

**Concept / Topic To Teach:** Parts of a Process Paragraph

**Approximate Time Needed:** 1 hour

**Specific Objectives:**

Students will be able to identify the parts of a process paragraph.

**Required Materials:** Set of 4 Process Readings

**Anticipatory Lead-In:**

The instructor will highlight the language that was just used in the lesson in regards to steps. Work through the steps of the first process paragraph with the class as a whole.

**Step-by-Step Procedure:**

1. Have the students individually label the steps for the 3<sup>rd</sup> Process Paragraph reading.
2. After they have done this individually, have them get into pairs and review their answers and discuss.
3. Bring the students together as a class – by this point they had the opportunity to really discuss and defend their choices. As a class, the students will discuss the answers and talk about any incorrectly labeled steps.
4. The students will circle any “clue” words in the steps that make them stand out as steps.
5. While they are doing this, write down ONLY the steps to the 1<sup>st</sup> Process Reading.
6. Bring them together as a class and show them what the process paragraph looks like with only the steps – ask the students what they notice.
7. Have the students look at the sentences in between the steps in the 1<sup>st</sup> Process Reading and ask the students what their purpose is. Then instructor will need to facilitate the discussion until the students have not only mentioned that the sentences support or further explain, but that they also have commonalities.
8. Working with the students, group them together and mark them (tips circle, explanation zigzag, clarification dash, and cautionary sentences dot)
9. After the class has labeled each of the sentences in the paragraph, have the students work in groups of two to label the 3<sup>rd</sup> Process Paragraph reading’s support sentences and mark them in the same way: tips circle, explanation zigzag, clarification dash, and cautionary sentences dot.
10. Talk about the first couple of sentences and point out one or two examples that highlight how some of the support information is actually combined in with the main point since several are compound sentences.
11. Address the only sentences left (the top – introductory and the final concluding) sentences and have them underline the both (if present).

12. Have the students look at the Topic Sentence. Using open ended questions, discuss the meaning of topic & controlling idea – the remaining part of the topic sentence. Discuss the importance of having a controlling idea.

13. Have the students look at the Concluding Sentence. Using open ended questions, discuss the importance of having a summarizing statement.

13. Mention the topic sentence and the concluding sentence are MANDATORY for academic writing even though they may or may not always find a concluding sentence in creative paragraphs or paragraphs that are not written for academic purposes.

**Lesson Plan Title:** Group Creation

**LESSON 3 of 8**

**Concept / Topic To Teach:** Group Creation moving into Graphic Organizers (chart)

**Approximate Time Needed:** 1 hour

**Specific Objectives:**

Students will be able to brainstorm and organize their brainstorming with an organizational chart.

**Required Materials:** Chalkboard

**Anticipatory Set (Lead-In):**

Review the answers from the previous lessons, class definitions for the parts of the process paragraph, and the labeled types of process paragraphs. Review the indicators and specific clues that have been identified in the paragraphs.

**Step-By-Step Procedures:**

1. Ask how many steps it takes to boil an egg. After the students mention a number (usually 3 or 4), write 1 – 6 on the board.
2. Instruct the students to call out steps and write them down. (Writing them on the blackboard will prove to be helpful since the students will be adding in steps and then rearranging them.)
3. Walk the students through the steps and make obvious note of any missing or out of place steps until the class is satisfied that the final list is complete.
4. Once the steps are complete, draw a chart to the right of the steps and divide the chart into four columns: Tips/Explanation/Clarification/Caution.
5. Discuss ideas for helpful tips/explanation/clarification/caution sentences that might help someone who has never boiled an egg. Write down sentences in the corresponding appropriate column and continue to encourage more sentences until there are over eight sentences (ten would be even better).
6. Have the students look at the columns and which support sentence (from the chart) fits best under each step.
7. Have the students as a class write topic and concluding sentences for the How to Boil and Egg paragraph.

**HOMEWORK FOR DAY ONE:**

- 1) Students will take the new skill home and will pick a personal topic, brainstorm on the topic, create a list of steps, create a chart, and write the support sentences from the chart under the corresponding step.

**Concept / Topic To Teach:** Re-Construction of Paragraph based on context clues

**Approximate Time Needed:** 1 hour

**Specific Objectives:**

Students will be able to reconstruct a sliced, out of order paragraph based on context clues.  
Students will be able to identify parts of the paragraph based on their purpose.

**Required Materials:** The materials needed are a pen, a sliced paragraph (The Undergraduate Classroom Experience) in an envelope, a blank sheet of paper, and tape for each group.

**Anticipatory Set (Lead-In):**

Review of the outline deconstructed the day before in class. This is also when clue words will be reviewed as well as helpful indicators of order.

**Step-By-Step Procedures:**

1. Break students up into groups of five after a review of the purpose and style of the process paragraph has been reviewed.
2. Each group will get an envelope with a sliced paragraph, one set of highlighters, tape, and a blank sheet of paper.
3. Students will first put the paragraph in order and then tape the slices down onto the blank sheet of paper.
4. Once the paragraph is in order, the students will write TS for the topic sentence, S1. for the steps, and Ex. for the examples.
5. Once both groups have finished, have the groups switch to another groups desk and see if they have put the essay in order. If not, they place question marks next to the out of order sentences.
6. Have the groups move back to their tables and look at the markings, if any, on the sheet of paper. Discuss findings.
7. Ask questions regarding how the students were able to correctly complete the activity. Once the students mention how the transitional words were helpful, they will then underline all the transitional words in the paragraph.
8. End with the class deciding as a whole what the outline for the essay would have been.

**Lesson Plan Title:** Individual Creation - Grammar within Context

**Concept / Topic To Teach:** Subject & Verbs within sentences

**Approximate Time Needed:** 1 hour

**Specific Objectives:**

Students will be able to identify subjects and verbs within a sentence. Students will also correct these errors on their own newly created paragraph.

**Required Materials:** First 2 Process Paragraph Readings, verbs, & individual essay

**Anticipatory Set (Lead-In):**

Review of subjects and verbs including how to locate them and then the need for their agreement.

**Step-By-Step Procedures:**

1. Guide the class as they highlight all of the subjects and verbs in each of the sentences from the 1<sup>st</sup> Process Paragraph Reading (using a different color for verbs than subjects).
2. Have the class write singular (S) and plural (P) for each of the sets.
3. In groups of two or three, have students take the 2nd Process Paragraph Reading and follow the same process (highlight subjects and verbs and then write S or P above each pair).
4. Have each group of two join another group and compare their findings.
5. Guide the class in a discussion of findings.
6. Have the students then go through their own new draft and do the same, making corrections where needed.