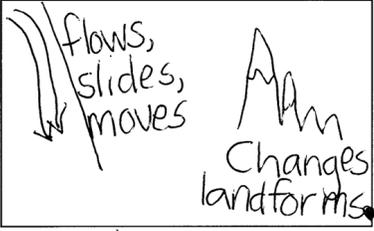


# Topic Sentence: Student Worksheet

Setting		Subject	Big Idea
When? 	Where? 	Who or What is the Information About? 	What about ____? Why is it important? 
 stormy	 tall majestic	 Sediment rocks, clay pebbles, dirt	 flows, slides, moves Changes landforms
During stormy weather in the tall mountains, sediment flows, slides, and moves down the hillsides causing the landforms to change.			

**Purpose:** Utilize this organizer to teach students how to write a topic sentence that includes a setting, subject and big idea. The organizer displays the formula (setting, subject, big idea) and four boxes for planning ideas and recording fancy words. The lines below the boxes are for students to write their powerful sentences.

## Directions:

**Step 1: Plan:** Students identify the subject of their sentence by asking: *Who or what is the information about?* Students draw a picture or write their subject in the box below the heading, "Subject". (See "sediment" in the example above.)

**Step 2: Plan:** The big idea is the reason for writing the information and why it is important.

**Reason or Purpose:** The big idea is the reason for writing the information. Although there are four different categories for purpose (inform, explain, describe, or analyze), primary grade students should only use the first two: 1) to inform, or 2) to explain. Students identify the big idea by asking: *What about sediment? Am I going to inform my audience about different types of sediment; or explain how sediment changes things?* (Explain how sediment changes things.) Students draw a picture in the box that shows their purpose, what information is being reported about sediment.

**Importance of Information:** The audience needs to understand why the information is important to read. Once the reason or purpose of the writing is identified, the student s then tell why or how the information is important; or make a claim about the information; or show the effects or impact of the information. (Tell the effects of sediment. It changes landforms.)

**Step 3: Plan:** Students identify the setting by asking: *When is this happening and where?* Students draw pictures in the boxes. (Please note: setting is only recorded if it makes sense.)

**Step 4: Talk:** Students practice forming a sentence using the pictures for support: *During bad weather in the mountains, sediment goes down the hillsides causing change.*

**Step 5: Plan:** Students record fancy words in each of the boxes, then practice retelling their sentences including the fancy words: *During stormy weather in the tall mountains, sediment flows, slides, and moves down the hillsides causing the landforms to change.*

**Step 6: Talk and Write:** When student are able to tell their sentences, they then write them down.

