***Write It!* 1**

**Sample Daily Lesson Plan**

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| **￭ Unit / Lesson** | Unit 1. To the Future Me / Lesson 1 & 2 |
| **￭ Writing Genre** | Letter |
| **￭ Topic** | Myself |
| **￭ Objectives** | 1) To write a self-introduction  2) To write a letter to my future self |
| **￭ Vocabulary** | cooking, soccer, drawing, math, chef, soccer player, artist, math teacher |
| **￭ Key Structure** | like –ing/to, can |
| **￭ 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 letter. |  |
| **Development**  **1** | **3. Get Ready**  A. Comic Strip Reading  - Have Ss read the comic strip and think about the story.  - Ask questions to help Ss understand the writing topic, the type of writing, the writer’s purpose, and the target audience.  B. Warm-up Questions  - Have Ss look at the statements at the bottom of page 7 and check the correct answers.  - Ask more questions to get Ss talking and thinking about the writing topic. | Student Book  p. 7 | 7 mins. |
| **Development**  **2** | **4. Ideas**  Step 1. New Vocabulary  - 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 the Ss repeat them several times while looking at the pictures.  Step 2. Brainstorming  - Encourage Ss to think and talk about the writing topic.  - Pair Ss up and tell them to ask and answer questions with their partner. You may provide Ss with questions if they are struggling to come up with their own. | Student Book  p. 8 | 10 mins. |
| **Development**  **3** | **5. Model**  Step 1. 1st Model Text 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 words from the text and have Ss circle them.  - 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 questions on page 9.  - Check the answers as a class.  - Have Ss read the answer sentences aloud. | Student Book  p. 9 | 10 mins. |
| **Development 4** | **6. Analysis**  Step 1. 2nd Model Text 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 words from the text and have Ss circle them.  - 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. Graphic Organizer for the Model Text  - Have Ss to look at the graphic organizer the structure of the model text.  - Have Ss complete the graphic organizer using the underlined parts as a guide.  - Check the answers as a class.  Step 3. Rewriting the Model Text  - Introduce the different parts of the letter and explain to Ss how to organize their writing.  - Tell Ss that they’re going to complete the model text using the graphic organizer that they completed themselves.  - Inform Ss that they can follow the paragraph guide with the numbered sections. The number of the prompt and the number of the blank should correspond to each other.  - After completing the letter, have Ss work in pairs and take turns reading it aloud. Each Ss should read one sentence at a time. | Student Book  pp. 10-11 | 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. Check Homework  - Check or collect the previous day’s homework from Ss. | Vocabulary List |
| **Development**  **1** | **3. Sentence Practice**  A. Practice Key Vocabulary & Basic Sentence Patterns   |  | | --- | | - Have Ss practice basic vocabulary words and 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 tell them to practice using the sentence structure to describe themselves. | | Student Book  pp. 12-13 | 10 mins. |
| **Development**  **2** | **4. Organization**  Step 1. Graphic Organizer   |  | | --- | | - Have Ss to fill out their own graphic organizer.  - Tell Ss to write information about themselves in each of the empty spaces.  - Inform Ss that they can use the example words in each box or go to the “Ideas” or “Sentence Practice” sections for more words or phrases. Ss may refer to the model graphic organizer at the back of the textbook if they are struggling to complete their own. |   Step 2. Outline  - Tell Ss that they’re going to prepare their own writing in the next page.  - Have Ss complete the sentences using the information from the organizer above.  - Go over their answers and correct any mistakes you find. | Student Book  p. 14  ( p. 88) | 10 mins. |
| **Development**  **3** | **5. Draft**  - Have Ss go back and read the model text again. Review the key vocabulary and sentence structures.  - Remind Ss of the different parts of a letter and how to write it.  - Tell Ss that they’re going to write a first draft.  - Inform Ss that they can follow the paragraph guide and use the information from their graphic organizer.  - Tell them that they can change the beginning or ending of the given sentences and can also add more sentences to the letter.  **6. 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. 15  Workbook  p. 3 | 15 mins. |
| **Development**  **4** | **7. Real-Life Writing**  - Tell Ss to look at the scrapbook page. Introduce the format and purpose of the writing.  - Have Ss take turns reading the scrapbook page and talk about the story as a class.  - Have Ss circle the key vocabulary and sentence structures that they learned in the unit.  - Encourage Ss to think about what they would like to write if they made their own scrapbook about themselves.  - If there’s time, you may play the video file using the QR code to provide additional material. | Student Book  p. 16 | 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.