ELL CONNECT® - Content Area Lesson Plans for English Language Learners

Subject: English III  Grade: 11  Author: Irving, Texas
Approximate Time: 90 Minutes  Date: Fall 2008

Topic/Theme: Narrative Essay – Prewriting Strategies

Objectives:

Content
The student will create a tree map and a flow map to organize their thoughts as a prewriting strategy for their narrative essays.

Language
The student will fill out the tree map and flow map by writing information for their narrative essays in the appropriate boxes on the maps.

Vocabulary:

Content Specific
- narrative essay
- tree map
- flow map

Related
- strategy
- thinking map

Materials:

Quicklist, student journals, Composition Packet (checklist, brainstorming, tree map, flow map), thinking map templates on Blackboard, pencil

Note: The Quicklist brainstorming strategy is from Gretchen Bernabei’s website, www.trailofbreadcrumbs.net, and the thinking maps are from the “Write...for the Future” program.

Activities:

- The teacher will model the Quicklist strategy using personal examples while giving the students time to think of their own responses and to write them in their journals.
- The teacher will pass out the Composition Packet and remind students that they have previously seen the packet in their freshman and sophomore English classes.
- Using the packet, the teacher and students will identify the TAKS-style prompt for the narrative essay and discuss what it means as a class.
- The students will brainstorm five ideas that relate to the prompt (“explain what courage means to you”), looking first at their Quicklist for ideas, and then adding others.
- After listing three or four ideas of their own, the students will discuss other possibilities for the prompt while the teacher lists them on the board. Students fill in new ideas until each student has five possible writing topics.
- Each student will select one topic from their brainstorming list and write it at the top of the tree map in their packet.
- The teacher will model the format of the tree map on the board while the students fill in their tree maps with information (scenes, key people, main events, and conclusion) specific to their essay topics.
The teacher will model the format of the flow map on the board while the students fill in their flow maps with detailed information (where, what, thinking, feeling, and extra detail) about each of the main events. The teacher will initial each student’s checklist once he/she has correctly completed both thinking maps.

**Closing Discussion:**

**Thinking out-of-the-box**
Discuss, as a class, how creating the Quicklist will help when writing future essays.

**Review & Assessment:**

**Vocabulary**
In their journals, students will explain the differences between tree maps and flow maps.

**Content**
Individually, students will use the information from the first three columns of their tree maps to write a 3-5 sentence introductory paragraph.

**Extension / Take-home Activity:**

- Remind students that the tree map and flow map will be used repeatedly during the essay unit; the next class period will be devoted to writing the rough draft based on the maps.