

The Pink Lesson Plan Sheet

GETTING YOURSELF READY

Materials:

Lincoln types handout
Four introductory paragraphs handout
“Personal Student Essay Handout”
Show me your Lincoln-movie guided sheet.

Your Preparation:

Prepare and go over the structure of a good supporting sentence within an introduction. In addition, go over the different types of lead-in sentences to present them efficiently and accurately in class.

Agenda (w/times):

GYSR: 3 minutes
Building the skill: 15 minutes
Structured practice: 5 minutes
Guided Practice: 9 minutes
Homework and Closure: 8

GETTING YOUR STUDENTS READY

*Do Now:

Quote of the DAY: “America will never be destroyed from the outside. If we falter and lose our freedoms, it will be because we destroyed ourselves. Abraham Lincoln”

In your notebook:

What is the importance of an introduction? What do you think makes a good introduction to a personal essay? Write four sentences explaining your reasoning and be prepared to share out!

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| <p>Objective: <i>Today you will be able to...</i></p> <p><i>Understand the structure of a good introduction</i></p> <p><i>Understand the purpose and types of “blues” paragraphs</i></p> | <p>Proving behavior: <i>by...</i></p> <p>Identifying and writing the IVF focus sentence of an introduction and...</p> <p>Identifying the types of “blues” paragraphs that may occur at the beginning of an introduction.</p> |
| <p>Purpose: <i>We are doing this because...</i></p> <p><i>(Review) Personal essays are an important part of high school and college admissions. Often times, the writing prompts you receive ask you to tell a significant story about yourself or an important event that happened that you wish to share.</i></p> <p><i>The introduction is what truly captivates your reader. It is what makes people want to read what you have to say. This is all on you. YOU have to be creative. YOU have to hook your reader. YOU have to make them WANT to know what lies ahead.</i></p> <p><i>SHOW ME YOUR LINCOLN (patriotic spirit in light of the fourth of July coming up soon after!)</i></p> <p>https://www.youtube.com/watch?v=F_PfTI63qQQ</p> <p><i>While watching the video, students will be filling out the corresponding “Lincoln Movie” worksheet. Their mission is to take quick notes on the music, the lighting, etc. What about this introduction makes you want to see the movie? What hooks you as the viewer?</i></p> | |

BUILDING THE SKILL (MAY BE MORE OR LESS THAN SIX STEPS)

Step 1:
Looking at the overall structure of a personal essay/
learn to identify a personal essay

Say: Earlier this summer we talked about the difference between an expository and narrative essay. Today we are going to look at a type of essay that combines both narrative and expository elements and it is called a personal essay. Usually these essays are written for the purpose of explaining an insight, a lesson or a truth of some sort.

See: (Pass out the personal essay outline) This is the outline that we will be using to create our personal essays. The teacher will point to teach box and explain the parts of a personal essay emphasizing the fact that there is an introduction and a conclusion but the middle tells a story!

*Do: Have the students write on their white boards the structure of a personal essay and share out with the class (give them two minutes to do this).

