

CHAPTER II

THEORETICAL FOUNDATION

A. Lesson Plan

1. Definition of Lesson Plan

Harmer explained lesson planning is the art of combining several of different elements into a coherent whole so that a lesson has an identity which students can recognize, work within, and react to whatever metaphor teachers may use to visualize and create that identity. The plans which help teacher identity aims and anticipate potential problems are proposals for action rather than scripts to be followed slavishly, whether they are detailed documents or hastily scribbled notes. Therefore, he stated that experienced teachers may well be able to run an effective lesson.¹

Farrell stated that a lesson plan can be defined as “a unit in which it is a sequence of correlated lessons around a particular theme or it can be specified as a systematic record of a teacher’s thoughts about what will be covered during a lesson”. He further adds that a daily lesson plan is a written description of how students will move

¹ Septe A.L, “The Analysis of English Teachers’ Lesson Plans Through Objectives Theory”, *2nd International Conference on Educational Assessment and Policy* (ICEAP, 2019), p.64.

towards obtaining specific objectives. Brown mentioned that lesson plans are a set of activities that cover a period of classroom time, usually ranging from forty to ninety minutes. Mulyasa stated that the lesson plan constitutes planning which illustrates the procedure and management of the learning process to achieve one or more basic competence that set in standard competence and describe in the syllabus.² Furthermore, Richards and Bohlke have stated, “planning a lesson before teaching is considered essential to teach an effective lesson”.³

According to Reed “Lesson planning process allows teachers to evaluate their own knowledge with regard to the content to be taught”.⁴ Melissa Kelly “A lesson plan is a framework and a road map, which each teacher will create using an individual style. A good lesson plan is one that sees the “big picture” but include detailed information for each activity. It is a good idea to organize your lesson plan as a unit plan.”⁵

² Septe A.L, “The Analysis of English Teachers’ Lesson Plans Through Objectives Theory”, *2nd International Conference on Educational Assessment and Policy (ICEAP, 2019)*, p.64.

³ Richards, J.C., & Bohlke, D. *Creating Effective Language Lessons*, (New York, Cambridge University Press, 2011), p.35.

⁴ Reed, M & Michaud, C. (2010), Goal-driven lesson planning for teaching english to speakers of others language. Retrieved on May 18, 2021 from: <http://www.bu.edu/sed/files/2010/11/read-lesson-driven-planning-intropdf>.

⁵ Melissa, K. (2011), Definition of A Lesson Plan. Retrieved from: <http://www.academia.edu/3690161/>

From the definition above, it can be concluded lesson plan is generic name for teacher preparation of instruction process in the class room.

2. Function of Lesson Plan

Every teacher is required to prepare a lesson plan. This is considered as guide for the day's lessons. It means student learning is correlated to teacher planning. When plan is ready, teachers can focus on its implementation. So, teachers do not have to think so much about what they need to do next they are able to focus on other parts of the lesson. Lesson planning is important because it helps teachers assure that the day-to-day activities that go on in their classrooms are providing students with an adequate level of long-term progress toward the goals outlined in their scope and sequence, as well as their individual education plans when necessary. The effective of lesson plan that includes several elements: learning objectives, quality questions, supplies and activities. It is important to have the learning objectives in mind because those should drive the development and implementation of all activities in the classroom. Lesson planning allows teachers to explore multiple aspects of pedagogical content knowledge. In developing lesson plans, teachers have opportunities to think deeply about the subject matter, including the way the subject matter is represented in particular textbooks or in such aspects of the

curriculum as standards and benchmarks. The teacher also have time to develop pedagogical activities or methods that enable students to grasp the subject matter. Finally, lesson planners can ponder what students know and how they may best understand the content.⁶

The function of lesson plan is as a reference for teacher implementing teaching learning process effectively. According to Suparlan, there are three basic function of lesson plan. They are:⁷

- a. Lesson plan is an organizer of ideas. Lesson plan is the act writing down both the purpose and the planned procedures for a given lesson can help the teacher to clarify them in their own mind.
- b. Lesson plan as a record of teacher ideas and classroom activities. Teachers must keep so many details in mind as they engage in their daily work with students that their memory banks sometimes become overloaded. Written lesson plan can be referred to while a lesson is in progress to remind the teacher.
- c. Lesson plan can be used as a guide for classroom for teacher and also for observers. This function is probably more important for novice teacher than for experienced teacher.

