

INTERACTIVE LESSON PLAN

Preliminary Preparation Phase

Course	English 21 English Fundamentals
Unit Title	Paragraph Development End of Unit Authentic Application: Write a paragraph of 100 to 150 words developing an idea announced in a topic sentence.
Lesson's Content Focus	How to develop a topic sentence
Essential Question	How do I expand on a thought expressed in my topic sentence with appropriate, well-organized, and clearly connected details?
Learning Outcome	Given a topic sentence (written in a previous lesson and approved by the instructor), students generate additional sentences that advance that thought clearly.

Lesson Phases with Students

Phase 1: Introduction	Strategy to contextualize new content and activate prior knowledge:
Contextualize new content and activate prior knowledge.	Return to students approved topic sentences they've written in previous lesson. Ask students to exchange papers with partners and explain what they read to each other. (Each student says what he or she thinks the writer means by the sentence.)
Phase 2: Presentation	Point 1. Distinguish between a general idea (topic sentence) and the development of that idea.
Initiate class discussion of this question: "How closely did your partner guess what you meant by your topic sentence?"	
Provide examples of a an appropriately and an inappropriately developed paragraph. Students choose the	Point 2. Identify details that advance an idea expressed in topic sentence and distinguish these from details that stray that idea or merely repeat it.

one that makes more sense to them. Then they cross out the sentences that “don’t fit” and replace these with “better choices.”

Provide an example of a paragraph with jumbled sentences (i.e., a recipe for microwaved taco chips with jalapeno cheese and salsa). **Point 3.** Ideas in a paragraph can be organized by time order or some other design. Students in teams of five compete to see which team can put the steps in correct order fastest. Winning team members get a fast food prize.

From recipe books, students choose favorites. Students find words and phrases (or add them when these are missing) that tell which steps come first, second, and so on or which steps must be done at the same time. **Point 4.** Transition words and phrases help connect ideas to each other in a paragraph.

Phase 3: Independent Practice **Independent practice task:**
Each student completes a paragraph developing the topic sentence he or she wrote in previous lesson and which the instructor had approved. Students complete writing paragraphs developing the idea expressed in the topic sentence they had prepared in prior lesson.

Phase 4: Consolidation **Strategy for answering the essential question:**
Students exchange papers with partners who had read topic sentences at start of the lesson to demonstrate how much more Partners tell each other what new ideas they see in the completed paragraphs that they couldn’t guess from only topic sentences.

they can express in a fully developed paragraph of their own.

Materials Needed

Topic sentences written by students in prior lesson and approved (or corrected if necessary) by instructor, sample paragraphs and recipe books provided by instructor and/or students, and fast food coupons.