Lessons

1. Thesis Statements
2. Introduction Paragraphs
3. Body Paragraphs
4. Closing Paragraphs
5. Edit/Revise Final Drafts

* Materials
* Lined Paper
  + brain storms
  + thesis practice
  + topic sentence practice
  + supporting details
  + t-chart/diagram
  + closing paragraph practice
* Pen or Pencil (1 per student)
* Laptop (1 per student)
  + Must have a word processor
  + Must be networked with a printer
* Graphic Organizer (1 per student – extra copies)
  + I will allow students to select one of two graphic organizers
    - Each graphic organizer will have a similar layout, but subtle differences
* Document Camera
* GoPro Camera
* iMovie
* Projector
* Class appropriate music (While they write)
  + I will also need a copy of *Harlem Shake* by Baauer
* Oreos (1 per student)
* Leaf
  + Needs to have a larger stem and visible veins
  + Maple or a leaf from a Red Bud tree will work well
  + Possible to get multiple for each student to see and use
* MyAccess (Each will need an account that I can access to gather scores)
* Core Curriculum Standards and Objectives
* Standard 1  (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.
  + Objective 2  Develop language through viewing media and presenting.
* Standard 2  (Concepts of Print): Students develop an understanding of how printed language works.
* Standard 6  (Vocabulary): Students learn and use grade level vocabulary to increase understanding and read fluently.
  + Objective 2  Use resources to learn new words by relating them to known words and/or concepts.
* Standard 7  (Comprehension): Students understand, interpret, and analyze narrative and informational grade level text.
  + Objective 1  Identify purposes of text.
  + Objective 3  Recognize and use features of narrative and informational text.
* Standard 8  (Writing): Students write daily to communicate effectively for a variety of purposes and audiences.
  + Objective 1  Prepare to write by gathering and organizing information and ideas (pre-writing).
  + Objective 2  Compose a written draft.
  + Objective 3  Revise by elaborating and clarifying a written draft.
  + Objective 4  Edit written draft for conventions

Thesis Statements

**Gaining attention**

* Ask students:
  + Who has seen or heard of the Harlem Shake?
  + If we can write a proper thesis statement about the Harlem shake, we will do a Harlem shake in class
* **Direction (stating objectives)**
* Students will recognize good and poor examples of thesis statements
* Students will understand the purpose and function of a thesis statements
* Students will be able to write a thesis statement.

Standard 1  (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

Objective 2  Develop language through viewing media and presenting.

Standard 2  (Concepts of Print): Students develop an understanding of how printed language works.

* Standard 8  (Writing): Students write daily to communicate effectively for a variety of purposes and audiences.

