



Lead Student Lesson Plan

L05: "This I Believe" - Effective Sentences & Paragraphs

Lesson 05 Objectives

By the end of the gathering, students will be able to:

- Learn how to illustrate abstract ideas with concrete examples in the "This I Believe" assignment.
- Understand the relationship between audience and purpose in writing.
- Improve the clarity and readability of your writing by improving style and reducing awkward and wordy phrasing.
- Learn and practice four additional comma rules.

Student Preparation

Students were asked to prepare for gathering by completing specific activities and/or pondering certain questions. Please refer to the gathering instructions in this week's unit or lesson in the course.

Lesson Outline

OPENING	
Announcements, Hymn, and Prayer (10 minutes)	Announcements Opening Hymn: Chosen by the missionaries Opening Prayer: By Invitation
Lead Student Topic Review (5 minutes)	Lead student to the whole class: As the lead student, you will prepare a five-minute review of one of the mini-lesson topics by identifying specific parts from this week's readings that exemplify the concept being discussed. Present these examples from the readings to your classmates. Feel free to ask questions such as: <ul style="list-style-type: none"> ▪ Do you think this is an effective example of ____? If so, what makes it effective? ▪ Which of the readings did the best job of exemplifying the concept of ____?

	<ul style="list-style-type: none"> ▪ Can you remember other parts of the readings that demonstrate this concept? <p>Remember to keep your topic review within the time constraints.</p> <p>The topics for this lesson are:</p> <ul style="list-style-type: none"> ▪ Comma Rules ▪ Purpose and Genre ▪ Audience <p><i>For example, if one of the lesson topics was "Transitions," you could look at the week's reading assignments to find good transition sentences, and then use those as examples in your mini-lesson. The point of this lead student topic review is to identify specific parts of the readings that exemplify the concept being discussed.</i></p>
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GROUP ACTIVITIES	
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<p>Peer Review (40 minutes)</p> <p><i>*On the chalkboard or whiteboard, write a reminder of the items the students should be checking for during the peer review activity.</i></p>	<p>Ask students to find a partner. Encourage students to try to choose different partners each week, as it is good to get different points of view. (If there is an odd number of students, make one group of three.)</p> <p>Have students exchange papers with their partner. Before reading each other's paper, each writer should briefly mention any concerns about their own paper. Is there anything in particular he or she wants their partner to look for as they read?</p> <p>Each person will silently read their partner's paper, making marks and comments on the copy. This week students will work on a final edit of the paper before it is turned in on Saturday. Students will carefully read their partner's paper, ensuring correctness of:</p> <ul style="list-style-type: none"> ▪ Spelling ▪ Grammar ▪ Punctuation <p>Pay particular attention to the grammatical concepts covered so far in the course. Even though you are still learning these concepts, you can identify potential problems even if you don't know the specific rule or terminology.</p> <p>Students should then write two points of praise and two suggestions for improvement on the back of the paper. When each student finishes reading the paper and writing their comments, they will briefly explain their comments to their partner. After both partners have had a chance to explain their comments, ask students to quickly find a new partner and repeat the process.</p> <p>As students exchange papers with their new partner, make sure that they give them a new, clean copy of their paper—not the one that already has marks and</p>
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	<p>comments on it. After the time is up, have students do this one more time, so that three different people will have reviewed their paper.</p> <p>Items to remember:</p> <ul style="list-style-type: none"> ▪ Keep the students on schedule: 10 minutes after the activity begins, give a six-minute warning and remind students that both of them need to explain their comments before the time is up. After six more minutes (16 minutes total), tell students to quickly find a new partner. ▪ Remind students to write two aspects of the paper that work well and two suggestions for improvement. It is not enough to just discuss them, because it is easy to forget the good advice we hear. ▪ Remind students that they are not obligated to incorporate all of the suggestions into the revision. If a student has questions about a particular suggestion, they may ask their instructor or a writing tutor for additional help.
CLOSING	
<p>Personal Experience/ Testimony (2 minutes)</p>	<p>Lead student to the whole class:</p> <p>Share one or two examples of how one of the topics from this week’s lesson has affected you. Some ideas are listed below:</p> <ul style="list-style-type: none"> ▪ How has it improved your writing? ▪ How has it deepened your learning as you read the lesson material, or material outside of class? ▪ How has it improved your study of the gospel?
<p>Prayer (2 minutes)</p>	<p>Closing Prayer: By Invitation</p>

Note

Please download and print a copy of these instructions to use as a reference during Thursday's Pathway Gathering.