

Lesson Plan

Career Cluster: Applicable to all

Lesson One: Structure of a Paragraph

What Academic Skills will the student know and be able to do?

Standard(s):

CCR W.2

CCR L 1 & L 2

DOK 1,2, 3

What Work Readiness Skills will the student practice?

computer research & applications

word processing

speaking with intention

active listening

Learning Tasks

Academic Work Readiness

Academic Work Readiness

Learning Target:

I can write a basic paragraph which appropriately utilizes connectors and transitions.

Learning Steps:

DOK 1: Quick write to investigate a topic

DOK 1: Chose and appropriately narrow a topic

DOK 2: Develop a topic sentence

DOK 2: Develop a concluding sentence

DOK 3: Write paragraph

DOK 3: Revise paragraph using connectors and transitions.

Methodology:

Quick write, reading, cafés, circles

Resources:

'Writing an Effective Paragraph' (see below),
<http://my.hrw.com/nsmedia/intgos/html/igo.htm>,
 Microsoft Word

Learning Target:

I can use an interactive graphic organizer to develop Ideas for a paragraph and can use Word to type the paragraph.

Learning Steps:

DOK 1: Use interactive graphic organizer on computer.

DOK 2: Use Microsoft Word to type the paragraph

Methodology:

reading, computer research

Resources:

computers

Demonstration of Mastery

How will student demonstrate mastery or proficiency of topic content?

Type a well written paragraph using
Microsoft Word

complete interactive graphic organizer
after conducting research on topic

Next Steps?

Next class: Use café's to peer review and edit writing pieces. Afterwards, have students edit and revise their own writing pieces as suggested by peers/instructor.

Expanded Integrated Learning Map Lesson Plan

Lesson Description**Unit Name:** Writing for Academic Purposes**Lesson Title:** Writing an Effective Paragraph

CCR (College and Career Readiness) Standards (include full wording):

CCR W-2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCR L-1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
CCR L-2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets (Goals and Objectives)

Academic Target(s): Students will understand the parts of a paragraph and understand how each part relates to the other in writing the paragraph.

Work Readiness Target(s): Students will be able to type a well written paragraph using Microsoft Word.

Materials and Resources

*Writing an Effective Paragraph (reading found below), computers, graphic organizers, internet.

Learning Tasks (Procedures)

Activities and DOK (Depth of Knowledge)

Time	Procedure	DOK
5-10 min	Circle: Ask students what careers they are interested in and what they know about that career?	1
5 min	Lesson Introduction: Prewriting activities Have students read the first section of the handout.	1
5 min	Have students complete the quick write	2
10 min	Read the next section on idea mapping/graphic organizers	1
30-40 min	Have students complete a graphic organizer of their own after doing some preliminary research on their chosen career.	2
5 min	Read the remaining sections of the handout	1
5 min	Have students complete the exercise at the end of the handout (Can use a café for this)	2
20-30 min	Have students write their own paragraph using the information they've collected and shown in their graphic organizer.	3
5 minutes	Reflection Circle: Ask students what new information they've learned about their chosen career? What are their next steps in moving towards employment in this career?	1

Transitions:

This lesson can easily be adjusted to reflect differing instructional time periods. In addition, more advanced learners can be expected to complete more detailed graphic organizers/paragraphs than the lower level student. In classrooms where there is limited access to computers, have students take turns conducting research online and with the interactive graphic organizer.

Demonstration of Mastery:

Students graphic organizers should show evidence of understanding the three main parts to a paragraph: the introduction, support, and conclusion.

Trouble Shooting:

Complete examples are given in the reading passages, but instructors should expand upon the research process so that students will know where to find the information necessary to answer the questions they come up with.

Reflection for Instructor:

During the final circle, make notes of students who seem to have not 'learned' anything new about their career choice. Find out why this happened.

