

LESSON PLAN

Name: Lauren Caputo

Date: Tuesday, September 10

Cycle Day: 5

GENERAL INFORMATION

Lesson Title & Subject(s): Writing a Paragraph Using Answer Sandwich Format

Topic or Unit of Study: Writing

Grade/Level: 3rd

Instructional Setting:

There are 21 students in the class. The students' desks are grouped into five teams, with four students in four groups and five students in the fifth group. There is a SMART board and dry erase board at the front of the room, a classroom library and carpet in the back of the room, and three different worktables where students can gather in small groups with a teacher.

STANDARDS AND OBJECTIVES

Your State Core Curriculum/Student Achievement Standard(s):

Standard Area - CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Lesson Goals:

By the end of the lesson, students will be able to construct a paragraph containing a topic sentence, three supporting sentences, and a concluding statement that restates the main idea.

Lesson Objective(s):

Students will write a paragraph in their journal making sure to include a topic sentence, three supporting sentences, and a concluding statement that restates the main idea with 100% accuracy (students have written all five sentences).

MATERIALS AND RESOURCES

Instructional Materials:

SMART board (displaying the answer sandwich graphic organizer and lined paper), laptop, gold answer sandwich handout, writing journal, pencil

Resources:

N/A

Sequence of Instructional Procedures/Activities/Events

Identification of Student Prerequisite Skills Needed for Lesson:

Students should have basic hand-writing skills, as well as know how to properly construct and punctuate a sentence. Students have been previously taught how to construct a paragraph using the answer sandwich model.

Presentation of New Information or Modeling:

State the main objective of the lesson so students know what they will be learning. Display the answer sandwich graphics on the SMART board and review the key components of a paragraph (topic sentence, three supporting sentences, and concluding statement that restates the main idea). Introduce the topic we will be writing about, which is: "What is your favorite school subject?".

Guided Practice:

- Brainstorm their school subjects (specify not school special, we already did that).
- Have students get out their writing journals. Students are reminded that we use a fresh page (right-hand side of the journal only), we write the date all the way to the left on the top line, skip one line, and INDENT first sentence.
- Ask what our restatement of the prompt should be. "My favorite subject is _____."
- Remind students to indent first sentence and have them write restatement and fill in the blank with their favorite subject.
- Write "My favorite subject is reading!" on journal page on SMART board.
- Discuss what students can write for three supporting detail sentences. Ask for volunteers to tell their sentences to the class. Have students write their three sentences in their journals, remind them NOT to indent the rest of their sentences.
- Write "I love to sit and relax with a good book. Stories can teach us a lot of things. Reading is fun!!" on the SMART board.
- Discuss what a good concluding statement would be. Ask for volunteers to tell the class their concluding statement. Have class write their final sentence in their journals.
- Write "This is why reading is my favorite subject." on the SMART board.

Independent Student Practice:

The students will be writing their paragraphs in their journals independently during this activity, with guidance and support from the teacher on spelling and grammar.

Culminating or Closing Procedure/Activity/Event:

Have students write "R, 1, 2, 3, C" along the top of their journal paper. Instruct students to reread their paragraphs to themselves, checking off the five requirements as they read. Ask for a volunteer or two to read their paragraphs to the class.

Pedagogical Strategy (or Strategies):

Direct instruction was used during this lesson.

Differentiated Instruction:

Differentiated instruction will be utilized in this lesson during independent work. Those who are capable of writing their paragraphs on their own will be free to go ahead and write. Students who are known to struggle with this task will be given extra support from the teachers and learning support aide in the room. These students will be given extra reminders on the five requirements of writing a paragraph, as well as help with spelling grammar.

Student Assessment/Rubrics:

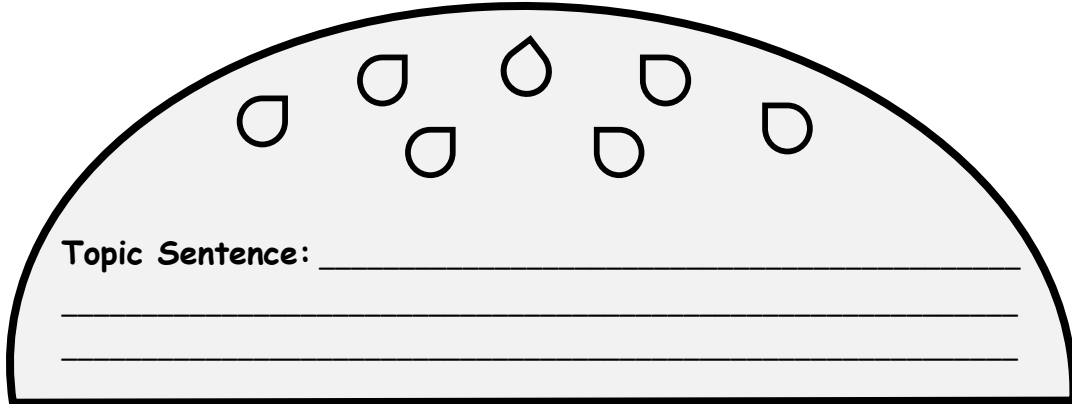
Go around the room and check students' journals. Mark "R, 1, 2, 3, C" for each sentence. Mark how many points out of five points each student scores.

Name : _____

Date : _____

Hamburger Organizer

Title (Topic) _____

A semi-circular graphic representing the top bun of a hamburger. It contains seven small, teardrop-shaped icons arranged in a slightly curved line across the top. Below the bun is a horizontal line for a topic sentence, followed by two more horizontal lines for additional writing.

Topic Sentence: _____

Body

Category 1:
First,

Category 2:
Second,

Category 3:
Finally,

Closing Sentence:

