

English as a Second Language

LESSON PLAN:

Fractured Paragraphs

TESOL LING 446 ED

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for 11-08-01

Level: 6-8th gr./int. - semi-skilled

Objectives: Introduce ss. to principles of good paragraph construction, and sentence linking devices.

Preparation Time: 20 min.

Class Time: 1-2 hr.

Materials: 'Fractured Paragraph' (FP) strip sets, tape or glue-sticks, 'Connecting Devices' (CD) worksheets.

Warm-Up: Divide ss. into groups of 3 or 4. Hand each group one of the 5 FP strip sets (try for even distribution of each type), and instruct groups to try to reassemble each paragraph in its intended order. When all in the group are satisfied *then* tape or glue should be used.

Introduction: Ask each group to report back and write their results on an overhead or board. Hopefully there are at least two groups working on each paragraph. Ask each group why they thought their order was correct. Pull out CDs as the ss. mention them and write them down on the board or overhead.

Presentation: Ask one ss. to come up with a topic sentence. Ask the class which type of pp this would be and then ask another ss. to pick a CD and use it to create a sentence to follow the topic sentence. Have the class add 4 or 5 more sentences in this way, and then ask the next ss. for a concluding sentence. Ask someone to read the pp aloud and then ask the class if, or how they would 'tweak' the pp they have written, then ask someone else to read the final version.

Practice: Hand out the CD worksheets, allowing each ss to pick the type of pp they want to write (so you'll need to have enough in case all the ss want to write the same kind of pp). Give all ss the time they need to finish. Ss who finish quickly can do a second pp of a different type.

Evaluation: Evaluate pps when worksheets are handed in. Correct spelling and punctuation errors but do not grade on them. Do grade on correct sentence construction and use of CDs as per instructions on worksheet.

Application: Assign one or more of the other pp types CD worksheets as homework. Ss should complete a minimum of 3 different types, possibly all 5.

Resources: Wyrick, Jean, Steps to Writing Well, Holt, Reinhart and Winston, 1979.

Rationale: This activity introduces students to the idea that one sentence in a paragraph is connected to the following sentence, by a variety of devices, and that these devices are required for a good comprehensible paragraph.