

5 Day Schedule

Paragraph Lesson 2: How-to-Paragraphs

Day 1: Section 2 – Mind Bender® (teacher checks), *Assignment Segment 1*

Section 3 – Add to Checklist (instruction)

Section 4 – Adjectives (instruction and practice)

Section 5 – Adjectives Practice (instruction and practice)

Section 6 – Order Word Chart (instruction and practice)

Day 2: Section 7 – Paragraph Organization (instruction and write)

Section 8 – Highlighting (instruction and practice)

Section 9 – Review Basic Paragraph Outline (instruction)

Section 10 – Example Outline (instruction)

Section 11 – Example Paragraph (instruction)

Student writes rough draft and edits PB & J paragraph. (1st paragraph) (teacher helps as needed and checks) *Assignment Segment 2*

Section 11 – Example Paragraph

Student types final copy PB & J paragraph. (1st paragraph) (teacher helps as needed and grades) *Assignment Segment 2*

Day 3: Section 7 – Paragraph Organization

Student writes 2nd brainstorm. (teacher helps as needed and checks) *Assignment Segment 3*

Section 9 – Review Basic Paragraph Outline

Student writes 2nd outline. (teacher helps as needed and checks) *Assignment Segment 3*

Day 4: Section 11 – Example Paragraph

Student writes rough draft and edits 2nd paragraph. (teacher helps as needed and checks)

Assignment Segment 3

Section 11 – Example Paragraph

Student types final copy of selected topic 2nd paragraph. (teacher helps as needed and grades)

Assignment Segment 3

Day 5: Section 6 – Descriptive Poetry (instruction and practice)

Student writes (types) poetry. (teacher grades) *Assignment Segment 4*

10 Day Schedule

Paragraph Lesson 2: How-to-Paragraphs

Day 1: Section 2 – Mind Bender® (teacher checks), *Assignment Segment 1*

Day 2: Section 3 – Add to Checklist (instruction)
Section 4 – Adjectives (instruction and practice)

Day 3: Section 5 – Adjectives Practice (instruction and practice)
Section 6 – Order Word Chart (instruction and practice)

Day 4: Section 7 – Paragraph Organization (instruction and write)
Section 8 – Highlighting (instruction and practice)
Section 9 – Review Basic Paragraph Outline (instruction)

Day 5: Section 10 – Example Outline (instruction)
Section 11 – Example Paragraph (instruction)
Student writes rough draft and edits PB & J paragraph. (1st paragraph) (teacher helps as needed and checks) *Assignment Segment 2*

Day 6: Section 11 – Example Paragraph
Student types final copy PB & J paragraph. (1st paragraph) (teacher helps as needed and grades)
Assignment Segment 2

Day 7: Section 7 – Paragraph Organization
Student writes 2nd brainstorm. (teacher helps as needed and checks) *Assignment Segment 3*
Section 9 – Review Basic Paragraph Outline
Student writes 2nd outline. (teacher helps as needed and checks) *Assignment Segment 3*

Day 8: Section 11 – Example Paragraph
Student writes rough draft and edits 2nd paragraph. (teacher helps as needed and checks)
Assignment Segment 3

Day 9: Section 11 – Example Paragraph
Student types final copy selected topic 2nd paragraph. (teacher helps as needed and grades)
Assignment Segment 3

Day 10: Section 6 – Descriptive Poetry (instruction and practice)
Student writes (types) poetry. (teacher grades) *Assignment Segment 4*

Paragraph Lesson 2: How-to Paragraphs

Sentence Structure: Quality Adjectives

Sequence Order – Block Outlines

Poetry: Descriptive

- | | |
|-----------------------------------|--|
| 1. Previous Lesson | 7. Paragraph Organization WS 4, 5 (TP 5, 6) |
| 2. Mind Bender® | 8. Highlighting WS 4, 5 again (TP 5, 6) |
| 3. Add to Checklist (TP 1) | 9. Review Basic Para. Outline WS 6, 7 (TP 7) |
| 4. Adjectives WS 1 (TP 2) | 10. Example Outline WS 7 (TP 7, 8) |
| 5. Adjective Practice WS 2 (TP 3) | 11. Example Paragraph (TP 8) |
| 6. Order Word Chart WS 3 (TP 4) | 12. Descriptive Poetry WS 8 (TP 9, 10) |

1. Previous Lesson: Lesson 1

- Organized Notebook with Tabs
- Mind Bender®
- 2 Block Outlines
- 2 Rewritten Paragraphs

At the beginning of every lesson is a list of the previous lesson's independent work for easy reference for the teacher. All work from each lesson should be completed before the next lesson is taught. The independent work from a previous lesson can be reviewed and corrected as completed or given to the teacher at the beginning of the next lesson.