⁶ Tina Oktafianti, "An Analysis of Lesson Plan Made By An English Teacher Referring To Curriculum 2013 at MTs Al-Qur'an Harsallakum Bengkulu In Academic Year 2018/2019", (Thesis Program of English Education Department of Tadris Faculty Of Tarbiyah And Tadris State Institute For Islamic Studies (IAIN) Bengkulu, 2019), p.25-26.

⁷ Suparlan, *Module: English Lesson Plan*, (Jakarta: Tama University, 2010).

Based on those function which expert said, the researcher got some conclusions about functions of lesson plan, they are (1) Lesson plan is a guiding for teacher in teaching learning process (2) Lesson plan is aid for teachers in reminding their ideas about action that should they do while teaching learning process.

3. Components of Lesson Plan

Creating a lesson plan is a crucial activity to do by any teacher, because the lesson plan contains the planning materials, planning objectives, teaching methods and learning procedures and so on. According to Wikanengsih, a lesson plan must fulfills the following components: (1) Subject Identity: contain clear identity. (2) Standard Competence: according to the curriculum. (3) Basic Competence: in accordance with curriculum. (4) Indicators of Achievement Competence: contains words that are operational and scalable. (5) The Purpose of Learning: include three realms of learning, cognitive, attitude, and psychomotor. (6) Teaching Material: the material given to the students must be in accordance with the level development. Organizing the material must be attractive in order to encourage students to learn. (7) Allocation of Time: the suitability of time setting based on necessity every step. (8) Learning Methods: accuracy of method selection. (9) Learning Activities: shows the learning process

that students activates in reach the three realms of learning. (10) Assessment of Learning Outcomes: refers to learning objectives, and (11) Learning Resources: revealing a variety of learning resources.⁸

Besides that, the Ministry of Education and Culture also stated some standards for the processing of lesson plan in Decree Number 22 of 2016, each lesson plan must consist of ten components:⁹

- a. Identity of a school class, which consists of the name of the institution, the unit, the class and the semester.
- b. Identity of the lesson, which consists of the name of the subject, the number and topic of the lesson and the date and time allocated.
- c. The core competence, which describes the main competence that students need to learn for the school level class in that subject in the aspect of attitudes, knowledge, and skills.
- d. Basic competencies and indicators of competent achievement. Basic competencies are several competencies which have to be mastered by students of a certain subject as a basis for establishing an indicator of competence. Meanwhile, indicators of competent achievement are behavior or performances which can be measured

⁸ Wikanengsih dkk. "Analisis Rencana Pelaksanaan Pembelajaran (RPP) Mata Pelajaran Bahasa Indonesia (Study Kasus Terhadap RPP yang ditulis Guru Bahasa Indonesia Dikota Cimahi)." *Jurnal Ilmiah UPT P2M STKIP Siliwangi*, (2015):2(1).

⁹ The Ministry of Education and Culture RI Decree Number 22 about the Standard of The Process, (Jakarta, The Ministry of Education and Culture RI, 2016).

and observed to show the achievement of certain basic competences.

- e. Objectives, which can be defined as processes and products of learning expected to be achieved by learners in the process of teaching-learning based on the core competence and basic competences.
- f. Materials, which consist of relevant theories, facts, principles, and procedures which are written based on the indicators for achievement of competence.
- g. Method of teaching is the method used by a teacher to create teaching-learning processes. Some methods for teaching that can be used in teaching speaking ESL are the Communicative Language Teaching (Communicative) Approach and the Co-operative Language Learning Approach/Method.
- h. Media and resources. Media are used by the teacher to deliver materials and maintain the processes, such as books, slides, overheads, flashcards, tape recordings, CDs and VCDs and the Internet. Materials can be taken from various sources, such as authentic materials from libraries and the internet including textbooks, novels, English newspapers and magazines and other IT resources.

