Teach With Facts: Build a Strong Body Paragraph

Teacher		**Class**	Grade 7
Subject	ELA	**Topic**	Essay writing: informative essays
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn to teach with facts and explain what facts show. They build one strong body paragraph for a class informative essay.

Curriculum links

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Learning objectives

- Students will write factual explanations that teach about a topic without opinions.
- Students will select and organize facts into paragraphs with one clear focus.
- Students will analyze facts to support a clear factual one-sentence thesis statement.

Success criteria

- I can tell informative facts apart from personal opinions in writing.
- I can organize facts into a paragraph with one clear focus.
- I can explain what my facts show to support the thesis.

What students already know

Ask: What is one fact and one opinion about school lunches? Take 3-4 quick answers to hear if students separate checkable facts from feelings.

Key words

informative	teaching the reader with true facts, not feelings [1]
thesis statement	one sentence that gives the essay's main focus [1]
credible source	a trustworthy place known for correct information [1]
organization	putting ideas in a clear, sensible order [3]
analysis	explaining what facts mean and why they matter [1]

Materials

- Paragraph frame handouts
- highlighters in two colors
- projector for slides and video clips
- whiteboard and markers
- notebooks or loose paper

Before the lesson

- Print paragraph frame handouts, one per student, with boxes for focus sentence, facts, and explanation
- Test Video clip 1 (0:00-4:15) and Video clip 4 (0:00-5:00) and load Slides 1-12
- Put highlighters in two colors at each pair table and set Slide 5 vote ready

Lesson outline

0–5 min **Starter** 5 min · Whole class

Hook students and recall the difference between facts and opinions.

YOU DO

1. Greet the class and say the hook line about lists and paragraphs.
2. Show Slides 4-5 and take a quick vote on which topic fits one short essay.
3. Read two cell phone sentences aloud and have students signal fact or opinion.
4. Link the vote to the goal of an informative essay to educate the reader by presenting facts without personal opinions [1].

STUDENTS DO

1. Vote with hands on Slide 5 topics and say why one is too broad or opinion-based.
2. Show thumbs up for fact and thumbs down for opinion and explain the clue word.

Say: Facts alone are a list. Writers explain what the facts show. Let's turn a list into a paragraph. Teach the reader something new — let facts do the talking.

Worked example: Sentence 1: Cell phones send text messages using signals. Step 1: Ask if it teaches something true that can be checked. Yes. So it is a fact. Sentence 2: Cell phones are amazing and everyone should have one. Step 2: Find feeling words like amazing and should. Those show opinion, not a teachable fact [1].

Ask: Which cell phone sentence teaches the reader something checkable? (The signals sentence, because it can be checked in a trustworthy place.) · Why is the second sentence an opinion? (It uses feeling words like amazing and should that cannot be proved as fact.)

Check understanding: Scan thumbs up and down; if split, reteach opinion clues best, worst, should, amazing before moving on.

Support: Post opinion clue words best, worst, should, amazing for students to spot first. **Stretch:** Ask ready students to name evidence that could prove the fact, like a statistic, example, or quote.

Use: Slides 4-5

5–15 min **Teaching** 10 min · Whole class

Explain informative purpose and model a factual thesis.

YOU DO

1. Define informative writing and show Slides 2-3 key words.
2. Play Video clip 1 to review purpose, parts, and fact versus opinion examples.
3. Think aloud to narrow a broad topic to one that fits a short essay [1].
4. Model writing a one-sentence factual thesis with no opinion [1].

STUDENTS DO

1. Watch and listen for purpose, thesis, and fact clues.
2. Repeat the thesis test with a partner: factual, clear, and focused.

Say: An informative essay teaches the reader with facts, not opinions. A thesis statement is a sentence that clearly explains the main focus of the whole essay [1]. We keep the topic narrow so we can cover it well.

Worked example: Step 1: Start broad: recycling. Too big for three paragraphs. Step 2: Narrow once: recycling at school. Step 3: Narrow twice: how school recycling works. Step 4: Write thesis: This essay will explain how school recycling works by sorting, collecting, and reusing materials. Check: one sentence, factual, no opinion, clear focus [1].

Ask: What is the job of an informative essay? (To educate the reader with facts, not opinions [1].) · What does a strong thesis do? (It states the essay's main focus in one factual sentence [1].) · Why narrow recycling to school recycling? (A broad topic cannot be covered well in a short essay, so we make it small enough to explain [1].)

Check understanding: Use mini whiteboards: each student writes F for factual thesis or O for opinion for two examples; reteach if many miss.

Support: Provide sentence frames like This essay will explain how, why, and what about the topic. **Stretch:** Have ready students add the two or three key points the thesis promises to the reader.

Use: Slides 2-3, 6; Video clip 1 (0:00–4:15)

Created with LessonDino.com · AI lesson planner with checkable sources

15–25 min **Modeling** 10 min · Whole class

Model selecting, grouping, and linking facts to the thesis.

YOU DO

1. Show Slide 8 and play Video clip 4 on selecting and grouping evidence.
2. Remind students that formal essays use logical organization [3] and each body paragraph is dedicated to one key point [1].
3. Think aloud to group three sorting facts under one focus sentence.
4. Write the paragraph on the board and label focus, facts, and explanation.

STUDENTS DO

1. Watch grouping and call out which facts belong to sorting.
2. Copy the focus sentence and underline the analysis that explains the facts.

Say: We select only facts that match the thesis and put facts about the same point together. Each paragraph has one focus. Then we explain how each fact connects to the thesis.

