

## Informational Paragraph

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**Overview**

Students will write an informational paragraph about why winter is or is not their favorite season including three supporting details. They will go outside for part of class to experience what winter feels like and get some ideas for their supporting details.

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**Lesson  
Planner**

Time Required	1 hour
Key Concepts/Terms	Main Idea, Supporting Details, Conclusion, Paragraph
Prerequisites	<ul style="list-style-type: none"><li>• Knowledge of expectations for outdoor classroom conduct</li><li>• Knowledge of paragraph structure.</li></ul>
Setting	<ul style="list-style-type: none"><li>• 10-minute field study outside</li><li>• Remainder of lesson inside</li></ul>

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**Standards****MD VSC 4<sup>th</sup> Grade Reading/Language Arts**

- 4.1. Compose texts using the prewriting and drafting strategies of effective writers and speakers
- 4.1.b. Plan and organize ideas for writing by using an appropriate organizational structure such as chronological or sequential order, comparison and contrast, cause and effect
- Complete an idea by providing topic, support and concluding sentences
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**Objectives**

Students will complete a graphic organizer and develop a paragraph in order to explain whether or not winter is their favorite season and why.

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**Materials  
Required**

- Copies of the graphic organizer
  - Pencils
  - Clipboards
  - Lined paper for writing paragraph
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**Background Information**

Students are still learning and becoming more comfortable with paragraph structure and writing. This lesson will help students to organize their ideas – the outdoor component is designed to help them formulate their supporting ideas.

**Multiple Intelligences Addressed:**

- Visual-Spatial – Graphic organizer
- Interpersonal – Editing and revising paragraphs together
- Intrapersonal – Determining and justifying personal preference
- Linguistic – Writing of the sentences and paragraph
- Natural – Field study component outside

**Bloom's Taxonomy:**

- Comprehension – Students will explain their opinion about winter.
  - Analysis – Students will organize their ideas in a graphic organizer.
  - Synthesis – Students will develop a paragraph.
  - Evaluation – Students will revise each other's paragraphs.
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**Procedure**

Follow the steps in the table below to conduct the activity. **Sentences in bold are suggestions for what teachers might say to students.** *Items in italics are possible teacher answers to questions.*

Phase	Step	Action
<b>Engage</b>	<b>1</b>	<p><u>Ten Minute Exercise</u>: Introduction to concept maps/outdoor learning.</p> <p>If students are unfamiliar with concept maps and/or using the schoolyard as a classroom, begin by creating a concept map together as a class to go over rules and expectations for learning outside.</p> <p>As you go through the concept map, think aloud for how you are choosing where to draw your bubbles to connect different concepts on the map. For instance,</p> <p><b>“I am going to write the idea first and then put a bubble around it to make sure my bubble isn’t too big or too small for my information.”</b></p> <p>Or</p> <p><b>“I am going to connect this idea to that one instead of the main topic since they are related.”</b></p> <p>Or</p> <p><b>“That’s a good idea! Where would you connect that idea on our concept map?”</b></p> <p>Have in mind some expectations for outdoor learning specific to your schoolyard that you want to be sure students include. For instance,</p> <ul style="list-style-type: none"> <li>• <i>Regular school rules still apply (respect each other, listen to the speaker, follow directions, etc.)</i></li> <li>• <i>No yelling, screaming, tapping on/waving into windows that will disrupt class learning inside the school building.</i></li> <li>• <i>“Look, learn, and let go” when you see insects.</i></li> </ul>

		<p><u>Graphic Organizer (5 Minutes)</u></p> <p>Model how to write the topic sentence for students on an organizer by using a different season.</p> <p><b>“Summer is not my favorite season because it is too hot.”</b></p> <p>Students will begin completing their graphic organizer by deciding whether winter is their favorite season or not. They will write their topic sentence on their organizer determining their primary reason for their opinion.</p>
Explore	2	
	3	<p><u>Directions (5 minutes)</u></p> <p><b>“We will go outside for about 10 minutes. On the back of your paper, you should take a couple of notes about how winter feels. These may become supporting details later.”</b></p>
	4	<p><u>10-Minute Field Study</u></p> <p>Bring students outside. Keep track of the time, giving students ample warning for when it’s time to head back in.</p>
Explain		<p><u>Graphic Organizers (10 minutes)</u></p> <p>Once back in the classroom, model how to write supporting details for students on the same organizer as before.</p> <p><b>One way to do this is to imagine your topic sentence as a question and then ask yourself: How can I prove this is true? What examples can I give?</b></p>
	5	<p><b>“I do not like to sweat when it gets so hot. When stores turn their air conditioning on really high, I do not like going back and forth between the heat and the cold. Being really hot makes me not want to move.”</b></p> <p><b>Notice that each sentence begins differently. Try to vary how your sentences begin too.</b></p> <p>Have students add to their organizers their supporting details.</p>