- i. Teaching activities, which are divided into three stages, namely pre-teaching, while-teaching and post-teaching activities.
- j. Assessments, which are done to evaluate the results of the students' study in which the instruments used are based on the indicators for achievement of competency previously determined.¹⁰

Lesson plan is a short-term plan to think what teacher and students should do in teaching learning to achieve a competence which determined. According to BSNP 2007, they are eleventh competent in lesson plan. They are written in following:¹¹

- a. Identity of lesson consists of institutional unit, class, semester, Program /skills, lesson or theme of lesson and number of meeting.
- b. Standard of competency is qualification of minimized competence of students describing knowledge, attitude, and skills to be achieved every class and/or semester in a certain subject or competence which have to be posed by students in a certain subject. It is based on the Standard of Content of Minister of National Education Regulation No. 14 Year 2007.

¹⁰ The Ministry of Education and Culture RI Decree Number 22 about the Standard of The Process, (Jakarta, The Ministry of Education and Culture RI, 2016).

¹¹ Hujjaturrahmah S, "An Analysis of Lesson Plans on Teaching Reading at SMKN 1 Tapaktuan", (Thesis Faculty of Education and Teacher Training, UIN Ar-Raniry Darussalam Banda Aceh, 2019), P. 12-14.

- c. Basic competency is several competences which have to be mastered by students for a certain subject as a basis for establishing indicator of competency. It is also based on the Standard of Content of Minister of National Education Regulation No. 14 Year 2007.
- d. Indicator of competence achievement is behavior or performance which can be measured and observed to show the achievement of certain basic competence. In this notion, indicator of competence achievement is when students are able to perform their basic competence and it can be measured and observed through assessment execution covering cognitive, psychomotor and affective.
- e. Objective of study is process and product of learning expected to be achieved by learners based on basic competence. In this regard, at the end of course program, the students are able to achieve the aims which are relied on basic competence stated.
- f. Material of study consists of relevant theory, facts, principles, and procedures which are written in point style based on the indicator of competency achievement. This means that materials are related to what students will learn in the learning setting and have to be relied on the indicators of competency established.

- g. Time allocation is based on the need to achieve basic competency and learning load. It means that time allocation is the time allocated for conducting teaching-learning activity in order to achieve basic competence determined.
- h. Method of study is certain method applied by a teacher in order to create learning situation and learning process through which learners achieve the basic competence or a series of indicator determined. The selection of method of study is adjusted with situation and condition of learners as well as characteristic of each indicator and competence to be achieved in every subject. It assures that the methods employed are suitable for students' condition in order to achieve basic competence and indicators established.
- i. Teaching activity. It is divided into three stages: First, pre-teaching is conducted to encourage students' motivation and to attract their attention in learning participation. It can be interpreted that there are apperception and motivation conveyed to students in the beginning of teaching learning process. Second, while-teaching is the process of teaching and learning to achieve basic competency which is conducted systematically through exploration, elaboration and confirmation phases. Exploration is in which students are engaged in finding information actively, elaboration is in which students are

facilitated to think, to analyze, and to do tasks or projects cooperatively and collaboratively, while confirmation is in which students are confirmed their tasks or projects after exploration and elaboration phases through giving feedback or reflection. Finally, post teaching is conducted by concluding the lesson, doing assessment and reflection, and providing feedback and follow-up towards students.

- j. Assessment is conducted to evaluate students' results of study in which the instruments used are based on the indicator of competency achievement and Standard of Assessment. It can be elucidated that assessment is required to execute using rubrics in order to evaluate students' achievement towards indicators determined.
- k. Resources are based on standard of competency and basic competency, materials, activity, and achievement indicator of competency. In this viewpoint, resources are tools and media used such as textbook, projector, computer, internet, and so forth in order to conduct teaching learning activity runs well and effectively as well as to attract students' interests in learning.

Based at the Regulation of the Minister of National Education Number 103 of 2014, there are numerous additives main instructors in making 2013 curriculum lesson plan which may be additionally emerge as standards or requirement for getting ready the powerful 2013 curriculum lesson plan. The necessities are as follow:

- a. Main Competencies (KI). Main competencies is description of college students' with inside the important competence incorporate information, mind-set, and abilities to be reached in every elegance and each semester in a specific problem or competence which need to be raised via way of means of college students in a specific problem. Main competence is macro abilities primarily based totally at the authorities ordinance with inside the curriculum. This important competence that has diverse function competences to reap via way of means of the scholars. The macro abilities of English language are listening, studying, speaking, and writing. Each of those macro abilities is interpreted into simple competence which need to be reached via way of means of the scholars. After that, the principle competence and simple competence may be described into the syllabus and lesson plan.
- b. Basic Competence (KD). Basic competence is described to attain the principle competence. Basic competence formularization is

prolonged with reference the scholars' function, first functionality and problem feature.

