

## “Freedom Expressed”

- I. Curricular Area/Topic:** Guided Writing, Writing Task; Third Grade
- II. Date/Timeframe for Lesson:** November 18, 2009; Two forty-five minute lessons
- III. Rationale:** In this lesson, my third grade students will be learning how to compose a five-paragraph essay. Here the students will be given a graphic organizer to form their ideas about a topic sentence, the introduction, the three main body paragraphs, as well as supporting evidence or details for those three body paragraphs, and a conclusion summing up their essay as a whole. After this lesson, the students will be well aware of how to fill out a graphic organizer worksheet and understand how it helps them organize their ideas.

The graphic organizer is an important concept and skills that the students will learn because it helps students to organize their ideas and to think more in depth about a situation. It also allows room for change. If the students cannot find a lot of information on a main idea for one of the three body paragraphs, it allows them to change their main ideas if the student feels it is needed. Also, once the students have mastered this skill they are able to use it later on in the educational years. This skill can help them plan research papers in high school, and even in college.

This lesson is developmentally appropriate because the students are learning how to start out with making five-paragraph essays. Even though there is a ton more work that goes into harder writings, like research papers and what not, it is the beginning stages of writing. With this beginning writing step, it makes the writing process extremely easy and seem simple to the students. And after the

simple part is out of the way, learning the more advanced writing will not seem so overwhelming. Also, since the students are in third grade now, they are beginning to write more and more each year. With this lesson, it allows students to become more and more aware of and faster at writing and gathering ideas.

#### ***IV. Illinois Learning Standards:***

- ✓ **State Goal 3:** Write to communicate for a variety of purposes.
- ✓ **A:** Use correct grammar, spelling, punctuation, capitalization and structure.
  - **Standard 3.A.2:** Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.
- ✓ **B:** Compose well-organized and coherent writing for specific purposes and audiences.
  - **Standard 3.B.1a:** Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).
  - **Standard 3.B.2a:** Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).
  - **Standard 3.B.1b:** Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).
  - **Standard 3.B.2c:** Expand ideas by using modifiers, subordination and standard paragraph organization.
- ✓ **Language Arts Performance Descriptors:**
- ✓ **1B:** Students who meet the standard can apply reading strategies to improve understanding and fluency.
  - **1B 8E:** Demonstrate understanding of structure through the use of **graphic organizers** and outlining (e.g., mapping, time lines, Venn diagrams).

- ✓ **3B:** Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.
  - **3B 1B:** Use appropriate prewriting strategies (e.g., drawing, **brainstorming**, idea mapping, **graphic organizers**) to generate and organize ideas with teacher assistance.
  - **3B 5B:** Elaborate and support written content with facts, details, and description.
  - **3B 1D:** Elaborate ideas through **first level supporting** details (e.g., facts, description, reasons, narration).

***V. Objectives:***

- 1.) When this lesson is complete students should be able to remember what makes up a five-paragraph essay.
- 2.) After this lesson the students will understand what a topic sentence is and where it goes in an essay.
- 3.) When this lesson is finished students should be able to apply supporting details in their three body paragraphs.
- 4.) When this lesson is complete students should understand how to write an introduction as well as conclusion.
- 5.) After this lesson students should be able to write a five-paragraph essay with ease.

***VI. Materials/Resources:*** The materials that will be needed for this lesson are the graphic organizer worksheets. Each student will need a worksheet individually so one will need as many copies as one has students. Also, the teacher will need a graphic organizer worksheet as well to model for the students how to complete the worksheet. The Elmo in the class will as well be needed for when giving the presentation on how to fill out the graphic organizer worksheet.

***VII. Management/Organization for Instruction:*** There will need to be some management during this lesson, but not much. First, again there will need to be

copies made before class of the graphic organizer worksheet. Each student will need one individually as well as the teacher so be sure to make plenty of copies. Also, one should check to make sure all the technology in the classroom is working a head of time. This way if something is not working, it can be fixed by the time it is needed next.

### ***VIII. Lesson Delivery***

#### ***A.) Introduction:***

- **Activate Prior Knowledge:** To begin with prior knowledge I will start with questions to see how much about writing my students actually remember. I will ask them questions like, “What comes at the beginning and end of an essay?” and “How should each new paragraph be started?” For these answers I will be looking for a conclusion and introduction as well as each paragraph should be indented. We will also go over some basics like each sentence should start with a capital letter and end with a punctuation mark.

After the students recall the basics of a paragraph, we will go into a little more detail about the elements of a well-written essay. First we will review the topic sentence that each essay should have. Here the students should understand what the topic sentence is as well as how it will relate to the essay as a whole.

Then, since the students will be writing a five-paragraph essay, we will discuss the three main body paragraphs. We will next discuss the supporting details that each body paragraph should have. With

each main idea for the essay, the students will need to have at least two or more types of evidence that support what they are saying.

