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| **Topic Sentence Instructional Routine: Fishing Hooks** |

A fish and a hook

AI-generated content may be incorrect.

**Common Core State Standard**:

* CCSS.ELA.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
* CCSS.ELA.W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Overview**

This instructional routine is a 10-15 minute lesson that uses the analogy of a fishing hook to teach students the purpose and structure of a topic sentence. In this lesson, students will learn a) the purpose of a topic sentence b) the elements of a topic sentence c) how to write a topic sentence.

**Symbol Key**

A light bulb with rays of light

AI-generated content may be incorrect.  Explicit Instruction

A hand with a red sleeve

AI-generated content may be incorrect.  Opportunities to Respond

A circular arrow symbol with different colored arrows

AI-generated content may be incorrect.  Feedback 

**General Instructional Routine**

**Teacher Preparation**

* Select example paragraphs for the genre being taught (narrative, informational, etc.)
* Choose example paragraphs that:
* Clearly demonstrate an exemplar topic sentence that is related to the content of the paragraph
* Comes from authentic, grade-appropriate text (could be student writing, with permission)
* Can be meaningfully connected to current learning
* Contains language that students can realistically incorporate into their own writing

**Fishing Procedure**

**Step 1: Packing the Tackle Box (2-3 minutes)**

***Connect to Previous Learning*** (if applicable):

* Review previous learning that applies to current lesson
* Reference recent discussions about current lesson

***Gathering Fishing Materials Preview***

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  AI-generated content may be incorrect.Set the scene/Connect to students’ lives:
  + Provide a real-world analogy or example of when the focus or pattern of the lesson may be relevant
* A light bulb with rays of light

  AI-generated content may be incorrect.Provide purpose(s)/learning target(s) for students
* A light bulb with rays of light

  AI-generated content may be incorrect.Explain real-world importance

***Activate Prior Knowledge***

* A light bulb with rays of light

  AI-generated content may be incorrect.Ask questions to activating background knowledge:
  + What do you already know about topic sentences?
  + What comes to mind when you hear the term “topic sentences”?
  + How does the focus of today’s lesson remind you of something we’ve talked about/learned before?

***A light bulb with rays of light

AI-generated content may be incorrect.Review Key Terms***

* Define or review key vocabulary words used in lesson
  + Hook
  + Topic
  + Engage
  + Introduce

**Step 2: Lead Fisherman Demonstration (7-8 minutes)**

***“Casting Your Line” Presentation***

* A light bulb with rays of light

  AI-generated content may be incorrect.Present example paragraphs and topic sentences to class

***Teacher Think-Aloud***

* A light bulb with rays of light

  AI-generated content may be incorrect.Model pattern analysis during think-aloud process
  + Example:
    - “First, I notice…”
    - “Now, I see…”
    - “This reminds me of…”

***Guided Pattern Discovery***

* A light bulb with rays of light

  AI-generated content may be incorrect.Walk through initial pattern identification with class
  + Example:
    - Circle or underline all features of topic sentences
    - Note differences, functions, or new structures

***A hand with a red sleeve

AI-generated content may be incorrect.Engagement Check***

* Ask questions to check for comprehension
  + “What patterns are we seeing?”
  + “Is there anything you are unfamiliar with or don’t understand?”
  + “Why might the author use different varieties of topic sentences?”
  + “Where else might we see patterns like this?”

**Step 3: Partner/Group Fishing Trip (10-12 minutes)**

**Teacher-Guided Practice**

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AI-generated content may be incorrect.Angler Partnerships***

* Pair students (or create small groups) for collaborative investigation
* Review partnership expectations

***Teacher Support***

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  AI-generated content may be incorrect.Circulate among partners/small groups to:
  + Monitor discussions
  + A circular arrow symbol with different colored arrows

    AI-generated content may be incorrect.Offer feedback
  + A circular arrow symbol with different colored arrows

    AI-generated content may be incorrect.Provide scaffolded prompts
  + Support struggling teams

***Team Discussions***

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  AI-generated content may be incorrect.Have angler pairs/groups:
* Explain topic sentence features to each other
* Compare findings with nearby teams/groups
* Share discoveries with class

**Step 4: Solo Fishing Trip (5-7 minutes)**

**Independent Practice**

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AI-generated content may be incorrect.Choose an activity for students to practice:

* Provide opportunities for students to practice writing topic sentences
* Activities might include:
  + Finding topic sentences in other text(s)
  + Composing a new topic sentence for a provided paragraph

**Step 5: Reeling in the Fish (3-5 minutes)**

* Add the features of topic sentences to a class reference wall or individual writing notebook
* Have students connect to their own writing
* Discuss where they might use this discourse feature in their work
* Set a purpose for using the structure in upcoming writing