LESSON PLAN

Name: Casey Corcoran
Date: December 5, 2002
Content Area(s): English Language Arts
Unit Topic: Writing Workshop
Today’s Lesson: More on paragraphing
Grade Level: 5th
Duration: 35-40 minutes

LESSON RATIONALE
New York State English Language Arts Learning Standards:

Standard 1: Students will read, write, listen, and speak for information and understanding.

Key Idea 1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Key Idea 2: Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Standard 4: Students will read, write, listen, and speak for social interaction.

Key Idea 1: Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

Instructional Objectives:
Students will:
1. Describe at least 3 of the main components of a paragraph. [Comprehension]
2. Identify the main idea in a paragraph with 100% accuracy. [Knowledge]
3. Analyze a group of sentences and combine them to form a well-organized paragraph with at least 90% accuracy. [Analysis and Synthesis]
4. Compose a well-constructed paragraph about a given topic with at least 90% accuracy. [Synthesis]

Adaptations:
- Most of the work will be individual work, but teacher will assist those that need extra help.
Materials:
- 5 copies of paragraphs sheet
- 5 copies of hamburger
- 1 teacher model of hamburger

LESSON OPENING

Anticipatory Set:

“Last week we worked a little bit on what is to be included in a paragraph. Today, we are going to work some more on paragraphs. To begin with, what are some of the ideas that you remember of what is needed when writing a paragraph? (Listen for responses) Good! (Adapt this depending on answers) We have just mentioned that you need to include _____ (Listen for responses and explain what was left out and why these are so important.)

LESSON BODY

Activities:

1) Explain a paragraph needs to have a topic sentence. This provides for the main idea of the paragraph. It tells the reader what that paragraph is about. **[Checking for understanding.]**

2) Hand out “Find the Main Idea” sheet.
   - Tell students that they need to read one of the six paragraphs and underline the sentence that is the topic sentence for that paragraph. (Assign students a paragraph.)
   - Model the first paragraph by reading it and asking what would be the topic sentence. Have students underline that sentence. **[Modeling]**
   - Students independently do their paragraph. **[Independent practice]**
   - Group comes back together. Each student will read their paragraph aloud and explain why they underlined the sentence they did. Ask students if they agree or disagree. **[Checking for understanding and Guided practice]**

3) Explain that when writing a paragraph there has to be a topic sentence that gives the main idea of the paragraph, the body of the paragraph, which gives details about the main idea, and a concluding sentence, which sums up all of the ideas in the paragraph.
   - These ideas can be organized similar to how you would make a hamburger to eat. What do you need to make a hamburger?
• Show blank picture of a hamburger that is labeled with each characteristic. [Modeling]
• Demonstrate my hamburger paragraph. Explain that it is missing a topic sentence and a concluding sentence. Ask students to write down on a sheet of scrap paper a topic and concluding sentence for my paragraph. [Independent practice]
• Ask students for their topic sentences for my paragraph. Ask why they picked those sentences.
• Put up the topic sentence that I thought of for my paragraph. Discuss how it is similar or different from their sentences.

4) Have students create their own hamburger paragraphs using a topic that they pick out of a hat.

5) If time allows, have students present their hamburgers. If not, collect them to present tomorrow. Let those students who need to finish it, complete it for homework.

Closure:

“When you are asked to write a paragraph you can always think of a hamburger. Your top bun is your topic sentence because it’s the first thing your teeth hits before eating it. Your lettuce, tomatoes, and meat patties are your body paragraphs and details. Finally, your bottom bun holds everything in the sandwich. Great job today!”

LESSON FOLLOW-UP

Independent Practice: Use this method when writing papers or stories in your other classes. It is an easy way to remember what you need to include!

Evaluation:

What did you want the student to learn?
• To be able to identify the key components of a paragraph as well as be able to construct a well-organized and developed paragraph using the hamburger form.

How will you know that they learned it?
• Their verbal responses and observing their written work.

LESSON RESOURCES

References for teacher use:
• NYS English Language Arts Standards