

## Lead Student Lesson Plan

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### L04: "This I Believe" - Effective Sentences & Paragraphs

#### Main Purpose

- Learn how to illustrate abstract ideas with concrete examples in the "This I Believe" assignment.
- Learn how to use "voice" and "tone" effectively in your writing.
- Learn and practice four 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

As the Lead Student this week you will facilitate the Thursday Gathering. The times given for each activity are suggested times. The Gathering should not last more than 60 minutes. Try to make sure that the main purposes of the gathering are met each week.

OPENING	LED BY MISSIONARIES
<b>Announcements, Hymn, and Prayer</b>  (10 minutes)	Announcements  Opening Hymn: Chosen by missionaries Opening Prayer: By Invitation
CLASS ACTIVITIES	LED BY LEAD STUDENT
<b>Topic Review</b>  (5 minutes)	<b>Lead Student to Class</b>  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"> <li>• Do you think this is an effective example of ____? If so, what makes it effective?</li> <li>• Which of the readings did the best job of exemplifying the concept of ____?</li> <li>• Can you remember other parts of the readings that demonstrate this concept?</li> </ul>

	<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"> <li>• <b>Comma Rules</b> (see document below that can be used for grammar presentation)</li> <li>• <b>Narrative Writing</b></li> <li>• <b>Tone and Voice</b></li> <li>• <b>How Reading Improves Writing</b></li> </ul> <p>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.</p>
<p><b>Peer Review</b></p> <p>(45 minutes)</p>	<p><b>Advanced Preparation:</b> Write the items to look for on the board so that students can see them as they review the papers.</p> <p><b>In Partners</b></p> <ul style="list-style-type: none"> <li>• 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.)</li> <li>• 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?</li> <li>• Each person will silently read their partner's paper, making marks and comments on the copy.</li> </ul> <ol style="list-style-type: none"> <li>1. This week, students should read each paper with the following questions in mind: <ul style="list-style-type: none"> <li>▪ <b>The "This I Believe" paper should be a combination of philosophical reflection on the meaning of the particular belief and specific examples from the writer's life that illustrate that belief. A common mistake in this assignment is to have just one or the other. Does the paper you are reading have both? Does it need more of one or the other?</b></li> <li>▪ <b>Does the writer clearly state "I believe in _____"? At some point in the essay, the belief should be clearly stated.</b></li> <li>▪ <b>Are there transitions between moments of reflection and story-telling?</b></li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>▪ <b>Are there any awkward or wordy sentences?</b></li> </ul> <p>2. Students should then write <b>two points of praise and two suggestions for improvement</b> on the back of the paper.</p> <ul style="list-style-type: none"> <li>• When each student finishes reading the paper and writing comments, he or she will briefly explain those 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.</li> <li>• 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 comments on it.</li> <li>• After the time is up, have students do this one more time, so that three different people will have reviewed their paper.</li> </ul> <p>Items to remember:</p> <ul style="list-style-type: none"> <li>✓ Keep the students on schedule: After the activity begins, remind students that both of them need to explain their comments before the time is up. Give them 15 minutes for each peer review, then tell students to quickly find a new partner.</li> <li>✓ Remind participants that they are not obligated to incorporate all of the suggestions into the revision. If a participant has questions about a particular suggestion, they may ask their instructor or a writing tutor for additional help.</li> </ul>
<b>Personal Experience / Testimony</b>	<p><b>Lead Student to Class</b></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"> <li>• How has it improved your writing?</li> <li>• How has it deepened your learning as you read the lesson material, or material outside of class?</li> <li>• How has it improved your study of the gospel?</li> </ul>
<b>CLOSING</b>	<b>LED BY MISSIONARIES</b>
<b>Prayer</b>	Closing Prayer: By Invitation

Remember: You need to be able to contact each other and stay organized. Use the method that works best for your gathering group (texts, email, Facebook, etc.).

## Note

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

[Click here to access an excerpt from the Comma Rules \(Part 1\) document in Lesson 04.](#)