

Traditions & Folktales Writing Unit: Lesson 2

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Identify family traditions and customs from own culture.</p> <p>Literacy: Write a five sentence paragraph about a family tradition using the parts of a paragraph (topic, detail, and concluding sentences).</p> <p>Transitions: Interpret a chart about adverbs of frequency.</p> <p>Grammar: Describe habitual actions and/or traditions using adverbs of frequency.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Adverbs of Frequency • Handout: Writing a Paragraph <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • My family Traditions and Customs <p>Resources</p> <ul style="list-style-type: none"> • Scissors

Lesson Plan

Review: Transitions/Grammar (30mins)

Directions: Ss will interpret a chart about *adverbs of frequency* and then use those adverbs to write original sentences.

Materials/Prep: copies of [Adverbs of Frequency](#)

Activity 1: Life Skill/Literacy (80mins)

Description: Ss will discuss the parts of a paragraph (topic, detail, concluding sentences) and use this knowledge to write a 5 sentence paragraph about a family tradition.

Materials/Prep: make copies of [Writing a Paragraph](#); make several copies of [My Family Traditions and Customs](#); scissors.

Wrap-Up

Time permitting, have Ss get into pairs and write down 5 things they learned in class. Share afterwards.

Teacher Directions: Review: Transitions/Grammar

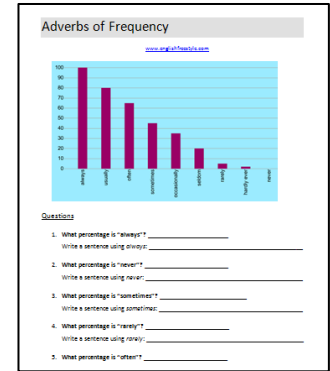
- **Materials:** *Adverbs of Frequency*

Step 1: Introduce Activity

As Ss come in, pass out the *Adverbs of Frequency* handout. Explain what they need to do and let them work on it independently for about 15 minutes. As Ss finish, have them pair-share their sentences and/or write more sentences. This will give you a nice buffer for the late Ss.

Step 2: Checking Comprehension

Go over the answers as a class. Call on individual Ss to come up to the board and write in their answers. Have the rest of the class check for accuracy.



Teacher Directions: Activity 1: Life Skill/Literacy/Transitions

- **Materials:** *My Family Traditions and Customs, Writing a Paragraph*; scissors

Step 1: Setting the Context

Read the excerpt from Maria Velazquez's story to your class. (They read the full story yesterday so this should be familiar to most of your Ss.)

My Family Traditions and Customs

My family's tradition and custom is to spend time together at Christmas. My mother cooks great food for the whole family to enjoy. We celebrate a Posadas party with friends and family. A Posada party means a party with a D.J., piñatas, food, candy and games. Another tradition is to make tamales and champurrado. All these things make me and my family happy at Christmas time.

Afterwards, put Ss into pairs and pass out the **scissors** and the *My Family Traditions and Customs* handout. (**NOTE:** There are two copies of the handout per page, so if you have 12 Ss you will only need to make three copies of My Family Traditions and Customs, totaling 6 handouts, as each pair will share the handout.) Tell your class to cut out each sentence and then work together to put the sentences back in order. (You might need to reread the paragraph again.) Have this be a race and make it fun!

The first pair to finish stops the game. Have that pair read each sentence out loud so the rest of the class can determine accuracy.

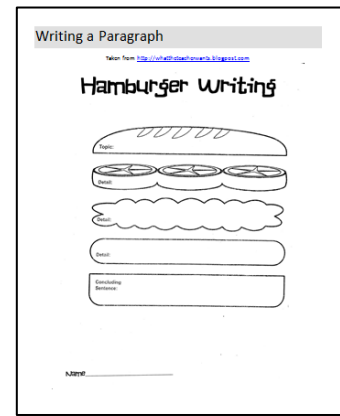
My Family Traditions and Customs

My mother cooks great food for the whole family to enjoy.
My family's tradition and custom is to spend time together at Christmas.
All these things make me and my family happy at Christmas time.
Another tradition is to make tamales and champurrado.
We celebrate a Posadas party with friends and family. A Posada party means a party with a D.J., piñatas, food, candy and games.

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Step 2: Parts of a Paragraph

Pass out the **Writing a Paragraph** handout to your class. Explain that writing a paragraph is like making a hamburger. Have them tell what the parts of a hamburger are: *top bun, lettuce, tomato, meat, bottom bun*. Tell your Ss that the top bun is called a topic sentence and that this sentence explains what the paragraph will be about. Write this on the board, then ask your class what the topic sentence is in the My Family Traditions paragraph. Have them read that sentence out loud for you. Have your class move their cut out sentence to the top of their handout (the *top bun* section). Based on this topic sentence, have your class discuss what they think this paragraph will be about.



Next, explain that the next parts of a paragraph are the detail sentences (the *tomatoes, lettuce, meat*) and that these sentences are the facts/ideas that help support the topic sentence. Ask your class what the first detail sentence is in the My Family Traditions paragraph. Have your Ss move their cut-out sentence to their handout (the *tomatoes* section). Discuss if this detail sentence helps explain/support the topic sentence. Do this for the other two detail sentences.