Objective 4  Edit written draft for conventions

* **Recall (recall of prerequisite information)**
* Begin conversation by asking what students know about thesis statements.
* Show video
  + <http://www.youtube.com/watch?v=en1xVDU0xlI>
* Ask students:
  + What is a thesis statement?
  + What is the Harlem Shake?
    - Multiple students have asked me if we could do this in class
    - I have overheard them talking about various online clips
    - This will get the attention and participation of students who can cause the most distraction when unfocused
  + Could you write a paper about the Harlem shake?
    - What would be your thesis statement about the Harlem shake?
* **Content (presentation of new material)**
* Show another video and talk about each component
  + <http://www.youtube.com/watch?v=Ep3OHQh7WdA>
  + Structure and facilitate discussion till class comes up with the definition similar to: A **thesis statement** is a statement that clarifies the main argument/idea for the rest of the essay.
  + Use examples of a concise plot support the idea of a thesis being the ‘plot’ of your essay.
    - Refer to previous activities and examples of plot/thesis
* **Application feedback—level 1 (guided learning)**
* The educator will display videos, pausing to elaborate and explain the key components of each. Students will take notes on the two videos to assist them in creating their own thesis statement. The educator will answer questions and guide students during their note taking. The educator will also give examples and non-examples of thesis statements.
* **Application feedback—level 2 (eliciting performance) and level 3 (feedback)**
* After students have watched both thesis statement videos and taken notes, the instructor will play an example video of the Harlem Shake.
* <http://www.youtube.com/watch?v=4hpEnLtqUDg>
* Each table (4-5 students seated at each) will have 5 minutes to discuss and write a thesis statement about the Harlem Shake.
* Instructor will walk around the room observing and assisting each group
* At the end of the allotted 5 minutes, each group will share their thesis statement
* As a class, we will talk about each thesis statement.
* After each group shares their thesis statement, we will make a Harlem Shake video.
* **Evaluation (assessment) and Closure (retention and transfer)**
* While the film is importing and put to music on a laptop, each student will write his or her own thesis statement about the Harlem Shake.
* When they complete their thesis statement, they will share it with someone sitting at another table.
* Each student must share their statement three others students who do NOT sit at their table.
* When they share their statement, the participating parties will give feedback and assist them in adjusting any area that might be lacking.
* I will be going around the room checking each thesis statement to ensure it is properly written.
* I will collect these for further evaluation.
* I will then share the video of the Harlem shake we made in class.
* Introduction Paragraphs
* **Gaining Attention**
* Read “*The Chinese in All of Us: A Mexican American Explores Multiculturalism*” by Richard Rodriguez
  + District 6th Grade Writing Prompt for Unit 4
* Talk about culture.
* What do you like about your culture?
* What if you moved to a new country?
* **Direction (Stating Objectives)**
* Students will be able to write an introduction paragraph.
* Students will write an introduction with a hook sentence, thesis statement, and main concepts for the subsequent body paragraphs.

Standard 1  (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

Objective 2  Develop language through viewing media and presenting.

Standard 2  (Concepts of Print): Students develop an understanding of how printed language works.

* Standard 8  (Writing): Students write daily to communicate effectively for a variety of purposes and audiences.

Objective 1  Prepare to write by gathering and organizing information and ideas (pre-writing).

Objective 4  Edit written draft for conventions

* **Recall (recall prerequisite information)**
  + Return students’ thesis statements.
  + Lead discussion by asking students, “What is a thesis?” and “Why is a good thesis statement important?”
* **Content (Presentation of new material)**
  + Writing a new thesis statement
  + Selecting 3 facts supporting the thesis statement
  + Hook sentence
  + Putting theses components together to make an introduction paragraph
* **Application feedback – Level 1 (Guided Learning)**
  + Students will fold a sheet of paper in half creating a t-diagram.
    - Students will label each half with assimilating and not assimilating
    - After reading “*The Chinese in All of Us: A Mexican American Explores Multiculturalism*” by Richard Rodriguez, the instructor will lead a discussion about the pros/cons of assimilating into a new culture and NOT assimilating into a new culture.
    - Students will fill out t-diagram during the discussion
  + After the discussion, each student will select position on assimilation and write a thesis statement supporting their stance.
  + Show a video introducing introduction paragraphs
    - <http://www.youtube.com/watch?v=J3COR_IKG2c>
    - pause video and explain parallels between the various formats/labels for the introduction paragraphs
  + After video, have each student select 3 points from their t-diagram that support their thesis statement.
    - Tell them they can adjust their thesis statement if they come up with a better idea
  + Talk about Hook/Lead sentences.
    - Emphasize the importance of understanding their audience and using a sentence that will attract/interest them to read your paper.
  + Each student will write a hook sentence
* **Application Feedback – Level 2 (Eliciting Performance) and Level 3 (Feedback)**
  + Students will take the various components they wrote and will write it as a rough draft.
    - Students will exchange papers with another student and proof read their statement
    - Once papers are proof read, each group will discuss their introduction with their table.
      * They will make adjustments to their paragraph during these discussions
* **Evaluation (Assessment) and Closure (Retention and Transfer)**
  + Students type their introduction paragraph on a laptop from the mobile lab.
  + Each student will print their introduction and submit it to me for a grade and feedback.
* Topic Sentences and Body Paragraphs
* **Gaining Attention**
* Bring in a large leaf
  + Maple and Red Bud leaves work great for this example
* Show the leaf under the document camera
  + Allow students to see both side
* Ask students to examine the leaf and state some of their observations
* As students state observations, have two students write them on the board
  + If students do not talk about the stem/veins of the leaf, point them out
* Ask students how the leaf gets water
  + In order for the leaf to photosynthesize, it must have water
* Point to the veins and explain that the majority of the water comes from the main stem, which goes into smaller veins that feed into smaller veins
* Compare this to a paper or essay (specifically persuasive essays)
  + The main stem is like the main idea or thesis statement
  + From the thesis statement, other details are used to support it
  + These supporting details become topic sentences
  + Each topic sentence has more information supporting it in each paragraph
* Like the veins/stems on a leaf, our details and writing must keep our essay alive!
* **Direction (Stating Objectives)**
* Students will use topic sentences at the beginning of body paragraphs.
* Students will use write each paragraph with supporting details to the topic sentence.