- c. Indicator. Indicator of fashionable competence success is conduct or overall performance which may be envisioned and found to reveal the success of simple competence and important competence. Indicator of fashionable competence success is while college students are capable of perform their simple competence and it may be envisioned and inspected past evaluation schooling encompass cognitive (knowledge), psychomotor (skill), and affective (attitude)
- d. Objective. Process and made of gaining knowledge of that alleged to be won via way of means of newbies primarily based totally on simple competence is referred to as goals. In this assume, on the quite of the lecture application the scholars are capable of attain the dreams that are rely upon simple competence.
- e. Material. Material encompass applicable principle, facts, principles, and strategies that are written in factor pressure primarily based totally at the goal formulated, college students' function, and allocation of time. This manner that substances are rely to what college students will research within side the gaining knowledge of placing and need to be rely upon the aim set, college students' function and allocation of time

- f. Teaching activity. Teaching activity is divisible into 3 steps. First, pre-coaching. It is mounted to inspire the scholars and to draw the scholars' interest. It may be deciphered via way of means of apperception. Second, whist-coaching. It is procedure of coaching gaining knowledge of to attain simple competence composed of staring at, questioning, exploring, associating, and communicating. This is nicely-erected and normally referred to as via way of means of medical method. Observing is wherein studying, listening or look at the object.

4. Characteristics of Good Lesson Plan

There are several principles of lesson planning that are relatively generally accepted, according to Sagala in Rusydi Ananda¹², including:

- a. The principle of development. In principle, students who are learning are in the process of development and will continue to develop. The ability of children at the age level and grade level varies according to their development. Children at a higher grade level have higher abilities than those below it. At the time of selecting teaching materials and methods, teachers should pay attention to and adjust to the abilities of children, because some

¹² Rusydi Ananda, *Perencanaan Pembelajaran*, (Medan: LPPPI, 2019), 11-14.

changes are fast and some are slow. Therefore, teachers should understand and be patient in carrying out the task of learning services for their students. If at one time the student has not noticed his progress, it may take a week or so before the child can make significant progress. This challenge is an important part of the profession of a teacher in carrying out learning tasks.

- b. The principle of individual difference. Each student has different characteristics and traits, receiving the influence and treatment of their respective families. There are students who are tall, thin, fat, short, agile, slow, high or low intelligence, talented in certain fields, irritable, friendly, cheerful, enthusiastic, and other behavioral characteristics. To be able to provide learning assistance for students, the teacher must be able to correctly understand the characteristics of the students, both in preparing and presenting lessons as well as in providing assignments and student learning guidance. Teachers should adapt to the characteristics of their respective students by making learning adjustments by paying full attention to these individual differences.
- c. The principle of children's interests and needs. Every child has their own interests and needs, children in the city for example have different interests and needs with children in the village, as well as

children in coastal areas have different interests and needs with children in the mountains and so on. In terms of learning, teaching and delivery materials are adapted to the interests and needs of the child as much as possible. Although it is almost impossible to adapt learning to the interests and needs of each student, as far as possible these differences in interests and needs can be met. Learning needs to pay attention to interests and needs, because both will be the cause of attention. Something that interests and needs children, will certainly attract their attention, so they will be serious in learning.

d. The principle of motivation. Motivation has a large enough role in learning efforts, without motivation it is almost impossible for students to carry out learning activities. There are several efforts that teachers can do in planning learning to generate student learning motivation, namely:

1) Prepare to use various teaching methods or methods and media.

With various methods and media, boredom can be reduced or eliminated.

2) Planning and selecting materials that interest and need students.

Something that is needed will attract attention, the fulfillment of this learning need will generate motivation to learn it.

