

Grade 7 Writing Lesson Plan

Subject English	Grade 7		Section	Duration 100 minutes	Date	Teacher	
Unit: Unit 1: Animals and Their Habitats			Lesson:		Number of Sessions: 2	Session Number (/)	
Lesson Objectives	Write multiple drafts (expository essay)						
Prerequisites	Characteristics of an expository essay						
Lesson Structure	Procedure: Shared/Interactive Practice					Material	Time
Diagnostic Assessment	The teacher shows the students two drafts of a sample expository essay and asks them to tell the difference, highlighting the fact that Draft 2 is better than Draft 1 in terms of content, language, and organization that are relevant to expository texts. The teacher leads an oral discussion which drives the students to conclude the importance of writing multiple drafts. This informal assessment gives the teacher an idea about students’ prior knowledge of the writing process of an expository text in general and the stages of revising and editing in specific.					two drafts of the sample text	15 min.
Pre-Writing	<ul style="list-style-type: none">- The teacher introduces the topic of Animals and Their Habitats by using a prompt about the causes and effects of animals’ extinction.- The teacher activates students’ prior knowledge on the topic and prompts them to share their ideas as a whole class.- The teacher might use a graphic organizer or mind map to classify the ideas generated in the brainstorming into causes and effects.					a prompt mindmap or graphic organizer	10 mins.

Drafting	<ul style="list-style-type: none"> - Based on the mind-map/ graphic organizer, the teacher writes cause-effect sentences about animal extinction on the board and occasionally invites students to participate in writing. - The teacher presents the rubric and explains its elements. <i>(She/he might distribute copies to the students or display one big copy in the class.)</i> - The teacher “thinks aloud”/ encourages students to “think aloud” about the steps to follow while drafting an expository (cause-effect) text on the board in terms of ideas, sentence structure, paragraph structure, genre-specific characteristics, organization, etc. based on the rubric. 	rubric	30 min.
Revising	<ul style="list-style-type: none"> - The teacher displays the expository text revising checklist, models using it to revise the first draft written on the board, and encourages the students to participate in revising as a whole class. - The teacher encourages students to suggest relevant evidence, examples, and explanations to support each main point. - The teacher elicits ideas about transitions that can be used to smoothly connect ideas between paragraphs and ensure the essay flows logically. 	Revising Checklist	15 mins.
Editing	<ul style="list-style-type: none"> - The teacher displays the editing checklist, models using it to edit the first draft written on the board and encourages the students to participate in editing. - The teacher guides the students to proofread for grammar and spelling errors, punctuation, and capitalization as a whole class. 	Editing Checklist	15 min.
Publishing	<ul style="list-style-type: none"> - The teacher discusses with the whole class creative ways to publish the final draft, such as: an infographic, or a virtual exhibition in which students present their essay and conduct a Q&A interactive discussion. - The teacher and students prepare a final draft of the essay, incorporating revisions based on discussions. 		15 min
Formative Assessment	The formative assessment is embedded in the revising and editing stages of the writing process.	N/A	N/A
Reflection	This shared/ interactive practice allows the teacher to identify the gaps/ needs. Accordingly, she/he can plan for future writing sessions by following the guided instructional practice to meet the needs of various students.	N/A	N/A