Standard 1  (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

Objective 2 Develop language through viewing media and presenting.

Standard 2  (Concepts of Print): Students develop an understanding of how printed language works.

* Standard 8  (Writing): Students write daily to communicate effectively for a variety of purposes and audiences.

Objective 1 Prepare to write by gathering and organizing information and ideas (pre-writing)

Objective 4  Edit written draft for conventions

* **Recall (recall prerequisite information)**
  + Lead class in a summarization of a thesis statement and introduction paragraphs.
  + Ask students to work with their groups to define a topic sentence
    - Give them 2 minutes
    - Use answers from students and guided discussion to create a definition of a topic sentence.
* **Content (Presentation of new material)**
  + Filling out the graphic organizer
  + Recognizing the thesis statement’s supporting details are topic sentences
  + Finding more information to support the topic sentences
  + Staying true to the topic sentence
* **Application feedback – Level 1 (Guided Learning)**
  + Ask students if they remember the three supporting details of their thesis statement.
    - Have the students evaluate their 3 supporting details to the thesis statement
      * Ask them if they could write 5 sentences pertaining to each detail and relate it to the thesis statement
        + If they need to switch or add to a supporting detail, have them do so.

They can refer to their t-diagram for more ideas

* + Distribute the graphic organizer
    - This has areas for
      * Hook/lead sentence
      * Thesis statement
      * 3 supporting details
        + these will be used for each topic sentence
      * topic sentences
      * supporting details for each topic sentence
      * Concluding paragraph
  + Have students take their typed introduction paragraph and use that information to fill out the first section of the graphic organizer
    - Model this by taking one student’s introduction and transfer the information to the graphic organizer under the document camera
    - Refer back to the leaf demonstration
    - Ask class if each supporting detail of the thesis strong enough to carry an entire paragraph
  + Using another student’s paper
    - Demonstrate taking the thesis’ 3 supporting statements and placing them into the areas designated for topic sentences
    - Again, ask class if each topic sentence can carry the entire paragraph
  + Using another student’s paper
    - Come up with 3+ details that go with each topic sentence
      * Make sure each stays true to the topic sentence
      * Once you have finished with 3+ details for one topic sentence, help students who are having trouble and let the rest of the class fill out everything on their graphic organizer, but the conclusion
* **Application Feedback – Level 2 (Eliciting Performance) and Level 3 (Feedback)**
  + Educator will check the progress on each students graphic organizer
  + Once they are done with everything, but their conclusion, have them swap papers with another student and check their organizer
    - Have them work together in case they have a question about a specific topic sentence or supporting detail
* **Evaluation (Assessment) and Closure (Retention and Transfer)**
  + When they are done, have them get a laptop from the mobile lab and begin taking the information from the graphic organizer and putting it into paragraph form.
    - They can use their previous introduction paragraph
      * Have them edit anything that is incorrect from the graphic organizer
      * Allow them to elaborate and add details as they type
  + When complete, have them print and switch with another student.
    - They cannot switch with the same student that proofed their graphic organizer
    - This student will read/edit the printed sheet of the introduction and body paragraphs
  + Students will submit these after they have been proofed
* Concluding Paragraph
* **Gaining Attention**
* Oreo Cookies!!!
  + Double Stuffed Oreos work best
  + Bring one per-student
* Ask the class to make some observations about the cookie
  + Guide this discussion to point out that:
    - Starts with a hard cookie face-up
    - Middle of Frosting
    - Ends with a cookie face-down
      * Essential that they recognize that the cookie on the bottom is the same thing upside down
* YOUR ESSAY IS AN OREO!!!
  + Starts with an Introduction paragraph
  + Middle consists of body paragraphs
  + Ends with a concluding paragraph
* A conclusion is basically the introduction upside down!
* **Direction (Stating Objectives)**
* Students will write a concluding paragraph.
* Students will use their introduction paragraph to structure their concluding paragraph.

