

HMH Teacher Central Lesson Plan for Whole- and Small-Group Instruction

Instructor: **Bjorneby**

Date: **3-8 and 9** Class: **4th**

Informative Paragraph: Analyze a Model

Workshop 2 Lesson 12

STANDARDS

CCSS.ELA-LITERACY: RI.1.2, RI.2.2, RI.3.2, RI.4.2, RI.5.2, W.1.2, W.2.2, W.3.10, W.3.2A–D, W.3.4, W.4.10, W.4.2 A–E, W.4.4, W.5.10, W.5.2 A–E, W.5.4

HEADS UP

Using a model to identify key elements of an academic writing type helps students internalize expectations and successfully complete writing assignments. During this lesson, students will mark and evaluate elements of an informative paragraph and then examine how to write an effective topic sentence.

MATERIALS

ReaL Book pp. 94–95

[Workshop 2: Informative Paragraph Rubric](#)

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Skill Builder: Choosing Important Details
- **Extend:** Informative Essay
- **Language:** Skill Builder: Interesting Beginnings

[Get Resources](#)

LT: I will write an informational paragraph.
SC: identify elements of an informative paragraph- TIDE-
craft a topic sentence

OBJECTIVES

Primary Goals

Literacy Goal: Identify and define the elements of an informative paragraph.

Language Goal: Introduce the topic, and state the main idea to craft an original topic sentence.

Additional Goal


Language Goal: Discuss the elements of an informative paragraph using academic vocabulary and complete sentences.

DO NOW!

Show You Know

Use the **Do Now** routine.

1) Display the Do Now and assign the task.

 **(survive) In order to survive a big storm, you should _____.** (e.g., go inside; stay away from windows; make sure you have a flashlight and first-aid kit)

2) Prompt partners to share their responses and restate their partners' ideas using the frames.

 **So your idea is _____.**

 **Yes, that's correct.**

 **No, what I meant was _____.**


3) Ask two preselected students to share with the class and guide students to score their own responses.

SHARE TODAY'S GOALS

Primary Goals

Introduce the Literacy and Language Goals. *We've learned a lot about how animals adapt in order to survive. Today we'll read an informative paragraph on that topic and identify the most important parts. Then we'll practice writing topic sentences for informative paragraphs.*

 **Literacy Goal: Mark the elements of an informative paragraph and tell why they are important.**

 **Language Goal: Introduce the topic, and state the main idea to write a topic sentence.**

ANALYZE A MODEL

Introduce the Model Paragraph

Introduce the writing type, prompt, and model.

- Echo-read the description of an informative paragraph. *The purpose of an informative paragraph is to provide readers with the main idea and details about a topic. There are no opinions given in an informative paragraph.*
- Read aloud the writing prompt to identify the topic. *We're going to read another student's paragraph to learn more about the key elements, or parts, of an informative paragraph. Based on the writing prompt, what is the student going to explain in the paragraph? (e.g., how adaptations benefit animals or inspire inventors)*
- Remind students that they will respond to the same prompt. *If we examine how this student responded to the writing prompt, it will help us understand the kind of thinking and writing we need to do when we write our own informative paragraphs.*

- Use [Oral Cloze 1](#) to read aloud the model.

Ramp Up the Routines Before you begin reading with [Oral Cloze 1](#), direct students to place the [Academic Interaction Card](#) or a large colored index card under the first line of text and follow along as you read.

Review the Writing Strategy

Have students review the TIDE strategy. *What strategy have you learned that helps you organize and write an informative paragraph?* (TIDE) Remind students that each letter in TIDE stands for an important element of an informative paragraph. Reiterate that memorizing these elements will help students remember to include them in their own writing.

- Echo-read the description for each element of TIDE.
- Provide frames to review the elements of TIDE.

 **The letter _____ in TIDE stands for _____.** (e.g., T/topic sentence; I/idea; D/details; E/ending)

 **This part of an informative paragraph is important because _____.**

Mark and Evaluate Text Elements

Revisit the model paragraph to see how the writer used TIDE.

- Review the purpose of a topic sentence. *What does a topic sentence do?* (states the main idea of the paragraph) *Let's look back at the paragraph to find the topic sentence.*
- Reread the paragraph using [Oral Cloze 2](#).
- Guide students to identify and share the topic sentence. *Which sentence states the main idea of the paragraph? How do you know?* (e.g., the first sentence; it states that adaptations allow animals to survive, which is what the rest of the paragraph is about)

 **The writer's topic sentence is "Adaptations are beneficial because they allow animals to survive in their environments."**

- Have students mark the topic sentence with a "T" in the margin.
- Continue to reread the model informative paragraph and follow the same process to identify, mark, and discuss the remaining elements using the frames.

