

COMPOSITION: Creating an Outline and Writing a Paragraph

Objective:

Students will learn how to create an outline from a one-paragraph source. They will practice writing complete sentences based on the outline, using creative titles, and incorporating adverbs in their writing. The students will also learn to review and revise their work for clarity and correctness.

Resources/Materials:

- A one-paragraph source (in the curriculum guide)
- TWSS2 Video – 01 Introducing Structural Models (*from 00:42:40 until 01:45:34*)
- IEW Student Checklist

Instructions:

1. Introduction

- **Introduce the Lesson:** Tell students that today they will practice making an outline from a short paragraph about the Great Pyramid at Giza that they have learned or will learn about in history today.

2. Read the Article (5 minutes)

- **Read the Article Aloud**
- **Discussion:** After reading, ask students comprehension questions to ensure they understand the article. For example:
 - "Who is the paragraph about?"
 - "Where does the event take place?"
 - "What happens in the event?"

Discuss the key points of the article to ensure that students are clear on the details before moving to the next step.

3. Practice: Building the Outline (10 minutes)

- **Outlining Reminder:** Remind the student(s) about IEW's four-word rule. Ask if they can explain the specifics.
- **Collaborative Outlining:** Now, work together to create an outline for the article. After each sentence is read, ask the student(s) to volunteer words that they think are important and should be included in the outline. Write these on the board/notebook.

4. Reviewing the Outline (5 minutes)

- **Practice:** Once the outline is complete, ask the student(s) to "narrate" each line using the words to form a complete sentence.
- **Example:** From the outline: "Cheops, 1st, pyramid, Giza"
The student might say: "Cheops was the first pharaoh to build a great pyramid at Giza in Egypt."
- Continue this process for each sentence in the outline.
- **Reminder:** Remind students that when writing at home that each line is a sentence and must begin with a capital letter, end with a period, and form a complete thought.

5. Title Creation (5 minutes)

- **Title Discussion:** Explain that the title should be creative and can come from words or phrases in the concluding sentence. It should be centered above the paragraph when written.
- **Example Title:** The Poorly Protected Tomb
Allow students time to think of their own creative titles and share them.

6. Review Stylistic Elements: Adverbs (10 minutes)

- **Explain the Adverb:** Review how adding adverbs to a sentence makes it more interesting. Remind student(s) that adverbs describe how something is done (quickly, happily, easily, etc.).
- **Simple Sentence Practice:** Write three simple sentences in a notebook or on the board, such as:
 - "She ran."
 - "He sang."
 - "The dog barked."
- **Activity:** Have the student(s) add an adverb to the sentence to describe the action (the verb). For example:
 - "She quickly ran."
 - "He sang loudly."
 - "The dog barked excitedly."
- **Sharing:** Have the student(s) share their revised sentences.

7. Conclusion and Homework (5 minutes)

- **Wrap-Up:** Review the key steps of the lesson: creating an outline, writing complete sentences, adding a title, and using stylistic elements like adverbs.
- **Homework Assignment:** For homework, students should write a paragraph based on the outline created. A sentence should be formed from each line of the outline and should start with a capital letter and end with a period. If possible, students should type the paragraph, print it out, read over it for errors, and make corrections. The student(s) should finalize the paragraph using the Week 4 Checklist.