

LESSON PLAN

‘Writing an article’

Class profile:

Number of Ls: 15

5th Grade of State Primary School

Level: A1-A2

Time: ~90-95 min / two teaching sessions

Technical Equipment:

Five computers connected in a LAN (Pentium III processors at 850 MHz., Windows '98 operating system), an ink jet printer (Hewlett Packard, HP Deskjet 710C).

Materials:

- Photos of the town posted on class blog (sights and natural beauty).
- Texts about the town of Messolonghi available on the class blog (general, geographical and historical info, etc).
- Worksheets posted on the blog (brainstorming sheet, planning sheet, editing checklists sheet, etc).

Aim: To engage Ls in a contextualized writing activity based on process-oriented tasks through blogging to produce an informative written text (article).

Objectives:

1. To develop Ls' writing skills
2. To encourage Ls' personal expression
3. To help Ls become independent writers
4. To stimulate Ls' thinking
5. To achieve skills integration
6. To enhance Ls' collaborative skills
7. To promote interactive writing
8. To revise vocabulary for describing places
9. To practise article writing
10. To practise peer editing
11. To practise Ls' word processing skills
12. To practise Ls' blogging skills

Assumed Knowledge: Ls are already familiar with 1. the use of verbs (auxiliary and modal verbs), 2. present simple for general descriptions, 3. the simple past of regular and irregular verbs, 3. description of places using 'there is/' 'there are', 4. adjectives used to describe places, such as lovely, fantastic, great, 5. vocabulary about the weather, 6. vocabulary about geographical terms, 7. saving and retrieving files, 8. keyboard and typing on a word-processor, 9. blog entries, 10. making blog posts, 11. Messolonghi, their town (e.g. attractions, weather, people, etc).

Class Organization: Ls form five groups of three and sit in front of the five computers in the school computer lab.

Procedure	Objectives	Time
<p>A) Pre-writing stage</p> <p>Step 1: The teacher sets the context of the writing activity by informing the Ls that they are going to join a writing competition for a travel e-magazine about Greek destinations in order to inform and attract tourists. To join this competition they are invited to write an article in English about their town entitled ‘Messolonghi: All about my town’. The best article is going to be published in this travel e-magazine about Greece.</p> <p>Step 2: Ls are divided into five groups to brainstorm and make a list of information about their town based on the topic ‘clouds’ of the relevant brainstorming sheet posted on the blog. To motivate Ls further & activate their thinking, each group can see some prompt photos of their town posted on the blog.</p> <p>Step 3: Ls join a whole class discussion to exchange ideas and information based on the topic clouds of the posted brainstorming sheet.</p>	<ul style="list-style-type: none"> - To set the context - To write for a purpose - To motivate Ls to write <ul style="list-style-type: none"> - To stimulate Ls to think & write - To initiate Ls’ brainstorming - To generate ideas - To encourage group writing <ul style="list-style-type: none"> - To trigger a whole class discussion - To integrate writing with speaking & listening - To encourage interactive writing 	<p>5 min</p> <p>10 min</p> <p>5 min</p>
<p>B) While-writing stage</p> <p>B1. Planning:</p> <p>Step 4: Ls are asked to consider the purpose, the audience and format of their text. To this end, each group of Ls sees on the screen the</p>	<ul style="list-style-type: none"> - To activate Ls’ personal thinking - To enhance interaction with the reader - To encourage collaborative/group writing 	<p>10 min</p>

<p>question cards posted on the blog to think about and then discuss as a whole class.</p> <p>Step 5: Each group decides what information they will choose to write in their article and develop an initial plan for drafting their informative text. To this end, there is a planning sheet provided on the blog in order to help Ls organize the information they have generated during pre-writing. Ls are also provided with a glossary and writing notes to assist them throughout the writing process.</p>	<ul style="list-style-type: none"> - To help Ls organize their information - To activate Ls' cognitive & critical thinking - To make Ls independent/autonomous writers 	<p>10 min</p>
<p>B2. Drafting:</p> <p>Step 6: Ls are asked to structure and sort out the above information about their town in their groups to produce a first rough draft using the word processor. After typing and saving it on the screen of their computer, Ls are asked to post their first draft on the special first draft entry space already available by the teacher for each group.</p>	<ul style="list-style-type: none"> - To produce a rough draft - To focus on content & coherence - To practice word processing skills - To practice blog skills 	<p>15 min</p>
<p>Step 7: After posting their first draft on the blog, groups evaluate their peers' draft (group 1→ group 2→ group 3→ group 4 → group 5→ group 1) based on specific evaluation points of the peer-evaluation editing checklist (Appendix II: 21) and post their comments under the first draft of each group.</p>	<ul style="list-style-type: none"> - To encourage Ls' self-expression - To encourage peer feedback - To revise the first draft - To integrate writing with reading 	<p>10 min</p>

<p>Step 8: Each group of Ls writes their final draft focusing on cohesion, spelling, punctuation grammar and vocabulary by conferencing with their peers. After typing the final text of the article, they post it on the blog as appropriate.</p>	<ul style="list-style-type: none"> - To produce a final draft - To focus on language & cohesion 	<p>10 min</p>
<p>C) Post-writing stage</p>		
<p>Step 9: Ls are asked to evaluate their own final draft in their groups available based on the self-editing checklist.</p>	<ul style="list-style-type: none"> - To reflect upon their writing - To encourage self-evaluation/feedback 	<p>5 min</p>
<p>Step 10: Each group of Ls format their final drafts by adding photos they can draw from the photo gallery published in the blog in order to enrich their articles. They are also asked to use a specific font, style and size of font (e.g. Times New Roman 12) in their texts.</p>	<ul style="list-style-type: none"> - To practice WP functions 	<p>10 min</p>
<p>Step 11: Each group of Ls reads the posted articles of each other. They make comparisons and post comments on the blog voting the best article (scale 0-10).</p>	<ul style="list-style-type: none"> - To share their article with the class - To integrate writing with speaking & reading - To increase motivation 	<p>5 min</p>