



The Minnesota Literacy Council created this curriculum. We invite you to adapt it for your own classrooms.

Advanced Level (CASAS reading scores of 221-235)

The Short Essay: Week 3

Unit Overview

This is a 6-week unit in which learners produce a variety of genres of short essays. Advanced learners transition from paragraph writing to short essay writing. Learners explore unity and coherence in a paragraph and choosing controlled topic sentences. Learners also explore different grammatical points per essay genre. Learners work on avoiding run-on sentences and creating compound sentences with proper conjunctions.

Focus of Week 3

- Identifying and planning **narrative organization**
- **Important life events/Lessons learned**
- **Adding details** in essays
- **Using past continuous** in narrative essays
- Understanding and using **time clauses (headed by subordinating conjunctions)**

Short Essay Unit: Week 3, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: read a narrative passage about one of former President Carter’s childhood experiences.</p> <p>Literacy: free-write for ten to fifteen minutes using characteristics of narrative writing.</p> <p>Listening/speaking: discuss important events in their own lives and how they may have affected/changed them.</p> <p>Transitions & Critical Thinking: identify characteristics of a narrative short essay.</p> <p>Grammar: use time adverbs as subordinating conjunctions.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Textbook: <i>Effective Academic Writing 2: The Short Essay</i>, pp. 54-56, 63-64 <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Handout: Breaking Ground Visual Aid • Handout: Time Adverbs <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A projector

Lesson Plan

Warm up: Thinking about the Topic: Listening/speaking (Think-Pair-Share)

Description: Look at the picture on p. 54 of the text and discuss the questions in part A with a partner. Then think about the prompt found in part B. Form small groups and share with others the three important events or experiences you noted. Why were the events important? How did they change you?

Materials/Prep: Textbook: *Effective Academic Writing 2: The Short Essay*, p.54

Activity 1: Literacy & Transitions/Critical Thinking

Description: Introduce “narrative short essay” and practice identifying the characteristics of narrative writing. Learners read a narrative passage entitled “Breaking Ground to Be a Man” with potentially new vocabulary foot-noted.

Materials/Prep: Textbook: *Effective Academic Writing 2: The Short Essay*, pp. 55-56 Handout: **Breaking Ground Visual Aid (single copy to be projected)**, and a projector

Activity 2: Grammar

Description: Read about time adverbs to show sequence of events in narrative essays. Practice choosing the appropriate time adverb in order to link clauses.

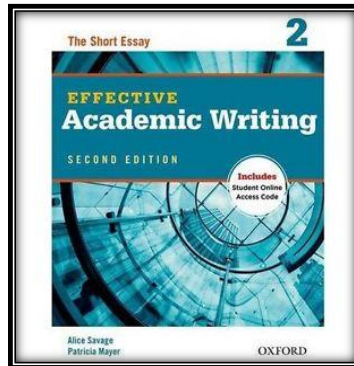
Materials/Prep: Handout: **Time Adverbs** and Textbook: *Effective Academic Writing 2: The Short Essay*, pp. 63-64

Checking for Understanding

Description: Free-write for ten to fifteen minutes choosing from the experience-related topics provided. Learners express their thoughts and feelings and use details. In their final thoughts, learners should share something learned from the experience.

Materials/Prep: Textbook: *Effective Academic Writing 2: The Short Essay*, p. 56

Teacher Directions: Warm Up: Listening/speaking—Materials: Textbook: *Effective Academic Writing 2: The Short Essay, p. 54*



Step 1: Setting the Context

“In psychology, formative experiences are experiences that shape how we see the world and what type of person we become later in life.” p. 54

People have life-changing experiences everyday whether they realize it or not. Something small can have a big effect on someone’s life, especially if it happens repeatedly or if it is very meaningful to the person who experiences it. This week learners will study and practice narrative writing, which involves sharing the details of an event or action and concluding with the outcome or learnings. Narrative writing is similar to descriptive writing because it must be detailed; however, narrative writing is told chronologically and the narrator shares what is learned from an experience.

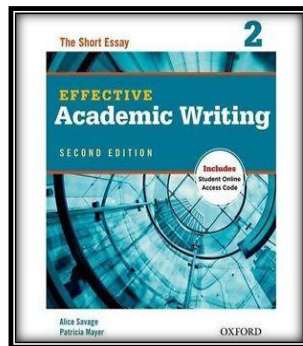
Step 2: Group Work

Pairs take approximately 5 minutes to discuss the questions under part A of Exercise 1 on p. 54. Then, ask partners to move on to independently thinking about part B. Depending on class size, learners may remain in pairs, or they may regroup by joining another pair, creating a small group of four. Share ideas about part B for an additional 10 minutes.

Step 3: Report Out

Ask a learner or two from each group to share their experience stories with the whole class. Learners should use reported speech and retell what a classmate shared during the earlier discussion of part B. This holds all learners accountable for the listening/speaking objective and also allows learners to think about why an event was important to someone and how it might have changed that classmate.

