

Area/Skill - LA, Writing	Cognitive Skill Level - Analysis/Synthesis	Correlation to Framework - 01.06, 01.07	Lesson Number - 22
<p><b>Activity Title - Build a Tasty Sandwich</b></p> <p><b>Goal/Objective</b></p> <p>Students will organize a story (expository or narrative) on a given prompt that includes an introductory paragraph, three supporting paragraphs, and a conclusion.</p> <p><b>Lesson Outline</b> <b>Introduction</b></p> <p>Discuss how a sandwich with two slices of bread and only lettuce is boring, dull, and not extremely appealing. Demonstrate with cut-outs that a tasty sandwich has at least three ingredients inside the bread, such as mayonnaise, meat, and cheese. Sandwiches also do not include such things as forks or knives. Stories that repeat the same thing over and over or that use only basic sentences such as “She went to the store.” do not capture the reader’s attention. Stories with unrelated information do not provide the reader with an engaging story.</p> <p><b>Activity</b></p> <p>Provide students with a prompt from which to develop a story. Brainstorm with the group a topic sentence, a conclusion, and supporting details for three separate paragraphs. After the ideas have been generated, show the group how to use color coding to identify the introductory or topic sentence, supporting details, and conclusion. You can use any colors, just make sure that you always use the same colors as you teach the technique. Discuss how using color coding helps to organize ideas and the use of a color graphic organizer makes the writing process easier. Have students write their stories using the ideas that the class generated.</p> <p><b>Debriefing/Evaluation Activity</b></p> <p>Have students read their stories aloud. Provide copies of the stories to the students and see if they can use the correct color marker to underline the topic sentence, the conclusion, and the details of the three supporting paragraphs.</p>		<p><b>Materials/Texts/Realia/Handouts</b></p> <ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Paper and pencils</li> <li>• Colored markers—brown, red, green, yellow</li> <li>• Construction paper cut-outs of different ingredients in a sandwich or real examples of bread, meat, cheese, mayonnaise, lettuce, etc.</li> </ul>	
<p><b>Real-Life Connection</b></p> <p>In real-life people do not always use color coding when writing. However, they do use different types of organizers to effectively communicate their ideas. Discuss the different types of organizers that students may use in the workplace or community. Examples may include the alphabetical listings of a telephone book, directions to put together a toy or piece of furniture, or descriptions used in advertisements.</p> <p>Have students identify the different types of organizers that they use in their lives. List the different ideas and discuss how they could be further developed into writing samples.</p>		<p><b>Extension Activity</b></p> <p>Bring to class the various makings for a tasty and nutritional sandwich. Discuss the nutritional value of each item by reading the ingredients. Have students write a compare and contrast essay regarding the nutritional value of a dull sandwich to a tasty sandwich.</p> <p><b>ESE/ESOL Accommodations</b></p> <p>Provide students with graphic organizers into which they can place their ideas.</p> <p>Provide a sample organizer that has been completed with a sample topic sentence, conclusion, and supporting details.</p> <p>Pair students in small groups to develop stories together.</p> <p>Allow students to tell their story orally prior to writing.</p>	

## GED 2002 Teachers' Handbook of Lesson Plans

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### Activity Title - Build a Tasty Sandwich

#### Introduction

*Ask:* How many of you enjoy eating a sandwich with just bread and lettuce? Would you consider that a tasty sandwich?

Using construction paper cut-outs (or real food), talk about feeding hunger with a tasty sandwich. Show how two pieces of bread with lettuce is a dull and non-appetizing sandwich. Put a plastic fork inside of the sandwich. See if students identify that the fork does not belong in a sandwich.

*Say:* Just like a sandwich, an essay can also be dull or it can also include things that don't belong. Both types of essays are ineffective in communicating ideas.

#### Main Activity

*Say:* Building a good essay is like building a tasty sandwich. It should have three supporting paragraphs (lettuce, cheese, and meat). It should not stray off topic. Don't put anything in an essay that doesn't belong there such as a plastic fork?

Divide the class into small groups. Give students a basic prompt on which to write. *Say:* First develop the topic sentence. Now underline that sentence in brown. Next go to the bottom of the page. Restate the topic sentence and underline it in brown as well. Your topic sentence and conclusion should always be in agreement. Now brainstorm ideas for the middle of your essay. Groups similar ideas together. These will become your supporting ideas. Color code each of the three supporting ideas in yellow, red, and green. Now use your graphic organizer to write your essay. Underline each part of the essay in the appropriate color. When you have finished, check to see that all of the colors are present in you essay.

#### Debriefing/Evaluation Activity

Have the students share their essays with the class. When they are easily able to identify the five different main parts of an essay, provide them with a second prompt. Have the students work individually or in pairs to practice outlining and color coding their initial draft.

*Say:* Graphic organizers and using color coding make writing easier and helps you to remain focused. After some practice, you will find that this part of developing an essay will use only about three minutes of your test time.