

### CEP Lesson Plan Template

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 Level: A3 Date/Time: July 16<sup>th</sup>, AM

**Goal: Familiarizing with Articles & Writing Introductions**

**Objectives (SWBAT):**

Students Will Be Able To...

1. remember general rules for article use through negotiating homework answers
2. understand the components of an introductory paragraph through negotiating necessary parts to an introduction
3. recognize important components of an introduction through reading different introduction paragraph examples
4. distinguish a strong introduction vs. a weak introduction through use of important introductory paragraph components compiled as a class.

Theme: Technology

Extensions: Writing Introductions

Aim/Skill/Microskill	Activity/Procedure/Stage	Interaction	Time
<i>Teachers Notes</i>	<i>Homework: Go online to NYTIMES.com into the blogs. Find 2 blog entries that interest you. Read the introduction paragraphs. Print out the paragraphs and bring them to class. Write in you journals what was good and what was weak in those introduction paragraphs.</i>		
<b>Review or Preview (if applicable)</b>  <i>Making Headlines (cont'd)</i>	<i>Linking &amp; Transitioning to rest of lesson:</i>  1. Show students the sentences from Group A from yesterday's headlines activity. 2. Have students critique <i>a. Point out nouns</i> <i>b. Countable or no?</i> 3. <i>Correct sentences</i>	<i>(for example: SS-T)</i>	15 min
<b>Activity 1:</b>	<i>1.1 Pre-Stage:</i>		

<p><i>Homework Check</i> -checking for vocabulary -comprehension of article -make connections to self -negotiate rules for nouns and articles</p> <p><i>Transition to #2:</i> “The homework talks about disposable phones. What was the technology we listened to yesterday? Does anyone remember?”</p>	<p>1. <i>Have students share any new vocab words they found and define for us</i></p> <p>2. <i>Discuss the reading in pairs.</i></p> <p>a. <i>Is cellphone use better in America or home country?</i></p> <p>b. <i>How is it the same?</i></p> <p>c. <i>How is it different?</i></p> <p>d. <i>Are you similar to the woman in the reading? Do you hate when your phone dies all of a sudden?</i></p> <p>e. <i>What do you think of her idea? Is it worth buying a disposable phone?</i></p> <p><del>e.</del>3. <i>Have students record partner's answers on a handout.</i></p> <p><del>3.</del>4. <i>Share on doc cam the most interesting responses focusing on least dominant students' responses.</i></p> <p>1.2. <i>During Stage:</i></p> <p>1. <i>Have students go into groups</i></p> <p>2. <i>Have students share answers with each other</i></p> <p>3. <i>Have students read aloud sentence by sentence the answers they found</i></p> <p>1.3 <i>Post-Stage:</i></p> <p>1. <i>Negotiate answers</i></p> <p>a. <i>Students can agree, disagree, justify answers here</i></p> <p>2. <i>Show final answers</i></p> <p>3. <i>Answer any questions or defer to Thursday</i></p> <p><u>Tangible Outcome &amp; T. feedback/peer feedback:</u> <i>textbook</i></p>	<p>Ss-Ss</p> <p>Ts-Ss-Ss</p> <p>Ts-Ss-Ss</p> <p>Ts-Ss-Ss</p>	<p>2-3 min</p> <p>5 min</p> <p>5 min</p> <p>5 min</p>	<p><b>Comment [y1]:</b> This was a grave mistake. While students did look for the definitions of the word for homework, it was wrong to assume that they remembered or even understood what the word meant. This sharing ended up being really time consuming and I would take it out or redo it by asking students if they had one word that they still did not understand. It would be more structured this way.</p> <p><b>Comment [y2]:</b> This was too open ended and while students were readily engaged and shared some great information/opinions, it took too much time and allowed for dominant students too much talk time.</p> <p><b>Formatted</b></p> <p><b>Comment [y3]:</b> This also took too long. While it helped show how much the students understand the form, meaning, and use of the articles, the justifications turned into a debate amongst dominant speakers while non-dominant speakers were confused. I think I should pick the correct answer and have the student explain how they got to the answer.</p>
<p><b>Activity 2:</b> <i>Writing Introductions</i></p>	<p>4.1 <i>Pre-Stage:</i></p> <p>1. <i>Summarize discussion from yesterday's listening activity</i></p> <p>a. <i>Have students share with new students what</i></p>	<p>Ts-Ss-Ss</p>	<p>5 min</p>	

