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| Luci Flores de Apodaca | | | School District: OUSD | Grade Level: 8th Grade | |
| Subject: RDF Paragraph | | Lesson Topic: Writing an RDF Paragraph about the importance of a daily reading habit. | | | Day(s): 1 Day plan |
| **TEACHER PLANNING** | I. FOCUS & CONTENT: Students will brain storm to come up with a topic sentence, 3 reasons, details or facts, 3 explanations or examples and a conclusion sentence. They will then write this information onto colored strips to build their tree map. Students will then use this information to write an 8 sentence RDF paragraph. | | | | |
| II. CONNECTIONS: Students will discuss in table groups reasons, details and facts about why developing a daily reading habit is important. They will then discuss an explanation or example for each of these reasons, details and facts. | | | | |
| III. MATERIALS & RESOURCES:  A. 1”X8½” colored strips 2 green, 3 yellow, 3 red for each student  B. White lined notebook paper, blue or black pen  C. Teacher samples, example posters | | | | |
| **IMPLEMENTATION: INTERACTIONS, REFLECTIONS, NEW CONNECTIONS** | IV. ACTIVITIES:  A. ENGAGEMENT…  Students will observe modeling of writing an 8 sentence RDF paragraph from brainstorming to tree map to paragraph composition. This will be done whole group with students offering suggestions and reading, individally and chorally, each portion of the paragraph as it is posted on the white board.  B. DEVELOPMENT…  Students will be reminded of the process and given 8 colored strips. 2 green for topic sentence and conclusion, 3 yellow for reason, detail and fact sentences, and 3 red for explanation or example sentences. They will create their own tree map using these 8 sentence strips.  C. APPLICATION…  Once their tree map is complete and it has been approved by the teacher, students can use the tree map as a model to write their 8 sentenced RDF on white lined paper. | | | | |
| V. OUTCOMES & EVALUATIONS:  Students will gain experience in the process of writing an 8 sentence RDF paragraph using the techniques of brainstorming and mind mapping. | | | | |
| VI. EXTENSIONS:  The students are challenged to think about writing assignments in other classes and how this process can be helpful to them. | | | | |