partner.- Ask Ss if they can find any of these places in their neighborhood. Have Ss choose one of the places and describe it to their partner. Have Ss refer to the example below if they have trouble describing the place.  | Student Bookp. 16 | 7 mins. |
| **Development** **2** | **4. Writing Model 1** Introduce the new vocabulary and phrases related to the writing topic. - Tell Ss that they will read a model descriptive paragraph about a place in France. Play the MP3 file using the QR code and have Ss listen carefully and read along quietly. - Play the MP3 file again. Have Ss read the paragraph aloud together.- Ask questions to make sure Ss have understood the paragraph.- Encourage Ss to think and talk about the writing topic.- Have Ss find and circle three adjectives that were used to describe Montmartre. - Have Ss answer the questions on page 17.- Check the answers as a class. Call on some Ss to share their answers for question 3 with the class. | Student Bookp. 17 | 10 mins. |
| **Development** **3** | **5. Sentence Practice**- Explain the key structures to the Ss with the examples  from the model paragraph. Replace the words in red  with different words so that Ss can see how the structure  works. Ask Ss to try replacing the words in red  themselves. A.- Have Ss imagine that they are at a park. Have them write sentences about what they can see or hear using the words from the box.- Check the answers as a class. - Have Ss read the answers aloud.B.- Write some general adjectives (*bad*, *interesting*, etc.)  on the board. Explain how more descriptive adjectives  can improve their writing. Ask Ss to think of more  descriptive adjectives for each word. - Have Ss rewrite the sentences using more descriptive adjectives from the box.- Check the answers as a class.- Have Ss read the answer sentences aloud. | Student Bookp. 18 | 10 mins. |
| **Development 4** | **6. Writing Skills**- Play the mp3 file using the QR code and have Ss listen to the text.- Explain more about a descriptive paragraph. Talk about the five senses with Ss. - Go over the examples with the Ss.-  A.- Remind Ss of what a topic sentence is.- Have Ss answer the question.- Check the answer as a class.B.- Direct Ss to the paragraph on page 19.- Have Ss read the body of the paragraph.- Tell them to find and underline three sentences that refer to the five senses.- Check the answers as a class.C.- Remind Ss of what a closing sentence is.- Have Ss answer the question.- Check the answer as a class.- Have Ss fill out the paragraph with the correct topic sentence and closing sentence.- Tell Ss to listen carefully as you read the completed paragraph aloud. Then read the paragraph aloud with the Ss. Then have only the Ss read the paragraph aloud.- Ask Ss questions to make sure they have understood the paragraph.  | Student Bookp. 19 | 15 mins. |
| **Consolidation** | **7. Homework**- Ask Ss to write down the vocabulary words and phrases from the online vocabulary list three times each in their notebooks. Inform Ss that they will have a vocabulary test at the beginning of the next class. | Vocabulary List | 5 mins. |

**[2nd Lesson]**

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| **Step** | **Activities** | **Teaching** **Aids** | **Time Allotment** |
| **Introduction** | **1. Greeting**- Begin with the daily classroom greeting. |  | 10 mins. |
| **2. Review**Vocabulary Test- The teachers may use the online vocabulary list to give Ss a vocabulary test.Check Homework - Check or collect the previous day’s homework from Ss. | Vocabulary List |
| **Development** **1** | **3. Writing Model 2** A.

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| - Tell Ss that they will read a model descriptive paragraph about a place in the United States. Play the MP3 file using the QR code and have Ss listen carefully and read along quietly. - Play the MP3 file again. Have Ss read the paragraph aloud together.- Ask questions to make sure Ss have understood the paragraph.- Encourage Ss to think and talk about the writing topic.- Have Ss answer the questions and fill out the graphic organizer on page 20.- Check the answers as a class.B.- Tell Ss that they will fill in the outline using information from the model paragraph. - Have Ss fill in the outline.- Check the answers as a class. |

 | Student Bookpp. 20-21 | 15 mins. |
| **Development** **2** | **4. Writing Task**- Tell Ss that they will write their own descriptive  paragraph about a famous place in their hometown.Brainstorming Ideas & Vocabulary - Have Ss answer the questions.Organizing Ideas

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| - Have Ss fill out the graphic organizer for their  paragraph. - Tell Ss to use the answers they chose in Brainstorming Ideas & Vocabulary to fill out the graphic organizer.  |

Writing an Outline- Tell Ss that they are going to complete the outline for their descriptive paragraph.- Have Ss use information from the graphic organizer on page 22 to complete the outline. - Have Ss refer to the outline on page 21 if they are having trouble completing their outline. | Student Bookpp. 22-23 | 20 mins. |
| **Consolidation** | **5. Homework**- Ask Ss to complete the More Sentence Practice, More Writing Practice, First Draft, and Final Draft sections in the workbook for homework. - Remind Ss of the different parts of a descriptive paragraph and how to write it. | Workbookpp. 6-9 | 5 mins. |

**\* Publishing Ideas**

- Have Ss complete their first draft and use the Editor’s Checklist to check their writing on workbook page 8. Have Ss make changes to improve their first draft and then have them complete their final draft on workbook page 9. Provide feedback and leave comments in the Teacher’s Comments box.

- When Ss successfully complete their final drafts, make sure to give praise and encouraging comments. Have them share their final drafts with the class.

- If you want to display the final drafts in the classroom, have Ss write their final drafts on the Final Draft Worksheet provided online.