**EWR 003: Week Three Lesson Plans**

[Douglas Adams]

Mon 5/27: No Class

Tues 5/28: [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 being super-rich. Besides introducing students to the essay topic, this activity allows students to practice their writing skills [content, vocab, punctuation, spelling, grammar] without the added pressure of a formal essay organization.

**Prior lessons:** Students have done one free-writing narrative using the evidence in a murder case.

**Materials:** Scan with pictures [WDW-art.pdf]

**Plan:**

1. Lead-in: Use questions: “Do you want to be super-rich?” ‘What would you do with your money?” “What kinds of problems might you have?” “....relationships?”

Put a copy of the pictures on the screen, and ask them some questions to get them thinking about a story…. [~5 - 7 mins]

|  |  |
| --- | --- |
| **Picture 1:** | * [Look at the clothes they are wearing.] Who are these people? When might this story happen? Where could they be in the first picture? Are they wealthy? * What do you think the man is doing? * What is the woman feeling? |
| **Picture 2:** | * We have a new person. Who might she be? Why do you think that? |
| **Picture 3:** | * Is this the same man from picture 1? * What does he have in his hand? How would you describe this man? * What might be happening? |
| **Picture 4:** | * Are these 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…2 possible formats: [~10 - 15 mins]

* 2 pairs, then switch partners to edit…[best option]
* One group of 3, then edit together…[less desirable]

5) Ask students to read their story to the class. This should take you to the end of class. \*Collect and grade the stories.

Extra Time: Go over some common mistakes students made on the diagnostics.

Weds 5/29: [1 hr.]

**Objective:** Students will learn how to organize a five-paragraph essay, write an introduction with a thesis statement and make a conclusion paragraph in preparation for writing a five-paragraph essay. [uploaded it to Canvas]

**Materials:** none

**Plan:**

1. Draw five boxes one below another on one side of the whiteboard representing the paragraphs of an essay, and ask students if they know what the name of each part of an essay is called.

2. Then remind students about the stories about wealthy people they wrote the previous class, and write the following question on the board...[Use whole class format for this first essay brainstorming]

“Do you want to be super-rich? “ {Take a survey, and follow it up with another question...}

“What are some good things about being super-rich?” and/or “What are some problems...?”

[Eventually we’ll have a list of both good and bad things about being super-rich]

3. List the students’ responses on the board [pro’s and con’s]. The list can get long, and you’ll want to ask students how we can fit this information into just three body paragraphs. The answer is to delete some and/or combine similar ideas into larger supports/groups. Elicit suggestions. If none are forthcoming, divide students into pairs and ask each pair to group the ideas.

4. After we’ve come up with three main support groups, it’s a good time to write a thesis statement. Students have seen that the thesis statement goes at the end of the introduction, but probably don’t know how to make it. Use the formula below as an aide....

thesis statement = main idea/opinion + 3 main supports

So now we can go back and take our main idea from the original question and add our three supports to it.

ex: Being super-rich is good because of \_\_\_\_ and \_\_\_\_\_, but there are also problems with \_\_\_\_\_.

5. After we have a thesis statement, we need an introduction to go with it. Since the goal is to make an interesting introduction, there are some techniques students can use.....

a. Use a question(s)

b. Use a short story/example [make one up if you need to]

c. Use facts/statistics

d. Use a quote [make one up if you need to]

Thurs 5/30: [1 hr.-15 min]

**Objective:** Teach students some techniques for writing a conclusion.Begin a five-paragraph essay in class and finish it for homework.

**Materials:** none

**Plan:**

1. Brief review of Wednesday’s main points: [brainstorming, thesis statement, introductions]

2. Lesson on techniques for writing a conclusion:

* restate thesis statement in a different way
* conclude the story you started in the intro
* make suggestions if applicable (works well for essays about problems, disadvantages, or just ideas for further research or a different way to do something)

3.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.

4. Students should finish the essay for homework and upload the completed essay to Canvas.