 **The main idea is _____.**

 **(One/Another) detail that develops the main idea is _____.**




 **The writer's ending is _____.**

Adapt Procedures Students may benefit from using different colors to mark the elements in the model paragraph. You can also encourage students to underline or bracket the sections of text as they label them.

FORMATIVE ASSESSMENT

LITERACY GOAL: Identify and define the elements of an informative paragraph.

Observe Listen to students' analyses of the model, and determine whether they correctly identify and define the different elements of an informative paragraph.

Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students identify the elements of an informative paragraph but have difficulty articulating the elements' purposes.</p>	<p>Ask students to consider non-examples to reinforce the purpose of the text elements. <i>What if Tessa didn't include a topic sentence in her paragraph? How would that affect the reader?</i></p> <p> If there was no topic sentence, the reader would _____.</p> <p>(e.g., be confused; wonder what the paragraph is about; have to think of the main idea on their own)</p>
<p>Not Yet Students do not identify or define the elements of an informative paragraph.</p>	<p>Emphasize the importance of remembering the strategy. <i>The better you know strategies like TIDE, the more they will help you with your writing. Why is it helpful to memorize the steps of TIDE?</i> (e.g., it helps students remember the important elements to include when writing an informative paragraph)</p> <p>Have partners review TIDE and quiz each other on the elements of an informative paragraph.</p> <p> The letter _____ in TIDE stands for _____.</p> <p> This part of an informative paragraph is important because _____.</p> <p>Have students return to the model paragraph and guide them to mark the correct elements.</p>
<p>On Track Students correctly identify and define the elements of an informative paragraph.</p>	

SMALL GROUP

WRITING FOCUS

Write a Topic Sentence

Define the elements of an effective topic sentence. *We know that an informative paragraph always needs a topic sentence. What is included in an effective topic sentence?*

- Read aloud the description of an effective topic sentence. Have students underline the words *topic* and *main idea*. *An informative paragraph begins with a topic sentence that tells what it is mainly about.*

Analyze a Topic Sentence

Identify the elements of a topic sentence.

- Echo-read the model topic sentence and guide students to identify the topic and record the main idea of the model. *In this example, the topic is adaptations. We can expect that the paragraph will be mainly about adaptations that allow animals to survive, because that is the main idea.*
- Ask partners to verbally review topic sentences with each other.

 **An effective topic sentence introduces the _____ and states the _____.** (e.g., topic/main idea)


Make It Relevant Explain that understanding how an informative paragraph is structured aids in reading comprehension, as well as writing. *Understanding the parts of a topic sentence will not only help you write, it will help you become a better reader of informative paragraphs and essays. If you can recognize a topic sentence and know its purpose, you'll have an idea of what the rest of the paragraph will be about.*


Draft a Topic Sentence

Support students as they practice writing topic sentences.

- Model how to write a topic sentence for an informative paragraph by completing Item 1 as a class. Read aloud the possible main ideas in parentheses and model how to choose one. *First, I think about my topic—animal adaptations. I know from reading that some adaptations allow animals to survive by changing the way they look. That will be my main idea.*
- Read aloud the topic sentence for Items 2 and 3, and direct students to complete them with main ideas.

Anticipate Challenges The topic sentence is the first step to writing an informative paragraph. Point out how the topic sentence frames begin by restating part of the writing prompt and include key words such as *adaptations*, *inventors*, and *benefit*. This will help ensure students get off to a productive start when they begin writing their own paragraphs.

FORMATIVE ASSESSMENT	
<p>LANGUAGE GOAL: Introduce the topic and state the main idea to craft an original topic sentence.</p> <p>Observe Review students' written responses and assess how well their topic sentences introduce the topic and state the main idea.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students generate a topic sentence but have difficulty explaining the topic and the main idea to their partners.</p>	<p>Provide a frame for students to restate their partners' completed topic sentences:</p> <p> So the topic of your paragraph is _____, and it is mainly about _____.</p>

<p>Not Yet Students are not able to construct complete topic sentences using the frames in the task.</p>	<p>Focus on the two elements students need to provide in a topic sentence by offering this equation:</p> <p> Topic + Main Idea = Topic Sentence</p> <p>Work with students to complete the topic sentence frames by reading each one aloud and choosing one of the suggested main ideas in parentheses:</p> <p><i>One main idea shown is that inventors benefit by getting ideas for new inventions. What is another main idea? Copy one of the main ideas that you would like to write about into the frame.</i></p>
<p>On Track Students are able to articulate the topic and main idea stated in their completed topic sentences.</p>	

WHOLE GROUP

WRAP UP

Reflect

Guide students to share their responses to the Wrap Up question with a partner.

 **What is one question you still have after the lesson today?**

 **One question I still have is _____.**