Once, this is settled and the students now remember what a paragraph looks like and are supposed to consist of; we will go over expository writing. Expository essays are to inform or give information on a certain topic. I will explain that this is what the students are to do with their five-paragraph essay about *Henry's Freedom Box*. The students will be telling me about this story in a matter of five paragraphs. They will need to find what they think were the three main points or life changing options for Henry and write about it as well as explain why.

- **Purpose and objective of the lesson:** To begin with the writing process, the students will first have to come up with their three main topics for their body paragraphs. Once, the students have determined what those will be, the students will need to explain why they think that, with supporting details from the story. Once this is complete, I think it will be easier for the students to come up with a topic sentence. This will need to be what their essay is about and make sure that it is connected throughout the entire lesson. Then I believe the students can start with their introduction, including their topic sentence. The introduction will need to get the readers attention as well as tell what the three body paragraphs are going to be about. Once, all of that is done, the students can think

about their conclusion paragraph. This will need to be a summary of their essay and almost a revision of the introduction. Then the students may begin their actual writing on the essay as a whole. The students may begin with their writing wherever they feel most comfortable, whether it be with the introduction or their main body paragraphs.

- **Lesson relates to ongoing/future lessons:** This lesson is related to ongoing and future lessons, because it teaches about writing in general and there will be several different opportunities for writing paragraphs in future lessons. The students were even writing sentences with their KWL chart that we used in the previous literacy lesson. This also helps with social studies in this integrated unit because it is sort of like a summary of everything the students have learned so far about slavery, the Underground Railroad, as well as *Henry's Freedom Box*.

***B.) Provide Instruction:***

- **Instruction and Modeling:** For this writing task, the students will be filling out a graphic organizer worksheet on five-paragraph expository essay. This is the type of essay where the students are giving me information over the topic of *Henry's Freedom Box*. This will help the students organize their thoughts about what they want to write about as well as gives them an opportunity to write down their ideas and see if they will have enough support to

actually write about them. This organizer consists of five different boxes for the students to write in, one at the top of the page for the introduction, one at the bottom for the conclusion, and three in the middle for the body paragraphs, with space to put the evidence a student has for that main idea. This worksheet will be great help in organizing their ideas.

- **Guided Practice:** To help the students out with their graphic organizer worksheets, I will do one together in and as a class only on a different subject than *Henry's Freedom Box*. First I will pass out the worksheet so every student including myself has a blank copy. Then I will put the worksheet on the Elmo so the students are able to see my writing. Then we will discuss the topic of why we do not like it outside when it rains. Here the students will help me with an introduction as well as a topic sentence, the three main body paragraphs with examples of why they do not like it when it rains, and last the conclusion that sums everything up that the essay was about. With this practice the students will be able to begin with their own graphic organizer on their topic of "The Turning Points in Henry Browns Life." This will be the topic that the students will write about. They will choose three things that happened in the story that affected Henry's life and then give supportive detail from the story about those life-changing events.

- **Checking for Understanding:** But, before the students get started on their actual planning for their essay I will first ask some questions about writing to make sure the students understand what they are doing. First I will ask, “Where does the topic sentence go?” and “How much supporting evidence do you need to have for each body paragraph?” as well as “What exactly is an expository essay?” I will also ask what their introductions need to be about as well as their conclusion. For these questions, I will be hoping to hear that the topic sentence goes in the introduction and that two or more types of evidence are needed for each body paragraph. I will also want to hear the students’ explanation of an expository essay so I know that they understand that they are writing to give information and nothing else. I will also hope that they tell me their introduction and conclusion needs to be about their three body paragraphs and what they are about. Along with these questions and some others will help me determine if the students are fully ready to complete the writing task on their own.
- **Student Practice:** “Alright students, now we are going to do the exact same thing we just did about why we do not like it when it rains outside, but our topic instead is going to be the main points in Henry’s life. I want you guys to think about the book *Henry’s Freedom Box*, and think about all the events that Henry went through, for example, his wife and kids getting sold and his travel

to Pennsylvania in a crate. I want you to come up with three different events in his life and make them the three main body paragraphs in your essay that you will write on your own. And remember to give details on what happened that support why you think this was an event that changed Henry's life. Like what we did with why we don't like rainy days. I will want you to come up with an introduction with a topic sentence, three main body paragraphs with at least two supporting pieces of evidence, and a conclusion that sums up everything that your essay is about. This is going to be the exact same thing we just did together as a class only the topic is different. I want you to take out the worksheet I handed out and fill it out just like we did here. This is an expository essay, which means you are going to be giving me information about Henry in your essay. Take your time with this class and really think about what events you want to write about! You may begin!"