Lesson One: Writing an Effective Paragraph

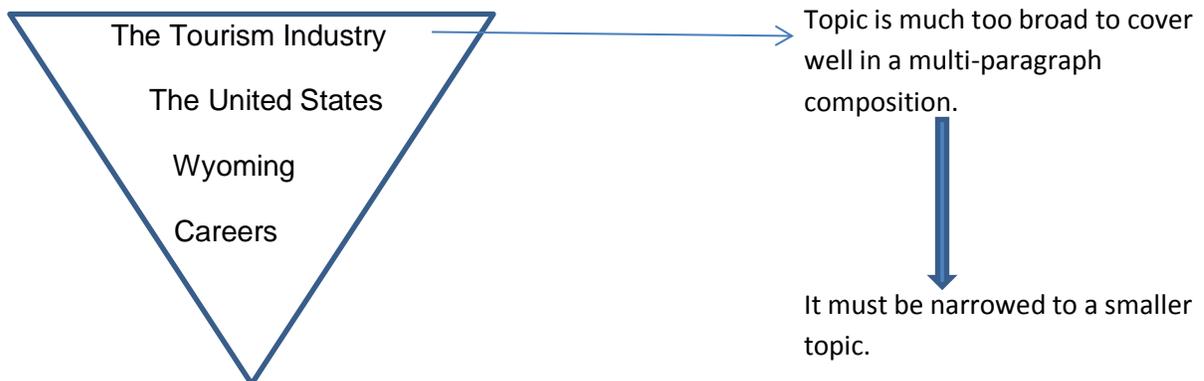
Pre-Writing Activities

A. *Choosing and Narrowing a Topic*

When you are asked to write a paper on any topic there are many things you have to remember. Not only do you have to choose a topic, research that topic so you can write effectively on that topic, but you also have to keep in mind that each paragraph you write must follow a certain structure. And the structure of every paragraph is always the same. First, you must write a clear and concise topic sentence that introduces that reader to your topic. Then, every detail you add to your paragraph must support the topic sentence. Finally, you end your paragraph with a strong conclusion that ties up and 'finishes' the paragraph. Writing an effective paragraph could be analogized to building a strong house. Without a strong solid foundation (i.e. support), a house will fall down and the same is true of a paragraph. Without strong support, your paragraph will collapse or in other words--it won't read well.

The first step in the writing process begins with choosing an appropriate topic to write about. Deciding what to write about is not always easy. You have to be sure that your topic is neither too broad nor too narrow. If your topic is too broad then you will not be able to cover all details in a single paragraph. On the other hand, if your topic is too narrow, you simply won't have enough details available to you to write a solid paragraph. On the other hand, if your topic is too narrow, you simply won't have enough details available to you to write a solid paragraph. Therefore, choosing a topic involves a process resembling an inverted triangle, where you have to narrow and refine your topic at each level, as is represented in the diagram below.

Diagram #1



So how do you know if you've narrowed your topic down to one that is appropriate for a research paper? If you find yourself sitting in front of a huge pile of books and other published source material that seem appropriate for your topic, then chances are your topic is still too broad. Begin by asking yourself a few basic 'who, what, where, why, when, how' questions.

The Tourism Industry

-The tourism in industry in Wyoming (where)

-Career opportunities available in the tourist industry in Wyoming (What, where)

-Career opportunities available for females in the tourism industry in Wyoming (what, where, who)

Another way to narrow your topic is to brainstorm ideas by using a **Quick write**. The main purpose of an initial quick write is to determine what you know about the topic and help you decide what you want to learn. This can be done in a short period of time.

