**EWR 003: Week Three Lesson Plans**

Mon 5/29: No Class

Tues 5/30: [1 hr.-15 min] -------**Tell students to bring their laptops on Weds. & Thurs**

**Objective:** Students will complete a free-writing narrative based on a set of pictures to introduce them to an essay topic on robots. Besides introducing students to the essay topic, this activity allows students to practice their writing skills [content, vocab & grammar] without the added pressure of a formal essay organization.

**Prior lessons:** Students have done one free-writing narrative using pictures. They have also learned how to organize a five-paragraph essay, write an introduction with a thesis statement and make a conclusion paragraph. Finally, they have written one five-paragraph essay and uploaded it to Canvas.

**Materials:** Handout with pictures from Isaac Asimov’s *I Robot* story. [5 copies]

**Plan:**

Normally, students would write and edit their story on Monday into the beginning of Tuesday, and then read *I Robot* on Tuesday. However, since there’s no class this Monday, we’ll have to forego reading the story in class. [Give them a copy to read at home.]...Even if they don’t read it at home, they can still do Wednesday’s brainstorming activity.]

1. Lead-in: Give each student a copy of the pictures, and ask them some questions to get them thinking about a story…. [~5 mins]

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| --- | --- |
| **Picture 1:** | * Who are these people/what might these people be doing for a job? [Look at the pictures on the wall] * What is the woman feeling? |
| **Picture 2:** | * We have 2 new people. Who might they be? * What may have happened to the injured man? |
| **Picture 3:** | * Is this the same man from picture 2? * What might be happening? |
| **Picture 4:** | * We have the same people from picture 1. * What do you think they’re feeling now? * What might be happening? |

2. Divide the students into pairs.

3. Ask each pair to write a story based on the pictures. Tell them to think about the Who, When, Where

and What happened kind of questions. [~30-35 minutes]

* Students should write a page at medium-sized handwriting. If they’re coming up short, tell them to add more detail.

4. Give students time to peer edit their stories…3 possible formats: [~10 - 15 mins]

* 2 pairs, then switch partners to edit…[best option]
* One group of 3, then edit together…[less desirable]
* Each student writes story alone….then gives to another to edit…[even less desirable]

5) Have students begin to read the story. [Your choice of formats: Read alone, read to partner, each student reads a section aloud to class…] This should take you to the end of class. Students should finish the story for homework.

\*Collect and grade the stories.

Weds 5/31: [1 hr.]

**Objective:** Practice brainstorming by outlining the body of an essay. Then write a thesis statement. This is part of the larger course objective requiring students to write a five-paragraph essay.

**Prior lessons:** As part of the essay-writing lessons, they have brainstormed and outlined an essay on the board with my assistance prior to writing their first essay.

**Materials:** none

**Plan:**

Today’s lesson takes a step forward, and asks them to brainstorm and outline an essay in a small group format providing assistance as needed.

1. Lead-in: [Pairwork = ~10 -15 mins] …..Put the following questions on the overhead:

* Who was Stephen Byerley? (He was a humanoid robot who becomes a world leader)
* Should scientists build a humanoid robot? Why or why not?
* Would you want a robot as the leader of a country why or why not?

2. Essay question for brainstorming: [Pairwork = ~30 - 35 mins]

A) What are three areas where robots will serve humans in the future? [**tell students to make a list**]

To get the ball rolling…**ask how robots could help serve people in their homes**. List a few of their suggestions on the board.

[Prior classes have suggested other areas like:

* Dangerous jobs: firemen, military, oil/coal mining,……
* Medical field: surgeons, nurse, drive ambulances, replace body parts, clean the hospital…
* Transportation: taxi, bus, truck, or train driver; pilot,
* Building things: cars, electronics, buildings, other robots….

3. Walk around and help guide them along as needed…. [If they have too much trouble thinking of

areas, you can guide their thinking with some of the areas listed above]

4. They should come up with as many as they can in the time allotted….

5. Once they have their list, ask them to group/narrow the items into three main support categories.

6. Next, try to get them to expand on the three main support areas by adding some supporting details.

[Tell them to write the details down.] Ask them…..

B) Why would robots be good in each of these areas? Are there any disadvantages? [**This becomes support**]

7. Thesis statement: [pairwork = ~5 - 10 mins]

Once pairs finish expanding their supporting details, ask them to form a thesis statement using the topic of the essay question and their three main supports. [They have learned how to make a thesis statement during the previous week, but may still need help in the form of a review.]

**Extra time:** forany group that finishes early, go over their supporting details and thesis statement with them with a focus on the content. If everything looks good, let them start writing their introduction. **[Tell them the essay is not for homework though.]**

Thurs 6/1: [1 hr.-15 min]

**Objective:** Begin a five-paragraph essay in class and finish it for homework.

**Materials:** none

**Plan:**

1.Ask students to begin to write the essay they outlined on Wednesday. I don’t expect them to finish it in class, but they should try to complete three paragraphs if possible.

2. Students should finish the essay for homework and upload the completed essay to Canvas. [I showed them how to do this last week, but if anyone forgets, Alex and Nancy know how to do this and can help.]