	6	<p><u>Graphic Organizers</u> (5 minutes)</p> <p>Next, model how to write a concluding sentence on the organizer.</p> <p><b>“I prefer spring because it is not too hot and not too cold.”</b></p> <p>Have students write their own concluding sentences on their organizers.</p>
<b>Evaluate</b>	6	<p><u>Writing</u> (5 minutes)</p> <p>Students should now write their paragraphs on a lined sheet of paper using their notes from their organizer.</p>
<b>Elaborate</b>	7	<p><u>Sharing</u> (10 minutes)</p> <p>Students can swap paragraphs to give each other feedback. This can be done to edit using CUPS (capitalization, utilization (grammar), punctuation, spelling) or to revise for content.</p>

**Vocabulary**

Understanding of the following terms is required in this activity.

<b>Term</b>	<b>Definition</b>
Main Idea	The topic sentence states what you’re going to write about.
Supporting Details	The following sentences will give reasons or further information about the main idea.
Conclusion	The final sentence will wrap up the ideas stated before.
Paragraph	A group of sentences related to one another by a common topic and ordered in a logical way.

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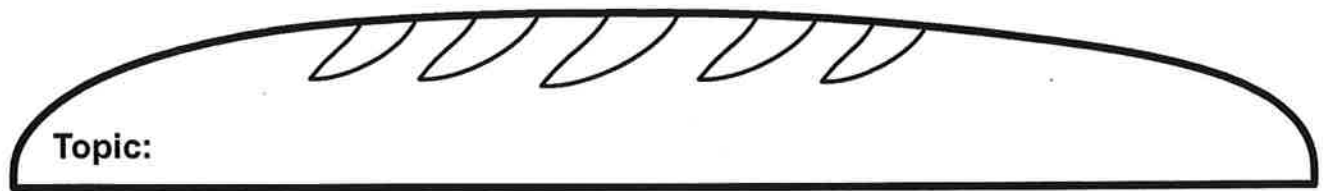


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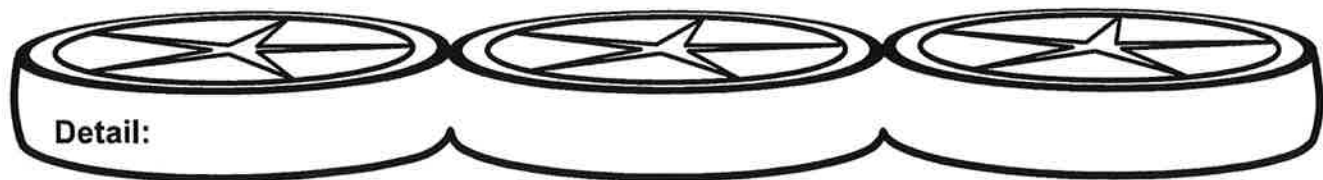
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### Sandwich Chart

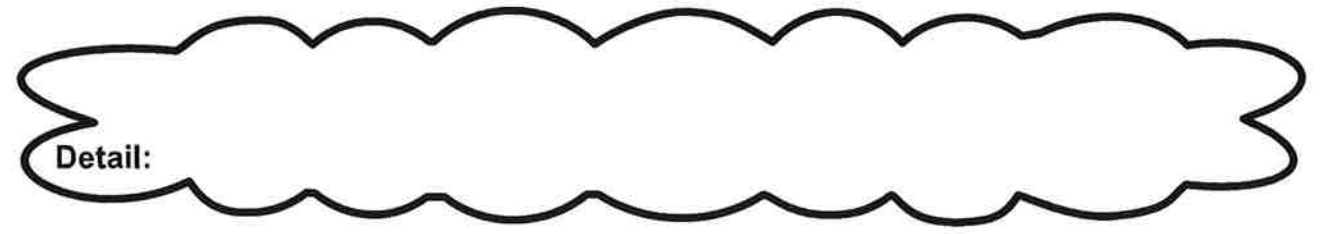
Write your topic at the top. Add details to the middle layers. Add a concluding sentence at the bottom.



Topic:



Detail:



Detail:



Detail:



Concluding Sentence: