

# Topic Sentences Lesson Plan by Joseph Isaacs Hillcrest ES Baltimore County Public Schools

## WIDA Lesson Plan Share Space

### Template

Please fill out the lesson template below. Once completed, you can upload and share your lesson at: [www.wida.us/lessons](http://www.wida.us/lessons). Please note that the web page will ask you to enter some of the information in the first questions to make that information searchable in our Share Space. Please fill in as many fields as you can in order to provide the most useful information for fellow educators of ELLs.

**Lesson Title:** Topic Sentences

**Author:** Joseph Isaacs

**Subject Area(s):** Type an "X" in the box to the left of the subject area(s) addressed in this lesson:

Subject Area(s)	
<input checked="" type="checkbox"/>	Standard 1: Social and Instructional Language
<input checked="" type="checkbox"/>	Standard 2: The Language of Language Arts
<input type="checkbox"/>	Standard 3: The Language of Mathematics
<input checked="" type="checkbox"/>	Standard 4: The Language of Science
<input type="checkbox"/>	Standard 5: The language of Social Studies
<input type="checkbox"/>	The Language of Music and Performing Arts
<input type="checkbox"/>	The Language of Visual Arts
<input type="checkbox"/>	The Language of Technology and Engineering
<input type="checkbox"/>	The Language of Health and Physical Education
<input type="checkbox"/>	The Language of the Humanities
<input type="checkbox"/>	Other: _____

**Topic:** Writing a topic sentence

**Grade Levels:** 2<sup>nd</sup> to 5<sup>th</sup>

**Language Domain(s):** Type an "X" in the box to the left of the language domain(s) addressed in this lesson.

Language Domain(s)	
<input type="checkbox"/>	Speaking
<input type="checkbox"/>	Reading
<input checked="" type="checkbox"/>	Writing



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**Approximate Duration:** 30 minutes

**Content Standards:** writing to inform

**Cluster: Text Types and Purposes**

**W2 CCR Anchor Standard**

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Objective:** Students will identify the traits that make better topic sentences in order to write topic sentences which explain the main idea in an interesting way.

**Cognitive Function:** How will you ensure that all students will have opportunities to engage in the same cognitive challenge?

**Cognitive Function:** Understand and infer animal behavior in different seasons.

<p><b>1 – entering</b> Students will name a topic they want to write about it and use a sentence frame to write the topic sentence with assistance.</p>	<p><b>2 – emerging</b> Students will name a topic they want to write about it and use a sentence frame to write the topic sentence independently.</p>	<p><b>3 – developing</b> Students will select the best topic sentences and create their own with assistance.</p>	<p><b>4 – expanding</b> Students will develop topic and closing sentences.</p>	<p><b>5 - bridging</b> Students will develop topic, details, and closing sentences.</p>
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**Language Target:** writing

**Language Supports:** Type an "X" in the box to the left of any supports that will be used in the lesson.

Sensory Support		Graphic Support		Interactive Support	
	Real-life objects (realia)	x	Charts		In pairs or partners
	Manipulatives		Number Lines	x	In triads or small groups
x	Pictures & photographs		Tables	x	In whole group
x	Illustrations &		Graphs		Using cooperative



diagrams			group structures
Magazines & newspapers		Timelines	
Physical activities	x	Graphic organizers:	Using the Internet or software programs
Videos & films		_____	
Broadcasts		_____	
Models & figures		_____	In the native language
Other: _____		Other: _____	With mentors
_____		_____	Other: _____
_____		_____	_____

**Description of supports:**

Use of visuals (insert royalty free pictures to illustrate each of the below)

**Objective:** Students will identify the traits that make better topic sentences in order to write topic sentences which explain the main idea in an interesting way.

Common problems with topic sentences:

1. I forgot you can't read my mind. **Students forget that the person reading his or her writing doesn't know what their topic is already.**
  
2. Don't start with a detail.
  
3. **Titles don't count. You still need a topic sentence, too.**



## 4. Don't put the reader to sleep. **Make your topic sentence interesting.**

**Objective:** Students will identify the traits that make better topic sentences in order to write topic sentences which explain the main idea in an interesting way.

**Direct Instruction:** Explain good writers use topic sentences so people will know what they are writing about.

**Warm-up:** Ask students to read the three paragraphs and circle what they think is missing.

**Guided Instruction:** As we go through the warm-up ask students why adding the topic sentences makes the writing clearer.

Elicit, that before the topic sentences were there, they didn't know what the writing was about at first and it was confusing.

Ask students why didn't they just read the mind of the author to know what he or she was reading about? Students should say they can't do that!

Explain a lot of children forget that the people reading their writing can't read their minds either. Unless you tell the reader, they won't know what your topic was.

Draw students attention to the second problem students have with topic sentences. Students like to start their writing with a detail. Go back to the warm-up. Ask the students did these paragraphs start with details? Did they work?

Tell students a title isn't enough. I still have to write a full sentence about what the topic specifically is.

Lastly, the topic sentence should be interesting. If I write: "my topic is about whales." That is kind of boring. Better to start with something that will grab your reader like: "Whales are as fascinating as they are huge" or "Did you know whales are amazing animals?"

### **Independent Practice:**

Read chorally the example about butterflies. Ask students to identify my topic sentence. Show students a page with other options for topic sentences. Have students write why these other sentences are good or not. Go over student answers.

**Closure:** Have students explain in writing why their topic sentence was good.



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## Assessment and Feedback:

Content Assessment: **Assessment:** Then have students create a topic sentence of their own for the writing about butterflies. Finally, have students look over the chart about puppies or frogs and write a topic sentence.

Language Assessment: Use Wida rubric

**Context:** this is a good introductory lesson for writing

**Lesson Description:** topic sentences

**Reflection:** this lesson was very helpful to students because instead of being too broad, I targeted one single sentence of writing and had students really hone in on what makes a good topic sentence



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