

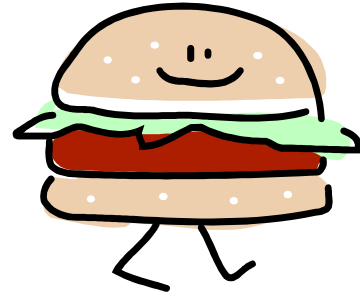
Paragraph Writing

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Grade: 3rd Grade

Subject: Language Arts

Concept: Structure



Generalizations:

- Parts of structures support and are supported by other parts.
 - A paragraph supports the main idea with details
- Smaller structures may be combined to form larger structures.
 - Complete sentences make up a paragraph.

Facts/Terms: Indentation, Punctuation, Capitalization, Spelling, Sentence Structure, Figurative Language, Topic Sentence, Concluding Sentence, Word Choice

Standards:

- **Writing Strategies:** Students write clear and coherent sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process.
- **Organization and Focus:** Students will write a paragraph with a topic sentence and supporting facts and details.

Essential Questions:

What is structure?

Why is structure important? (see activity below)

Materials:

Pencil, paper, graphic organizer (attached), hamburger model, task cards (attached), 20 Gummi hamburgers (available at Smart and Final)

Introductory Activity:

1. Pass out Gummi hamburgers.
2. Discuss the parts and the structure of a hamburger.
3. Students take hamburger apart and rearrange the order. (ex: bun is on the inside)
4. Discuss problems with the new structure of a hamburger and ask, "How is a hamburger like a paragraph?"
5. Using the hamburger model, go over the parts of a paragraph.
6. Have students hold up appropriate hamburger parts as they are called out to assess students' understanding.
7. Students get to eat hamburgers.

Pre-assessment:

Students should write a paragraph on a given topic to help guide differentiated instruction/activities (can use District Writing Prompt).

Activity 1: Differentiated according to interest

1. Review the structure of a paragraph using the hamburger model.
2. Do a guided writing example on a teacher-chosen prompt, using graphic organizer.
3. Three topics are presented (ex: sports, animals, school). Students divide into three groups differentiated by interest.
4. Once students are assembled in groups, they are given an envelope containing the sentences of a paragraph cut into strips. The students' job is to rearrange the strips using correct paragraph structure. Groups share paragraphs.
5. Exit Card Activity: List or draw and label the three parts of a paragraph.

Activity 2: Differentiated according to readiness

- Do another guided/interactive writing lesson.
- Students are broken up into two or three readiness groups based on pre-assessment. Groups are given differentiated task cards.
 - ✦ Task Card 1: More advanced
Students independently complete a chain-of-events graphic organizer and write a paragraph, including topic sentence, supporting details, and concluding sentence on one of the following prompts:
Describe Ramona's first day of third grade.
or
Describe your first day of third grade.
 - ✦ Task Card 2: At grade level
Same activity as Task Card 1, but students are given the topic sentence.
 - ✦ Task Card 3: Less advance
Same activity as Task Card 1, but students are given the topic sentence AND a completed graphic organizer.



	Topic Sentence	
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	Detail One	
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	Detail Two	
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	Detail Three	
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	Concluding Sentence	
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