**Lesson 4B**

**General Outlining Paragraphs Activity, Grade 9/10, Approx. 45-50 minutes**

**Standards addressed:**

**9.7.2.2.a.** *Introduce a topic; organize complex ideas, concepts, and information, to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.*

**9.7.5.5.** *Use a writing process to develop and strengthen writing as needed by planning, drafting, revision, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

**Objectives:**

At the end of this lesson, students will be able to:

* demonstrate how to outline topics and ideas using an idea web and standard outlining.

**Materials:**

* Handout on standard outlining format.

**Procedure:**

1. Introduce the class to idea mapping or webbing. Go through a brief example of how this should be done in correlation to the activity they will be doing. Teach idea webbing to be free and allow for anything to come up. (See example of an idea map/web) (10 minutes)
   1. In the demonstration, start with a word or phrase, something random. And start mapping out ideas. Show interconnections and continue to brainstorm ideas.
2. After a good, brief demonstration is done, have students take the time to do some brainstorming on their own. (15-20 minutes)
3. Once the students are done mapping out some ideas, distribute the outlining format handout. Demonstrate, using one of the mapped out ideas, how to take a topic and outline it using the outline handout. The students should do this along with you so they have guided practice. (20 minutes)

**Assessment:**

At the end of the period, students will complete an exit slip asking two questions:

1. Name one thing you learned about outlining today that will help you with your paragraph?
2. What about outlining are you still confused about?

For question one, we hope the students respond with an answer that follows along the lines of: “I understand the formatting of an outline,” “I know how to organize my ideas,” or “I understand the structure of how my paragraph should be.”

For question two, anything that responds opposite to what the teacher is looking for in question one, are things that need to be retaught because these are the things students still aren’t comprehending.

**Attachments:**

* Example of an idea map/web
* Outlining format handout