When the final copy of all paragraphs is given to the teacher, they should be formatted, highlighted and marked according to the Paragraph Writing Checklist, No List and assignment instructions, which will be used to grade their papers.

2. Mind Bender® (*Assignment Segment 1*)

Check the Mind Bender® answers from the previous lesson before completing one for this lesson.

Mind Bender® answers are in the back of each Mind Bender® book from www.CriticalThinking.com The Critical Thinking Co. Do not take a grade for Mind Benders®, but give credit on the assignment records, if using, for attempting to complete the work. Do not file checked Mind Benders® in the student's notebook.

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3. Add to Checklist (TP 1)

Add to Paragraph Checklist:

8. Quality Adjectives: Which one? What kind? How many? (*Circle 3 per paragraph*)

When completed with this lesson, return this behind the “Checklists” tab.

In each paragraph written for independent work, students will be required to circle the 3 best adjectives, which come before nouns, every week.

TP 1 (WS 3 from lesson 1 which should be stored under the Checklist tab)

Lessons 1 – 5

Paragraph Writing Checklist

At least 6 sentences per paragraph & 100 – 230 words per paragraph

(Write the number of words in each paragraph in parentheses at the end of each paragraph.)

1. Indent/Paragraph Form
2. Type & Double space
3. Begin each sentence with a capital letter.
4. Put punctuation at the end of each sentence.
5. Subject and verb in every sentence
6. Begin sentences with different words.
7. Title should be taken from the last sentence.

Add to List:

8. Quality Adjectives: Which one? What kind? How many? (*Circle 3 per paragraph*)

(Adjectives will answer 1 of these questions about a noun.)

4. Adjectives WS 1 (TP 2)

Quality Adjectives – Which one? What kind? How many?

Using a thesaurus, look up stronger adjectives for the weak adjectives on the following chart.

big, happy, tired, old, good & green.

- For the word green also use other words for the color green such as emerald or sage.
- Write synonyms in the chart for possible replacements to use in the following practice.
- Using synonyms found for the original words, look up some of the synonyms in the thesaurus, looking for other words that could be substituted. (File WS 1 behind the “Word Lists” tab.)

The following words may be used in paragraphs, but will not count for required quality adjectives.

- **Number words** (few, many, several, and one, two, three, four...)
- **Basic color words**: (red, blue, green, yellow, orange, and purple, brown, black and white)

Adjectives WS 1 / TP 2
Which one? – What kind? – How many?

Big	Happy	Tired
Huge	Content	Weary
Immense	Pleased	Exhausted
Enormous	Blissful	Worn-out
Substantial	Cheerful	Bushed
Bulky	Fortunate	Fatigued
Extensive	Delighted	Sleepy
Vast	Thrilled	Drained
Whopping	Overjoyed	Beat
Old	Good	Green
Aged	Superior	Emerald
Elderly	Excellent	Olive
Mature	Fine	Lime
Previous	Decent	Jade
Former	Respectable	Immature
Ancient	Moral	Inexperienced
Antique	Satisfactory	Grassy
Traditional	Skillful	Young

5. Adjective Practice WS 2 (TP 3)

Using words from the adjective list, replace the underlined words in the following sentences. Complete all of the following sentences together. (File WS 2 behind the “Lesson Notes” tab.)

Adjectives WS 2 / TP 3

1. The **big** dog ran up the **big** hill with his **big** tail wagging happily.

*The **enormous** dog ran up the **huge** hill with his **gigantic** tail wagging happily.*

2. The **happy** clown smiled when he sang a **happy** song to the **happy** children.

*The **pleased** clown smiled when he sang a **joyful** song to the **delighted** children.*

3. The **tired** woman put her **tired** feet on the **tired** looking stool.

*The **fatigued** woman put her **weary** feet on the **wasted** looking stool.*

4. The **old** pen rolled off the **old** table onto the **old** floor.

*The **discarded** pen rolled off the **antique** table onto the **worn** floor.*

5. The **good** cat sprang onto the **good** fence when running from the **good** dog.

*The **superior** cat sprang onto the **excellent** fence when running from the **fine** dog.*

6. They found a **green** dollar stuck in a **green** bush with **green** thorns.

*They found a **fresh** dollar stuck in an **emerald** bush with **immature** thorns.*

6. Order Word Chart WS 3 (TP 4)

Students will be writing a how-to/sequence paragraph later for this lesson. The following words work well in this type of paragraph, giving a variety of words to begin sentences that help maintain sequential order.

