

## Paragraph Lesson 2: How-to Paragraphs – Sequence Order

Sentence Structure: Quality Adjectives

Poetry: Descriptive

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

### 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 are 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®

If the Mind Bender® from the previous lesson has not been checked yet, then in each lesson read the Mind Bender® answers from the previous lesson before completing the next one assigned. Mind Bender® answers are in the back of each Mind Bender® book from [www.CriticalThinking.com](http://www.CriticalThinking.com) The Critical Thinking Co. A grade is not taken for Mind Benders® except credit is given for at least attempting to complete the work the best they can. Discard completed and checked Mind Benders®.

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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, return this behind the "Checklists" tab.

Circle the 3 best adjectives, which come before nouns, in each paragraph every week.

**Lessons 1 – 5****Paragraph Writing Checklist**

At least 6 sentences per paragraph & 100 – 230 words per paragraph  
(Write the number of words for each paragraph beside 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: must 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)**

Sentence Structure: Quality Adjectives – Which one? What kind? How many?

Using a mainly a thesaurus, look up the better 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 sentence 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 also. (File WS 1 behind the “Word Lists” tab.)

The following 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**

Which one? – What kind? – How many?

<b>Big</b>	<b>Happy</b>	<b>Tired</b>
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
<b>Old</b>	<b>Good</b>	<b>Green</b>
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**

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)

How to do something in sequence: Write a how-to or sequence paragraph for this lesson. The following words work well in this type of paragraph. Use Order Words to begin sentences when needed. This gives other words to begin sentences with besides “the, a, an...” and helps maintain order in the sequence. (File: “Word Lists” tab.)

**Practice:** Return to WS 2, TP 3 and add order words to begin each sentence using different order words each time. Some should be followed by a comma, some not. If a pause is needed for the sentence to make sense, then add a comma after the order word(s).

### Order Words

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

## 7. Paragraph Organization WS 4, 5 (TP 5)

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 **TP 5 & WS 4**.

Following is an example Paragraph Organization. Fill in TP 5 & WS 4 with 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.

### Paragraph Organization

1. State your topic question about topic.

**How to make a P B & J – How do you make a peanut butter and jelly sandwich?**

2. State your point of view. Your point of view is your opinion about your topic.

**What makes them special? Delicious when made by someone special.**

3. State your audience. (Who are you explaining to in your paragraph?) **a 3 year old – preschooler**

4. Brainstorming:

<b>(Pink) Topic:</b> making a P B & J
<b>(Pink) Opinion:</b> P B & J's are the most delicious sandwiches when made by someone special
1. <b>(Blue) Supplies</b> – Get out the supplies – Knife, bread, peanut butter, jelly, plate, napkin
2. <b>(Yellow)</b> Spread the peanut butter on 1 side of 1 piece of bread.
3. <b>(Yellow)</b> Spread the jelly on 1 side of the other piece of bread.
4. <b>(Green)</b> Put the bread together with the jelly & peanut butter facing each other.
5. <b>(Green)</b> Cut in half or make rocket shaped or moon shaped or even a star.
6. <b>(Orange)</b> Clean-up mess. Do not want to leave mess for mother.
7. <b>(Pink) Final opinion:</b> Eat and enjoy best ever P B & J.

## 8. Highlighting WS 4, 5 again (TP 5)

Organize information on the Paragraph Organization brainstorm **TP 5 & WS 4** by highlighting the brainstorm according to the following instructions.

1. Introduction will state topic and your opinion about what you are going to do. **(Pink)**
2. What supplies do you need? 1<sup>st</sup> step **(Blue)**  
Knife, bread, peanut butter, jelly, plate...
3. What other steps do you need to take? **(Yellow)** 2<sup>nd</sup>, **(Green)** 3<sup>rd</sup> & **(Orange)** 4<sup>th</sup>
4. Conclusion will restate the topic and state a concluding opinion. **(Pink)**

Highlight, explaining how some sections with similar information need to be combined into 1 support so they will still have 4 supports A (blue), B (yellow), C (green), and D (orange).

Include “Order Words” from **TP 4 & WS 3** in the outline.

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 but 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 6)

- Explain that each paragraph must be at least 6 sentences long, with 100 – 230 words per paragraph.
- Discuss how 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 **TP 6 & WS 6, 7**. **(This means highlight all block outlines in this lesson.)**

Basic How-to Paragraph Outline	
I.	<b><u>Introductory Sentence</u></b> – State topic & point of view (opinion) <b>(pink)</b>
A.	Main Support Idea – <b><u>1st step</u></b> (blue)
B.	Main Support Idea – <b><u>2nd step</u></b> (yellow)
C.	Main Support Idea – <b><u>3rd step</u></b> (green)
D.	Main Support Idea – <b><u>4th step</u></b> (orange)
II.	<b><u>Concluding Sentence</u></b> – restates topic & viewpoint (opinion) <b>(pink)</b>

## 10. Example Outline WS 7 (TP 6, 7)

Write out an outline on **WS 7 & TP 6** from the Paragraph Organization, which should be similar to the following example. Use order words to start the sentences even on the outline to stress the importance of using different words to begin each sentence.

