



6.2. Session 2: Lesson Plan 2 and Materials

Classroom Teacher	:	Gizem Balta
Theme	:	Teaching writing for social justice: Narrative Essay
Course objective	:	<ul style="list-style-type: none">▪ Writing narrative essays on social justice issues in the world▪ Giving and getting peer feedback in writing skills
Grade/Level	:	Intermediate
Language	:	English
Time	:	120 min.
Classroom Size	:	5

Objectives

Content Objectives	Language Objectives
Students will be able to: <ul style="list-style-type: none">● flesh out the plot ideas of various events of social injustice across the world,● think critically about and comment on social justice events shared by their classmates.	Students will be able to: <ul style="list-style-type: none">● write effective and well-structured narrative essays,● give and receive feedback in writing skills,● improve their narrative writing skills through the feedback they receive,● use appropriate grammatical structures and linking words / transitional expressions in narrative writing.
Social Justice Objectives	
Students will be able to: <ul style="list-style-type: none">● improve their knowledge of the social justice events occurring across the globe,● think critically on the social justice issues they adopt in their writings.	

Materials

- Handouts of the preprepared outline
- Board
- Board marker
- Online dictionary

Procedures

Stage	Time (min.)	Interaction	Procedure	Objectives
Pre-writing	10	T-Ss	<ul style="list-style-type: none"> • Warm-up <ul style="list-style-type: none"> ○ The teacher reviews the previous session with the students. ○ The teacher asks each student two important questions about the topics/events they have chosen and prepared an outline about: <ul style="list-style-type: none"> ▪ What topic have you chosen? ▪ Why have you chosen this topic? 	<ul style="list-style-type: none"> • To help students recall what they learned in the previous lesson • To enable students to share the social justice issues they have chosen
	15	T-Ss	<ul style="list-style-type: none"> • Preparing an outline <ul style="list-style-type: none"> ○ The teacher asks the students the weaknesses and strengths of their outlines (considering the outlines they developed). ○ The teacher writes them on the board and adds some other weaknesses and strengths that she has observed. ○ The teacher provides some tips for students to overcome their weaknesses. 	<ul style="list-style-type: none"> • To make students aware of their weaknesses and strengths of creating an outline • To help students overcome their weaknesses in writing skills
Stage	Time (min.)	Interaction	Procedure	Objectives
While-writing	50	T-Ss	<ul style="list-style-type: none"> • Writing Draft 1 <ul style="list-style-type: none"> ○ The students write the first draft of their essays using the outlines they prepared and revised beforehand. ○ The teacher monitors the students and provides help when required. 	<ul style="list-style-type: none"> • To improve students' skills of writing narrative essays • To improve students' knowledge and skills of using appropriate grammatical structures and expressions in narrative essays

Stage	Time (min.)	Interaction	Procedure	Objectives
Post-writing	15	T-Ss	<ul style="list-style-type: none">● Giving and getting peer feedback<ul style="list-style-type: none">○ The teacher gives out a checklist of editing symbols to the students to focus on editing.○ The teacher introduces the mechanics of giving feedback.○ The teacher pairs up the students.○ The students exchange their essays.○ The students read their friends' essays and identify the mistakes and strengths.○ The students negotiate about each other's essay.	<ul style="list-style-type: none">● To familiarize students with the mechanics of giving (peer) feedback● To develop their skills of giving and getting peer-feedback in writing● To develop students' skills of working cooperatively
	20	Ss-Ss		
<p>Assignment</p> <ul style="list-style-type: none">● The students revise their essays based on the peer-feedback they received during the class.● The teacher gives feedback to the students on their revised/second drafts.● The students rewrite the essays based on the teacher feedback.● The students email their third and final drafts of their essays to the teacher. <p>Note: They use Google Drive to carry out all these activities.</p>				<ul style="list-style-type: none">● To encourage students to improve their writing skills through the light of the feedback they receive● To help students view writing as process

Note: The students have a ten-minute break after writing their essays.

Appendix 1: Editing Symbols

Error Correction: Editing Symbols

Symbol	Meaning	Incorrect Sentence
sv	subject-verb agreement	The student <u>work</u> hard. There <u>is</u> five employees.
S	no subject	<u>^</u> Find it easier to study in Arabic.
pl	singular/plural	The Internet has a lot of informations. You can make new friend easily.
sp	spelling	The <u>maneger</u> is a woman.
A	Article (a,an,the)	Diners expect <u>glass</u> of water when they first sit down at their table.
p	punctuation	I live in Fujairah <u>but</u> I go to school in Al Ain.
delete	unnecessary word	My teacher <u>she</u> watches everyone all the time.
^	add word/s	A camel is an animal <u>lives</u> in the desert.
cap	capitalization	Some people love to drive <u>landcruisers</u> .
vf	verb form	I am <u>live</u> in the hostel.
T	verb tense	I <u>see</u> my friend yesterday.
wf	word form	This book is <u>bored</u> .
ww	wrong word	My teacher <u>learns</u> me many new things.
wo	wrong word order	We never <u>class have</u> on Fridays.
Pron	pronoun reference	My brother loves to swim. <u>She</u> goes swimming everyday.
RO	run-on sentence	Lily failed the exam and she is upset and she went home and her mother said she shouldn't worry.
CS	comma splice	Mary was tired, <u>she</u> went to sleep.
SF	fragment (incomplete sentence)	She was tired. <u>Because</u> she always went to bed at 3:00am.
ns/	start a new sentence here	Sleep is important, <u>in</u> addition, eating healthy food is necessary.
prep	preposition	The cafeteria starts serving dinner <u>in</u> 6:00 PM.
conj	Conjunction missing or incorrect	I like coffee <u>and</u> I don't like tea.
?		<i>I don't understand what you want to say.</i>

Source: <https://tr.pinterest.com/pin/120119515047211072/>