- 3) Providing intermediate targets, the ultimate goal of learning is passing the exam or advancing to class. This final target has only been achieved at the end of the year, to generate learning motivation, intermediate targets such as semester exams, midterms, final tests and so on are held.
- 4) Provide opportunities for success. Materials or difficult questions can only be accepted or solved by smart students, less intelligent students are difficult to master or solve. Therefore, learning planning must be seen from the suitability of the level of children's learning abilities, namely so that students who are less intelligent can also master and solve problems, then provide materials / questions that are in accordance with their abilities. The success achieved by students can lead to satisfaction and then generate motivation.
- 5) Creating a pleasant learning atmosphere, a warm learning atmosphere containing a sense of friendship, a sense of humor, acknowledgment of the existence of students, avoiding reproach, can generate motivation.
- 6) Hold a healthy competition or competition that can generate motivation to learn. Students can compete with the results of

their own learning or with the results achieved by others. In this competition can be given a test, reward or prize.

Furthermore, the characteristics of learning planning according to Sanjaya in Rusydi Ananda¹³ are as follows:

- a. Learning planning is the result of a thinking process, meaning that a learning plan is not arranged carelessly but is prepared by considering all aspects that may have an effect, in addition it is prepared by considering all available resources that can support the success of the learning process.
- b. Learning planning is structured to change student behavior in accordance with the goals to be achieved. This means that the main focus in lesson planning is the achievement of objectives.
- c. Learning planning contains a series of activities that must be carried out to achieve the objectives. Therefore, learning planning can serve as a guide in designing learning according to needs

Furthermore, according to Banghart and Trull as quoted by Harjanto in Rusydi Ananda¹⁴ that the characteristics of learning planning are:

¹³ Rusydi Ananda, *Perencanaan Pembelajaran*, (Medan: LPPPI, 2019), 14.

¹⁴ Rusydi Ananda, *Perencanaan Pembelajaran*, (Medan: LPPPI, 2019), 14-15.

- a. It is a rational process, because it is related to social goals and the concepts are designed by many people.
- b. It is a dynamic concept, so it can and needs to be modified if the incoming information expects it to.
- c. Planning consists of several activities, the activities are many, but can be categorized into procedures and directions.
- d. Learning planning is related to the selection of funding sources, so it must be able to reduce waste, duplication, misuse and mismanagement.

There are several important characteristics, based on the Minister of National Education Regulation Number 41 Year 2007 about Standard of Process, which should be considered by the teacher before developing a lesson plan. The principles are as follows:¹⁵

- a. Concern learners' differences such as gender, prior ability, intellectual level, interest, motivation of learning, aptitude, potential, social ability, emotion, learning style, special needs, learning speed, culture background, norms, values, and learners' environment. This means that before conducting lesson plan, teachers have to consider many aspects related to students'

¹⁵ Minister of National Education Regulation Number 41 Year 2007

differences and their backgrounds in order to produce appropriate and useful lesson plan for students.

- b. Encourage students to be active participants. The process of teaching learning places students as the center by boosting motivation, interest, creativity, initiative, inspiration, autonomy, and learning enthusiasm. Moreover, the teachers will make their students become active by doing many useful efforts. So, in arranging a lesson plan, a teacher has to consider this principle.
- c. Develop reading and writing culture. It means that reading and writing culture are skills that are very rare to be taken into account either by teachers or students. Therefore, in arranging a lesson plan, a teacher has to consider this principle.
- d. Give feedback and follow-up such as develop draft program of positive feedback, empowerment, enrichment, and remedial. In this part, after conducting teaching-learning activity or in post-teaching activity, teachers have to provide feedback and follow up towards students' tasks or performances.
- e. Be relevant and cohesive. Lesson plan is developed by considering relevance and cohesiveness among standard of competency, basic competence, materials, teaching-learning activity, indicator of competency achievement, assessment, and resources united in

learning experience. The lesson plan developed by thematic teaching learning, integration across subject and learning aspect, and culture diversity. It means the teachers have to make sure that the lesson plans developed must be relevant and coherent among the lesson plan's components such as score competence, basic competence, materials, and so forth as well as they are relevant with culture diversity.

- f. Apply information of technology and communication based on situation and condition. In other words, in developing lesson plan, teachers may use information of technology and communication media such as internet, newspapers, and so forth in the teaching instruction as an attempt to attract students' interests in learning.