Use words from the Order Words chart to begin some sentences when writing paragraphs.

(File: “Word Lists” tab.)

Order Words WS 3 / TP 4

After	Finally	Moreover	Shortly
After that	First	Next	Similarly
Again	Following	Next to	Soon
At first	Further	North	South
At the same time	Furthermore	On top of	Slowly
Before	Hurriedly	Presently	Then
Besides	In addition	Promptly	Third
East	In a minute	Quickly	Until
Equally important	In the first place	Right	West
Farthest from	Left	Second	When

Practice: Return to WS 2 / TP 3 and add order words from WS 3 / TP 4 to begin each sentence using different order words each time.

General comma rules: Some order words/phrases should be followed by a comma, and some should not. (*Do not deduct points for commas after or not after order words when grading.*)

- If a pause is needed for the sentence to make sense, then add a comma after the order word(s).
- Prepositional phrases are typically not followed by a comma.
- ‘Ly adverbs are usually followed by a comma.

Adjectives WS 2 / TP 3

1. The **big** dog ran up the **big** hill with his **big** tail wagging happily.

*The **enormous** dog ran up the **huge** hill with his **gigantic** tail wagging happily.*

***Quickly**, the **enormous** dog ran up the **huge** hill with his **gigantic** tail wagging happily.*

2. The **happy** clown smiled when he sang a **happy** song to the **happy** children.

*The **pleased** clown smiled when he sang a **joyful** song to the **delighted** children.*

***At first** the **pleased** clown smiled when he sang a **joyful** song to the **delighted** children.*

3. The **tired** woman put her **tired** feet on the **tired** looking stool.

*The **fatigued** woman put her **weary** feet on the **wasted** looking stool.*

***Finally**, the **fatigued** woman put her **weary** feet on the **wasted** looking stool.*

4. The **old** pen rolled off the **old** table onto the **old** floor.

*The **discarded** pen rolled off the **antique** table onto the **worn** floor.*

***Promptly**, the **discarded** pen rolled off the **antique** table onto the **worn** floor.*

5. The **good** cat sprang onto the **good** fence when running from the **good** dog.

*The **superior** cat sprang onto the **excellent** fence when running from the **fine** dog.*

***In addition**, the **superior** cat sprang onto the **excellent** fence when running from the **fine** dog.*

6. They found a **green** dollar stuck in a **green** bush with **green** thorns.

*They found a **fresh** dollar stuck in an **emerald** bush with **immature** thorns.*

***Shortly**, they found a **fresh** dollar stuck in an **emerald** bush with **immature** thorns.*

7. Paragraph Organization WS 4, 5 (TP 5, 6) (Assignment Segments 2 & 3)

Write an example Paragraph Organization for how to make a P B & J:

Topic: How to make a P B & J – Paragraph Organization

Question – “How do you make a peanut butter and jelly sandwich?”

Fill in the steps on how to make a P B & J on WS 4 / TP 5 using the example TP 6 as a guide.

- Following is an example Paragraph Organization. Fill in WS 4 / TP 5 with student’s original information as much as possible. Talk through the steps, giving guidance, organizing the necessary steps. Add a little extra in the description, such as cutting the sandwich into a rocket shape.
- The highlighting as marked in this example is explained in the following section (section 8).

WS 4 / TP 5

<p>Paragraph Organization (<i>Example</i>) TP 6</p>
<p>1. State your topic question about topic.</p> <p style="text-align: center;"><u>How to make a P B & J – How do you make a peanut butter and jelly sandwich?</u></p>
<p>2. State your point of view. Your point of view is your opinion about your topic.</p> <p style="text-align: center;"><u>What makes them special? Delicious when made by someone special.</u></p>
<p>3. State your audience. (Who are you explaining to in your paragraph?) <u>a 3 year old – preschooler</u></p>
<p>4. Brainstorming:</p>
<p>(Pink) Topic: making a P B & J</p>
<p>(Pink) Opinion: P B & J’s are the most delicious sandwiches when made by someone special</p>
<p>1. (Blue) Supplies – Get out the supplies – Knife, bread, peanut butter, jelly, plate, napkin</p>
<p>2. (Yellow) Spread the peanut butter on 1 side of 1 piece of bread.</p>
<p>3. (Yellow) Spread the jelly on 1 side of the other piece of bread.</p>
<p>4. (Green) Put the bread together with the jelly & peanut butter facing each other.</p>
<p>5. (Green) Cut in half or make rocket shaped or moon shaped or even a star.</p>
<p>6. (Orange) Clean up mess. Do not want to leave mess for mother.</p>
<p>7. (Pink) Final opinion: Eat and enjoy best ever P B & J.</p>

8. Highlighting **WS 4, 5 again (TP 5, 6)** (*Assignment Segments 2 & 3*)

Organize information on the Paragraph Organization brainstorm WS 4 / TP 5 by highlighting the brainstorm according to the following instructions. Use Paragraph Organization TP 6 as a guide.