Finally, ask your class if they know what the last sentence of a paragraph is called (concluding sentence) and what it does (summarizes the paragraph). Write the last sentence on your handout and have your class move it over to their handout. Discuss whether this is a good concluding sentence – why or why not.

For more practice before they start writing their own paragraphs, give them a couple more topic sentences: (e.g., *My favorite hobby is taking pictures; I eat paella every Christmas Night, etc.*) Talk about what they think these paragraphs would be about and what kinds of detail sentences might follow. Perhaps even practice writing a complete sentence on the board as a class.

Step 3: Writing a Paragraph

Ask your class to write down the favorite holiday, tradition, or cultural custom they talked about yesterday in class in their notebooks. Explain that they will now have to write a five sentence paragraph about that topic. Write a sentence starter prompt on the board to help them: *My favorite holiday/family tradition is _____*. Also encourage them to use *adverbs of frequency* throughout their paragraph.

Step 4: Peer edit

Have Ss peer edit. Have Ss switch papers and look for adverbs of frequency and whether there are three different habitual actions/traditions to support the topic sentence. Have Ss also give feedback on one thing that confused them and one thing that was interesting.

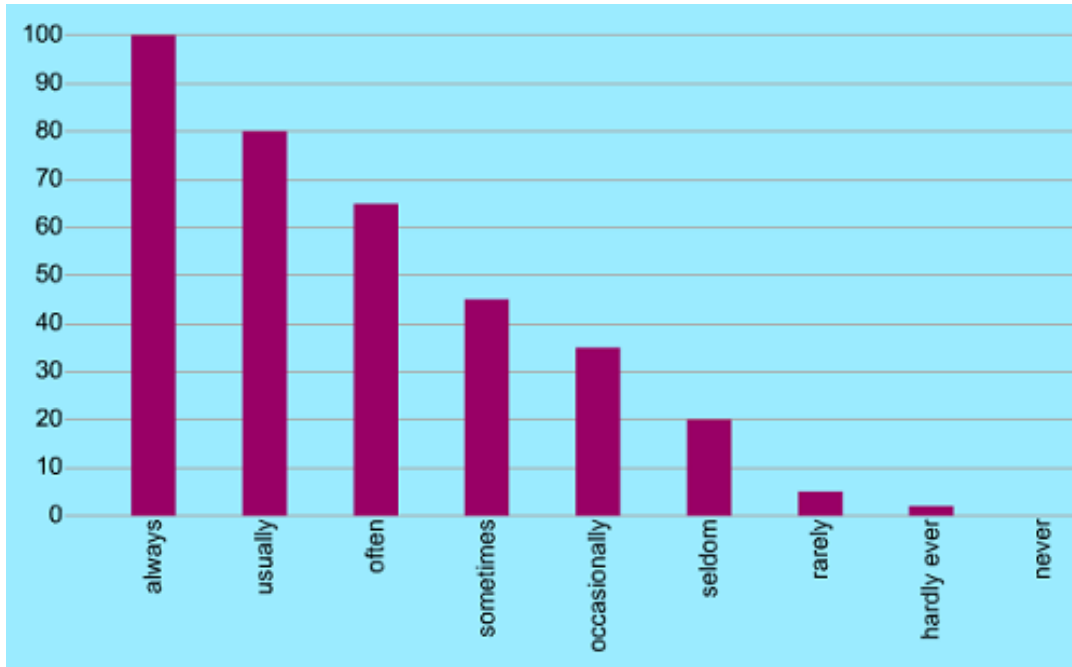
After they're done editing, have one student give their feedback to their partner orally. Then the other partner will provide feedback. Once they're done doing this, they should edit their stories. When they're finished with their final edits, you should have them read it to you. Correct any glaring intelligibility errors but don't change content.

Step 5: Extension

Time permitting, have Ss share their stories with the whole class.

Adverbs of Frequency

www.englishfreestyle.com



Questions

1. What percentage is “always”? _____

Write a sentence using *always*: _____

2. What percentage is “never”? _____

Write a sentence using *never*: _____

3. What percentage is “sometimes”? _____

Write a sentence using *sometimes*: _____

4. What percentage is “rarely”? _____

Write a sentence using *rarely*: _____

5. What percentage is “often”? _____

Write a sentence using *often*: _____

My Family Traditions and Customs

My mother cooks great food for the whole family to enjoy.

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Another tradition is to make tamales and champurrado.

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Writing a Paragraph

Taken from <http://whattheteacherwants.blogspot.com>

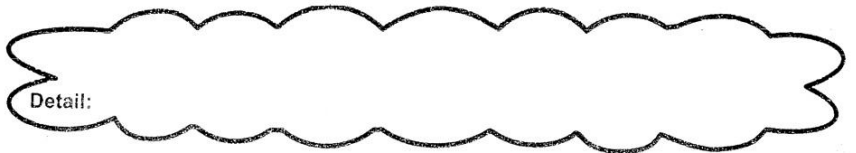
Hamburger Writing



Topic:



Detail:



Detail:



Detail:



Concluding Sentence:

Name _____