***Write It! Beginner 1***

**Sample Daily Lesson Plan**

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| **￭ Unit / Lesson** | Unit 1. About Myself / Lesson 1 & 2 |
| **￭ Writing Genre** | Blog post |
| **￭ Topic** | Myself |
| **￭ Objectives** | 1) To write a self-introduction  2) To write a blog post about myself |
| **￭ Vocabulary** | movie, book, TV show, game, song |
| **￭ Key Structure** | My name is …, I am … |
| **￭ 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. Introduction of Today’s Lesson**  - Tell Ss that they will write a blog post. |  |
| **Development**  **1** | **3. Get Ready**  A. Picture Talk  - Have Ss look at the picture and ask Ss what they see.  - Have Ss place the stickers in the correct spots.  - Have Ss ask and answer the question with their partners. Ask more questions to get Ss talking more about what they like to do.  B. Quiz  - Have Ss read the question and statements at the bottom of page 6.  - Have Ss look at the picture and find and circle the correct person. | Student Book  p. 6 | 7 mins. |
| **Development**  **2** | **4. Vocabulary**  Step 1. Word Tracing Activity  - Introduce the new vocabulary and phrases related to the writing topic.  - Play the MP3 file using the QR code and have Ss listen to and say the keywords.  - Have Ss repeat them several times while looking at the pictures.  - Have Ss trace the words.  Step 2. Word Activity  - Have Ss look at the pictures to figure out the correct words.  - Have Ss cross out the wrong letter in each box.  - Have Ss write the words correctly in the blanks. | Student Book  p. 7 | 10 mins. |
| **Development**  **3** | **5. Model 1**  Step 1. Reading  - Play the MP3 file using the QR code and have Ss listen to the text.  - Have Ss read the text together aloud while listening to the audio carefully.  - Call out the key vocabulary word from the text and have Ss circle it.  - Ask questions to make sure Ss have understood the text.  - Have Ss underline the words or phrases in the text that they used to answer the questions.  - Have Ss read the underlined parts again.  Step 2. Comprehension Questions  - Have Ss answer the *Yes/No* questions on page 8.  - Check the answers as a class.  - Have Ss change the false statements into true statements and say them aloud. | Student Book  p. 8 | 10 mins. |
| **Development 4** | **. A**  Step 3. Graphic Organizerl text.  - Have Ss look at the graphic organizer.  - Have Ss complete the graphic organizer using the underlined parts as a guide.  - Check the answers as a class.  - Have Ss look at the tip box at the bottom of page 9.  - Ask Ss which words in the tip box are capitalized and  why. Ask Ss to circle the capitalized words in the text  on page 8. | Student Book  p. 9 | 25 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. | 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. |  | 5 mins. |
| **2. Review**  A. Vocabulary Test  - The teachers may use the online vocabulary list to give Ss a vocabulary test.  B. Homework Check  - Check or collect the previous day’s homework from Ss. | Vocabulary List |
| **Development**  **1** | **3. Model 2**  Step 1. Graphic Organizer   |  | | --- | | - Have Ss look at the graphic organizer.  - Tell Ss to choose one of the options from each category.  - Ask Ss what they chose and why. |   Step 2. Fill-in-the-Blank Activity  **-** Have Ss look at the second model text and fill in the      blanks to complete the blog post. | Student Book  p. 10 | 10 mins. |
| **Development**  **2** | **4. Sentence Practice**  A. Basic Sentence Patterns   |  | | --- | | - Have Ss practice basic sentence patterns.  - Have Ss practice variations of the model text sentences.  - Check if Ss can write the correct answers.  - Have Ss read all of the sentences out loud.  - Pair Ss up and have them practice using the sentence structures to tell others their names and nicknames. |   Step 2. Unscrambling Activity  - Have Ss unscramble and write the correct sentences in the blanks.  - Go over their answers and correct any mistakes you find.  - Have Ss make their own sentences using this sentence structure. | Student Book  p. 11 | 10 mins. |
| **Development**  **3** | **5. Ideas**  - Tell Ss that they will organize their ideas first before  writing blog posts about themselves.  - Tell Ss to complete the organizer.  - Inform Ss that they can use the key vocabulary words  or any of the expressions in the More+ Expressions  box to complete their organizer. parts of a letter and how to  . | Student Book  p. 12  Workbook  p. | 15 mins. |
| **Development**  **4** | **6. Draft**  - Tell Ss that they are going to write a first draft.  - Tell Ss to use the information from their graphic organizer to complete their blog post to fill in the blanks.  - Have Ss check their capitalization and spelling.  - Check their blog posts and correct any mistakes.  - Have Ss draw a picture (or paste a photo) in the box provided.  **7. Peer Check**  - Have Ss look at the checklist in the workbook together.  - Pair Ss up and have them share their writing with their partner.  - Tell them to check their partner’s writing for capitalization, overall look, punctuation, and spelling and to check each box accordingly.  - After peer checking, have Ss make changes to improve their writing according to the feedback they received. | Student Book  p. 13  Workbook  p. 3 | 5 mins. |
| **Consolidation** | **8. Homework**  - Ask Ss to complete the *Revise & Edit* section in the workbook for homework. | Workbook  p. 4 | 5 mins. |

**\* Publishing Ideas**

- When Ss submit their revised drafts, provide feedback and have them complete the *Final Draft* section in the workbook.

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

- You may cut out the pages from their books and display them in the classroom.