

Manchester College
Education Department
Chase Estepp

Lesson: _____ **Topic Sentences and Supporting Facts (Own idea)** _____

Length: _____ **30 Minutes** _____

Age or Grade Level Intended: _____ **3rd Grade** _____

Academic Standard(s): **English** 3.4.3 Create single paragraphs with topic sentences and simple supporting facts and details.

Performance Objectives: The students will write a paragraph with an accurate topic sentence and supporting details about the “Passover”, given a rubric to follow.

Assessment: After the students learn details about the Passover, they are going to be instructed to write a paragraph about what they learned. The paragraph must include a topic sentence and have supporting facts to the topic sentence.

Advanced Preparation by Teacher:

- Print off 1 word search for every student
- Bring the book The Matzah Man: A Passover Story
- Bake a loaf of Matzah Bread for the class to try

Procedure

Introduction/Motivation: “Today we are going to learn about a Jewish holiday known as the Passover. Has anyone ever heard of this holiday? Well today we are going to get to learn about the traditions of this Jewish holiday and possibly get the chance to try bread that the Jewish people eat during this holiday”.

Step-by-Step Plan:

- 1.) Have the students go to the back of the room and sit in a circle around the “Reading Rug”. (**Gardner: Bodily/Kinesthetic**)
- 2.) While reading The Matzah Man: A Passover Story I will be asking them different questions like “What is the baker’s name?” “Who breaks the bread at dinner?” (**Bloom: Knowledge**)
- 3.) After reading the story, the students are going visualize what the story would look like having the Matzah Man running around town. (**Gardner: Visual/Spatial**)
- 4.) The students are going to then head back to their desks where I am going to pass out the word searches and they are going to complete them. (**Gardner: Verbal/Linguistic**)
- 5.) When the students are finished with the word search, they are going to partner up with a classmate and get a dictionary out or use a computer to define every word. During this time

ask them what they think the word could mean. (**Gardner: Inter/Intrapersonal, Bloom: Knowledge**)

6.) Once finished with defining the words, they are going to get out their Writer's Journals and write down what the main idea of the story was. (**Bloom: Comprehension**)

7.) They are going to use that to help out with constructing their topic sentence. I am going to explain to them that a topic sentence gives information to the reader about what the paragraph is going to be about. I am then going to project 5 topic sentences up on the wall. I will read it to them and then they will write "yes or no" down on their marker boards if they think it is a good or bad one.

8.) After we have discussed this they are all going to get a chance to practice topic sentences by writing their topic sentence down in their journal. This will be a good time for me to walk around the room and help any student who is struggling or just so I can check to see if they are grasping the concept of what a topic sentence is.

9.) Once the students have this down we are going to talk about what it means to have supporting details to back up your topic sentence.

10.) They are then going to read their summary of what they thought was the main idea of the story. Explaining to the students how you need to provide back up for the topic sentence or it will be left lonely by itself.

11.) The students' assignment is to write a paragraph about the Passover that provides a clear topic sentence and has supporting details and facts. Each student will receive a rubric that I will be grading them on so they know what I am looking for.

Closure: After everything is complete I am going to pass out a piece of Matzah Bread for the students to try so they can actually feel connected to the story. Explain to the students how important it is to start a paragraph with a good topic sentence to capture the reader's attention.

Adaptations/Enrichment:

Boy with Autism: If the student does not feel comfortable writing his answers on the marker board and revealing them to the class then he can just write them in his Writer's Journal and I will check them afterwards.

Girl with High Ability: Encourage the student to write two paragraphs that have a good topic sentence and supporting details. Have them come up with a topic sentence that takes a different approach to the story, this will broaden their horizon.

Boy with ADHD-Hyperactivity: Allow the student to get up and grab the marker boards for the students when we are working on our topic sentences.

Girl that is Deaf: Find the book in brail so the student has the same opportunity as everyone else. If I cannot find the book then use a voice box that changes the pitch of my voice so the student can hear me better while I'm reading.

Self-Reflection:

-Was I able to explain how important supporting facts and details are?

-Did I give the students enough practice for writing a topic sentence?

-Could the students understand what Passover is? Do I need to relate it more to their lives?