<p><i>Transition to #3: “Now that we know what makes an introduction paragraph good, let’s try to practice this now in our own writing.”</i></p>	<p>the listening was about.</p> <p>b. Have students recall what they remember from the listening</p> <p>c. Have students share any vocabulary they remember</p>			<p><b>Comment [y4]:</b> This was not properly scaffolded. I should have started with important vocabulary that pertained to the listening as students were still confused about the topic due to necessary content words being too difficult. Then I should have asked for what students remembered dividing from beginning, middle, and end. This would make the task more specific and lead to easier comprehension/information gap filling.</p>
	<p>2. Use topic to introduce writing Introductions</p> <p>a. Advantages vs. disadvantages of a computer in a pill</p>	Ts-Ss	2 min	<p><b>Comment [y5]:</b> Again, these should have been switched.</p>
	<p>3. Have students put up on board in teams what are the parts of an introduction paragraph</p> <p>a. What belongs in an introduction?</p>	Ss-Ss	2 min	<p><b>Comment [y6]:</b> This was done in two teams during the lesson. It was not here originally in the lesson plan but team work helped the students talk things out while working together.</p>
	<p>4. Have students state what is difficult or easy in writing an introduction</p>	Ts-Ss-Ss	2-3 min	
	<p>5. Clarify what makes a good introduction “good” and what parts should belong with list provided by students previously</p>			
	<p>6. Have students put parts into Good/Bad chart handout</p>	Ss	2 min	<p><b>Comment [y7]:</b> This was not successful and just turned into teacher talk. I should have let the students figure this out for themselves. I could have just filtered the things on the board by erasing points that repeat on both lists. Then the students could have ordered the parts to a paragraph from most important to least important based on what they had written on the board. Then I could have them work through in what order should those components appear in an Introduction Paragraph. This might have taken longer but it would have left a deeper and more meaningful impression.</p>
	<p>4.2. <i>During Stage:</i></p> <p>1. Divide students into pairs</p> <p>2. Give out introductions handout</p> <p>3. Divide paragraphs for students to focus (A &amp; C) (B &amp; E) (D &amp; C)</p> <p>4. Have groups read, discuss, and write what makes their designated paragraphs good and what makes it bad.</p>	Ss-Ss	5 min	<p><b>Comment [y8]:</b> Based on the edit above, this part then would have to change to defining “good” and “bad” as what is missing or not missing based on the list they provided on the board. Then they would have something more concrete to compare with.</p>
	<p>4.3 <i>Post-Stage:</i></p> <p>1. Go over each paragraph with the class.</p> <p>2. Have students share their findings.</p> <p>3. Add on to list of good and bad qualities for an introduction</p>	Ts-Ss-Ss	10-12 min	<p><b>Comment [y9]:</b> In retrospect, this was a bit of oversharing. I could have used the doc cam and shared each finding with the whole class instead of wasting class time over-sharing.</p>
	<p><u>Tangible Outcome &amp; T. feedback/peer feedback:</u> Introductions Handout</p>			

<i>Break 5 min</i>			
<p><b>Activity 3:</b>  <b>Write an Introduction</b>            -negotiate language for an introduction paragraph            -deciphering important information            -using components of an introduction</p> <p><i>Transition to Wrap-Up:</i></p> <hr/>	<p><b>3.1 Pre-Stage:</b></p> <p>1. Handout transcript of listening activity</p>	Ss-Ss	1 min
	<p>2. Have students read by themselves</p> <p>3. Have students underline important information</p>	Ss	2-3 min
	<p><b>3.2. During Stage:</b></p> <p>1. Split class in half (or in 3)</p> <p>2. Provide writing prompt:            a. "The essay will be about the disadvantages and advantages of a computerized pill"</p> <p>3. Have students work in their groups to write an introduction paragraph for this essay.</p> <p>4. Students will post their introduction paragraphs on their respective butcher paper.</p>	Ts-Ss-Ss Ss-Ss	10-15 min
	<p><b>3.3 Post-Stage:</b></p> <p>1. Students will gallery walk the different paragraphs</p> <p>2. They will write the good parts and the weak parts of the paragraph            NOT grammar</p> <p>3. Students discuss their experience in writing the paragraphs and what they want to improve/practice more.</p>	Ss-Ss	15-20 min
	<p><b>3.3 Post-Stage:</b></p> <p>3. Students discuss their experience in writing the paragraphs and what they want to improve/practice more.</p>		5 min
	<p><u>Tangible Outcome &amp; T. feedback/peer feedback:</u>            Butcher paper, Good/Bad Chart, Listening transcript</p>		
<b>Wrap-up</b>	<i>Lesson Evaluation Procedures:</i>		

**Comment [y10]:** Despite being the transcript to the listening, students still (and obviously) had difficulty with this reading. Again, this needed a lot more scaffolding. I should have had students scan for information since there was an essay prompt. They could have scanned for Advantages of the computerized pill and then the Disadvantages of the computerized pill, without having to spend time going over the whole article. This is especially because the task was not reading comprehension.

**Comment [y11]:** Again, this should be based on what components of an Introduction Paragraph are present or missing from the list on the board.

**Comment [y12]:** This was adapted into the next class as a review to also provide some error correction.

Materials:

Butcher Paper, Markers, Good/Bad Chart, Listening transcript

Anticipated Problems & Suggested Solutions:

-Homework Review takes too long

- Stop the activity and reassure students the answers are posted on the website to check over. Then skip to the questions that students are the most confused about.

**Comment [y13]:** This should have been the original plan. Not the anticipated one.

Contingency Plans (what you will do if you finish early, etc.):

-If I finish early, I can do the next 2 minutes of listening from the same computerized pill listening. This can help lead to more details that are usable for students to compile their introduction paragraphs

Post-Lesson Reflections: