

Journal Writing Lesson Plan

LEVEL	NUMBER OF STUDENTS	LESSON LENGTH
Pre-Intermediate		40 minutes
NAME		

AIM(S)–By the end of the lesson students will know how to use a graphic organizer to organize their ideas for writing, and have gained a better understanding of the importance of regular practice to improving writing skills.

HOW WILL I KNOW MY AIMS HAVE BEEN MET?–Students’ success in writing tasks and post-writing discussions.

ASSUMPTIONS–Students have already had some experience of starting at a new school, or living away from home. Students have some understanding/interest in what it would be like to live in a foreign country.

ANTICIPATED PROBLEMS AND SOLUTIONS–None

MATERIALS–“Writing a Journal Entry” in *World Regions and Cultures: West Asia* handout; blackboard and chalk; A5 ruled notebook (supplied by students)

PERSONAL AIMS–Don’t control class discussions too closely; let student comments lead where they may.

FORMAL LESSON PLAN

STAGE, TIME & FOCUS	TEACHER WILL	STUDENTS WILL
<p><u>Lead-in</u> Time: 5 minutes Focus: Teacher to whole class</p>	<p>Ask, “Do any of you keep a diary or journal?” If some students seem unsure about what this is, show them a blank notebook and give examples of what you would write in it about the past few days or weeks in your life. Identify any students who may keep a journal. Have them give other examples of what they write about. Find out whom they intend to read it. Make sure students understand that a journal is usually meant to be read only by its author, or his or her closest friends.</p>	<p>Say what a journal is; give examples of the kinds of information they might find in one</p>

STAGE, TIME & FOCUS	TEACHER WILL	STUDENTS WILL
<p><u>Pre-Reading</u> Time: 3 minutes Focus: Pair work</p> <p>Time: 2 minutes Focus: Teacher to whole class</p>	<p>Give a copy of the “Writing a Journal Entry” article to each pair of students in the class. Have them discuss the key, footnoted words and phrases in the handout, and why they think each might relate to journal writing.</p> <p>Have students give some examples of how <i>observation</i>, <i>keep track of</i>, etc. might be useful if you are going to write a journal.</p>	<p>Discuss key words and phrases</p> <p>Say how the words and phrases are related to journal writing</p>
<p><u>Reading</u> Time: 7 minutes Focus: Individual</p> <p>Time: 3 minutes Focus: Teacher to whole class</p>	<p>Tell students that they are going to practice writing some journal entries. But first, they should read the article and see if they can get any ideas for how they are going to do this. Have them read the article and make notes.</p> <p>When most of the students have finished reading and reflecting, ask them which of the suggestions given were most useful, and why.</p>	<p>Read text and write down any ideas that could be used in writing their own journal</p> <p>Say how they would use the examples given in their own journals</p>
<p><u>Pre-Writing 1</u> Time: 7 minutes Focus: Individual</p> <p>Time: 3 minutes Focus: Teacher to whole class</p>	<p>Tell students that they are going to practice writing some journal entries. But first, they should read the article carefully and see if they can get any ideas for how they are going to do this. Have them read the article and make notes.</p> <p>When most of the students have finished reading and reflecting, ask them which of the suggestions given they thought were most useful, and why.</p>	<p>Read text and write down any ideas that could be used in writing their own journal</p> <p>Say how they would use the examples given in their own journals</p>

STAGE, TIME & FOCUS	TEACHER WILL	STUDENTS WILL
<p><u>Pre-Writing 2</u> Time: 5 minutes Focus: Teacher to whole class</p>	<p>Hand out copies of the “Graphic Organizer” to each student. Explain that a graphic organizer is a good way to brainstorm ideas before writing. Demonstrate how it works by drawing an abbreviated version on the blackboard with the topic of “My First Week of School,” and getting students to suggest ideas for each circle.</p>	<p>Brainstorm ideas about a given topic</p>
<p><u>Homework Assignment</u> Time: 3 minutes Focus: Teacher to whole class</p>	<p>Once students understand how a graphic organizer works, explain that they should complete the graphic organizer you gave them using the topic of <i>their</i> first week at school. Tell them they can make additional copies of the organizer, if necessary.</p>	<p>Write down homework assignment</p>
<p><u>Wrap-up</u> Time: 2 minutes Focus: Teacher to whole class</p>	<p>Remind the students to bring their completed graphic organizers with them to the next class because they will need it for the following exercise. Explain that they will work in groups to compare their completed organizers, in preparation for writing journal entries.</p>	<p>Listen for specific details</p>
<p><u>Contingency Plan</u></p>	<p>Choose words and phrases at random from the “Writing a Journal Entry” article and check if students can explain what they mean or use them in a sentence.</p>	<p>Say what words mean; Use words in a sentence</p>