Teacher Directions: Activity 1: Literacy & Critical Thinking-Materials: *Effective Academic Writing 2: The Short Essay*, pp. 55-56; Handout: *Breaking Ground Visual Aid*, and a projector



Step 1: Context

“U.S. President and humanitarian Jimmy Carter wrote the following narrative passage. It describes his childhood experience ‘mopping cotton’ on his father’s farm during the 1930s. To kill insects that ate cotton plants, Carter’s family covered each cotton plant with molasses mixed with poison.” p. 55

Learners read an excerpt adapted from a longer text entitled An Hour Before Daylight. The goal of reading “Breaking Ground to Be a Man” is not to learn how Jimmy Carter became a man, as the title might insinuate, but rather to help learners identify characteristics of good narrative writing. Learners should consider what the order, or organization, of the writing is as well as what kind of language provides the details. Before reading, discuss the potentially new vocabulary bolded throughout the text and defined below the margin (like footnotes, minus the numbering system). There are only two potentially new terms defined for learners. Project the accompanying handout “Breaking Ground Visual Aid.” Use these visuals as an extended guide for potentially new vocabulary. This may also be passed out to learners, so they can refer to it as they read.

Step 2: Reading

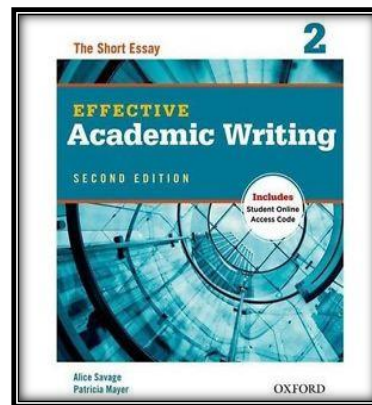
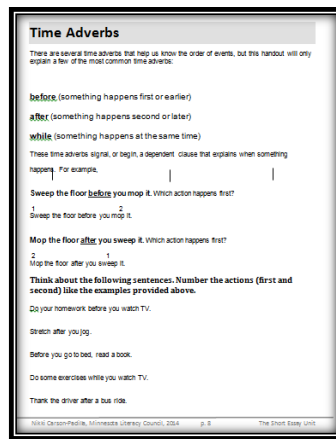
Instructor reads “Breaking Ground to Be a Man” aloud to the class, demonstrating pronunciation of new vocabulary as well as minding punctuation. Learners follow the text as the instructor reads. Learners re-read “Breaking Ground” aloud in pairs. Before learners begin reading in pairs, remind them they do not need to understand every word in order to understand the author’s experience.

Step 3: Checking Comprehension

In order to check for comprehension of what was read, learners work individually on Exercise 3, p. 55 answering T or F to statements 1-4. Learners continue with Exercise 4 using short answers to address the critical thinking questions about the narrative writing on p. 55. Have learners report out their answers to questions 1-4. If there are any discrepancies in answers, discuss them thoroughly as a class. Learners can refer to the passage to identify what information from the narrative helped them choose T or F. Also, ask learners to share their responses to Exercise 4. As these questions are more open-ended, there is no answer key provided.

(Answers for Exercise 3: 1. F 2. T 3. F 4. F)

Teacher Directions: Activity 2: Grammar-Materials: Textbook: *Effective Academic Writing* 2: The Short Essay, pp. 63-64 (Exercise 4) and Handout: Time Adverbs



Step 1: Setting the Context

Read the Language and Grammar Focus on p. 63 as a class. Discuss the examples. Provide additional examples as necessary. Learners will see the different positions for time clauses and main clauses in a sentence. **When the time clause is first, a comma is required. A comma is not required when the time clause is last.** This was demonstrated in the previous sentences (bolded). Share on the board, if they might clarify the punctuation usage. Before completing Exercise 4 on p. 64, pass out the handout “Time Adverbs” and discuss the use of “before” and “after” as a whole class, as these are often confusing for language learners. After discussing this handout, move on to Step 2. Spend no more than 15 minutes on the handout, as this is an introduction to time adverbs and mastery of usage does not have to be acquired today.

Step 2: Pair Practice

Learners work independently on Exercise 4 found on p. 64. They connect main clauses using the subordinating conjunctions provided in parentheses. For example,

2. People waited a long time for mail. It arrived. (before)

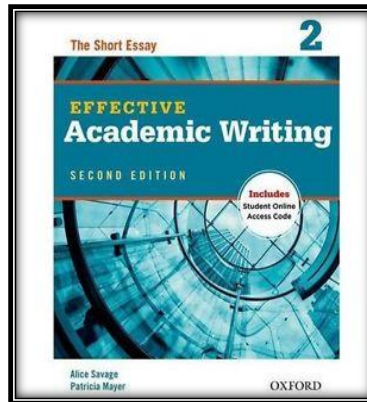
Learners need to rewrite the two sentences as one using “before” to appropriately connect the clauses. The time clause may come first or second, but the time adverb must be placed in front of the correct clause; otherwise the meaning changes and it may become illogical. For example, People waited a long time for mail before it arrived. **But NOT...** It arrived before people waited a long time for mail.

Step 3: Compare Responses

Once learners have completed Exercise 4, they partner up to compare their responses and determine whether their individual responses are appropriate. Circulate the room to address any learner questions.

Inform learners that they will be working on time clauses throughout the week. They will receive more materials on this topic.

Checking for Understanding: Free-writing—Materials: Textbook: *Effective Academic Writing 2: The Short Essay*, p. 56



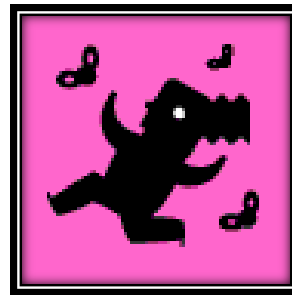
Activity:

Free-write for ten to fifteen minutes choosing from the experience-related topics provided. Learners express their thoughts and feelings, using details whenever appropriate.

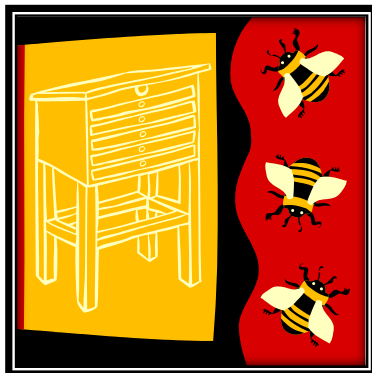
- What do you remember most about your childhood summers?
- What jobs did you do to help your family when you were young?
- Have you ever grown something? What was the experience like?
- Tell a story from your life that supports the saying, “Experience is the best teacher.”

Breaking Ground Visual Aid

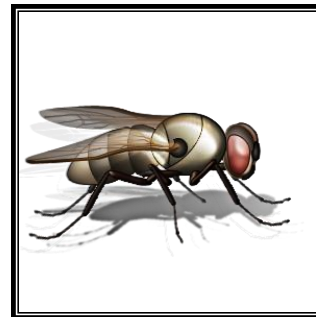
To accompany *Effective Academic Writing 2: The Short Essay* by Alice Savage & Patricia Mayer, Ed. 2, p. 55



swarm of bugs



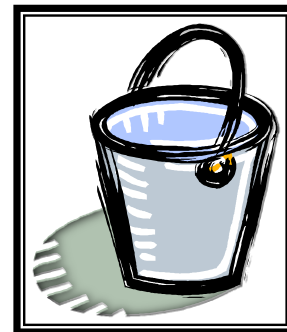
honeybees



a fly



poison



a bucket

Short Essay Unit: Week 3, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Listening/speaking: share brainstormed sentences with classmates and listen for active verbs/adjectives that show emotion.</p> <p>Literacy: read a student narrative essay.</p> <p>Literacy: write sentences using active verbs and adjectives that show emotion.</p> <p>Transitions & Critical Thinking: use a table to brainstorm/prewrite. Consider audience and purpose before writing.</p> <p>Grammar: choose the simple past or past continuous with the correct time adverbs.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Effective Academic Writing 2: The Short Essay, pp.57-58, 61-62</i> • <u>Textbook:</u> <i>Grammar in Use Intermediate, pp.12-13</i> • Handout: Events Vocabulary Brainstorm <p>Make Single Copies or Reference</p> <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A projector

Lesson Plan

Review/Warm-up: Literacy & Grammar

Description: Read a student essay and identify time adverbs.

Materials/Prep: Textbook: *Effective Academic Writing 2: The Short Essay, pp. 61-62 “A Scary Secret”* and a projector

Activity 1: Grammar

Description: Read about the difference between past continuous and simple present, especially concerning tense with time adverbs. Practice by completing some exercises.

Materials/Prep: Textbook: *Grammar in Use Intermediate, pp.12-13*

Activity 2: Literacy & Transitions/Critical Thinking

Description: Use a table to brainstorm before writing a short essay. Consider audience and purpose.

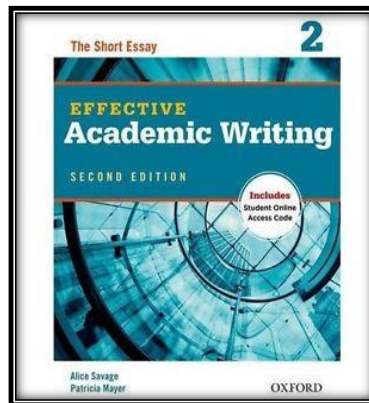
Materials/Prep: Textbook: *Effective Academic Writing 2: The Short Essay, p. 57*

Checking for Understanding: Literacy & Listening/speaking

Description: Use brainstormed actions and emotions in sentences and share one with the class as an “exit ticket”.

Materials/Prep: Textbook: *Effective Academic Writing 2: The Short Essay, p. 58* and Handout: **Events Vocabulary Brainstorm**

Teacher Directions: Review: Literacy & Grammar—Material: Textbook: *Effective Academic Writing: The Short Essay*, pp. 61-62 and a projector



Step 1: Introduce Activity

Learners discover how time adverbs provide sequence and order to an essay. The reader can imagine an event more clearly with both sensory words and time adverbs. Learners will listen to the instructor read a student essay aloud and then independently re-read the essay, specifically looking for time adverbs.

Step 2: Read the Essay

The instructor reads the student essay “A Scary Secret” on p. 61 aloud. Learners follow the text and listen for the gist. They keep in mind the question, “What is the scary secret?” Briefly discuss the content, or main event, before moving on to the grammar practice.

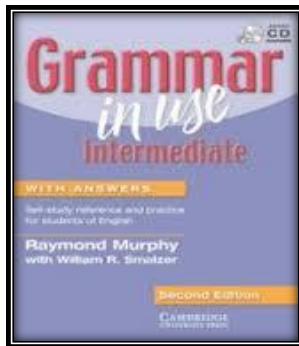
Step 3: Identify Time Adverbs

Learners independently re-read the essay and circle time adverbs. Learners should not circle every adverb they encounter, but only those that are used to show time (e.g. after, before, when, while).

Step 4: Report Out

Project a copy of p. 61 and ask learners to come forward to circle time adverbs. Discuss as a class. Especially discuss how the time adverbs help put the essay into chronological order. Narrative essays are usually in chronological order instead of order of importance.

Teacher Directions: Activity 1: Grammar—Material: Textbook: *Grammar in Use Intermediate*, pp. 12-13 and a projector (optional)



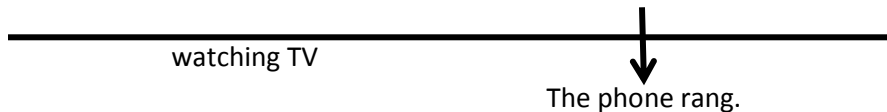
Step 1: Setting the Context

There are several ways to express past actions in English. Sometimes we want to explain one action that happened in the past and the duration, or amount of time it took to complete, is not important. Sometimes two actions took place simultaneously, or at the same time, but the duration wasn't important. In both cases, we use the simple past. Other times, we want to explain an action that took time and may have involved another action. Usually the other action interrupted the first. In this case, we use the past continuous. After learners read the many examples provided on p. 12 of the text *Grammar in Use Intermediate*, they should be able to identify which time adverbs are commonly used with the past continuous (also known as the past progressive) and which are usually used with the simple past.

Step 2: Read

As a class, read aloud sections A-D on p. 12. First, learners look at the structure of the past continuous: **was or were + (base verb+ing)**. Then examples are provided in the affirmative, interrogative, and negative forms. Section C explicitly contrasts the simple past and the past continuous using time adverbs in each example. Be sure to point out that “when” in the simple past has a different connotation than in the past continuous. Drawing a basic diagram on the board to provide additional context before learners move on to step three may benefit many learners. See below:

Nicole was watching TV when the phone rang.



Nicole watched a lot of TV when she was sick last year.



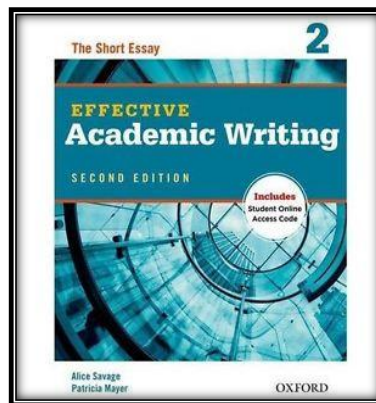
Step 3: Pair Practice

Learners complete Exercises 6.1-6.4 on p. 13 in order to practice time adverbs.

Step 4: Correct

Either learners report out their answers to the exercises, or project a copy of p. 13 and learners fill in their responses. If there are any discrepancies in responses, discuss correct answers as a class.

Teacher Directions: Activity 2: Literacy & Critical Thinking—Material: Textbook: *Effective Academic Writing 2: The Short Essay, p. 57*



Step 1: Setting the Context

“Some experiences change our lives and form our personalities,” p. 57. Later in this unit, learners will write a narrative short essay about an experience that changed them or taught them something important. In order to prepare for writing this short essay, learners explore another way to brainstorm ideas: creating a table.

Step 2: Practice

Learners independently complete Exercises 1 and 2 on p. 57, as they must consider a personal experience. Those learners who were present on Monday may choose one event that they listed for the warm-up exercise. Those who were absent on Monday will have to think of a significant life-changing event that they feel comfortable writing about.

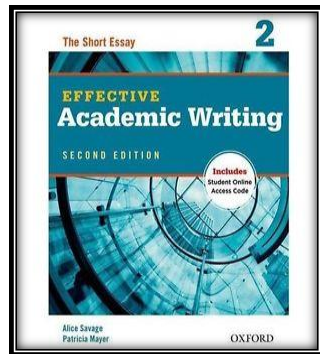
Learner first re-create the three column table of Exercise 1, part A in their notebooks and fill in information about what they thought before and what they thought after the event (showing change or learning). Details about the event they have in mind should be listed separately. Second, learners match the likely purpose to the audience. This means that they consider possible audiences for a narrative essay before choosing the audience of their personal narrative essay.

Step 3: Checking for Understanding

The instructor should float the room to check for learner understanding of use of the table for brainstorming change and/or learning from the event. Each learner will have different experiences and different thoughts before and after, so the brainstorming exercise should not be corrected as a class unless the class is relatively small (5 or fewer). However, Exercise 2, part A can be corrected as a class.

(Answers: 1. D 2. C 3. A 4. B)

Checking for Understanding: Literacy & Listening/speaking—Materials: **Textbook: *Effective Academic Writing 2: The Short Essay*, p. 58** and Handout: **Events Vocabulary Brainstorm**



Classmate's Name	Active Verb/s	Emotion/s

Activity:

Learners complete Exercise 3 on p. 58 by thinking about the event they used to brainstorm details, audience, and purpose. They then, recall specific actions and emotions. Learners may add more active verbs to the “Actions” list and more adjectives to the “Emotions” list. After completing part B, each learner shares one sentence as an “exit ticket”. Listeners fill out the handout “**Classmates’ Events Brainstorm**” as they listen to each sentence shared. This helps keep learners focused on actions and emotions, key aspects of narrative writing.



Events Vocabulary Brainstorm

Classmate's Name	Active Verb/s	Emotion/s

Short Essay Unit: Week 3, Wednesday

<p>Objectives <i>Learners will be able to...</i></p> <p>Literacy: identify elements of narrative essay organization (e.g. background information and lesson learned).</p> <p>Literacy: write one to three paragraphs of narrative writing incorporating elements of narrative organization and development.</p> <p>Listening/speaking: read narrative writing aloud. Listen for hook and lesson learned.</p> <p>Transitions & Critical Thinking:</p> <p>Transitions & Critical Thinking: consider audience and purpose and write a hook to draw the reader in.</p> <p>Grammar: connect clauses using “before” and “after” without changing meaning.</p>	<p>Materials</p> <p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Effective Academic Writing 2: The Short Essay</i>, pp. • Handout: Editor’s Checklist <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Handout: Before/After Mingle Cards (cut, one card per learner) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A projector
<p>Lesson Plan</p>	
<p>Review/Warm-up : Grammar & Critical Thinking</p> <p><u>Description:</u> Mingle and find a matching clause. With matching clause partner, determine two logical ways to connect the clauses (i.e. using before and after).</p> <p><u>Materials/Prep:</u> Handout: Before/After Mingle Cards (cut, one card per learner)</p> <p>Activity 1: Literacy & Critical Thinking</p> <p><u>Description:</u> Read about narrative essay organization, such as providing background information and a lesson learned to create details within the body. Read a student sample essay and answer comprehension questions about its narrative organizational elements.</p> <p><u>Materials/Prep:</u> Textbook: <i>Effective Academic Writing 2: The Short Essay</i>, pp. 58-60</p> <p>Activity 2: Literacy & Grammar</p> <p><u>Description:</u> Write a short narrative essay (1-3 paragraphs). Include background information and details of a unique or life-changing event.</p> <p><u>Materials/Prep:</u> Handout: Editor’s Checklist</p> <p>Wrap-up/Exit Ticket: Listening/speaking</p> <p>Learners volunteer to orally share their narrative essays. Classmates listen for hooks and lessons learned.</p>	

Teacher Directions: Review/Warm-up: Grammar & Critical Thinking—Materials:
Handout: Before/After Mingle Cards (cut, one card per learner)

Before/After Mingle Cards	
I buckle my seatbelt.	I leave a parking lot.
I put on socks.	I put on shoes.
I eat dinner.	I have some dessert.
I wash clothes.	I put clothes in the dryer.
I open the tab.	I drink my pop (soda).
I dry the dishes.	I put the dishes away.
I add water to the tub.	I take a bath.
I sweep the floor.	I mop the floor.
I bake the cake.	I decorate the cake.

Set Up/Providing Context:

Cut out the cards provided on the handout **Before/After Mingle Cards** before class begins. Mix the cards and hand them out randomly to learners as they enter the room. If an odd number of learners are present, the instructor will need to participate.

The Activity:

Learners mingle with one another until they find the most logical match for the clause on their card. Once a match has been found, partners should remain together and collaboratively join their clauses to create a sentence, first using “before” and then using “after”. Partners report out their “before/after” sentences and the class decides whether they are logical or not. If at any time an incorrect time adverb is used or word order is incorrect, discuss proper usage and/or order before the next pair reports out.

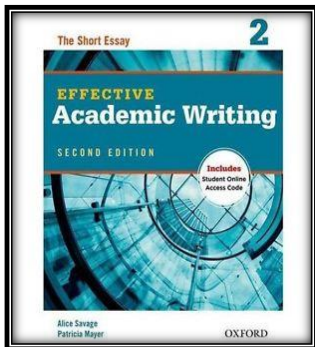
For example,

I buckle my seatbelt. (matches with) **I leave a parking lot.**

Partners share: **I buckle my seatbelt before I leave a parking lot.**

And: **After I buckle my seatbelt, I leave a parking lot.**

**Teacher Directions: Activity 1: Literacy & Critical Thinking-Materials: Textbook:
Effective Academic Writing 2: The Short Essay, pp. 58-60**



Step 1: Setting the Context

Learners read about the organization of a narrative essay. “The hook” and thesis statement are revisited. The introduction of a narrative usually includes a lot of *background information* about the event as well. The body paragraphs of a narrative essay require details and are usually organized in time order, or *chronological order*, whereas the descriptive essay is often told in order of importance. Finally, the conclusion is revisited. A distinct element of a narrative’s conclusion is *a comment about the event’s importance in the writer’s life*. Learners should be aware that the basic elements of an essay are still required regardless of the genre of the writing (e.g. thesis statement, body with support, and a conclusion).

Step 2: Read

Learners read the Rhetorical Focus on the bottom of p. 58 aloud as a class. Then, the instructor reads the student essay on p. 59 aloud to the class as learners follow along with the text. As learners listen, they can think about the gist of the essay and the question at the top of the page: “An Embarrassing Incident” After the instructor reads the essay once, learners re-read to themselves. Learners should pay attention to elements of a narrative essay as they read.

Step 3: Pair work

Learners partner up to complete Exercise 5 “Examining the student essay” on p. 60.

Step 4: Report Out

Pairs share their responses to questions 1-3 in part A and questions 1-6 in part B. Discuss as a class.

Answers to Exercise 5:

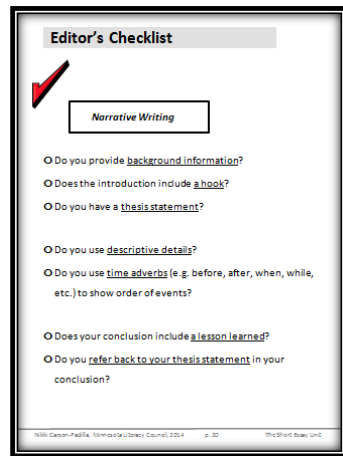
Part A

1. Answers may vary. Be sure learners have accurately identified the background information.
2. The writer was embarrassed because the friend’s grandfather was offended by the different way of greeting him. Everyone looked at the narrator and the friend laughed.
3. The writer learned that “good manners are not the same in different countries”.

Part B

1. Hook: “Where I grew up, the rules for family life are very strict.” It is a hook because the reader wants to know how these rules affected the writer.
2. **Who** (family, esp. grandparents), **what** (showing respect), **why** (they lived longest & had most knowledge about life)
3. Thesis: “I thought that everyone lived and thought just as I did. I soon found out this is not true.”
4. Answers may vary.
5. It was a **positive lesson**.
6. **B.** a world cultures instructor (because it shows what the writer learned from the experience)

Teacher Directions: Activity 2: Literacy-Materials: Handout: Editor's Checklist



The image shows a handout titled "Editor's Checklist" for Narrative Writing. It features a red pencil icon and a list of seven checklist items, each with a radio button. The items are: 1. Do you provide background information? 2. Does the introduction include a hook? 3. Do you have a thesis statement? 4. Do you use descriptive details? 5. Do you use time adverbs (e.g. before, after, when, while, etc.) to show order of events? 6. Does your conclusion include a lesson learned? 7. Do you refer back to your thesis statement in your conclusion? At the bottom, it says "Nikki Carson-Padilla, Minnesota Literacy Council, 2014" and "p. 18" and "The Short Essay Unit".

Note: If learners do not have time or the ability (yet) to create a 3-paragraph short essay, ask that they write a paragraph using the elements of narrative writing. The short essay will come with time! Learners need opportunities to write in order to be able to produce more.

Step 1: Setting the Context

Learners have read sample student descriptive essays and have free-written using some elements of descriptive writing. Today, they practice writing a short descriptive essay (3 paragraphs: intro, body, and conclusion). Their goal should be to include the following elements:

- A hook in the introduction
- Background information
- A thesis statement (to stay focused and on-topic)
- Descriptive details in the body
- A conclusion that explains a lesson learned

List the aforementioned on the board before learners begin writing. Remind learners to do some brainstorming before writing. Tables were practiced in class; however, learners may use any form of pre-writing that is comfortable to them, such as word webs, drawing, etc.

The prompt is:

Tell about a time when someone persuaded you to do something you didn't want to do. How did the person persuade you? How did you feel about it? What did you learn from the experience?

Step 2: Writing

This is not a timed exercise; however, learners do need to finish one to three paragraphs before the end of class. Paragraphs do not need to be lengthy, but need to include descriptive detail and support the thesis statement. Ideally, learners will have time to re-read their writing and complete step 3: self-editing.

Step 3: Self-Editing

Learners use the handout “Editor’s Checklist,” which differs a bit from the checklist provided in the main text, because it is less thorough. Because today’s writing exercise may be the first narrative short essay writing experience for many learners, it is best to concentrate on a few key elements of narrative writing versus several aspects all at once. Learners re-read their own writing and check off the elements they find they have done well.

Ideally, learners will underline or highlight each element of their narrative writing as they identify it, instead of simply checking each off without proving they exist in their writing. For example, learners should underline their thesis statement, then check it off; underline their hook, then check it off; circle time adverbs, then check it off; etc.

Wrap-up/Exit Ticket: Listening/Speaking

Time-permitting, learners volunteer to orally share their narrative essays. Classmates listen for hooks and lessons learned.

Before/After Mingle Cards

Cut one card per learner.

I buckle my seatbelt.	I leave a parking lot.
I put on socks.	I put on shoes.
I eat dinner.	I have some dessert.
I wash clothes.	I put clothes in the dryer.
I open the tab.	I drink my pop (soda).
I dry the dishes.	I put the dishes away.
I add water to the tub.	I take a bath.
I sweep the floor.	I mop the floor.
I bake the cake.	I decorate the cake.

Editor's Checklist



Narrative Writing

- Do you provide background information?
- Does the introduction include a hook?
- Do you have a thesis statement?

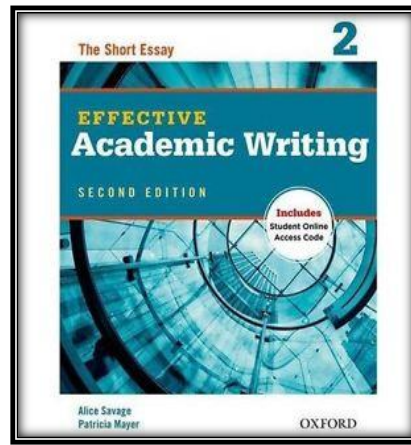
- Do you use descriptive details?
- Do you use time adverbs (e.g. before, after, when, while, etc.) to show order of events?

- Does your conclusion include a lesson learned?
- Do you refer back to your thesis statement in your conclusion?

Short Essay Unit: Week 3, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: write a short narrative essay including elements of narrative writing, such as background information and a lesson learned.</p> <p>Listening/speaking: share constructive feedback with a classmate about timed essay.</p> <p>Transitions & Critical Thinking: manage essay writing in a timed setting. Peer edit and provide constructive feedback.</p> <p>Grammar: use time adverbs to join two clauses and correctly show order of events.</p> <p>Grammar: choose between simple past and past continuous by using context clues.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Textbook: <i>Effective Academic Writing 2: The Short Essay</i>, pp. 73-75 • Handout: Peer Editor’s Worksheet <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Handout: Timed Writing: Narrative Short Essay • Handout: Putting It All Together Answers <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A projector
Lesson Plan	
<p>Review/Warm-up: Literacy & Grammar <u>Description:</u> Learners read one paragraph from a narrative essay and correct six mistakes in verb forms. <u>Materials/Prep:</u> Textbook: <i>Effective Academic Writing 2: The Short Essay</i>, p. 75, “Strangers on a Bus”</p> <p>Activity 1: Grammar & Test Prep <u>Description:</u> Complete two exercises as an assessment of grammar learned this week (time adverbs and past continuous). <u>Materials/Prep:</u> Textbook: <i>Effective Academic Writing 2: The Short Essay</i>, pp. 73-74, “Putting It All Together”</p> <p>Activity 2: Literacy & Test Prep <u>Description:</u> Complete a timed writing on a narrative writing prompt. <u>Materials/Prep:</u> Handout: Timed Writing: Narrative Short Essay</p> <p>Wrap up: Peer Editing <u>Description:</u> Learners share their short essays with a partner and collaboratively complete the peer editor’s worksheet for each other. <u>Materials/Prep:</u> Handout: Peer Editor’s Worksheet</p>	

Teacher Directions: Review/Warm-up: Literacy & Grammar—Materials: *Effective Academic Writing: The Short Essay*, p. 75 and a projector

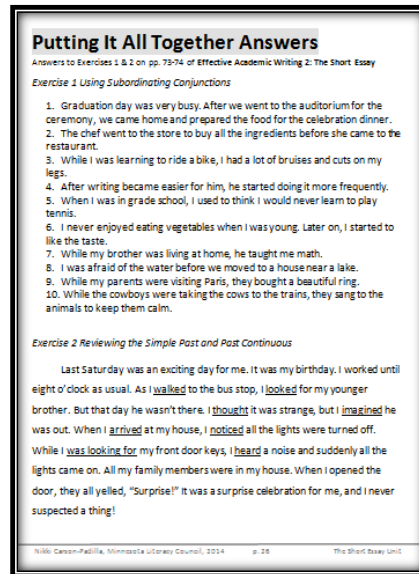
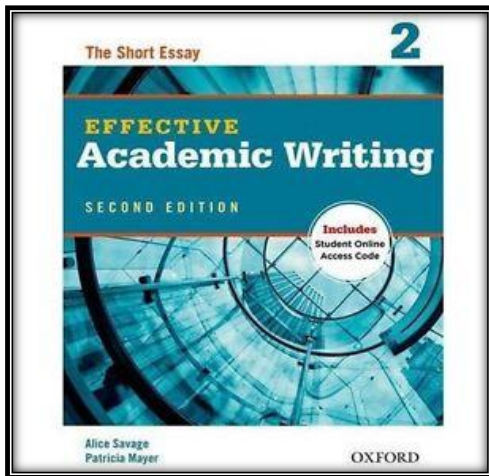


Activity: Learners read the paragraph entitled “Strangers on a Bus” and pay special attention to problems with verb forms. There are six mistakes that need to be corrected. Learners should first work independently, then partner up to compare their answers. Project a copy of p. 75 and discuss corrections as a class.

Corrections:

- 1) One morning I was waiting at the bus stop.
- 2) I felt upset, but fortunately, I got a place next to the window.
- 3) People were hurrying along clutching their umbrellas.
- 4) He was riding beside the bus and waving his arms.
- 5) He was carrying something over his shoulder and shouting.
- 6) Finally, when we came to the next stop, the boy ran up to the door.

Teacher Directions: Activity 1: Grammar & Test Prep—Materials: Textbook: *Effective Academic Writing: The Short Essay*, pp. 73-74 and Handout: *Putting It All Together Answers*



Step 1: Setting the Context

Learners need opportunities to work independently in order for the instructor to check for individual understanding. This also gives learners a chance to prepare for test-taking situations. Today, learners review the grammatical structures practiced throughout the week: **time adverbs as subordinating conjunctions and past continuous.**

Step 2: Review/Assessment

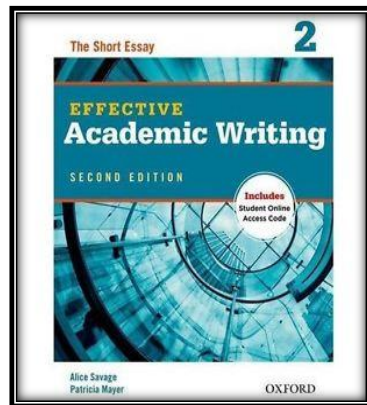
Learners complete Exercises 1 and 2 on pp. 73-74.