Outline and then highlight the outline **TP 7**. Also highlight **WS 7 & TP 6**.

- 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 7)

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.

Circle in the following example, at least 3 quality **adjectives**, which come before a noun, in each paragraph. Circle the 9 descriptive **adjectives** and underline the **nouns** that follow the adjectives on **TP 7**.

### Best Ever Sandwich

**(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. (149 words)

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 8, 9)

Adjective/Noun – Using the thesaurus.

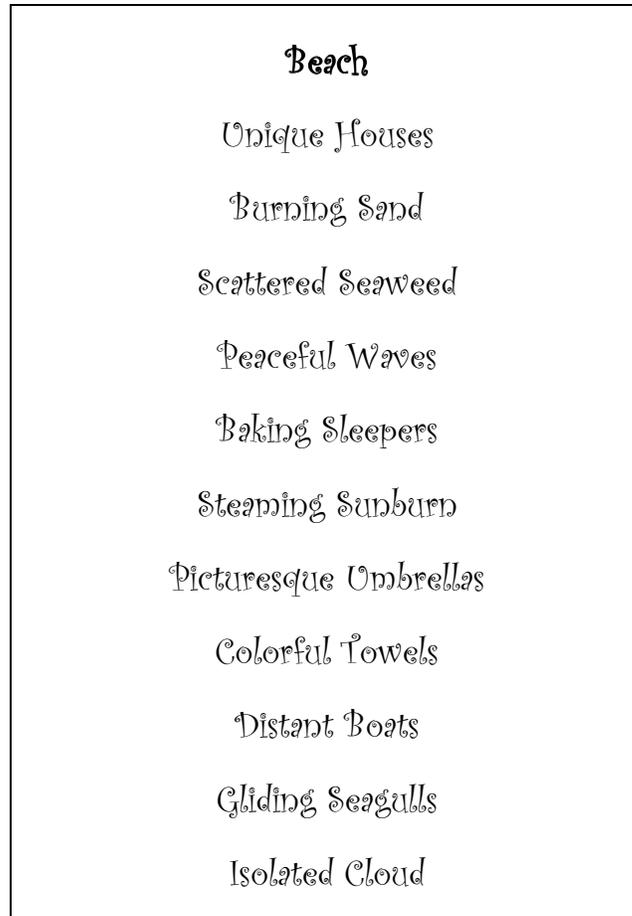
At least 10 lines, 2 words per line, describe different aspects or things typical of a place. Use the 5 senses: see, hear, taste, touch, and smell.

- Select a topic – List nouns that are items associated with the topic noun.

Highlight the nouns in the following example, “Beach” **yellow**. The nouns are listed 2<sup>nd</sup>.

- List adjectives – which one, what kind, & how many words to describe nouns.

Highlight the adjectives in the following example “Beach” **blue**. The adjectives are listed 1<sup>st</sup>.

Example: **WS 8 & TP 8**

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

Practice topic: Write about the mountains together.

Fill in the chart **TP 9**. Either use **TP 9** 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.

- Select a topic – List nouns that are items associated with the topic noun. List as many **nouns** or things, associated with the 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 better nouns. List the answers as the nouns.



## Paragraph Assignment 2

### Independent work due:

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

### Segment 1: Mind Bender®

### Segment 2: Paragraph Organization/Brainstorm, Block Outline, write 1<sup>st</sup> paragraph

Either write how to make a P B & J or select a topic from suggested topics below. Write, edit, and type your final paragraph.

1. Complete the Paragraph Organization/Brainstorm.
2. Block Outline: use the brainstorming information to write the outline
3. Write your paragraph using the order words to begin at least some of the sentences.
4. Each paragraph must have at least **3 adjectives** which come before a noun.

### Segment 3: Paragraph Organization/Brainstorm, Block Outline, write 2<sup>nd</sup> paragraph

Select a topic from suggested topics below. Write, edit, and type your final paragraph.

1. Complete the Paragraph Organization/Brainstorm.
2. Block Outline: use the brainstorming information to write the outline
3. Write your paragraph using the order words to begin at least some of the sentences.
4. Each paragraph must have at least **3 adjectives** which come before a noun.

Limit to only 4 – 5 how-to steps. Combine steps if needed.

#### Suggested Topics for Paragraphs:

1. How to make a favorite food.
2. How to make a bed.
3. How to wrap a gift.
4. How to play with or train your cat/dog.
5. How to help your mother fix dinner.
6. How to play Go Fish or another simple game.
7. How to go shopping.
8. How to deal with rodents (mice, squirrels, deer, rabbits, moles...)

Paragraphs should be formatted, highlighted and marked according to the **Lessons 1 – 5 Paragraph Writing**

**Checklist, Lessons 1 – 8 No List, and assignment instructions**, which will be used to grade papers.

### Segment 4: 1 Descriptive Poem

Use your thesaurus

Do not repeat words

10 lines, 2 words per line (1 noun and 1 adjective)

Title your poem.

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