1. Introduction will state topic and your opinion about what you are going to do. (**Pink**)
2. Support A: What supplies do you need? 1st step (**Blue**)
Knife, bread, peanut butter, jelly, plate...
3. Supports B, C, and D: What other steps do you need to take? (**Yellow**) 2nd, (**Green**) 3rd & (**Orange**) 4th
 - Highlight, explaining how some sections with similar information need to be combined into 1 support.
 - They will still have 4 supports A (blue), B (yellow), C (green), and D (orange).
4. Conclusion will restate the topic and state a concluding opinion. (**Pink**)

Include “Order Words” from WS 3 / TP 4 in the Block Outline so students remember to include them in their paragraphs.

Information will be taken from the Block Outline for writing the paragraph.

Limit each paragraph to 6 – 10 sentences, but the paragraphs must be 100 – 230 words long.

WS 5 will be used for the other paragraph for independent work.

- Only highlight the pink for the introduction and conclusion until after the brainstorm is complete.
- Then, highlight the brainstorm using the highlighting to show what information is combined.

9. Review Basic Paragraph Outline WS 6, 7 (TP 7) (Assignment Segments 2 & 3)

Teaching reminders:

- Each paragraph must be *at least 6 sentences long, with 100 – 230 words per paragraph.*
- The supports for the outline are the different steps to be taken for a how-to paragraph.

Fill in the blanks on WS 6 from TP 6, which is the Basic How-to Paragraph Outline in Block Outline form. Highlight block outlines WS 6, 7 / TP 7. (*Highlight all block outlines in this lesson.*)

Basic How-to Paragraph Outline WS 6, 7 / TP 7

- I. **Introductory Sentence** – State topic & point of view (opinion) (**pink**)
 - A. Main Support Idea – **1st step** (blue)
 - B. Main Support Idea – **2nd step** (yellow)
 - C. Main Support Idea – **3rd step** (green)
 - D. Main Support Idea – **4th step** (orange)
- II. **Concluding Sentence** – restates topic & viewpoint (opinion) (**pink**)

10. Example Outline WS 7 (TP 7, 8) (Assignment Segments 2 & 3)

Students are to write a P B & J outline on the top of WS 7, while the teacher writes the P B & J outline on the bottom of TP 7. The information should be taken from the P B & J Paragraph Organization WS 4 / TP 5, and should be similar to the Example P B & J Outline TP 8. Use order words to start the sentences even on the outline to stress the importance of using different words to begin each sentence.

Example P B & J Outline TP 7, 8

- I. (**Pink**) P B & J's are the most delicious sandwiches when made by someone special
 - A. (**Blue**) First, get out the supplies – Knife, bread, peanut butter, jelly, plate, napkin
 - B. (**Yellow**) Next, spread the peanut butter on 1 side of 1 piece of bread, then on 1 side of the other piece of bread spread the jelly.
 - C. (**Green**) After that, put the bread together with the jelly & peanut butter facing each other, cutting it in half or make rocket or moon shaped or even a star.
 - D. (**Orange**) Finally, clean up mess. Do not want to leave mess for mother.
- II. (**Pink**) Eat and enjoy best ever P B & J.

11. Example Paragraph (TP 8) *(Assignment Segments 2 & 3)*

Read and highlight the following paragraph, showing a how-to paragraph which is taken from the example brainstorm and outline, for how to make a P B & J. Students will write their own version from the outline WS 8.

Students are required to circle at least 3 quality **adjectives** which come before a *noun or nouns* in each of their independent work paragraphs.

(Adjectives can be used correctly in other parts of sentences besides in front of nouns. In order to encourage student's writing to become more descriptive, the focus in Paragraph Writing is to use adjectives that come before a noun.)

In the following example paragraph: Circle the descriptive **adjectives** and underline the nouns that follow the adjectives on TP 8.

- Better-quality adjectives add description giving an enhanced picture of an activity.
- Adjectives may be used more than 1 time, but only count 1 time for a quality adjective.

