



Gold Seal Lesson

Author(s): Jennifer J. Janowiak			Lesson Title: Guess What I'm Thinking			
Grade Span			ICLE Application Model			
K-4	5-8 XX	9-12	A	B	C XX	D

Instructional Focus:

Writing

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Performance Task

Students will practice writing specific topic sentences with unifying supporting details.

1. Before class, the teacher selects three paragraphs with topic sentences located as the first sentence. Select from a variety of samples.
2. Students will need a clean sheet of paper for the opening activity. Have them divide it into three sections. Once all students are ready, the teacher reads one of the three topic sentences and asks the students to write on their paper four specific details that they expect to find in the paragraph. Read the topic sentences through twice and give the students about three minutes to respond. Do this same thing with topic sentence #2, and #3.
3. Once all students have had the opportunity to get their thoughts down, re-read the whole paragraph for topic sentence 1,2, and 3. Instruct the students to check to see if they predicted the correct details for the paragraphs.
4. Now, the students are going to practice writing good topic sentences and supporting details. Instruct the students to think of two main ideas they could write about (ex: football, farming, first day of school). On one side of a clean sheet of paper have them write their first idea, and on the other side of the paper, write the other idea.
5. Once they have their ideas, have them practice writing 2-3 specific topic sentences per idea. Once they have chosen a good topic sentence, have them write three supporting detail sentences. Have them do the same thing to idea #2 on the back of the paper. When all is finished they should have two paragraphs written.
6. Once students finish their paragraphs, pair them up with a partner. With their partners they will take turns being the speaker and the listener. The speaker reads his/her first topic sentence and the listener has to write down three possible details that might be found in their paragraph. Do this for both paragraphs 1 and 2. Once the speaker has read his/her topic sentences and the listener has written down ideas, students need to confer and discuss whether or not it was a specific topic sentence or if it needs more work. I would encourage the speaker to read the whole paragraph and have the listener decide if their details were mentioned or appropriate. Have them reverse roles so that each gets a chance to read topic sentences and have them analyzed.
7. When students are done conferring, they are to hand in their two paragraphs.

Hopefully students will come to see that if their topic sentences are too vague the reader will be lost. Also, it helps students understand that paragraphs only discuss one topic at a time.

ICLE Essential Skills

Present information in a well-organized fashion that will be clear to the target audience (ela 11)

Scoring Guide:

Per paragraph: Topic sentence = 10 points
3 supporting detail sentences = 5 points each (15 points)
Total per paragraph = 25 points
Total for two paragraphs = 50 points

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing Paragraphs	Geometry	Life Science
Communications	Statistics	Chemistry
Literature	Calculus	Physics
Other Topic sentences	Trigonometry	Other
	Other	