

How do I write an essay?

Understanding Parts of an Essay

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Grade Level: 6 - 8

Time Allotment: 45 min

Overview:

Students need to know the parts of an essay to create writings that are organized and demonstrate their knowledge of communication through written language. This lesson consists of students recognizing parts of an essay, giving specific examples of parts of an essay, and finally, writing a five paragraph essay.

Subject Matter: English

Learning Objectives:

- To recognize parts of an essay
- To develop and organize a five paragraph essay.

Standards:

The objective will in part meet the Virginia Standards of Learning for English, which can be found at <http://www.pen.k12.va.us>

6.6 – The student will write narratives, descriptions, and explanations

7.8 – The student will develop narrative, expository, and persuasive writing

8.8 – The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing

10.10 – The student will use writing to interpret, analyze, and evaluate ideas

Media Components:

PowerPoint

- Used to help present information and guidelines
- Used to present *Essay Parts Game* (see attached)
- Used to create student *Picture Essay Writings* (see attached)

Video:

- *Anatomy of an Essay, The.*

The following clips from this video will be used:

“Composition with Three Main Parts”

“Introduction: Introduce Your Topic”

“Body: Outline Your Topic”, “Conclusion”

The video can be found at United Streaming www.unitedstreaming.com

Windows Media Player

- Used to present United Streaming Videos
- Used to get examples for students

Microsoft Office

- To complete an interactive activity
- To write the essay

Materials:

For Teacher:

- LCD Projector
- Computer Lab / Laptop cart
- Windows Media Player
- Internet
- Wireless Mouse / Pointer
- Microsoft Office

For Students:

- Computer Lab / Laptop Cart
- Microsoft Office

Prep for Teachers:

- Preview the video, *Anatomy of an Essay, The*
- Create or use Essay Parts Game (see attached)
- Create or use Picture Essay Writings (see attached)
- Know the steps to the Writing Process
- Download the Picture Essay Writings to individual student computers

Introductory Activity:

Step one: Teacher will provide a **Focus for Media Interaction by saying**, “How would you define an essay?” Teacher will allow students to think about the question, and then ask students to give answers aloud to the class. (Possible responses: five paragraphs, writing about a topic, an introduction, body, and conclusion). **Say**, “Okay, let’s watch this clip and see if you are correct.” **Start** the

clip, "Composition with Three Main Parts" at the beginning and **stop** at 51 seconds. **Say**: "So, what is the definition of an essay?" (Answer should be the following: An essay is a written composition on any subject; it has three main parts; introduction, body, and conclusion).

Step two: Teacher will **Say**, "Okay, now that we know the definition of an essay, let us find out about the three parts of an essay. Teacher will provide a **Focus for Media Interaction by saying**, "As we watch the next clip, listen for the definition of an introduction." **Start** the clip, "Introduction: Introduce Your Topic" at the beginning and stop it at 16 seconds. **Say**, "So, what is the definition of an introduction?" (Possible answers : a separate paragraph where you state what your essay is about; introduce the topic to the reader)

Step three: Teacher will **Say**, "Okay, now that we know the definition of the introduction, let us find out about the body of an essay. How would you define the body of an essay?" Teacher will allow students to think about the questions, and then ask students to give answers aloud to the class. (Possible responses: detailed information about the essay; tells what happens; more information) **Say**, "Okay, let's watch this clip and see if you are correct." **Start** the clip, "A Body: Outline the Main Idea" at the beginning and pause it at 6 seconds. **Say**, "So, what is the definition of body?" (Answer should be the following: made up of several paragraphs, with each one outlining the main ideas.)

Step four: Teacher will **Say**, "Okay, now that we have defined the body of an essay, let us find out the definition of the conclusion. " Teacher will provide a **Focus for Media Interaction by saying**, "As we watch the next clip, listen for the definition of the conclusion." **Start** the clip, "Conclusion" at the beginning and **stop** at the end. **Say**, "So, what is the definition of the conclusion?" (Answers should be the following: the final paragraph where you sum up the essay; bring the essay to a close.)

Learning Activity:

Step one: Teacher will **Say**, "Okay, now that we have discussed the parts of an essay, I want us to practice defining the parts of an essay by participating in an Essay Matching Game."

Step two: The teacher should display the Essay Matching Game provided with the lesson onto the screen. The teacher will then explain the game. The teacher will **Say**, "The Essay Matching Game is played by matching the definitions and terms together. We are playing as a class, so we will take turns choosing numbers. It may be best to choose one number at a time. Make sure you remember the location of each term and definition to help the class find all of the matches. It is okay to help others, but we must not shout the answers out loud. So, I will start with you. What is the first number you would like to choose?"

Step three: The teacher should continue with the game until all of the matches are revealed. (If the teacher is using a SmartBoard, then each match should be marked with the SmartBoard pen. If the teacher is using a projection screen, then each match should be marked using the PowerPoint pen by “right clicking” the mouse.) Throughout the game, the teacher should repeat each definition and term as it appears on the screen. The teacher will **Say**, “Now that we are finished, I want you to practice writing an introduction, body, and conclusion.”

Step four: At this point in the lesson, the teacher needs to direct students to a computer lab or the laptop cart. Teacher will **Say**, “Students, please go to your computers, as I set up the next activity.” (If computers are not an option, then the teacher can have printed handouts of the PowerPoint for the students to follow the directions.)

Step five: The teacher will now set up the Picture Essay Examples on PowerPoint using the LCD projector. Teacher will provide a **Focus for Media Interaction by saying**, “Please look at the picture and listen to my answers about the question.”

Step six: After getting the students focused on the screen, the teacher will **Say**, “What are three ways this person is a good citizen?” The teacher will wait for responses, then discuss as a group. (possible answers – he works for his city and state, puts himself in danger for others, responsible, or shows courage) After the discussion, the teacher will direct the students to their assignment on the computers. Teacher will **Say**, “We are now going to create our own essay using a picture. Using the PowerPoint provided on the computer, I would like you to follow the directions given for each slide. The first seven slides are presented to you as examples. The last four PowerPoint slides are your directions to the assignment. We are just outlining our essay, but when we are finished, we will write the essay using Microsoft Word. So, please begin working on the computer assignment.”

Step seven: The teacher should circulate throughout the room assisting individual students with their answers.

Culminating Activity:

Step one: After students have completed the PowerPoint activity, they will print the slide show. (Students should print the slide show as a Handout to help conserve paper) After printing the PowerPoint, students will begin using Microsoft Word to develop the final draft of the essay about a good citizen.

Step two: After writing the essay, students will find pictures that relate to the essay and insert the pictures to their essay. Students will also highlight expressions, places, and people in their essay using basic word processing techniques such as bold, underline, font color and size, and italicized words.

Cross – Curricular Extensions:

- Technology – Students can link all of the final projects together and complete a web site.
- Guidance – Character Counts (traits of a good citizen)

Community Connections:

- Invite a doctor into the class to speak on the importance of helping and saving lives of people.
- Have students visit a museum of historical people considered to be great citizens.