B. Teaching Reading Comprehension

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and

facilitating learning activities (such as note taking, discussion, assignment writing, simulations and practice).¹⁶

Meanwhile reading is a key part of learning English and these lessons give teachers an excellent opportunity to introduce topics of their own. Be careful when selecting an article. It is important that your students are interested in the material. They will be more active in the discussion if they feel strongly about a particular topic. While students certainly need practice reading material in English, it is important that the teachers include short speaking, listening and writing activities whenever possible in your reading lessons. The focus of the lesson may be on reading a particular passage but having a diverse lesson plan will enable students who are good at other aspects of English to still participate in the passage but having a diverse lesson plan will enable students who are good at other aspects of English to still participate and feel confident in their abilities while working to improve an area they are weaker at.¹⁷

The teaching of reading comprehension in junior high school is essentially aimed at preparing the student to be able to read English text that they will understand and they will encounter in their lives. The goal

¹⁶ Brande Jackson, What is Teaching? A Definition and Discussion. <https://infed.org/mobi/what-is-teaching/>. (Retrieved: May 18, 2021).

¹⁷ Hujjaturrahmah S, "An Analysis of Lesson Plans on Teaching Reading at SMKN 1 Tapaktuan", (Thesis Faculty of Education and Teacher Training, UIN Ar-Raniry Darussalam Banda Aceh, 2019), P. 18.

of learning English language is to develop people's skill of communication. There are several instructional practices that the teacher can use to improve the reading comprehension of struggling reader. Reading comprehension is supported by integrating variety of instructional practices in teaching reading routines including reading strategies and skills.¹⁸

According to Martin Williams, they are how to proceed with teaching reading:¹⁹

1. Warm up

Since students will mostly be sitting at their desks during a reading lesson, use the five to ten minute warm up period to get students moving and speaking. The teachers are also going to generate some interest in their reading topic so that the warm up activity flows into their introduction of the material. One way to do this is to have students stand in circle and ask them to tell to the teachers what they know about a certain topic. This can be as simple as giving you some related vocabulary. After a student has given you a word or phrase the teachers can write it on the board, and he can call on a student to gently

¹⁸ Fransiska Rinda Susanti, The Effect of Using Paired Summarizing Technique Toward Reading Comprehension on Descriptive Text of The Second Grade Students at SMPN 1 SIAK Hulu Kampar Regency, (2014). <http://repository.uin-suska.ac.id/5978/3/BAB%20II.pdf>

¹⁹ Martin Williams, How to Teach a Perfect Teaching Reading. Retrieved on May 18, 2021 from: <http://m.busyteacher.org/4035-how-to-teach-a-perfectreading-lesson.html>.

toss it to the next. If appropriate teachers can bring a ball to class and ask students to gently toss it to the next person. This is good because it actually gives students something to focus on other than the words being written on the board which you will be able to review later.

2. Introduce

Introduction may have been made quite easy by the warm up activity while students are seated, ask them to use some of the vocabulary they came up with in sentence and add any key vocabulary to the list. Then teachers can distribute the reading passage and ask students to read it silently to become acquainted with the new material.

3. Practice

Practice reading the material aloud. Teachers can do this through a series of steps. First have students do some slash reading. Teacher should read the passage aloud pausing where appropriate. Have students repeat each section after you and place slashes in their text. A sample sentence might look like this “for Eid Mubarak breakfast/ I ate Lontong, /” this will help students read more naturally. Then teachers can have students read the passage by repeating sentence after you and then call on students to read one sentence at a time. If students struggle with the pronunciation of certain words, take this

opportunity to practice pronouncing them too. The teachers may wish to have

4. Practice more

With reading lessons it is important to ensure that students understand the material as well as any new words. To check vocabulary the teachers can ask students to match synonyms, antonyms or pictures or ask them to complete sentence with the correct vocabulary words. To check over all comprehension, the teachers can starts with some true or false questions. Be sure to ask students why a particular statement is true or false when checking the answer. The teachers can also have fill in the blank sentence or basic comprehension questions in this section.

5. Produce

Prepare some discussion questions related to the reading and some that require students to use key phrases in their answers. For beginners, discussions will be quite challenging but intermediate and advanced students will gain a lot from discussing their through and opinions. In smaller classes there will be more opportunities for students to share their viewpoints while with large classes you may simply have to ask who agrees or disagrees with a particular statement and then call on three or four students to express their opinions.

6. Review

The teachers ask students to summarize the reading or what they learned in class. If you have not already done so, you can also have students search for the topic sentence and discuss why students chose certain sentence whether they chose correctly or not.

