

Cheeseburger/Hamburger Paragraph
3rd – 5th Grade
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Introduction:

Rationale Statement: Many students especially those who are considered to be Limited English Proficient often have difficulty with writing. **This lesson is a language arts lesson that focuses on effective writing; specifically paragraph construction.** This is established through the use of something very familiar to today's Native American students, cheeseburgers. Students need effective writing skills not only to meet state academic standards, but also to remain competitive in today's economy. This lesson was developed for a general education classroom that included students with disabilities. It follows the co-teaching model for inclusion. The rationale for co-teaching is to increase instructional options for all students, reduce program fragmentation, reduce stigma for students with special needs, and to provide adult-adult support systems. The general and special education teacher will follow the team-teaching model of cooperative teaching. Team-teaching is described as a classroom situation in which both teachers take turns being responsible for teaching the basic academic content. Visual and tactile learners will greatly benefit from this lesson.

Arizona State Academic Standards:

1. Writing-Foundations Level: Students effectively use written language for a variety of purposes and with a variety of audiences.
 - a. Use the writing process to complete effectively a variety of writing tasks, including generating topics, drafting, revising ideas, and editing.
2. Writing-Essentials Level:
 - a. Write a personal experience narrative or creative story that has a beginning, middle and end and uses descriptive words or phrases to develop ideas and advance the characters, plot and setting.
3. Workplace Academic Skill:
 - a. Interact positively with other students and work cooperatively as a team member on class projects.

Behavioral Objectives:

- Students will be able to identify steps in writing a paragraph with 80% accuracy.
- Students will also be able to verbally recall Hopi words for bun, hamburger patty, tomatoes, pickles, lettuce, and cheese with 100% accuracy.

Anticipatory Set:

With the general educator at the front of the class, he or she will spark the students' interests by asking students if they like cheeseburgers or hamburgers.

Teacher 1 (general educator): "Raise your hand if you like hamburgers or cheeseburgers. What type of condiments and vegetables do you like on your cheeseburgers?"

Teacher 2 (special educator): "Do you all know what is meant by the word condiments? Condiments are things such as mayonnaise, ketchup, mustard, and relish."

T1: "Do any of you know the Hopi names for lettuce, pickles, tomatoes, cheese, or onions?"

After a brief review of the Hopi vocabulary words, the general educator and special educator begin to construct their cheeseburgers. With the ingredients spread out upon the table, the general educator will construct the burger starting with the patty, and add the vegetables and condiments. The special educator will do the same thing. The bun is purposely excluded.

T1: (Although messy, the teacher will hold up the patty with the vegetables) “Is this very effective?”

T2: “Can we eat the burger like this?” (He or she shows the patty with vegetables to the class).

S: “NO!”

T1: “Why can’t we eat the burger like this?” (The point is to steer the class towards the fact that the bun is needed to hold the cheeseburger together).

T2: “What’s wrong with this (referring to the patty)?”

S: “It’s messy; the burger will fall apart.”

T1: “You see, the buns are important because they hold the cheeseburger together and give it a top, middle and bottom. With the buns, the cheeseburger is made into a cohesive unit.”

T2: “Cohesive means keeping something together.”

T2: “Tell me what cohesive means?” (Wait for student responses)

Teacher Input/Modeling the behavior:

Once the teachers clean their hands, they start a discussion of how a cheeseburger is like a paragraph.

T1: “Well, if you think about it, a cheeseburger is a lot like a paragraph. Can anyone tell me why?” (If any responses are given, use them as a lead-in to the cheeseburger/paragraph model).

The model is a visual aid that is to be used to identify the components of a paragraph. Cardboard cutouts in the shape of the various parts of a cheeseburger will be used. They will be labeled “topic sentence” and so on and be placed on the board by the special education teacher as the general education teacher is leading the discussion.

T1: “Top bun: This is where some of the condiments go, which give flavor to the entire cheeseburger. This is like the topic sentence, which contains the main idea of the paragraph.”

T2: “The Hopi word for bun is *pekaviki*.”

T1: “Okay class; tell me what the bun is like in a paragraph.” (Wait for student responses, they should say “topic sentence”).

T1: “Tomato (*toma ti*): This gives the cheeseburger texture, body, and adds a unique taste to it. This is a supporting sentence. Just like everybody likes his/her cheeseburger different, supporting sentences should be different and tied to the main idea.”

T2: “Should supporting sentences be the same or different?”

The general education teacher continues to emphasize that supporting sentences reinforces the main idea:

Pickles: SUPPORTING SENTENCE

Lettuce: SUPPORTING SENTENCE

Patty (*wa gus sikwi*): SUPPORTING SENTENCE

Cheese: SUPPORTING SENTENCE

Bottom Bun: The bottom bun “wraps up” the cheeseburger and gives it something it can sit upon. This is the CONCLUDING SENTENCE. The concluding sentence should summarize the entire paragraph, wrapping it up in a nice, neat package.

The special education teacher continues to post the model of the cheeseburger on the board as the general education teacher is explaining the supporting and concluding sentences. The teacher also introduces the Hopi vocabulary. The special educator reinforces the students’ understanding of a topic sentence, main idea, and concluding sentence. The Hopi vocabulary words are used to clarify these components. The manner of discussing the components of a paragraph is modeled for the students. Both teachers show the students what it looks like to have a discussion about the paragraph components. The students are then instructed to work cooperatively with a partner and to discuss the paragraph components as it relates to the ingredients of a hamburger (One student may ask another student what does the top bun represent and that student will respond by stating, “the topic sentence.” They will continue with these types of questions until each partner knows all the ingredients of a paragraph).

Check for Comprehension:

As teachers orally and visually instruct the students, they check for comprehension by asking the students questions. The role of the special educator is to rephrase terms or information into simpler terms. He or she then checks for comprehension by observing the correct oral responses to comprehension questions such as, “What does the bottom bun of a hamburger represent in a paragraph?” The students respond, “The concluding sentence or the end sentence.” Furthermore, as the students work cooperatively with a partner, they are observed to hold discussions about the components of a paragraph.

Guided Practice:

At this point the special education teacher takes the students who need more clarification and using the hamburger model identifies all parts of a paragraph. The students orally identify these components. Visual and tactile learners have hamburger cutouts of his/her own and they label each piece with topic sentence, supporting sentence, and concluding sentence. Other learners may have these words written on index cards and have to match the words with the pictures. The rest of the students are creating or generating topics to write about. The more advanced learners are creating simple paragraphs using the model. The students come together as a whole class and they choose a paragraph that a student has generated on his or her own. This paragraph is checked for correctness by the teacher and displayed on overhead for everyone to see. A volunteer is asked to pick out the topic sentence and write it on the board next to the top bun model. The same is done for the supporting sentences and the concluding sentences. Review the paragraph on the board or overhead, explaining what each sentence is and its function.

Independent Practice:

Students will be required to generate a cohesive paragraph. The students choose a topic to write about and they either can work on their paragraphs in class or they can take them home. The paragraph is constructed independently. Dictation can be done for students who may have difficulty with writing. Students may also be allowed to record their paragraph on audiotape. For these students, evidence of a topic sentence, supporting sentences, and a concluding sentence is checked.

Closure:

The teachers emphasize the key ingredients in a hamburger and how it relates to a paragraph. The comparison between a paragraph and a hamburger is clarified and reiterated. The general educator writes a list of topics on the board that students can write a paragraph about. Some examples are, “What I would do if I won six million dollars in the lottery. What ingredients I like to put in my hamburger.” Special needs students may be given already-made topics and they will choose one to write about. The students then get started on this assignment, which can be due the next day, or done in class the next day and peer reviewed in class.

Assessment:

The students will be assessed throughout the lesson by teacher observation, student participation in cooperative groups and in whole class discussions/activities, oral responses to questions posed by the teachers, oral responses of vocabulary words in Hopi and successful completion of a paragraph written or dictated.

Materials:

Hamburger or Cheeseburger with all of the ingredients (can be real or modeled with clay)
Large cut outs of hamburger and vegetables (this is to be displayed on board)
Small cut outs of hamburger and vegetables (this is for individual students)
Overhead projector
Lined paper
Index cards with the words, topic sentence, supporting sentence, and concluding sentence
Chart of key vocabulary words in English and Hopi

Hopi Vocabulary Words:

Hamburger - wa gus sikwi pekaviki't suna savi pa'kuda
Beef Patty - wa gus sikwi
Tomato - toma ti
Hamburger Bun - pekaviki

Modifications for Students with Disabilities:

ED – Pair up students with someone he or she will work well with. His or her partner needs to be a good role model and provide proper guidance and assistance.

LD – Allow students extended time to complete assignment. The special education teacher is encouraged to rephrase and simplify the language as the lesson is presented. Students may be required to include only up to three vegetables in their hamburger. This shortens the number of supporting sentences they are required to have.

MR – Students will be allowed to verbalize their paragraphs or they may be required to only identify a topic sentence, supporting sentences, and concluding sentence.

OI - Allow the use of a computer to generate paragraphs.

OHI – ADD/ADHD – Allow the students to work in small increments and give breaks when necessary. Student may require the use of manipulatives such as the small cardboard cutouts.

Technology Integration:

The use of a tape recorder may be used to record student responses. The overhead projector allows for the enlargement and illumination of the written work. Students may also use a computer to generate paragraphs.

Extension Activities:

After students are familiar with all the key components in a paragraph, they may choose to come up with their own model for remembering parts of a paragraph. Navajo and Hopi students may choose a cultural food item to represent a paragraph model. Advanced students could further their skills by generating short essays using the model of topic paragraph (includes main idea), three supporting paragraphs, and a concluding paragraph that ties the information together.