Step 3: Reviewing Answers

Use a projector to review the questions. Invite learners to come up and share their answers. If collecting tests, learners will need to use recall to review answers with the whole class.

Note: Instructor may determine whether learners submit their "Putting It All Together" review tests or not. If floating the room to check for individual understanding is sufficient, submission of the tests may not be necessary.

Teacher Directions: Activity 2: Literacy & Test Prep-Materials: Handout: Timed Writing: Narrative Short Essay (to be projected) and a projector



Timed Writing: Narrative Short Essay

Directions:
Practice your test-taking skills by writing an essay following a time limit.
Read the prompt and follow the steps below.

Write a narrative essay about a time when you changed your mind about something important. What prompted you to change your mind?

Step 1: Brainstorm (5-10 minutes)
Write down ideas and vocabulary for your essay on a separate piece of paper. Use a three column table like you practiced in class. Include details about who, where, and when that relate to the event you have chosen to write about.

Step 2: Write (20-25 minutes)
Use your brainstorming notes and write your 1-3 paragraph essay on a piece of paper that can be turned in to the teacher. Skip lines (double space), indent each paragraph. Be sure to have:

- A clear thesis statement
- Descriptive details
- Time adverbs
- A conclusion that includes a lesson learned

Nikki Carson-Padilla, Minnesota Literacy Council, 2014 p. 28 The Short Essay Unit

Step 1: Setting the Context


Learners complete a timed writing response. The purpose of this activity is to assess whether or not learners are able to produce an acceptable amount of writing using the elements of narrative organization and development under test-like conditions.

Step 2: Timed Writing

After reviewing answers to Exercises 1 & 2, learners complete a timed writing in order to practice their test-taking skills. Following the instructions on “**Timed Writing: Narrative Short Essay,**” learners brainstorm, pre-write, and write 1-3 paragraphs in 30 minutes. Since this is a timed writing and must be completed in class, the instructions can be projected, saving paper and copying time.

Wrap-up: Peer Editing—Material: Handout: Peer Editor’s Worksheet

Editor’s Checklist



Narrative Writing

- Do you provide background information?
- Does the introduction include a hook?
- Do you have a thesis statement?
- Do you use descriptive details?
- Do you use time adverbs (e.g. before, after, when, while, etc.) to show order of events?
- Does your conclusion include a lesson learned?
- Do you refer back to your thesis statement in your conclusion?

Nikki Carson-Padilla, Minnesota Literacy Council, 2014 p. 29 The Short Essay Unit

Learners share their short essays with a partner and collaboratively complete the peer editor’s worksheet for each other.

Putting It All Together Answers

Answers to Exercises 1 & 2 on pp. 73-74 of **Effective Academic Writing 2: The Short Essay**

Exercise 1 Using Subordinating Conjunctions

1. Graduation day was very busy. After we went to the auditorium for the ceremony, we came home and prepared the food for the celebration dinner.
2. The chef went to the store to buy all the ingredients before she came to the restaurant.
3. While I was learning to ride a bike, I had a lot of bruises and cuts on my legs.
4. After writing became easier for him, he started doing it more frequently.
5. When I was in grade school, I used to think I would never learn to play tennis.
6. I never enjoyed eating vegetables when I was young. Later on, I started to like the taste.
7. While my brother was living at home, he taught me math.
8. I was afraid of the water before we moved to a house near a lake.
9. While my parents were visiting Paris, they bought a beautiful ring.
10. While the cowboys were taking the cows to the trains, they sang to the animals to keep them calm.

Exercise 2 Reviewing the Simple Past and Past Continuous

Last Saturday was an exciting day for me. It was my birthday. I worked until eight o'clock as usual. As I walked to the bus stop, I looked for my younger brother. But that day he wasn't there. I thought it was strange, but I imagined he was out. When I arrived at my house, I noticed all the lights were turned off. While I was looking for my front door keys, I heard a noise and suddenly all the lights came on. All my family members were in my house. When I opened the door, they all yelled, "Surprise!" It was a surprise celebration for me, and I never suspected a thing!

Timed Writing: Narrative Short Essay

Directions:

Practice your test-taking skills by writing an essay following a time limit.

Read the prompt and follow the steps below.





Write a narrative essay about a time when you changed your mind about something important. What prompted you to change your mind?

Step 1: Brainstorm (5-10 minutes)

Write down ideas and vocabulary for your essay on a separate piece of paper. Use a three column table like you practiced in class. Include details about who, where, and when that relate to the event you have chosen to write about.

Step 2: Write (20-25 minutes)

Use your brainstorming notes and write your 1-3 paragraph essay on a piece of paper that can be turned in to the teacher. Skip lines (double space). Indent each paragraph. Be sure to have:

-  A clear thesis statement
-  Descriptive details
-  Time adverbs
-  A conclusion that includes a lesson learned

Peer Editor's Worksheet

Editor's Name: _____

Writer's Name: _____

- 1) What is the writer's hook?

- 2) What is the writer's thesis statement?

- 3) Name some details used in this short essay. (background information)

- 4) Were time adverbs used correctly? Give some examples.

- 5) What lesson was learned by the writer?