Standard 1  (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

Objective 2 Develop language through viewing media and presenting.

Standard 2  (Concepts of Print): Students develop an understanding of how printed language works.

* Standard 8  (Writing): Students write daily to communicate effectively for a variety of purposes and audiences.

Objective 1 Prepare to write by gathering and organizing information and ideas (pre-writing)

Objective 4  Edit written draft for conventions

* **Recall (recall prerequisite information)**
  + Have students pull out their thesis statement of the Harlem Shake
  + What is in the introduction paragraph?
    - After they answer, have students:
      * underline and label the lead/hook sentence
      * number and label each supporting detail of the thesis statement
        + make sure they understand that these supporting details would be their topic sentences.
      * highlight and label the thesis statement
  + After completing the Harlem Shake introduction paragraph, have them pull out their graphic organizer and review their introduction of the Assimilating Essay
* **Content (Presentation of new material)**
  + Make a concluding paragraph with their Harlem Shake introduction
    - Make sure you are following the Oreo method
  + Complete the Graphic Organizer for the Assimilation Essay
  + Use graphic organizer to write a concluding paragraph
  + Type concluding paragraph into your essay
* **Application feedback – Level 1 (Guided Learning)**
  + Ensure that each student has their Harlem Shake introduction and Graphic Organizer on their desk
  + Play video
    - <http://www.youtube.com/watch?v=nqg0wHltfg0>
      * talk to students about the importance of re-wording each the sentences from the introduction
        + stay true to the meaning and topic, but use synonyms and a different structure to keep the paper from sounding repetitive
      * make sure they understand that the lead/hook sentence is now the ‘So What?’ sentence.
  + Have students write their Harlem Shake introduction in reverse order.
  + Use one student’s paper and do it with the class under the document camera
    - Reestablish the importance of re-wording each the sentences from the introduction
      * Same topic, same meaning, different words and structure
  + Once this is completed, have them switch papers with another student who is finished
    - Each student will read and affirm that they have structured the conclusion in Oreo fashion from the introduction
      * If a student does not, their paper will be returned and they will need to redo it till it is done correctly
      * Each student will also check to see that the sentences share similarities to the introduction, but they are not repeating them verbatim.
  + I will walk around the room assisting students and answering questions
* **Application Feedback – Level 2 (Eliciting Performance) and Level 3 (Feedback)**
  + When the Harlem Shake conclusion is complete, students will fill out the rest of the graphic organizer from the Assimilation Essay.
  + After completing the graphic organizer, students will hand write the conclusion on paper.
    - They will bring it to me to check
      * Once complete and checked, I will okay them to retrieve a laptop
* **Evaluation (Assessment) and Closure (Retention and Transfer)**
  + With a laptop, students will type the concluding paragraph in their essay and print it off.
    - This will be used the following day for editing
  + They will turn it in to me to review and evaluate.
    - I will check to ensure they are following the rubric and completing the task as assigned
* Revise, Edit, and Final Draft
* **Gaining Attention**
* I will play the Harlem Shake video and ask them what they think we could do to improve it.
  + What went well?
  + What went wrong?
  + What are some things that would make this exceptional
* Remind students that after we finish the persuasive essay, we will plan a day to do an upgraded, edited, and revised Harlem Shake
* **Direction (Stating Objectives)**
* Students will read and edit 3 other student’s work
* There will be accommodations for tier 2 students and those who simply read slowly
* Students will reread, revise, and edit their essay prior to submitting it to MyAccess.
* Students will follow the *My Editor Feedback* from MyAccess prior to submitting their final draft to me.
* Standard 1  (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.