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| <p>Step 2:</p> <p>Introducing the IVF parts of an introduction</p> | <p>Say: I'm sure you have all written an introductory paragraph before, but today we are going to really focus on the structure of the introduction because it is one of the most important parts of a personal essay. The IVF is part of the focus statement or the thesis that occurs within the introduction. First, let's look at what the "I" stands for. The "I" is known as the ITEM otherwise known as the subject of the focus sentence.</p> <p>See: The teacher will look at her own personal essay entitled "My Fortress of Solitude" and carefully identify the ITEM part of the IVF. The I stands for ITEM. In this case, I am writing about a lesson that taught me something important. Living with my twin brother is the ITEM. The ITEM comes BEFORE the verb.</p> <p>*Do: The students will look at a copy of the essay given to them entitled "What it is like to be different." They will first identify the focus sentence and then identify the ITEM portion of the focus statement.</p> <p>DO: on the power point, the teacher will have three more examples of focus sentences. The students will be looking for the ITEM portion of the focus statement.</p> <ol style="list-style-type: none">1. A person who is able to overcome failure sends the message that he is willing to do anything to conquer his dreams.2. Moving away from my family and friends taught me to be responsible and learn to take care of myself.3. The story "The Giver," taught me the importance of appreciating the world in color. |
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| <p>Step: 3</p> <p>Identify the V of the IVF. The V is the verb that is found within the focus statement.</p> | <p>Say: The teacher will explain that the V part of the IVF stands for the verb that is found within the focus statement.</p> <p>See: The teacher will look at her own personal essay entitled “My Fortress of Solitude” and carefully identify the ITEM part of the IVF. The V stands for verb. In my focus statement I have “Living with my twin brother has taught me... TAUGHT is the verb of the focus sentence.</p> <p>Do: The students will look at a copy of the essay given to them entitled “What it is like to be different” They will identify the V part of the focus sentence.</p> <p>On the power point, have the students find the V in these two sentences: (their answers will be written on white board)</p> <ol style="list-style-type: none">1. A person who is able to overcome failure sends the message that he is willing to do anything to conquer his dreams.2. Moving away from my family and friends taught me to be responsible and learn to take care of myself. |
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| <p>Step: 4 Identify the F in the IVF focus sentence</p> | <p>SAY: the teacher will explain that the “F” in the IVF focus sentence stands for “finishing your thought.” It comes after the verb in the focus statement.</p> <p>See: The teacher will look at her own personal essay and identify the F which stands for FINISH YOUR THOUGHT. “Living with my twin brother has taught me that even when a dream falls through, it is important to never give up.</p> <p>Do: Students will first look at the essay “What it is like to be different” and find the F portion of their IVF focus sentence.</p> <p>Afterwards students will use their white boards to find the F in these two sentences</p> <p>A person who is able to overcome failure sends the message that he is willing to do anything to conquer his dreams.</p> <p>2. Moving away from my family and friends taught me to be responsible and learn to take care of myself.</p> |
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| <p>Step 3:</p> <p>ADDING IN THE MOVIE TRAILER</p> <p>Identifying the LEAD IN</p> | <p>Say: We now have practiced identifying a focus sentence for our introduction. However, an introduction is not just one sentence. An introduction is an entire paragraph. We need to find our LEAD IN, like the Lincoln preview that we watched at the beginning of class and add him into our first paragraph. We want people to read our work and be excited about what they are going to read.</p> <p>See: I am going to look at the first paragraph of my personal essay. We already identified the focusing sentence, but I also see a lead in at the beginning of the paragraph. This is my lead in- "A little girl with dark brown eyes scampers down to the shoreline with a shiny, red bucket in hand. The gritty sand sticks between her toes, and she calls for the others to help her build. "More sand!" She hollers. "More sand," the children cry, happily rushing to her side. Hours upon hours their fortress of solitude becomes more complete as tunnels and pillars are built, sand molded and sculpted to their liking.... I can see that this is my lead in or my hook because it comes before my focusing sentence and it is telling an interesting short story.</p> <p>Do: Using the personal essay you were given at the very beginning of class, what is this speaker's Lincoln? What does she use to captivate her audience? Underline the LEAD IN.</p> <p>Students will be given four more example introductory paragraphs and be asked to identify the LEAD IN.</p> |
| <p>Step 4:</p> <p>Types of LEAD-IN's:</p> <p>Students will recognize the differences between different types of lead-in paragraph</p> | <p>Say: Now that we are familiar with what a lead in looks like, we are going to talk about the different types of lead in's that you may encounter as you reading or writing your own personal essay.</p> <p>See: (Teacher will hand out guided note taking sheet) and students will write down the different types of lead-in paragraphs with sentences provided. THE DIFFERENT TYPES OF LEAD-IN's are: The question, the short story, the poem, the factual information, quotes and bold statement!</p> <p>*Do: On the handout provided with the four introductory paragraphs now have students identify the type of lead-in that this paragraph uses and its' purpose.</p> |

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| Step 5: | Say: See: *Do: |
| Step 6: | Say: See: *Do: |

PRACTICING THE SKILL

*Structured Practice (May be more or less than two examples)