Best Ever Sandwich TP 8

(Pink) P B & J's are the most **delicious** sandwiches, especially when made by someone who knows what they are doing. **(Blue)** First, get out the supplies. A knife, two pieces of **whole wheat** bread, **creamy** peanut butter, **strawberry** jelly, a **paper** plate, and a napkin are the **main items** necessary. **(Yellow)** Next, spread the **smooth** peanut butter on one side of a piece of bread and then, on one side of the other piece of bread, spread the delicious jelly. Cleaning fingers with the tongue is usually needed at this point. **(Green)** After that, carefully smash the bread together with the jelly and peanut butter facing each other. Promptly, cut the sandwich in half or make it **rocket** shaped, **moon** shaped or even a star. **(Orange)** Remember to clean up the mess instead of leaving it for Mom. **(Pink)** The sandwich will taste superb, so eat and enjoy the best ever P B and J.

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At the end of these instructions file WS 4, 5, 6, and 7 behind the "Assignment" tab or in the notebook front pocket for future reference when completing this assignment.

12. Descriptive Poetry WS 8 (TP 9, 10) (Assignment Segment 4)

Adjective/Noun

Writing at least **10 lines**, with **2 words** per line, describe different things typically seen, heard, tasted, touched or smelled at a place.

- Select a topic – The topic is the **title**.
- List **nouns** that are items associated with the topic noun.
 - Highlight the nouns in the following example, “Beach” **blue**.
- List **adjectives** to describe the nouns – which one, what kind, & how many.
 - Highlight the adjectives in the following example “Beach” **green**.
 - When listing the adjectives use the thesaurus to find better adjectives.

Example: WS 8 / TP 9

Beach

Unique Houses

Burning Sand

Scattered Seaweed

Peaceful Waves

Baking Sleepers

Steaming Sunburn

Picturesque Umbrellas

Colorful Towels

Distant Boats

Gliding Seagulls

Isolated Cloud

Practice topic: Write about the mountains together.

Fill in the chart **TP 10** or make a chart on the **white board** with 2 columns like the chart. Students should make the chart on notebook paper. The chart is for brainstorming. Their final copy for their independent work should be typed, centered and neat.

1. Select a topic – a place or location. (mountains)
2. List **nouns** associated with the topic place, which are based on the 5 senses: see, hear, taste, touch, & smell. **Ask: What do you see, hear, taste, smell and touch or feel in the mountains?** All of the senses do not have to be used. The senses are to help with the brainstorming, not limit it. Write down whatever comes to mind and then look up the words in the thesaurus to find specific items that are more descriptive. List the answers as the nouns.
3. List adjectives – which one, what kind, & how many words to describe the listed nouns. List adjectives that describe the items associated with the topic. Which one? What kind? How many? Write down whatever comes to mind and then look up the words in the thesaurus to find better adjectives.
4. Organize the adjectives and nouns into pairs in a pleasing order. The adjective must come 1st and the noun must come 2nd in every line.

Practice Topic – Mountains TP 10

Adjectives (which one, what kind , how many)	Nouns (persons, places, or things found at the place describing)

At the end of these instructions file WS 8 behind the “Assignment” tab or in the notebook front pocket for future reference when completing this assignment.

Paragraph Assignment 2

Independent work due:

- Mind Bender®
- 2 Paragraph Organizations/Brainstorms
- 2 Block Outlines
- 2 How-to Paragraphs
- 1 Descriptive Poem

Segment 1: Mind Bender®

Segment 2: 1st How-to Paragraph – P B & J sandwich

Using the Paragraph Organization brainstorm WS 4 filled in together, write your Block Outline WS 7, and then write, edit, mark and highlight your 1st paragraph.

Segment 3: 2nd How-to Paragraph

Fill-in the Paragraph Organization brainstorm WS 5, and use that information to write your Block Outline WS 7. Write your 2nd how-to paragraph from the Block Outline. Write, edit, type, mark and highlight your 2nd paragraph.

Suggested Topics for 2nd how-to paragraph: 4 to 5 simple steps

1. How to make a favorite food.
2. How to throw a ball.
3. How to fix your hair.
4. How to wrap a gift.
5. How to play with or train your cat/dog.
6. How to help fix dinner.
7. How to play Go Fish or another simple game.
8. How to go shopping.
9. How to jump rope or select another exercise.
10. How to saddle or ride a horse.
11. How to ride a bike.

Mark in each paragraph: at least **3 adjectives** which come before a noun.

Write your paragraph using order words to begin at least some of the sentences.

Paragraphs should be formatted highlighted and marked according to the **Lessons 1 – 5 Paragraph Writing Checklist, Lessons 1 – 8 No List, and assignment instructions.**

Segment 4: 1 Descriptive Poem WS 8

- Title your poem. (Does not count for a line)
- Type and center your poem
- Use your thesaurus
- Do not repeat any words

Suggested topics: a city street, country road, forest, backyard, lake, river, your favorite place, somewhere you would like to go