

## **“Writing Lessons According To the 6 Traits of Writing” July 2007**

### **Lesson Template**

**Lesson Title: Writing a Paragraph Using the “Hamburger Model”**

**Trait: Organization**

**Grade Level: 3**

**Content Area: Writing**

**MA Framework: 23.5**

**Strand/Standard: *General Standard 23: Organizing Ideas in Writing:*  
**Organize ideas for an account of personal experience  
in a way that makes sense.****

**Teacher: Lisa Doucette**

**Instructional Content/Strategy/Strategies:** *Describe the content/strategy learned and used.*

The purpose of this lesson is to help students organize their ideas, on a specific topic, into paragraph form using the “hamburger” graphic organizer.

**Instructional Objectives:** *Include content, process or skills, goals . . .*

The students will use the “hamburger” graphic organizer (see attached) to organize their ideas and thoughts on a specific topic into paragraph form. They will become familiar with the structural parts of a paragraph, including: a topic sentence, 3 supporting detailed sentences, and a closing sentence. The follow up to this lesson will be to have the students use their graphic organizers as a road map to write the first draft of a paragraph.

**Description:** *Include how you proceeded with the lesson. What did you do?*

- Begin by asking the students to pretend to make a hamburger for someone at home. Ask them to show you their actions without words. Then ask a volunteer to explain what he/she did to “make” the hamburger. Responses will vary, but should follow a process (For example, starting with a hamburger, adding toppings, and placing it in a bun.).
- Tell students that we can use a model of a hamburger to help us write a complete paragraph. A paragraph has different parts that fit together in the same way that the hamburger has parts that fit together. Each one would not be complete, or as tasty, without all of its parts.
- Display a large model of the “hamburger” graphic organizer on the board or display a copy on an overhead projector. Explain the model by pointing out each part of the hamburger and the corresponding part of the paragraph.
- Ask the students if they like to add any other ingredients to their hamburgers to make them even tastier. The same idea works with paragraphs. If you add more “tasty” ingredients, such as strong detailed sentences, the paragraph becomes more descriptive. Along the way, you will undoubtedly receive responses ranging from, “I am a vegetarian & only eat veggie burgers,” to “I like triple deckers!” Explain that the hamburger model can work with any type of sandwich as

- long as the students understand that at least five parts (topic sentence, 3 details, closing) need to be included for the sandwich/paragraph to be complete.
- Tell the students that you will work together and use the “hamburger” model to write a paragraph on the following topic: How To Make A Hamburger.
  - Brainstorm a list of ideas with the students on this topic & record this list on the board. Also, brainstorm a list of possible *time words* (first, next, last, etc.) to use, as this activity includes following steps in a process.
  - Fill in the “hamburger” graphic organizer step-by-step with the students, beginning with the “top bun/topic sentence.” Write one complete sentence in each section.
  - When each section is filled in, ask the students to look over the sentences to see if they want to make any changes.
  - An example of a filled in organizer may look like this:
    - **Topic Sentence/Top Bun:** To make a delicious hamburger, you need one hamburger bun, one hamburger patty, and a variety of toppings.
    - **First Detail Sentence:** First, carefully cook the hamburger patty on the grill until it is fully cooked.
    - **Second Detail Sentence:** Next, place the cooked patty on the bottom half of a soft, squishy hamburger bun.
    - **Third Detail Sentence:** Then, top your hamburger patty with a slice of cheese, crisp lettuce, and one slice of a ripe tomato.
    - **Closing Sentence/Bottom Bun:** Finally, finish assembling your hamburger by placing the top bun on the mountain of ingredients and enjoy!

**Resource Materials:** *Include book chapter pages, handouts, graphic organizers . . .*

- Chart paper or board to record brainstorming list.
- Markers
- Large model of “hamburger” graphic organizer to use with the class (either on the board or an overhead projector).
- Hamburger graphic organizer & word bank soda (attached)

**Assessment/Follow-up:** *List the method(s) you’ll use to assess student learning.*

- Assess student learning and understanding throughout the discussion by observing students and using frequent check-ins, such as “Show me thumbs up if you understand and thumbs down if you do not.” Clarify different points as needed. Ask questions as you go to ensure student understanding.
- Engage the students in the writing process with you by asking for their thoughts and ideas, as you model the process.
- Ask students to explain the connection between each part of the hamburger and each part of the paragraph.
- Review with students which step of the writing process this is (pre-writing) and ask them to think about why it is important/helpful to organize your thoughts and ideas before writing.
- The follow-up to this lesson will be to use the filled-in graphic organizer during the next lesson to model how to write the first draft of the paragraph. Eventually, after modeling and sharing, students will try using one on their own.

**Reflection:** *How was this content/strategy useful or successful? What changes would you make, if any? Why did you select this content/strategy for this lesson? Was this an effective content/learning strategy? How will this content/strategy lead to increased achievement in your classroom?*

In my experience, I have found that students respond well to the hamburger model when learning how to write a paragraph. This particular model and graphic organizer are more familiar and concrete to my students than others I have used. Because students at the third grade level benefit from the use of concrete concepts and materials to fully understand a new topic, I have had the students build paper models

of hamburgers, in the past, as we were learning the hamburger model. It helped them see that each part fit together in a certain way to create a whole.

This model also gives students a template to fill in their ideas before attempting to organize them on paper, a task that can be quite overwhelming to some students. The template is versatile, as it can be used for any type of paragraph, both expository and narrative, on any different topic. It can also be used with writers at different levels. Once the students become familiar with using the basic template, they enjoy expanding their hamburgers/paragraphs to become more detailed.

One change I have made in the past was to re-draw the hamburger so that it only had one hamburger patty, lettuce, and tomatoes. In the attached template, you will see that the hamburger is actually a triple-decker. I found it helpful to separate the three detailed sentences out into different “ingredients” to help my students see that each detailed sentence should add a different detail to the topic.