

DAY ONE

LESSON 1 of 8

Lesson Plan Title: Student Discovery

Concept / Topic To Teach: Introduction to a Process

Approximate Time Needed: 1 hour

Specific Objectives:

Students will be able to understand the aspects of a process (two types & two purposes).

Required Materials: 4 Process Readings sheet and various examples of real life processes (close to equal amounts of "to complete a process" and "to understand a process")

Anticipatory Set (Lead-In):

The instructor will have a number of items sitting out around the room that are similar to the ones listed above in a random order – not labeled as to their type.

Begin by asking the students to spend one minute walking around the room in order to notice the items around the room that have been labeled. As the students start with responses, the instructor will be looking for the key phrase "instructions" since it is the most common. Then, the instructor will introduce the new label "Process" without going into too much detail but asking for a minimum definition from the students.

Step-By-Step Procedures:

1. The students will number a sheet of paper – each number will correspond to the number of an item that has been placed out as well as skip lines between numbers.
3. Have the students write their "words/phrases" out into complete sentences for each item.
4. Ask if there is a common word within all of the sentences (key word: "how").
5. Ask if there is a commonality between certain numbers such as the types of "how" – key phrases: "to do" and also "to understand". The instructor will talk the students through their answers until the students see that there is this commonality within these items.
6. Ask the students about the remaining ones (which should end up being the combination ones). At this point, the students should be able to realize that they include a little of both "how to do" and "how to understand".
7. Once the differences have been established, facilitate a discussion with the class as to what the different purposes would be.
7. Divide the students into two groups and write two columns up on the board: TO COMPLETE and TO UNDERSTAND. Then one title will be given to one group and one title to the other.
8. Each group will think of at least four examples of processes for their type and write them up on the board.

10. Bring the students back as a whole and discuss the items that they have listed. The students will be encouraged to discuss any conflicts or incorrect answers. Then, they will decide which examples, if any, could really be a combination (and in what cases) and star them.

11. Give the students time to read the final two paragraphs and label the corresponding type of process each represents.

13. After most of the students have had the chance to write down what they think, bring them back together as a class and discuss the labels.

14. The instructor will ask questions in order to look for answers that refer to key words and differences in structure.

15. Write all of the answers on the board and make a list of differences.

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 3rd 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 1st 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 1st 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 3rd 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.

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.

Day Two

Lesson Plan Title: Deconstruction of a Process Paragraph

LESSON 4 of 8

Concept / Topic To Teach: Process Paragraph Structure

Approximate Time Needed: 1 hour

Specific Objectives:

Students will be able to deconstruct a process paragraph into an outline and then into a chart.

Required Materials: Public Speaking Strategies reading saved on the desktop

Anticipatory Set (Lead-In):

Go over the homework – address any issues that had been encountered.

Step-By-Step Procedures: Computer Lab

1. Have the students go to the computer lab and pull up the Public Speaking Strategies off the desktop.
2. Have the students press ENTER after each sentence two times.
3. Have the students individually type S1., S2., S3., S4., etc. for each of the steps and underline each.
4. Have the students type EX. next to each of the examples and italicize each one. (This should leave two sentences without any markings – the first (topic) and last (concluding).)
5. The students will look at the final sentence and the instructor will ask them what they think that sentence is – they usually will say “concluding sentence” – have them **BOLD** the topic in the conclusion sentence and stress that it is important to mention the topic in both.
6. Have the students will deconstruct further by organizing the examples into a Tips / Explanation / Clarification / Caution chart.
7. Have the students write **Final Draft** on the fully written Word document, **1st draft** on the outline (broken up and labeled version), and **Brainstorming** on the chart. This will be their first physical record to the writing process.

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: Group Creation of Outline

Lesson 6 of 8

Concept / Topic To Teach: Outline

Approximate Time Needed: 1 hour

Specific Objectives:

Students will be able to construct an outline.

Required Materials: Process Paragraph Reading & organizational chart from the day before.

Anticipatory Set (Lead-In):

Review the deconstructed Public Speaking Strategies reading from the earlier that day.

Step-By-Step Procedures:

1. The class will use the break down of the Public Speaking Strategies reading that was just reviewed in order to evaluate their class chart for "how to boil an egg".
2. Have the class write an outline (TS, S1, S2, Ex, Ex, S3....) based on the sentences that they know that they will have in the outline (based on the chart of "how to boil an egg").
3. Have the class write the information on the chart into a formal outline and compare to the deconstructed process paragraph reading from earlier in the day in order to make adjustments as needed.
4. Have the students verify that the topic sentence and a concluding sentence still fit their steps.
5. Students will now use this model of creation to create their own personal outline based on their own selected topic. For the sake of time, they will write it out in a paragraph form in order to use it as a basis for the following activity.

Homework:

- 1) Students will take the new skill home and will write out their first draft (outline) on a new sheet of paper labeling S1., S2, S3, etc and all examples.
- 2) Students will then type or handwrite their essay in a PARAGRAPH format and bring it to class in order to do revision exercise for next class.

Day Three

Lesson 7 of 8

Lesson Plan Title: Individual Creation - Peer Revision

Concept / Topic To Teach: Basic Peer Revision

Approximate Time Needed: 1 hour

Specific Objectives:

Students will be able to perform basic peer revision on fellow student's paper.

Required Materials: Student's paper

Anticipatory Set (Lead-In):

Review the writing process in which the instructor will focus on the difference in purpose between revision and editing. (Revision being CONTENT focused while Editing is MECHANICALLY focused.)

Step-By-Step Procedures:

1. Have the students in the class switch papers with another student.
2. Write a list of five revision questions on the board.
3. Have the students read the paper and then number 1-5 at the bottom of the paper they are revising and answer the questions.
4. Have the students write one compliment and one suggestion.
5. Instruct the students to switch that paper with another student.
6. This time, have the students write question marks next to each of the sentences and/or phrases that don't make sense. Then, have them also add a compliment and a suggestion at the bottom of the page.
7. Have students return the essay to the owner.
8. Have students review answers given and sentences marked with question marks.
9. Ask for examples of varying or surprising answers.
10. Have the class discuss the findings and what those findings may mean.

Lesson 8 of 8

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 1st 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.