- **Application:** The expository writing and the writing steps learned in this lesson will relate to future lessons because the students will have to do more writing as the year continues as well as their educational career continues. This is just the beginning of learning how to write paragraphs, essays, and papers. This also relates to social studies because once the students have learned something in social studies and have written an essay about it, the door is open for taking social studies, and any other subject for that matter, and

writing something about it. This goes to show that a paper or essay can be written for just about anything. This lesson also relates to literacy learning and comprehension because this writing process is a step-by-step process. The students have more of a chance to look at each step individually and examine it to get its full affect. This helps them remember it more because it is not just one big process. It as well helps with literacy because the students are continually writing their thoughts, and it gets them more practice with writing and of course spelling different words.

- **Closure:** The main points of this lesson are learning how to make a five-paragraph essay, knowing how to give details in the three main body paragraphs, understand that the topic sentence goes in the introduction and tells what the essay is going to be about, as well as how to write and what to include in the introduction and conclusion. This relates to expository writing because these essays or papers are about giving information about something, and that is exactly what the students are doing, giving information on the main points in Henrys life, with supporting evidence. Some of the questions that I will ask are, “Who can tell me what important sentence goes in the introduction?” and “What should the conclusion consists of?” At this point, the students should understand these questions and should be able to answer them.

- **Assessment:** My objectives will be assessed in this lesson because I will be grading on the graphic organizer worksheet. The graphic organizer worksheet expresses most of the objectives that I have set for my students. If the worksheet is filled out correctly and has the correct information in each section, information that makes sense and matches to the book *Henry's Freedom Box*, then the students have mastered most of the lessons objectives.

**C.) Assessment:** To assess this lesson, I will be grading on the graphic organizer worksheet the students will do in class on their topic about *Henry's Freedom Box*. I will make sure that the students have written something in each section of the graphic organizer including the introduction and conclusion as well as all three body paragraphs. The students will need to label in their introduction part the topic sentence by underlining it. The students will also need to have at least two or more kinds of evidence in each body paragraph, as well as a summary in their conclusion about their essay as a whole. This assessment will be worth sixteen points.

**D.) Accommodating Individual Learners:**

- 1.) For the gifted students in my classroom as well as the students who finish early, I will allow them to get into groups and proof read each others work. I will allow the students to look for misspelled words as well as allow them to give ideas and feedback on their graphic organizers.
- 2.) For the students in my class that are special needs I will still have them do the same worksheet as the graphic organizer but I will be a little more

lenient on how I grade. I will mainly want to see if those students have a topic sentence and have at least one supporting detail in all three of their body topics. This way the students are still engaged in the same activity as the other students, only less work is needed.

3.) For English Language students, I will have them work with a partner who speaks English as their first language. This way the students are having a model of the same topic as well as the opportunity to communicate with their fellow classmates in English about any questions they may have.

**E.) *Extending the Lesson:*** To extend this lesson, I would have all the students get up in front of the class and read their essays out loud. This way the students will get a jump start on speaking in front of people and will help with their communication skills while having conversations with others in the future as well as now. This extension includes both literacy and social studies because the students will get to practice on their reading skills, and be able to display to the class what they know about the book *Henry's Freedom Box* and the Underground Railroad.

**F.) *Reflection of the Lesson:*** This lesson reflects best practice, because it allows the students to really think about a topic and then make clear decisions upon that topic to be able to write about it. When the students are filling out their graphic organizer worksheet, it will give them time to think about their topic and the direction they want to go with it, all because of the organization this worksheet allows the students to do. This also helps them build prior knowledge in more complex situations. Later on in their educational years

students will be able to reflect back on their prior knowledge of making a five-paragraph essays and use it for more complicated papers, like research papers in high school and even college.

*Graphic Organizer Worksheet Rubric:*

**Introduction:**

- **Body Paragraphs:**

Tells all three of what the three body paragraphs are about: **3 points**

Tells only two of what the three body paragraphs are about: **2 points**

Tells only one of what the three body paragraphs are about: **1 point**

Tells none of what the three body paragraphs are about: **0 points**

- **Topic Sentence:**

Topic sentence is included: **3 points**

Topic sentence is not included: **0 points**

Topic sentence is underlined: **2 points**

Top sentence is not underlined: **0 points**

**Body:**

- **Body Topics:**

Three main body topics are included: **3 points**

Only two body topics are included: **2 points**

Only one body topic is included: **1 point**

No body topics are included: **0 points**

- **Evidence:**

Two pieces of evidence in each body topic: **2 points**

Only one piece of evidence in each body topic: **1 point**

No evidence in any body topic: **0 points**

**Conclusion:**

Summarizes all three of what the three body paragraphs are about: **3 points**

Summarizes only two of what the three body paragraphs are about: **2 points**

Summarizes only one of what the three body paragraphs are about: **1 point**

Summarizes none of what the three body paragraphs are about: **0 points**

**Total Points:** \_\_\_\_\_ / 16