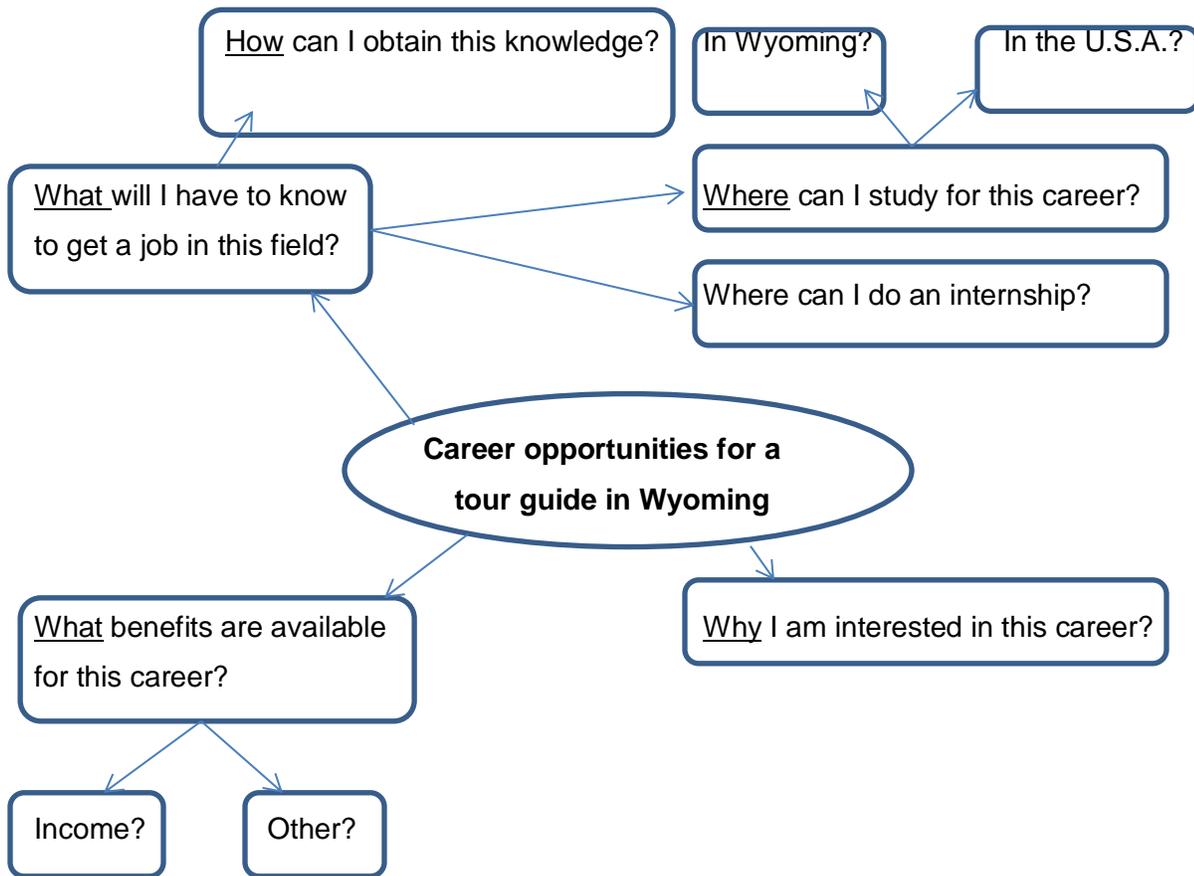


Let's try:

Think of a career you might like to know more about. For the next ten minutes, write about what you know about this career as well as what you'd like to know. Write your quick write on a piece of paper.

B. Idea Mapping/Graphic Organizers

Now you should have a fairly good idea of the things you know/don't know about this career. You can use this as a starting point to 'map out' what you want to write in your paragraph. This can be done by 'idea mapping'. Idea mapping is nothing more than brainstorming your ideas on paper and organizing these ideas into some logical format. The first step in idea mapping involves placing your topic in the center of the map and drawing 'arms' or segments to each piece of information that you want to include in your paragraph. When you do this, you must be sure that each piece of information added to the idea map supports the 'topic', which is the focal point of the idea map. One easy way to complete your idea map at this point is to use the same 'who, what, why, when, how' questions explained earlier. To understand this better, look at the diagram below:

Diagram #2: Example in question format

Once you have formulated your questions, go the internet or library and begin to conduct some research to find possible answers to your questions. Place possible answers into each segment of your idea map as shown in Diagram 2A.

**Let's try:**

There are many different types of graphic organizers/idea maps that you can use to help map your ideas. These are easily accessible from the world wide web. Click on the link below to look at some of these graphic organizers.

<http://my.hrw.com/nsmedia/intgos/html/igo.htm>

Choose one of the interactive graphic organizers on this website and create your own idea map on your topic.

C. *Outlining*

Another way to organize the information you want to put into your paragraph is to create an outline. An outline is very similar to an idea map in that it simply serves as a logical method in which the details of your paragraph can be organized. Using the same information as in the idea map above, an outline would look something like what is represented in Diagram #3 below.

Diagram #3: An Outline

- I. Topic: Career opportunities for a tour guide in Wyoming
- II. Reasons why I am interested in this career
 - 1. _____ (e.g. get to travel)
 - 2. _____ (e.g. meet people)
 - 3. _____ (e.g. love history of Wyoming)
- III. Things I have to know to get a job in this career
 - 1. _____ (e.g. Wyoming history)
 - 3. _____ (e.g. deal with customers)
 - 4. _____ (e.g. event bookings)
- IV. What I have to do to learn this career
 - A. _____ (e.g. go to college)
 - a) Where can I study for this career?
 - 1. _____ (e.g: University of Nevada)
 - 2. _____ (e.g: University of Hawaii)
 - B. _____ (e.g. complete an internship)
 - a) Where can I complete an internship?
 - 1. _____ (e.g. local travel agency)
 - 2. _____ (e.g. Wyoming Parks Services)
- VI. Benefits available in this career
 - A. Income
 - B. Other
 - 1. Retirement
 - 2. Health benefits

Writing a Paragraph

C. *Forming a Paragraph*

After you have completed an idea map and/or outline, the next step involves writing a strong introductory sentence. This sentence is called the ‘topic sentence’. When you begin to write you must remember that a topic sentence consists of two parts: the topic of the paragraph and the controlling idea—the controlling idea limits or controls your topic to one aspect that you want to write about.

