

# A Paragraph is like an Oreo

## Grade 6

- 1.0 Writing Strategies
  - 1.3 Use a variety of effective and coherent organizational patterns.
  - 1.5 Compose documents with appropriate formatting by using word-processing skills
  - 1.6 Revise writing to improve organization and consistency of ideas
- 2.0 Writing Applications
  - 2.2 Write expository compositions
- 1.0 Written and Oral Language Conventions

## Grade 7

- 1.0 Writing Strategies
  - 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions.
  - 1.2 Support all statements and claims
  - 1.7 Revise writing to improve organization and word choice
- 1.0 Written and Oral Language Conventions

## Grade 8

- 1.0 Writing Strategies
  - 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear well-supported conclusion.
  - 1.2 Establish coherence within and among paragraphs through effective transitions
  - 1.3 Support thesis or conclusion
  - 1.6 Revise writing for word choice; appropriate organization; transitions.
- 1.0 Written and Oral Language Conventions

## **Step #1 = Pre-assessment**

**Objective:** To assess students' previous knowledge about paragraphs.  
To identify students' ability to apply the elements of a paragraph.  
To identify students' ability to narrow a topic.

### **Procedure:**

1. Have students fold a piece of paper in half like a hamburger.
2. On the top portion of the paper ask students to brainstorm the elements of a paragraph. (Listing these items is fine.)
3. On the bottom portion of the paper write a paragraph about school.

### **Evaluation:**

1. If you find that students cannot identify the elements of a paragraph, review/teach the parts of a paragraph. *Write Source 2000, pages 97-106.*
2. If you find that students cannot apply the elements of a paragraph, complete step #2.
3. If you find that students cannot narrow the topic about school, practice narrowing topics. *Write Source 2000, pages 45 - 52.*

## **Step #2**

**Objective:** To compare the parts of an Oreo cookie to the parts of a paragraph.  
To brainstorm other objects that can be compared to a paragraph.

## **Procedure:**

1. Provide each student with an Oreo cookie. Instruct students that they cannot eat the Oreo cookie.
2. As a class, analyze the Oreo cookie.
  - o Would it be the same without each cookie or without the crème filling?
  - o How do you know it is an Oreo cookie and not an imposter?
  - o Is there a top, bottom, middle?
3. Begin to compare the Oreo to a paragraph.
  - o The top = topic sentence
  - o The bottom = concluding (clincher) sentence
  - o Filling = supporting details
4. Find a student who likes the crème filling the best. Ask the student what would happen to the cookie if it didn't have the crème filling. The student will respond: "The cookie will fall apart." Or "The cookie would not stick together."
5. Make a comparison between the cookie falling apart just like a paragraph would fall apart without the supporting details. The crème filling is what makes an Oreo cookie an Oreo just as the supporting details make the paragraph.
6. Ask students if they can make any other comparisons between an Oreo Cookie and a Paragraph.
7. Brainstorm as a class other objects that can be compared to a paragraph. Create a list on the overhead or chart paper. If it is not clear to you how the object is like a paragraph, ask the student to clarify.

## **Step #3**

**Objective:** To review the parts of a paragraph.

To write an "A Paragraph is Like a \_\_\_\_\_" paragraph.

To demonstrate knowledge of paragraph writing.

## **Procedure:**

1. Show students the sample paragraph entitled "Paragraphs and Oreo Cookies".

Crunchy, creamy Oreo cookies and paragraphs share common ingredients. Like the chocolate sandwich on top of the Oreo, a paragraph's topic sentence provides a delicious introduction to the main idea of the paragraph. Inside the paragraph, the rich, smooth filling or the supportive details support and develop the topic sentence. At the bottom of the cookie and at the end of the paragraph, the delectable experience ends with a final chocolaty crunch or with a clincher sentence that restates the main idea in a powerful, new way. In summary, when biting into a scrumptious Oreo cookie, remember it has three parts just like a paragraph.

- 2. Either as a whole class or individually, highlight and label the paragraphs various parts. Point out the transition words to the students.**
- 3. Review the brainstormed list of topics from Step #2. Ask students to choose one topic from the list or a new one they've come up with on their own.**
- 4. Have students complete the writing process to finish the comparison paragraph. Provide students with a copy of the "Paragraphs and Oreo Cookies" example and encourage them to imitate the style.**
- 5. Allow time for students to type and illustrate their writing. Students should label their illustration with the parts of a paragraph.**

## Student Sample Chipman – Grade 7

Hot stove pizza and a paragraph share common traits. The topic sentence is like the stringy, greasy cheese on top of the pizza. (Mostly the most important part.) Second is the supporting details just like the spicy, red tomato sauce that helps the cheese stay on the pizza or helps support the topic sentence. And last but not least is the conclusion or clincher of the paragraph or the hot, crusty pizza crust. (The last that you write and the last that you eat.) So, remember next time you're eating a piece of hot, greasy, cheesy pizza think about the parts of it and how it compares to a paragraph.



