

Week Eleven: Writing a Body Paragraph

Weekly Focus: Comprehension
Weekly Skill: Writing a Body Paragraph

Lesson Summary: Today students will be introduced to the new essential question, “What is the relationship between strength and adversity?” They will specifically focus on writing body paragraphs.

Materials Needed: Computer and Projector, Extended Response #3 Prompt, Paragraph Handout, Fishbowl Discussion, Whiteboard and Markers, Video

Objectives: Students will be able to...

- Write a body paragraph as a class
- Use an example from their own lives to write a body paragraph
- Use their own life experience to begin considering the essential question “What is the relationship between strength and adversity?”

Common Core Standards Addressed: W.11-12.2., W.11-12.4, W.11-12.5., W.11-12.10.

Notes:

This week will begin an introduction to a new topic. Encouraging student engagement with the prompt this week will greatly affect student participation in the weeks to come. As much as possible, encourage student leadership in these activities, especially from veteran students.

ALSO, please note that this week’s lesson is primarily based on opinion, whereas the test is based on producing textual evidence to support an answer. *This is to allow students to focus on the parts of a paragraph without the added assignment of pulling evidence from the text.* Students will be able to concentrate on learning the components of a paragraph by organizing their own opinions and thoughts into a paragraph. In the coming weeks, students will be using evidence from the texts to support their written responses.

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Activities:

New Student Orientation/Returning Student Testing:

Time: 90 minutes

- Returning students should TABE test
- New students should go through New Student Orientation

Break: 10 minutes

- ALL students will reconvene after break.

Activity 1: Strength and Adversity Introduction

Time: 20 minutes

- **Divide students into groups of two or three.**
- **Understanding the Prompt**
 - 1) Hand out Extended Response #3 Prompt. Read through it together, explaining that this is the essential question that we will be discussing and writing about for the next month. Discuss the meaning of the word "adversity" with students. It may be useful to have one or two students look up the word's definition. Ask students if they've heard the saying "What doesn't kill you makes you stronger?" before. Where? When? How does this saying relate to the prompt?
 - 2) If time, show the video. Explain that although German Philosopher [Friedrich Nietzsche](#) first coined this phrase, American popular culture has really embraced it. The clip shows just how many American songs have been made using this saying.

Activity 2: Fishbowl Discussion

Time: 30 minutes

- **Fishbowl Discussion: Do Students Agree?**
 - 1) Have students form two circles, one in the middle, one on the outside. Ask the question to the inside circle, "Do you agree with the quote, 'What doesn't kill you makes you stronger?'"
 - 2) Choose a student facilitator to help keep the discussion going and to make sure all student voices are heard. If possible, encourage students to use examples from their own lives to support their opinion. Students on the outside of the circle are not allowed to talk, but they may want to take notes about discussion points that spark their interest, raise questions, etc. These students will have time to speak soon.
 - 3) Discuss for ten minutes. Switch the groups and repeat the process.
 - 4) As a wrap-up, divide students into groups of three or four (try to mix circles). Ask them to share one thing that they learned from the discussion that they found interesting or that surprised them. Then, share as a large group.

Activity 3: Writing Body Paragraphs

Time: 60 minutes

- **Writing a Body Paragraph (Together) (20 minutes)**
 - 1) Tell students that for the Extended Response items on the test, the number of paragraphs needed to answer the question is not specified. Students should err on the side of writing more than less, but both a three-paragraph and a seven-paragraph response could

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potentially receive high scores. The scoring will be based on how well an argument is articulated, supported, and developed, as well as how accurate the usage of English conventions is throughout the response. Today we will be focusing on writing a solid paragraph—making sure we do not have a one-sentence “paragraph,” but a paragraph with a beginning, middle and an end. This will help them write a full extended response.

- 2) Based on the fishbowl discussion, come up with a possible claim for an answer to this question: “Do you believe that adversity makes you stronger?” Write this claim on the board. Then, work to write a body paragraph that would support this sentence. Remind students that the paragraph format they are learning here will be one that they will continue to practice in the coming weeks.
- 3) Hand out “How to Write a Paragraph” worksheets.
- 4) Go through the worksheet together. Next, ask for a student volunteer willing to share his or her experience (perhaps something shared in the fishbowl discussion) and use it to write a body paragraph with the class on the whiteboard. Be sure to remind students that mastering the elements of a paragraph will aid them in writing their extended responses. Just as a paragraph needs a beginning, middle, and an end, so, too, do their written responses as a whole piece of writing.

- **Writing Body Paragraph (Individual):**

If time remains, have students begin to work on writing their own body paragraphs or assign this as homework.

Extra Work/Homework:

Have students finish the extended response that you began as a class.

Differentiated Instruction/ELL Accommodation Suggestions	Activity
For Advanced students or those who tend to dominate discussions, give them the task of facilitator and making sure all students' voices are heard.	Discussion
For Beginning students, encourage them to first list all the times they've experienced a difficult situation and then pick one situation to describe.	Writing
Encourage Advanced students to use outside information, including research, to support their opinions.	Writing

Online Resources:

- 1) [Purdue OWL: Understanding the Prompt](#)
- 2) [Fishbowl Discussions](#)
- 3) [Purdue OWL: Body Paragraphs](#)

Suggested Teacher Readings:

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Extended Response #3 Prompt

“What doesn’t kill you makes you stronger,” is a popular saying in American culture. Does facing adversity create strength? Use evidence from the articles we have read this unit, in addition to your own knowledge, to support your argument.

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HOW TO WRITE A PARAGRAPH

The Topic Sentence should tell your reader what your paragraph will be about. The topic sentence states the main idea of the paragraph.




TOPIC SENTENCE:

Supporting Details help explain your main idea to your reader. You may do this through:

- Stories from your own life
- Facts, quotes, or examples from an article you've read or research you've done

You should include 3-4 supporting details.



SUPPORTING DETAILS:

SD 1:

SD 2:

SD 3:

SD 4:

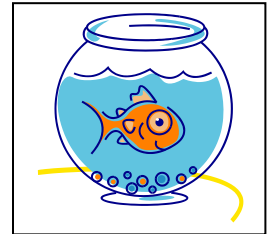
Your last sentence restates your topic sentence using different words. It should sum up what you just told your reader.

CONCLUSION:

Fishbowl Discussion Rules

About: The Fishbowl discussion model is a great way to allow your students control of their classroom. It also encourages active listening and student leadership.

Guidelines: The instructor should fall to the background for this discussion model. He or she should be available to step in if necessary, but as much as possible, should remain as an observer and not a participant in the conversation.



Rules for Discussion:

1. Before the discussion begins, have students prepare two questions or thoughts about the day's reading or topic and then write them on a note-card.
2. Have students form two circles with their chairs, one in the middle, one on the outside. Students should bring their note-cards with them to the circles.
3. Choose a student facilitator. This person's role is to keep the discussion going and to make sure all student voices are heard.
4. Before the discussion begins, remind students of the fishbowl discussion rules: students will be responsible for keeping the discussion alive for a full ten minutes, only students in the inner circle may talk, and students on the outside of the circle can't talk but should take notes about discussion points that spark their interest, raise questions, etc. These students will have a chance to join the discussion very shortly.
5. Have the student facilitator begin the discussion by sharing his or her note-card question or comment with the group.
6. **Discuss for ten minutes. At the end of ten minutes, "open the circle" to allow the outside group to comment. Switch the groups, having the inner-circle move to the outside and the outside-circle move to the inner one. Repeat the process.**
7. As a wrap-up, divide students into groups of three or four (try to mix circles). Ask them what one thing they will take away from the day's discussion. Have students share their answer with their group.