4. Before working in this industry, people interested in this career should go to college.
5. There are many places to study for this career.
6. The University of Nevada is well known for producing qualified graduates in this field.
7. The University of Hawaii has an excellent hospitality academic program of study.
8. People should also complete an internship if they want to pursue this career.
9. In Wyoming it is possible to complete an internship with local travel agencies.
10. The Wyoming Parks Service provides internships for qualified students.
11. Once employed in this field, female tour guides can earn \$45,000 per year.
12. Wyoming Parks Service provides employees with a retirement plan as well as health benefits.

Now we have twelve basic sentences. Our next task is to put the sentences into paragraph form using connectors where possible.

Tour guides in Wyoming must be well trained and very knowledgeable in this field before they can reap the benefits associated with this career. To be a good tour guide requires knowledge of local history. Tour guides need to know how to deal with customers and how to complete event bookings. Before working in this industry, people should go to college to be properly trained.. There are many places to study for this career. The University of Nevada is well known for producing qualified graduates in this field. The University of Hawaii has an excellent hospitality academic program of study. People should also complete an internship if they want to pursue this career. In Wyoming it is possible to complete an internship with local travel agencies. The Wyoming Parks Service provides internships for qualified students. Once employed in this field, female tour guides can earn \$45,000 per year. Wyoming Parks Service provides employees with a retirement plan as well as health benefits.

Our paragraph is now beginning to take form, but is still needs to be revised and transitions need to be added to make the paragraph more cohesive. Transitions are words that tell the reader where to go in much the same way as a traffic light. For instance, when a traffic light turns red, we know that we must stop. Green means go and when we see a yellow light we know that it signals caution must be taken. Transitions work in much the same way. They are used in writing to create unity in your writing (ie. to make your paragraph(s) read well). In other words, they tell the reader when you are giving a similar idea (*similarly, moreover, in addition, also*), an opposite idea (*on the other hand, however, in contrast*), an example, (*for example, such as like*), a result of something, (*as a result*), a listing of items, (*first, second, next, finally*), or a conclusion, (*in*



conclusion, in summary). When you begin to write compositions, transitions should be used to help you move from one paragraph to another. In many instances, a transitional word or phrase can be used as the first word/phrase of each paragraph.

The final piece missing from our paragraph is a concluding sentence. The function of a concluding sentence is not only to tie all your facts, information, etc. together, but to also make the paragraph 'feel and read' finished. When you write a conclusion, you should begin the conclusion with a transition like 'in conclusion' or 'to summarize'.

Example:

"In conclusion, being a tour guide in Wyoming requires a great deal of training and skill before someone can become gainfully employed in this industry."



Now, add an appropriate transition in each of the spaces below and write a concluding sentence for this paragraph. (You should also note that revisions have already been made to help you write a clear and cohesive paragraph.)

Tour guides in Wyoming must be well trained and very knowledgeable in this field before they can reap the benefits associated with this career. To be a good tour guide requires knowledge of local history. Tour guides _____ need to know how to deal with customers and how to complete event bookings. Before working in this industry, people should go to college to be properly trained. There are many places to study for this career; _____ the University of Nevada is well known for producing qualified graduates in this field. _____, the University of Hawaii has an excellent hospitality program of study. People should also complete an internship if they want to pursue this career. In Wyoming it is possible to complete an internship with local travel agencies. The Wyoming Parks Service _____ provides internships for qualified students. Once employed in this field, tour guides can earn \$45,000 per year. _____, the Wyoming Parks Service provides employees with a retirement plan as well as health benefits. _____

**Let's try:**

Now, take the ideas you have written into your own graphic organizer and write a paragraph. Type your paragraphs using Microsoft Word. Be sure your topic sentence has both a topic and a controlling idea. Use connectors and transitions wherever possible. Write a solid conclusion for your paragraph.