

## Lesson Plan for Sue Nelligan's Demonstration for 5585

### **Title:** Writing Body Paragraphs for Literature Analysis Prompts

#### **Overview:**

- Restate the objective for the writing prompt (stages of grief)
- Give each student a printed copy of the sample paragraph
- Read the paragraph aloud
- Students will need three highlighters and pen/pencil
- Students should have their notes out to guide them as we work
- Create a color key: color 1=scene reference, color 2=quotation, color 3=analysis of quotation/scene as related to topic sentence
- Together we highlight the sections and label: topic and closing sentences, the subject and argument of the topic sentence, and flow into quotation.

#### **Rationale/Research:**

Annotating is done when we read anything and want to try to learn or remember the material. In the case of annotating a model, it allows students to use the whole brain (part used in the reading and processing of material, the other part of brain to write and make meaning). (Harris, Wolfe).

When we provide models for our students, it helps the learners visualize what their own product should look like. This helps prevent some frustration and allows for clarity. (Hastan).

**Learning Goals/CCSS:** 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

My goal is to develop students' writing skills for effectively communicating an argument they generate based on interpreting literature.

#### **Objectives:**

I use this sample paragraph that I wrote as a model to show the parts of the paragraph they've learned and taken notes about.

This integrates annotating on this model and practicing their familiarity with the structure and elements that make up an effective paragraph.

From this activity, I want students to use it as a guide for when they write their own body paragraphs.

This is set up for a 45 minute class period. Students go home with this marked up paragraph for paper assignments in the future.

When students peer edit their full draft in class, they bring in paper copies and are asked to do this same activity for their peer's body paragraphs as it serves as practice to the editor to identify the structure and as a visual to the author if they are missing or are light on a part of the paragraph.

### **Prep/Materials:**

This activity is set up for Salinger's *Catcher in the Rye* paper assignment. They receive the writing assignment before the book is finished, maybe around chapter 20 (of a 26 chapter book).

Students have taken notes in class for setting up body paragraphs before they start their actual writing. These notes include topic sentence, scene referencing, flowing into quotation and the quotation, analysis of the quotation and the scene example, and closing sentence.

-This is the [sample paragraph](#) I would print and provide for them  
-3 different color highlighters

### **Assignment if appropriate for activity: (Also see objective above)**

Students create a color key at the top of the page. Color 1: scene development/reference, Color 2: quotation, Color 3: analysis.

Have students use their highlighter to mark the sections of the paragraph we have gone over.

**Assessment:**

Here is the paper [assignment](#) when they write their own papers.

Here is a former [student's paper](#) to practice with a peer's writing style

**Differentiation/Adaptations:**

This assignment is not handed in so there are no concerns for a score. While students are doing activity they may ask for confirmation they're doing it right and may ask a neighbor or me. If a student asks for this task electronically, I can do that and they can make a copy for themselves if they want to keep in their electronic folders. I prefer doing it on paper so that their whole brain is engaged (left/right sides of brain).

**Extensions:** n/a

**References/Works Consulted**

Harris, June. "Text annotation and underlining as metacognitive strategies to improve comprehension and retention of expository text." *The University of Arizona*. 1990, <https://repository.arizona.edu/handle/10150/185254>. Accessed 19 Jun 2020.

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Wolffe, Joanna L. "The Effects of Annotations on Student Readers and Writers." *ACM Digital Library*. June 2000, <https://doi.org/10.1145/336597.336620>. Accessed 19 Jun 2020.