



# 2014 Student Program Lesson Plan Template

For step-by-step help in completing this document, please see the accompanying guide.

<b>Date:</b>	<b>July 28, 2014</b>	<b>Class:</b>	<b>Communication Warm Up: What Makes a Good Essay</b>
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## Definition and Guiding Question

LESSON	LEARNING EPISODE
For the purpose of this STARTALK template a <i>lesson</i> is defined as a single learning experience lasting no more than ninety minutes. Learning experiences occur both in the classroom and/or in other settings. Longer blocks of time will involve several learning episodes and lesson plans.	For the purpose of this STARTALK template a <i>learning episode</i> is defined as a learning experience that addresses a specific aspect of a learning target or can-do statement. Learning episodes typically provide a limited amount of input with time allowed for guided and independent practice. The amount of time allotted for a learning episode is approximately equivalent to the age of the learner and will rarely be more than twenty minutes.

## Questions to Consider Before and During Lesson Planning

**Do the activities in the lesson**

- provide sufficient opportunities for understanding new words before expecting production?
- provide multiple, varied opportunities for students to hear new words/expressions used in highly visualized contexts that make meaning transparent?
- provide students with an authentic purpose for using words and phrases?
- engage all students (as opposed to just one or two students at a time)?
- give students a reason for needing to/wanting to pay attention and be on task?
- vary in the level of intensity and the amount of physical movement required?
- take an appropriate amount of time considering the age of the learner?
- make the learner, not the teacher, the active participant?

## STAGE 1: What will learners be able to do with what they know by the end of this lesson?

<p style="text-align: center;"><b>DO</b></p> <p style="text-align: center;"><i>What are the learning targets for this lesson?</i></p>	<p style="text-align: center;"><b>KNOW</b></p> <p style="text-align: center;"><i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</i></p>
<p><b>Interpersonal Communication</b></p> <p>I can express my ideas and opinions when engaged in discussion <b>Adv.L.</b></p>	<p>Lexical and morpho-syntactic means to say ‘think/consider/believe/it seems to me/ from my point of view/from the perspective of’: <i>я думаю, полагаю, считаю; мне кажется, с моей точки зрения;</i></p>
<p><b>Interpretive Listening</b></p> <p>I can understand other students’ opinions and take some notes related to grading rubrics for writing. <b>Int. H.</b></p>	<p><b>Grading rubrics:</b></p> <p><b>Содержание:</b> <i>ответ полный, развернутый и соответствует поставленной теме</i></p> <p><b>Структура текста</b> <i>логичная и стройная (есть вступление, основная часть и заключение), предложения связаны между собой</i></p> <p><b>Лексика:</b> <i>в сочинении использованы научные термины, книжные слова и выражения</i></p> <p><b>Грамматика:</b> <i>в сочинении правильно использованы сложные грамматические формы</i></p> <p><b>Синтаксис:</b> <i>используются сложные предложения</i></p> <p><b>Грамотность:</b> <i>сочинение написано грамотно, без ошибок в написании слов и знаках препинания.</i></p>

<p><b>Presentational Writing</b></p> <p>I can draft and revise an essay or composition about Mars exploration <b>Adv.L.</b></p>	<p>Academic style conjunctions: <i>во-первых, во-вторых, далее, итак, таким образом, следовательно, подводя итоги, делая выводы, как уже было сказано;</i></p> <p>Terms related to STEM topics and astronomy: <i>спутник, космический корабль, орбита, запуск, etc.</i></p> <p>Past, future and present verb tenses (active/passive): <i>запустить-запустят-запускают-запустили; будет запущен- запущен-был запущен.</i></p>
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**STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?**

**What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?**

The students discuss what makes a good essay, brainstorm and then create rubrics for the grading essay, have a chance to learn about most common mistakes and practices to edit them using handouts with writing samples. At the end of the lesson, the students will be prepared to write an essay using the five-step process.

**STAGE 3: What will prepare learners to demonstrate what they can do with what they know?**

**How will you facilitate the learning?**  
 What activities will be used to ensure learners accomplish the lesson can do? What will the teacher be doing? What will the students be doing?

**Opening Activity**

<p><i>How can you capture the students' energy and commitment for today's lesson?</i></p> <p>Question for students to discuss: What makes a good essay?</p>	Time: 5 min.
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### **Learning Episode**

<p>The teacher asks students to discuss in groups and write down rubrics for the grading essay. Every group of students presents orally rubrics to brainstorm and complete the final version of the rubrics.</p>	Time: 13 min.
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### **Learning Episode**

<p>The teacher explains how to avoid the most common mistakes during writing and editing essay. The students edit examples of writing samples in handouts provided by the teacher for the peer review, then read, discuss, and compare their versions of the edited examples.</p>	Time: 15 min.
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### **Learning Episode**

<p>The teacher shows a slide with 5 steps of writing process and asks students to provide some explanation about every step.</p>	Time: 7 min.
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Add additional learning episodes if necessary.

## **Materials needed for this lesson**

Power Point presentation

Handouts with examples of students writing samples for the peer review

Rubrics for peer the review

## Reflection/Notes to Self