  + Objective 2  Develop language through viewing media and presenting.
* Standard 2  (Concepts of Print): Students develop an understanding of how printed language works.
* Standard 6  (Vocabulary): Students learn and use grade level vocabulary to increase understanding and read fluently.
  + Objective 2  Use resources to learn new words by relating them to known words and/or concepts.
* Standard 7  (Comprehension): Students understand, interpret, and analyze narrative and informational grade level text.
  + Objective 1  Identify purposes of text.
  + Objective 3  Recognize and use features of narrative and informational text.
* Standard 8  (Writing): Students write daily to communicate effectively for a variety of purposes and audiences.
  + Objective 1  Prepare to write by gathering and organizing information and ideas (pre-writing).
  + Objective 2  Compose a written draft.
  + Objective 3  Revise by elaborating and clarifying a written draft.
  + Objective 4  Edit written draft for conventions
* **Recall (recall prerequisite information)**
* Quickly cover the 4 previous lessons by discussing the main points of:
  + Introduction Paragraphs
    - Lead/Hook sentence
    - Thesis Staement
    - Supporting details
      * Soon to be topic sentences
  + Body Paragraphs
    - Topic Sentences
    - Supporting Details
      * Staying true and supporting the topic sentence of the paragraph
  + Conclusion
    - Flipping the Introduction Paragraph
    - Rewriting the sentences in the Introduction, but not changing the theme and meaning
    - Changing the Lead/Hook Sentence into a ‘So What’ or ‘Where to go from here’ statement
* **Content (Presentation of new material)**
  + Students will complete a Daily Oral Language (DOL) focused on editing and rewriting sentences
    - This is a daily routine/daily practice
    - All students are familiar with this
  + Students will read and edit the work of 3 other students
    - Accommodations for students who are tier 2, 3, or simply are slow readers that need to take time to do their best work
  + Students will use the feedback from other students to adjust and edit their own work.
  + Students will use MyAccess for the My Editor Feedback.
  + Students will submit their final draft to me for a score and feedback.
* **Application feedback – Level 1 (Guided Learning)**
  + While correcting the DOL, the educator will emphasize the 2 questions pertaining to editing and rewriting.
    - Instructor will explain that what they did on the DOL for two sentences, the students will be doing for an entire paper.
  + The instructor will take a printed essay from 3 students to edit 1 of the 3 areas for each paper
    - 1=Introduction
    - 2=Body
    - 3=Conclusion
    - These papers will be selected by the teacher prior to class
      * The teacher will get permission from the students before going over these in class
    - The corrected papers will then be given to students who need more time to read and write.
      * This provided differentiation and helps keep the students at a closer pace
    - This will be done on the document camera
* **Application Feedback – Level 2 (Eliciting Performance) and Level 3 (Feedback)**
  + After editing 3 papers with the class, students will switch papers with another student and have them edit their essay
    - I want them to edit and revise 3 papers, but due to time constraints, some will only do 1 or two.
    - I will attempt to get my best writers to do multiple
  + After 30-40 minutes, I will have everyone return their papers to the owners.
  + Each student will make the corrections written on their paper on their digital copy
  + The students may change more than what is written
    - They also do not have to change everything that has been ‘corrected’ on their paper if they disagree
    - I will be going around the room assisting students when they get into this predicament
* **Evaluation (Assessment) and Closure (Retention and Transfer)**
  + Students will submit their draft, post-student-corrected feedback, into MyAccess
  + Students will read the ‘My Editor Feedback’ and make the necessary changes.
    - If there is an issue with the My Editor Feedback, I will help them
  + Once the My Editor Feedback is completed, the students will print their final draft and give it to me to evaluate.
    - I will grade it according to a rubric and give each student points accordingly