

Lesson Plan

Teacher	ESMA ŞENEL
Lesson/Topic	Writing- Paragraph Structure, Introduction to Opinion Paragraph
Group Profile	Young adult learners at B1+ Level
Materials	Q Skills for Success in Reading and Writing Third Edition, PowerPoint, Worksheet.
Length	60 mins.
Lesson Objectives	Students will be able to: <ul style="list-style-type: none">• differentiate topic and controlling idea in a sentence• write a topic sentence with a controlling idea• produce topic sentences for the given paragraphs• produce supporting sentences for the given topic sentence

	<ul style="list-style-type: none"> • write a concluding sentence to restate the topic sentence
--	---

Stage	Learning Objective	Procedure	Time	Interaction
Warm Up	To describe themselves in a creative way	<p>Ask students to go to www.menti.com and use the code 58 88 405. Start the presentation and tell students to answer each statement according to themselves. The statements are:</p> <p>Describe your personality using ice-cream flavors When I dance, I look like..... The first thing I want to do after lockdown is</p>	10 mins	T-S S-T
Presentation	<p>To analyze the parts of a paragraph</p> <p>To identify main ideas and supporting details</p> <p>To give examples, facts, and reasons to support ideas</p> <p>To restate main idea in conclusion part</p>	<p>T presents 'OREO' paragraph standing for opinion, reasons, examples, opinion (again). T introduces different opinion markers and give a sample opinion 'I believe that all students should wear uniforms' and ask Ss if they agree or disagree with why or why not questions. Following this, T shows different phrases on how to give reasons and demonstrates a sample reason. T reminds the students the reasons they gave. T illustrates how to give examples or evidence to support reasons with a sample statement and ask Ss to give examples from their daily lives. T expresses how to restate topic sentence providing a sample. T combines the pieces and models the whole OREO paragraph sample on the given topic. T asks Ss to analyze the parts of an opinion paragraph again.</p>	15 mins	T-S S-T

Practice	To write a topic sentence with a controlling idea To practice supporting details and examples To restate main idea	T delivers the worksheet through file sharing and sends the Ss in breakout rooms to study together. Ss are expected to write a topic sentence to a given paragraph, two supporting details for the given topic sentence and a concluding sentence for the given paragraph. While students are studying in small groups, T visits breakout rooms and scaffold them when needed. After 15 mins, Ss turn back to main session and share their ideas. T gives instant feedback to the groups.	25 mins	T-S S-T S-S
----------	--	---	---------	-------------------

Product	<p>To express an idea about a given topic.</p> <p>To state an opinion and develop counter arguments.</p>	<p>Ask students to discuss the following questions in small groups in breakout rooms to get them ready for brainstorming and outlining stages in the following lesson.</p> <p>When was the last time you used a small talk? Describe the situation.</p> <p>Do you agree with the author that small talk is a big deal? Why or why not?</p>	10 mins	<p>T-S</p> <p>S-S</p>
---------	--	--	---------	-----------------------

Homework: The book consists of reading and writing parts. Students are required to read the model paragraph on page 21 and complete activities on pages 22-23 to practice the parts of a paragraph in the writing part.

Anticipated problems: Time constraint, producing irrelevant sentences

PRACTICE TIME!

1. Read the paragraphs below and write suitable topic sentences for them.

_____ . He has collected stamps and coins ever since he was a child. He is very proud of his valuable collections. Paul also enjoys painting and drawing. Recently he has become interested in gardening. Out of all his hobbies, Paul's favorite one is reading. He usually reads at least one book every week. Paul keeps busy with all of his hobbies.

_____ . I can't wait to come home from school and eat the delicious meals she has prepared. She is famous for her desserts like peach pie and chocolate soufflé. She is always experimenting with new recipes and trying different ingredients. No one in the world can cook the way my mother does.

2. Write three supporting sentences for the given topic sentences.

1. T.S: I can do several things when I'm on the bus.

2. T.S: I have several ways of relaxing.

3. Read the passages and choose the best concluding sentence.

1) There are many reasons why I like wearing a uniform to school. First of all, it saves time. I don't have to spend time picking out my clothes every morning. Wearing a uniform also saves money. It's cheaper to purchase a new uniform than to go out and buy lots of school clothes. In addition, I don't have the pressure of keeping up with the latest styles. Most importantly, wearing a school uniform gives me a sense that I belong. I really think that it adds to the feeling of school spirit and community. _____ .

2) Credit cards have a lot of advantages. First of all, credit cards are convenient because you don't have to carry a lot of cash around. You can buy the products and services you need even if you do not have cash in your pocket. In addition, credit cards are very helpful in emergencies. Finally, you can become a better money manager as you learn to use credit cards responsibly.
_____ .