

Level: 8th Grade

Class Size: 20-25 students

Unit: Paragraph Review

Time Needed: 60 minutes

Sequence In Unit: 1/1

Classroom Composition:

Stage 1: Identify Desired Results

a. Enduring Understandings

- **Goal:** The learners should be able to explain and example a well constructed paragraph.
- **Objectives:**
 - The learners will organize sentences into a logical order.
 - The learners will use proper grammar and mechanics for effective written communication.
 - The learners will recognize and apply the guidelines for paragraph construction.
- **Connections to the Maine Learning Results**
 - English Language Arts, Grades 6-8 B1 (Writing - Interconnected Elements)
 - d. “Edit for correct grammar, usage, and mechanics.”
 - English Language Arts, Grades 6-8 D1 (Language - Grammar and Usage)
 - b. “Use compound complex sentences.
 - English Language Arts, Grades 6-8 D2 (Language - Mechanics)
 - a. “Use correct capitalization and punctuation to include commas and semi-colons.”
 - b. “Correctly spell frequently misspelled words and common homophones.”

b. Essential Questions

- What is a paragraph?
- How is a paragraph constructed?
- How many sentences are normally in a paragraph?
- Is punctuation and mechanics important in paragraphs?
- Why is it important to understand paragraph construction?

c. Knowledge and Skills

- The learners have previously learned paragraph construction (thus this is to be used as a review).
- The learners have preciously been taught basic grammatics and mechanics (thus this is to be used a review).

Stage 2: Determine Acceptable Evidence**d. Performance Tasks**

- Students will be asked to copy what they have done in the group and pass it in at the end of class.
- For homework students will be asked to:
 - review handout
 - create a “perfect paragraph” that mirrors what was talked about in class and on the handout
- Homework will be graded using the attached rubric.

e. Quizzes, Tests, Prompts

-N/A-

f. Unprompted Evidence

The teacher will observe whether or not students are cooperating within their groups and will keep track of who has spoken up in class discussion.

g. Self Assessment

Students will have a chance to ask questions to check clarification and will also be doing a homework assignment that will also allow them to see how much they do and don't understand.

Stage 3: Plan Learning Experiences and Instruction

h. Sequence of Learning Experience/Instruction

1. Students will break into groups of roughly 3 or 4 students. Using the sentences handed out to them in envelopes, students will organize them into a logically ordered paragraph. They will then copy the paragraph and hand this paper in as the teacher passes out a copy of the “key” so that students can compare how their paragraphs are organized according to how the author wrote them. (Roughly 10 minutes. Pass “key” out in last 5.)
2. Discuss for roughly 10 minutes the process the students used and whether or not they found the task difficult.
3. Hand out the “voided” paragraph and give groups 15 minutes to correct punctuation, capitalization, and other mechanics. *Students do not have to finish the entire paragraph.*
4. Discuss and correct the paragraph as a class on the board. (At least half way.)
5. Hand out and go over the “rules of paragraphs.”
6. Assign paragraph homework and rubric, stressing that the assignment will be collected the next day.

i. Materials and Resources

Teacher Resources

- ▶ Computer word processing capabilities
- ▶ Lesson notes
- ▶ Materials for in-class assignment
- ▶ Wipe-off board and markers or chalk and chalkboard

Student Resources

- ▶ Pencil, Pen, Paper ... materials required for regular attendance