









UNIT 1: FOUNDATIONS		WRITING LESSON 1.23 Topic Sentence	
WRITING	GRAMMAR	SELF-REGULATION	
I will be able to write a topic sentence.	I will be able to use adjectives in my writing.	I will practice mindfulness.	
	<p>SAY: Look at the picture. How could you tell what you see to someone who isn't looking at the picture, so they can picture it in their mind? TEACH: Remind students about adjectives and how they are describing words. They tell color, size, shape, texture, smell, sound, and behavior. Model using the sentence frames on the slide to describe the police van in the picture. STUDENTS: Turn and talk to describe the police vehicle in the picture. Go over today's objectives with students.</p>		
	<p>SAY: We have a prompt that tells us what to write. Read the prompt on the slide: What are we being asked to DO? Write a paragraph to teach. We know the parts of a paragraph. A paragraph about WHAT? Police dogs! We need to learn more about police dogs. STUDENTS: Turn and talk about what we are going to write, and what the paragraph will be about. SAY: We are going to listen to a book to learn more about police dogs, so we have the information to write. Learning about these dogs will help us know the details to include in our paragraph and how they help. TEACH: Explain what students will do during the video: take notes about how police dogs help. STUDENTS: Watch the video and take notes on what they learn. Turn and talk with a partner about a police vehicle they saw in the video.</p>		
	<p>SAY: The final part of our paragraph COOE is the central topic. The central topic is what ties all of the information together. It tells the reader what they are going to read about in the paragraph. TEACH: Read the sentence starters for a topic sentence. Explain that when we are writing to teach, there are 3 different ways we can start a paragraph that gives the reader a clue they are going to learn from this paragraph. Model writing a topic sentence about how police dogs help using one of the prompts. STUDENTS: Choose a sentence starter and write a topic sentence in their paragraph COOE organizer. SAY: You are going to work with a partner today to plan a paragraph to teach how police dogs help. TEACH: Remind students about writing partner expectations. STUDENTS: Plan a paragraph with their partner. Do the mindfulness activity with students (directions on the slide & in the speaker notes.)</p>		
	<p>SAY: You have a paragraph on your paper, but it is missing the central topic sentence! Listen while I read the rest of the paragraph aloud. TEACH: Read the paragraph aloud. Explain what students will do with the think, say, write, check routine. STUDENTS: Write the central topic sentence on their paper.</p>		
	<p>Give students a sentence starter if they are struggling to form a central topic sentence. For students who struggle with transcription, you can have them dictate the sentence to you or a partner to write.</p>		<p>Students can use a stamina station prompt. Students can make a new paragraph plan of their own.</p>

	
LESSON SLIDES	LESSON VIDEO
REAL-LIFE WRITER	
police officer	
MATERIALS	
<input type="checkbox"/> Writing 1.23 Slides	
<input type="checkbox"/> Writing 1.23 Copies	
SENTENCE STEMS	
<ul style="list-style-type: none">I can teach you about _____.Did you know that _____?_____ can _____!	
BUILD STAMINA	
Students write a can/have/are page about police dogs.	
ASSESSMENT	
Review students' topic sentences and paragraph plans to see how they are doing with what you have taught the _____ - paragraph parts of topic sentences.	

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LESSON
SLIDES



LESSON
VIDEO

REAL-LIFE WRITER

police officer

MATERIALS

- ☐ Writing 1.23 Slides
- ☐ Writing 1.23 Copies

SENTENCE STEMS

- I can teach you about _____.
- Did you know that _____?
- _____ can _____!

BUILD STAMINA

Students write a can/have/are page about police dogs.

ASSESSMENT

Review students' topic sentences and paragraph plans to see how they are doing with what you have taught this unit – paragraph parts and topic sentences.



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WRITING

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Contemporary Foundations Writing:

Contemporary Foundations for Teaching English as an Additional Language Polina Vinogradova, Joan Kang Shin, 2020-10-29 This engaging volume on English as an Additional Language EAL argues persuasively for the importance of critical participatory pedagogies that embrace multilingualism and multimodality in the field of TESOL. It highlights the role of the TESOL profession in teaching for social justice and advocacy and explores how critical participatory pedagogies translate into English language teaching and teacher education around the world. Bringing together diverse scholars in the field and practicing English language teachers, editors Polina Vinogradova and Joan Kang Shin present 10 thematically organized units that demonstrate that language teaching pedagogy must be embedded in the larger sociocultural contexts of teaching and learning to be successful. Each unit covers one pedagogical approach and includes three case studies to illustrate how English language teachers across the world implement these approaches in their classrooms. The chapters are supplemented by discussion questions and a range of practical sources for further exploration. Addressing established and emerging areas of TESOL, topics covered include Critical and postmethod pedagogies, Translingualism, Digital literacy and multiliteracies, Culturally responsive pedagogy, Advocacy. Featuring educators implementing innovative approaches in primary, secondary and tertiary contexts across borders, *Contemporary Foundations for Teaching English as an Additional Language* is an ideal text for methods and foundational courses in TESOL and will appeal to in-service and preservice English language teachers as well as students and teacher educators in TESOL and applied linguistics. **Foundations of**

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Table of Contents Contemporarys Foundations Writing

1. Understanding the eBook Contemporarys Foundations Writing
 - The Rise of Digital Reading Contemporarys Foundations Writing
 - Advantages of eBooks Over Traditional Books
2. Identifying Contemporarys Foundations Writing
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Contemporarys Foundations Writing
 - User-Friendly Interface
4. Exploring eBook Recommendations from Contemporarys Foundations Writing
 - Personalized Recommendations

- Contemporarys Foundations Writing User Reviews and Ratings
- Contemporarys Foundations Writing and Bestseller Lists
- 5. Accessing Contemporarys Foundations Writing Free and Paid eBooks
 - Contemporarys Foundations Writing Public Domain eBooks
 - Contemporarys Foundations Writing eBook Subscription Services
 - Contemporarys Foundations Writing Budget-Friendly Options
- 6. Navigating Contemporarys Foundations Writing eBook Formats
 - ePub, PDF, MOBI, and More
 - Contemporarys Foundations Writing Compatibility with Devices
 - Contemporarys Foundations Writing Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Contemporarys Foundations Writing
 - Highlighting and Note-Taking Contemporarys Foundations Writing
 - Interactive Elements Contemporarys Foundations Writing
- 8. Staying Engaged with Contemporarys Foundations Writing
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Contemporarys Foundations Writing
- 9. Balancing eBooks and Physical Books Contemporarys Foundations Writing
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Contemporarys Foundations Writing
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Contemporarys Foundations Writing
 - Setting Reading Goals Contemporarys Foundations Writing
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Contemporarys Foundations Writing
 - Fact-Checking eBook Content of Contemporarys Foundations Writing

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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