

Area/Skill - LA, Writing	Cognitive Skill Level - Application/Evaluation	Correlation to Framework - 01.04	Lesson Number - 42
<p><b>Activity Title - Paragraph Building</b></p> <p><b>Goal/Objective</b></p> <p>To provide students with the skills needed to recognize and develop a paragraph.</p> <p><b>Lesson Outline</b> <b>Introduction</b></p> <p>Discuss the purpose of a paragraph. Have students identify different situations where paragraphs are used, I.e. newspaper articles, stories, letters, essays, etc.) Discuss that a paragraph is the building block of a written document. Effective paragraphs generally have <u>one</u> main idea that is usually stated in the first sentence. This main idea is the topic sentence.</p> <p><b>Activity</b></p> <p>Provide students with the <b>Paragraph Building</b> handout. Have the students identify which of the sentences belong with the main idea. Have them provide reasons for why they did or did not include a sentence. Have the students then develop an effective paragraph using the sentences that they chose.</p> <p><b>Debriefing/Evaluation Activity</b></p> <p>Discuss that in order for writing to be effective, it must have coherence and unity. In order for the paragraph to “flow” and be “more interesting,” students should use transition words, details, and descriptive words. Have students read their paragraphs and evaluate whether or not the students used these writing tips in order to create a more effective paragraph.</p>			<p><b>Materials/Texts/Realia/Handouts</b></p> <ul style="list-style-type: none"> <li>• Handout - <b>Paragraph Building</b></li> <li>• Paper and pencils</li> <li>• Dictionaries</li> <li>• Chart paper or Board</li> <li>• Markers</li> </ul>
<p><b>Real-Life Connection</b></p> <p>Discuss that letters that students write in their daily lives are composed of paragraphs. Have students write a letter to a friend or family member. Have them identify why they created new paragraphs in the document. Remind them that that when they change a main idea, a new paragraph should be started.</p>			<p><b>Extension Activity</b></p> <p>Provide students with paragraphs taken from newspapers, texts, memos, letters, etc. Have the students identify the main idea of each selection.</p> <p><b>ESE/ESOL Accommodations</b></p> <p>Pair students with a peer mentor from the class.</p> <p>Read the sentences aloud to the students.</p> <p>Have students use a graphic organizer to write their paragraph that identifies the main idea, supporting details, and conclusion.</p> <p>Provide dictionaries.</p>

## GED 2002 Teachers' Handbook of Lesson Plans

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<b>Activity Title - Paragraph Building</b>			
<b>Introduction</b>			
<i>Say:</i> Today's lesson is about writing paragraphs. <i>Ask:</i> What types of written communication use paragraphs. Write the students' answers on the board.			
<b>Main Activity</b>			
<i>Say:</i> A paragraph is a group of sentences that have <u>one</u> main idea. Usually the main idea is stated in the first sentence of the paragraph. This is called the topic sentence.			
Provide the students with the <b>Paragraph Building</b> handout. <i>Say:</i> The topic sentence for this paragraph is: "I like to exercise." Using that topic sentence, circle the sentences that belong in the same paragraph as the topic sentence. Remember, each sentence in the paragraph should focus on the main idea: "I like to exercise."			
<i>Say:</i> Although you have identified all of the ideas that go along with the topic sentence, putting these sentences together in a paragraph would create a somewhat boring writing sample. To be an effective writer, you must not only make sure that your paragraph has unity and coherence, but that it is also organized well, has detail, and uses appropriate words. Write the paragraph on exercise using transition words, detail, organization, and creativity. To develop an effective piece of writing.			
<b>Debriefing/Evaluation Activity</b>			
After students have completed their paragraphs, have a few volunteers share their writing with the class. Compare and contrast the different ways that students developed their paragraphs.			
<i>Ask:</i> Do all of the ideas in this paragraph focus on the main idea? How did the writer make the paragraph more interesting?			
Discuss the importance of a well written paragraph when developing a lengthier piece of writing, such as letters, memos, essays, etc.			

