

<b>Teacher Name:</b> Amanda Gerard	<b>Class:</b> Reading & Writing
<b>Lesson Duration:</b> (90-120 minutes)	<b>Materials:</b> Whiteboard, projector, highlighters, pens, paper, “AAAWWUBBIS” cards, handout.
<b>Students:</b> Intermediate to Advanced adults	<b>Anticipated Challenge:</b> Understanding more complicated syntax, reading vocabulary, putting things in their own words
<b>Learning Objectives:</b> Students will practice writing things in their own words, and reading what other people have written. They will learn about sentence structure and practice breaking down different kinds of sentences to learn how all the parts work together.	

### PROCEDURES (Version 2):

Activity	Materials	Time	Overview	Procedures
<b>Icebreaker - Scribe the events of the weekend</b>	Pen and Slips of paper	15 minutes	The students must pair up and tell each other in English three things they did over the weekend, while the other writes down what they said.	<ol style="list-style-type: none"> <li>1) Model the activity by telling the class three things you did on the weekend and writing it down</li> <li>2) Pair up students and have them tell one another about their weekend activities.</li> <li>3) Students switch papers after acting as “scribes” for each other, and then they can read their partner’s writing to share what they did on the weekend.</li> </ol> <p><b>*Challenge students to write using at least one compound or complex sentence.</b></p>
<b>Sentence types- Create a different sentence type by moving words around.</b>	Whiteboard, “AAAWW UBBIS” on pieces of paper, tape.	15 minutes	The students will take turns changing a sentence on the board by adding or taking away words, writing punctuation, or using “AAAWWUBBIS”	<ol style="list-style-type: none"> <li>1) Write two simple sentences on the board side by side.</li> <li>2) Have the “AAAWWUBBIS” (After, Although, As, While, When, Until, Before, Because, If, Since) on pieces of paper on a table</li> <li>3) One at a time, have students come up to the board and change the sentence as dictated by the teacher. (ex. “Make this a compound sentence Julia!” “okay, Ben, now</li> </ol>

				make it into a complex sentence with an AAAWWUBIS.”)
<b>Diagramming</b> - Learn about diagramming	Whiteboard, Projector students' notebooks and pens	30 Minutes	The students will apply their knowledge of the parts of speech to diagram sentences that they made, and a few other ones as well. (prepositional phrases can be explained/incorporated here as well if you wish)	<ol style="list-style-type: none"> <li>1) Demonstrate diagramming by breaking down the parts of speech from a sentence in the previous activity that's already on the board.</li> <li>2) Show how the words work in relation to one another. (If you have a book that shows/explains this as well use it now)</li> <li>3) Have students pick from sentences in classroom books to use in this activity.</li> <li>4) Take turns calling students to the board again to do each step of the sentence diagramming.</li> <li>5) Once finished, pull up some sentences you selected on the whiteboard and have the students write them in their notebooks/on pieces of paper for in-class credit.</li> </ol>
<b>Reading comprehension</b> Extracting meaning and interpretation	Projector <u>reading handout (below)</u> / highlighters, and students' notebooks/pens	30 Minutes	Students will be given a text to highlight/write on. They will write a paragraph about what they think is most important or Interesting.	<ol style="list-style-type: none"> <li>1) Pass out the handout to all students (also highlighters)</li> <li>2) Give about 10-minutes for students to read and highlight, encourage them to ask questions if they are not sure the meaning of a word/look it up on their phone etc.</li> <li>3) Give about 15 minutes for the students to write their paragraphs.</li> <li>4) Have the students switch with a partner and read what other people said about the reading.</li> </ol> <p><b>*Optional- have the students identify sentence types/ find prepositional phrases in the reading before writing their paragraph</b></p>
<b>Discussion-</b> Whole class	None	5 minutes	Talk about the reading	<ol style="list-style-type: none"> <li>1) Have the class talk with the person they switched papers with, and then switch partners and just say whether or not it was interesting, and what it meant to them.</li> </ol>

## Reading Activity: Class 1A- Institution of Amanda's Imagination

**Read the paragraph below and highlight interesting things. Then write a short paragraph (4 to 5 sentences) about your experience with social media marketing.**

**Make sure to include at least two complex sentences using your AAAWWUBBIS!**

“Social media offers different values to firms, such as enhanced brand popularity (de Vries, Gensler &c Leeflang 2012), facilitating word-of-mouth communication (Chen et al. 2011b), increasing sales (Agnihotri et al. 2012), sharing information in a business context (Lu & Hsiao 2010) and generating social support for consumers (Ali 2011; Ballantine & Stephenson 2011). In addition, the networking of individuals through social media provides shared values, leading to a positive impact on trust (Wu et al. 2010). Today, with the expansion of social media and SNSs, a study of consumer behavior on these platforms is a research agenda (Liang & Turban 2011) because social media are likely to develop marketing strategies in firms through trust-building mechanisms and affecting customers’ intention to buy online products.”<sup>1</sup>

**Reflection:** Do you think this is true? Have you bought things marketed on SM?

<sup>1</sup> Pulido, Cristina M., et al. "Social impact in social media: A new method to evaluate the social impact of research." *PLoS one* 13.8 (2018): e0203117

**POST-ACTIVITY REFLECTION:** (Would be completed after lesson)

The students.....