

**Instructor:** Robina Khan

**Course:** Grammar & composition writing

**Weekly objectives:**

- To make students identify the building blocks of writing i.e. sentence structure, mechanics.
- Students will demonstrate understanding of these skills by following the norms of writing and constructing an academic paragraph keeping in consideration the importance of hook (opening sentence to grab attention), supporting details and thesis statement (in case of essay writing) and how to wrap up using concluding sentence.

**Monday**

**Objective:** Reinforcement of norms of writing and analysis of academic paragraphs for better understanding.

**Warm up:** By showing fishing hook and relating it to paragraph writing, teacher will draw students' attention.

**Objective discussion:** Teacher will announce that today they will discuss and review the parts of a strong body paragraph.

**Instruct and model:** Using model paragraphs, teacher will explain the role of each sentence and how to connect and organize ideas. Opening sentence, concluding sentence, major / minor details, supporting details will be discussed; how the sentences help to maintain the flow of the paragraph and how to have a bridge sentence in case of essay writing.

**Guided practice:** Students will work in pairs. They will have to break down the paragraph. Together teacher and students will review at the end of the activity how they broke down the paragraph.

**Less guided practice:** Students will work in pairs to analyze another paragraph provided by teacher at the end of activity they will share their analysis during the whole class discussion.

**Homework/Assessment:** Students will analyze another paragraph, by using straight lines, wavy lines, circles (according to the rubric) to show their understanding of a topic sentence, concluding sentence, major/minor details and by highlighting any transitional words (if any).

**Tuesday**

**Objective:** To help students identify mechanics of writing and why are they crucial elements in making the meaning clear to the reader in an understandable way.

**Warm up:** Teacher will write two wrong sentences on board (which lack punctuation and misguide about meaning of the sentence) e.g: "Let's eat grandma". "Let's eat, grandma" Teacher will ask why do they not make sense ?

**Objective discussion:** Teacher will announce that students are going to learn the importance of capitalization, period, colon, semicolon, contractions, hyphen etc.

**Instruct and model:** Teacher will write and discuss some wrong sentences to help students understand the real value of using punctuations. Teacher will give acronym "SCOPE" (S: Spelling, C: Capital, O: Order of the words, P: Punctuation, E: Express thoughts) and explain its importance.

**Guided practice:** Students will work in pair and correct/edit paragraph full of mistakes. At the end of

the activity they will exchange and review each other's work; then whole class discussion for correctness of their work.

**Less guided practice:** Worksheet on wrong sentences will be given to each student to correct/edit mistakes on mechanics of writing. This will be reviewed by fellow students and teacher.

**Homework/Assessment:** Another worksheet to correct/edit wrong sentences will be given for the reinforcement of the knowledge.

### Wednesday

**Objective:** Students will identify the building blocks of writing i.e. structure of sentence to expand their skills.

**Warm up:** Four wrong fragments and run on sentences on the board will produce discussion on the topic.

**Objective discussion:** Teacher will announce that students are going to learn the importance of sentence structure and subject verb agreement along with the four types of sentences.

**Instruct and model:** Teacher will give acronyms "FANBOYS", "BATWASHTUB" and "HOTSHOTCAT" on board and will explain their importance in writing.

**Guided practice:** Students will work in pair, working on editing and correcting a paragraph (subject verb agreement errors) provided by the teacher. It will be reviewed by classmates and teacher during the whole class discussion.

**Less guided practice:** Students will work in pair and discuss another worksheet provided by teacher containing sentences with errors and explaining why are they wrong. At the end of activity teacher will provide oral feedback.

**Homework/Assessment:** Students will be given more worksheets to correct error based sentences. This is the reinforcement of what they learned in the class. (Choose a sentence that is correctly written and is not a fragment or run on sentence and do capitalization where needed).

### Thursday

**Objective:** Students will identify the importance of brainstorming and critiquing ideas before writing an academic paragraph.

**Warm up:** Pictorial prompt will be used to develop discussion on the topic. ("My inspiration")

**Objective discussion:** Teacher will announce that students are going to write an academic paragraph.

**Instruct and model:** A brief discussion on the roles of each sentence in the paragraph will be held including a good opening and concluding sentence (recap of format).

**Guided practice:** In pairs, students will discuss (brainstorm) and outline a paragraph on the topic. At the end of activity teacher will critique and provide oral feedback. Whole class discussion will be done to pick the best ideas and to drop other ones.

**Less guided practice:** In pairs, students will organize and link their ideas to produce a rough draft

on the given topic. This will be reviewed by teacher (giving information from general to specific).

**Independent Practice:** Students will write their edited paragraph for submission. This demonstrates their understanding of mechanics, sentence structure and how to follow norms of writing an academic paragraph (in the light of rubric's mechanics and sentence structure)

**Homework:** Students will read model paragraph provided by the teacher to compare their own work.

## Friday

**Objective:** To check students' understanding on mechanics, sentence structure and composition writing.

**Warm up:** N/A

**Objective discussion:** Teacher will supply rubric and ask students to write another paragraph in the light of feedback they got from teacher but this time students will write on some different personality that inspired them.

**Instruct and model:** Teacher will return student's submissions that were handed day before with comments and suggestions.

**Guided practice:** Students will write their final draft which will be reviewed by teacher in the light of rubric and an ungraded assessment on performance will be done.

**Less guided practice:**

**Homework/Assessment:** This is the reinforcement of what student learnt throughout the week and teacher would assess students based on their performance.

<https://youtu.be/xWphY3PKAtg>