

Lesson Plan 2 (10%): Process Writing Plan

Instructions: One of your major graded assignments in this course is the Collection of Writing Lesson Plans. For this second installment you will design an instructional sequence that follows a process approach to writing. This lesson should be aimed at teenagers or adult learners. Replace all the blue text with your own ideas and include copies or links to your materials in the annex at the end of the document. Please note, you can use published materials for inspiration but be sure that all the activities and materials of the lesson plan you submit are 100% your own work. No plagiarism will be accepted.

Title of your Process Writing Lesson	
Student Profile	Write a description of the number of students, their age, and proficiency level.
Writing Task Details FAT-P	Form: (essay, letter, proposal, story, etc.) Audience: (friend, classmate, teacher, employer, etc.) Topic: (the content of the text) Communicative Purpose: (explain a process, complain, persuade, entertain, etc.). Length: How long should the text be? Additional Format Details: (optional)
Objectives	By the end of this assignment, students will be able to: What is a specific, observable behavior you expect to see by the end of the assignment? Remember this should be about the skill of writing. You need at least one objective but if you have two, that's also ok.
Materials Needed	Write a detailed description of all the materials you will need to carry out this instructional sequence.

Activity		Procedure and Materials	Time
Introduction	Introduce Topic	<i>This is the beginning of the lesson. What can you do to quickly gain students' attention and focus them on the topic of the writing assignment?</i> Goal Statement: Share the goal of this writing assignment in student-friendly language.	
	Define Task Specifications	<i>How can you ensure that students understand what is expected of them in the final product of their writing task? Make sure they have a clear idea of what they have to do. It is important to clarify the FAT-P.</i> You also need to clarify specific length, format, and time requirements. It is also a good idea to demonstrate some samples, so students have a better idea of what is expected.	
Brainstorming	Generate Ideas	<i>What can you do to help student generate ideas for their text? You might want to do a whole class brainstorming and write a lot of ideas on the whiteboard. You also might want to design some brainstorming tasks for students to do in small groups. You can also have students do individual "fast-write" activities where they are required to write for 5 minutes without stopping to generate as many ideas as possible and then share with others. In a "fast-write" task students should not worry about spelling or grammar, only writing as quickly as possible. Depending on the proficiency level of the students, the brainstorming session could be partially or completely done in students' first language.</i>	

Organizing	Select, Reject, and Sort	Now that students have generated ideas about what they might include in their writing, <i>what can you have them do to select the best ideas and reject the ones that do not fit?</i>	
	Order and Outline	Writing a text of a paragraph or longer can be hard for students if they lack an organizational strategy. Once students have selected the ideas for their text, <i>how can they create an outline to stay organized as they begin to write?</i> For this you may want to provide them with an appropriate graphic organizer or outline template that you create yourself or find online.	
Drafting	First Draft	This is the stage in which students will write the first draft of their text. You do NOT have to include any new activities here. Instead, describe how much time you expect students to take and when and where they will complete their drafts (in class, at home, etc.).	
	Editing and Feedback	Once students have completed their first draft, <i>how will they receive feedback on ways to improve it? Will you review their drafts? If so, how? Will they get any peer feedback? If so, how and what instructions will you give students to be sure the peer feedback is effective? What about self-assessment and editing? Could you give students a checklist to help them review their own work and identify aspects that are good or that need improvement?</i> In this section you need to describe when and how these actions will occur.	
	Final Draft	This is the stage in which students will write the final draft of their text taking into consideration the feedback and insights from the previous stage. You do NOT have to include any new activities here. Instead, describe how much time you expect students to take and when and where they will complete their drafts (in class, at home, etc.).	
Publishing	Sharing, Reacting, and Responding	Now that students have completed their final drafts, <i>how will they share them? Who will read and react to them (teacher, students, etc.)? Will you give students a grade for their assignments? If so, what criteria will you use to evaluate them?</i>	

Annex 1: Materials

- Add screenshots or links to your materials here.

References:

Scrivener, J. (205). *Learning Teaching: A Guidebook for English Language Teachers* (2nd ed.). Macmillan.