21ˢᵗ Century Lesson Cycle Template

Grade: Low intermediate – Intermediate EAL students
Subject: English 10
Unit: 5-Paragraph Essay Writing

Driving Question(s):
How do you write an essay in your home country? Do you organize it differently?
Why is it important to brainstorm and use an outline before writing your essay?

Prior Knowledge:

- **Students have used the Popplet program to brainstorm in the past so are familiar with the technology of the program.**
- **Students have done thesis statement writing previously.**
- **Students have been introduced to essay writing in their English 10 class with teacher introduction.**

Screencast Link(s): **Tutorial on the five parts of the essay.**

http://www.youtube.com/watch?v=GgCqt_J1JdY

Printable resources:
Essay Outline:
http://ealstafford.weebly.com/uploads/4/2/4/8/42488461/expository_essay_outline.pdf

On-Line Resources:
http://www.popplet.com
http://www.readwritethink.org/files/resources/interactives/essaymap/

Expected Time: 2 EAL support classes (75 minute blocks)
EAL teacher will pull students out of English 10.

Resources: (Tools & Tech)	Lesson Procedure

Set of iPads (Popplet app)	I do: (**1ˢᵗ half of 75 minute block**)
	  • Prepare hard copies of essay outline templates Teacher plays Screencast
	    http://www.youtube.com/watch?v=GgCqt_J1JdY

Graphic Organizers Essay outline templates	• Some vocabulary made need clarification or translation with googletranslate • Students create their thesis statements with support.
	□ find, validate □ **critical thinking** □ remember, understand □ evaluate, leverage □ **collaborate, communicate** □ **create**, publish □ analyze, synthesize □ **citizenship**
iPads Popplet app Computer generated template of essay outline	**You do:** (**2nd half of 75 minute block**) 45 minutes • Discussions with each other about how students will support their thesis statement. Teacher is eliciting conversations as this is happening. • Students use Popplet app to brainstorm body paragraphs to support their thesis statement. • Students transfer ideas from Popplet organizers to outline or to essay map online tool: http://www.readwritethink.org/files/resources/interactives/essaymap/
	□ find, validate □ **critical thinking** □ remember, understand □ evaluate, leverage □ **collaborate, communicate** □ **create**, publish □ analyze, synthesize □ **citizenship**
Rubric	**We do:** (2nd 75 minute block) • Students will use their essay outlines to write their essays on googledocs so that teacher can do live editing • Students will use rubric to guide them and self-edit
	□ find, validate □ **critical thinking** □ remember, understand □ evaluate, leverage □ **collaborate, communicate** □ **create**, publish □ analyze, synthesize □ **citizenship**
	We share: • Students will peer edit using rubric
	□ find, validate □ **critical thinking** □ remember, understand □ evaluate, leverage □ **collaborate, communicate** □ **create**, publish □ analyze, synthesize □ **citizenship**
WRAP UP/REMINDERS: **Students will email their Popplet link to their English 10 teacher.**	
Differentiation: EAL levels	

Modification (beginner/low intermediate): Students can use simple sentences and not expand (each body paragraph will only be five sentences long.	Enrichment (high intermediate): ○ Students will expand on three support ideas in each paragraph.

Evaluation:
- ○ Engaged throughout process
- ○ Oral conversations about supporting thesis statement (possible debates)
- ○ Final product: essay
- ○ Classroom teacher feedback that EAL students have met outcomes
- ○ EAL 5-paragraph essay rubric (to give to classroom teacher)