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| <p>Time: Materials: Group Size:</p> | <p>Example 1</p> <p>THE LEAD IN LINCOLN MISSION: Students will get into groups of two or three. There will be four huge Lincoln heads posted around the room. Each group will start at a different station and will have three minutes to complete each station with their partner. A Lincoln mission handout will be provided.</p> <ol style="list-style-type: none">1. Identify the focus sentence or sentences within the paragraph. Then, write the ITEM _____ VERB _____ and FINISH THE THOUGHT _____ of that sentence. Write three of your own focus sentences with your team. Afterwards, label the ITEM, VERB and FINISH THE THOUGHT.2. Identify the focus sentence and the lead-in of the sentence. WHAT KIND OF LEAD-IN is being used and why?3. Decide with the group and write a solid focus sentence for that specific paragraph.4. Decide with your group and write a solid lead-in before the given focus sentence in the introduction. Use your LEAD-IN types handout to help you with this task. <p>The teacher will be walking around to help groups when needed and will review the answers on the BRIDGE side of the classroom before asking the students to move on to the guided practice.</p> |
| <p>Time: Materials: Group Size:</p> | <p>Example 2</p> |

***Guided Practice**

GP Assignment: (from proving behavior)

Students will be given a lead-in example and will be asked to write a focus statement for it.

Students will then be given a focus statement without a lead-in and we will be asked to write a lead-in for it.

Criteria for Mastery:

* The focus statement will include an item, a verb and further thoughts and must be written in a complete sentence with one hundred percent accuracy.

The lead in should also be written using complete sentences and should include one of the types of lead-in's talked about in class today!

***Independent Practice**

Homework: From the topic chosen from the night before (narrative essay prompt) The students will go home and write a solid focus sentence for their personal narrative as well as a lead-in using the lead-in sheet as their guide.

***Closure**

Closure:

Whip share using the soccer ball: Tell me one important or interesting fact you learned today about introductions in your personal narrative. It must be specific!

GETTING YOURSELF READY**Materials:**

- All handouts and written material were included in the lesson plan
- All necessary materials were listed in the lesson plan

Your Preparation:

- Lists all the tasks to be completed by the teacher that are necessary to be fully prepared for the lesson

Agenda with times:

- The agenda was listed with appropriate time allotment

GETTING YOUR STUDENTS READY***Do Now:**

- Activates relevant prior knowledge for today's lesson or
- Reviews a skill students have mastered that is a pre-requisite for today's lesson or
- Serves as a check for understanding for a skill students need to know for today's lesson
- Does not need additional support from teachers in order to be completed

Objective: Today you will be able to...

- The objective is manageable and relevant to the topic of study
- The objective is measurable
- The objective is skills-based, not content-based

Proving Behavior: By...

- The proving behavior correlates with the objective and
- The proving behavior is manageable for the time allotted
- The proving behavior is measurable and has a clear criterion for mastery

Purpose: We are doing this because...

- Explains why this lesson matters in a way that students can connect to and justify

BUILDING THE SKILL

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| Task Analysis: | <input type="checkbox"/> The steps are written clearly and effectively break down the objective <input type="checkbox"/> The steps are manageable for the time allotted <input type="checkbox"/> The steps are the appropriate depth for the class's skill level |
| Say-See-Do Cycles | <input type="checkbox"/> The "Say"s are appropriate teacher directed statements that further student learning <input type="checkbox"/> The "See"s are appropriate think alouds, steps in the VIP, modeling, visual examples that further student learning <input type="checkbox"/> The "Do"s are appropriate student actions that match the Say and the See |
| VIP -if applicable | <input type="checkbox"/> The VIP lists the steps in the process in succinct age appropriate language <input type="checkbox"/> The VIP has appropriate visual cues that further student understanding of the step |

PRACTICING THE SKILL***Structured Practice**

- Provides 2-3 effective examples that enable the teacher to gradually release responsibility by quickening pace, changing materials and/or manipulating group size

***Guided Practice** (the proving behavior of the objective monitored by teacher)**Assignment:**

- Is the proving behavior of the objective

Criteria for Mastery:

- Criteria for mastery is rigorous, achievable and aligned with the objective

Homework:

- Matches the skill level of the teaching and guided practice for the day Is manageable in terms of length and materials required
- *Closure: serves as one last check for understanding or student summarizes the learning Is measurable