

## Lesson Plan for Writing Framework for Paragraph Writing 3

**Class Time:** 50 mins (X2)  
**Unit:** Unit 1 Markets & Marketplaces  
**Topic:** Markets and Shopping  
**New Words:** souvenir, bargain, cash, local, antiques, seller, stuff, filled with, farmer's market, handmade, credit card, avoid the crowds

### Class 1

Lesson Section	Activities	Page	Time
Warm-Up	<b>Warm-up</b> - Read the question aloud and have students respond; write a few responses on the board. <b>Writing Guide</b> - Read the information - Ask students to address the prompt. - Explain that the "Hints" box can help them answer the questions.	p.8	5 mins
	<b>Words to Know</b> - Explain the directions and have students work individually or in pairs to complete the activities; check that students completed the activities accurately.	p. 9	10 min
	<b>Reading</b> - Listen to the audio track for the passage; have students track the words of the passage as they are spoken. - Listen again and pause the audio track after each sentence; have students repeat after the speaker for pronunciation practice. - Close the book and ask students to explain what they can remember; students may explain in their first language as long as the teacher is able to understand. <b>Understand</b> - Ask students to look at the graphic organizer on page 10 and discuss what they need to do. - Have students look at the rewriting activity - Tell them that they need to change parts of the story they read - Have students fill in the new words into the story. - When done, ask for a volunteer to read the new story outline to the class.	pp. 10-11	20 mins
Prewriting	<b>Language Skills</b> - Read the grammar points and provide supplementary explanation if necessary. (See Grammar References section for visual guides) - Have students mark their answers and then check the activity together as a class	p. 12-13	15 mins

## Class 2

Lesson Section	Activities	Page	Time
<b>Review</b>	<ul style="list-style-type: none"><li>- Review the topic and material that was covered in the last class.</li><li>- Go over any homework that may have been assigned.</li></ul>	-	5 mins
<b>Drafting</b>	<b>Brainstorm</b> <ul style="list-style-type: none"><li>- Have students compare the draft to the Reading passage on p. 10.</li><li>- Ask students to complete the graphic organizer by themselves.</li><li>- Then give students time to share and talk with a classmate; ask them to record their partner's information and then share with the class.</li></ul>	p.14	20 mins
	<b>First Draft</b> <ul style="list-style-type: none"><li>- Have students fill in the graphic organizer to complete the sentences with their own information.</li><li>- Give students the opportunity to share their drafts with a classmate.</li><li>- Instruct students to review each other's work kindly; have them use the checklist to ensure writers have addressed everything required. Encourage them to use proofreading marks.</li><li>- If there is time, have students share their drafts with the class.</li></ul>	p. 15	20 mins
<b>Closure</b>	<b>Homework</b> <ul style="list-style-type: none"><li>- Assign homework from the workbook.</li></ul>	-	5 mins