Worked example: Thesis: This essay will explain how school recycling works by sorting, collecting, and reusing materials. Focus sentence: First, sorting keeps different materials apart so they can be reused. Fact 1: Bins are labeled for paper, plastic, and cans. Fact 2: Paper and containers go in different bins. Explanation: This shows that sorting at the start saves time later. This means for readers that a clean sort helps the whole system work. Close: So sorting connects directly to how recycling works.

Ask: Why do these three facts go in the same paragraph? (They share one key point about sorting, so they belong to one fact family.) · What does the analysis do? (It explains what the facts show and links them back to the thesis [1].)

Check understanding: Ask students to point to focus versus facts; if confused, re-label in two colors and reread.

Support: Label paragraph parts on the board and leave the model visible during pair work. **Stretch:** Ask ready students to suggest the best order for the facts and why that order makes sense.

Use: Slides 8, 10; Video clip 4 (0:00–5:00)

Created with LessonDino.com · AI lesson planner with checkable sources

25–50 min **Main Activity** 25 min · Pairs

Write and improve one body paragraph that explains facts.

YOU DO

1. Hand out paragraph frames and highlighters and display Slide 9 task and Slide 10 steps.
2. Direct pairs to use the class thesis and write the collecting paragraph with three given facts.
3. Circulate, prompt for explanation with This shows that, and check for opinions.
4. Stop at 20 minutes for two pairs to read aloud and get quick feedback.

STUDENTS DO

1. Write one paragraph on collecting using the frame: focus sentence, three facts, explanation, closing link to thesis.
2. Highlight the focus sentence in one color and the analysis in another color, then reread for opinions.

Say: With your partner, write one collecting paragraph. Start with one clear focus. Add facts, examples, and short quotes. Explain how each fact connects. Keep language clear and factual throughout.

Ask: How does your fact connect to the thesis? (It should show part of collecting and help explain how school recycling works.) · How do you know a sentence is analysis, not just another fact? (It explains what the facts show or mean for the reader, not just lists a fact [1].)

Check understanding: Collect frames and scan highlights; if analysis is missing, model one more This shows that sentence before plenary.

Support: Provide a frame with starters for explaining, such as This shows that and This means for readers.
Stretch: Have students add a comparison that helps explain the fact without adding opinion.

Use: Slides 9-10

Created with LessonDino.com · AI lesson planner with checkable sources

50–60 min **Plenary** 10 min · Whole class

Return to goals and check what students can explain.

YOU DO

1. Display Slide 11 mystery and connect small organized sections to paragraphs in an essay.
2. Run Slide 12 quiz orally and restate that the word essay comes from the French infinitive essayer, to try or to attempt [3].
3. Have students self-rate success criteria with fingers 1 to 3.
4. Preview exit ticket and homework.

STUDENTS DO

1. Answer quiz questions and explain fact versus opinion and thesis in own words.
2. Self-rate and note one fix needed in the paragraph.

Say: Strong paragraphs build one strong essay, like small organized sections build one strong whole. Tell me in your own words what an informative essay does and what your paragraph explained.

Worked example: Strong answer: An informative essay educates with facts, not opinions [1]. My paragraph focused on collecting. The facts show bins are picked up on a schedule and taken to a center, which means materials stay clean for reuse.

Ask: What is strong informative writing like in Slide 11? (Small, organized sections build one strong whole, like paragraphs in an essay.) · What will you fix next time? (Add clearer explanation linking facts to the thesis or remove opinion words.)

Check understanding: Use finger self-rating and two cold-call answers; reteach thesis or analysis tomorrow if ratings are low.

Support: Let students answer with their frame in hand so they can point to focus and analysis. **Stretch:** Ask ready students to state their next paragraph focus and one fact for it.

Use: Slides 11-12

Common mistakes

Mistake	How to spot it	How to fix it
Writing an opinion as if it were a fact	See feeling words like best, worst, should, or amazing in the paragraph	Rewrite it as a teachable fact that educates with checkable information [1]
Listing facts with no explanation	Paragraph has facts but no sentences that say what they show	Add This shows that or This means for readers to analyze facts for the thesis [1]
Putting mixed points in one paragraph	Facts about sorting and reusing are in the same paragraph	Regroup so each paragraph has one focus and follows logical organization [3]

Support

- Provide a frame with starters for explaining, such as This shows that and This means for readers.
- Keep opinion clue cards and the model paragraph visible for reference.
- Pair struggling writers with a confident partner who reads facts aloud first.

Stretch

- Have students add a comparison that helps explain the fact without adding opinion.
- Have students plan two more focus headings with one fact each for the full essay.
- Have students judge which source type would add balance, like a book plus a trusted website [1].

For the LSE or teaching assistant

Sit near pairs who need writing support, prompt focus first then facts, and help highlight focus and analysis in correct colors.

Check for understanding

Question	Answer
What is the job of an informative essay?	To educate with facts, not opinions.
What does a thesis statement do?	States the essay's main focus in one factual sentence.
What should each body paragraph include?	One clear focus, relevant facts, and explanation linking facts to the thesis.

Homework

Finish your collecting paragraph and underline the sentence that links facts to the thesis.

Sources

1. INFORMATIVE ESSAY WRITING FOR MIDDLE SCHOOL · essayassist.x10.mx · https://essayassist.x10.mx/informative-essay-writing-for-middle-school.html
2. Why Not Relax & Try Our Informative Essay Writing Service? · eazyresearch.com · https://eazyresearch.com/services/informative-essay-writing
3. Essay - Wikipedia · en.wikipedia.org · https://en.wikipedia.org/wiki/Essay
4. Darcy Pattison · Wikipedia · https://en.wikipedia.org/wiki/Darcy_Pattison

Created with LessonDino.com · AI lesson planner with checkable sources