

Lesson Plan

Parts of a Paragraph

Book: *It's Great to Be a Fan in New York*

Series: Sports Nation

Level: Voyager

Objective

To help students analyze how the structure of a particular paragraph is used by the author to illustrate and elaborate on an idea.

Supplies

- *It's Great to Be a Fan in New York*
- Paper and pencils

Before the Activity

Have students read *It's Great to Be a Fan in New York*.

Activity

In informational writing, each paragraph usually begins with a topic sentence. This sentence orients readers and helps them know what to expect the paragraph to be about. After that, the paragraph contains several body sentences. They give more details about, evidence for, or examples of the topic sentence's claim. Finally, the last sentence in the paragraph is the concluding sentence. It ties the ideas together and provides a sense of closure.

For example, have students turn to page 28 of *It's Great to Be a Fan in New York*. The topic sentence on this page says, "A strong athletic program is very important to many colleges." So, readers know this paragraph will be about college athletic programs. The second sentence gives more details about what part of the program (recruiting athletes) colleges focus on. The third sentence explains how colleges work to recruit those athletes. The fourth sentence gives an example of a school that has done this (Syracuse), and the fifth sentence gives more details about Syracuse while also tying back to the concept of making a school "a top choice."

Next, have students turn to page 29 and answer the following questions about the paragraph on that page:

- What is this paragraph's topic sentence? (Answer: "College teams also add money to the local economy.")
- What details or examples does the second sentence give? (Answer: It gives details about how the teams earn money: by fans attending games and spending money.)

- What details or examples does the third sentence give? (Answer: It gives examples of some places where fans spend money.)
- What details or examples does the fourth sentence give? (Answer: It gives another example of what fans might buy.)
- How does the final sentence provide a conclusion? (Answer: It explains how the fans' purchases impact the local economy.)

Then have each student write an informational paragraph using a similar structure: a topic sentence that introduces an idea, three body sentences that provide details or examples, and a concluding sentence that ties the ideas together. The paragraph can be related to sports, or it can be about another topic that students are interested in.

Evaluation

Could students answer the questions about the sentences in each paragraph? Did they use a similar structure in their own paragraph?

Standards

This lesson may be used to address the Common Core State Standards' reading standards for informational texts, grade 6 (RI 6.8).