

# Table of Contents

<b>Introduction</b> .....	3
<b>Standards</b> .....	4
<i>Understanding Paragraphs</i>	
What Is a Paragraph? .....	5
Puppet Script .....	6
The Odd Sentence .....	7
Putting a Paragraph in Order .....	9
Sample Sentences .....	11
From the Beginning to the End .....	12
Getting Ready to Hike .....	13
Find Your Way .....	14
Organizing Our Thoughts .....	15
Building a Paragraph .....	17
A Dream House .....	20
My Dream House .....	21
<i>Topic Sentences</i>	
What's the Topic? .....	22
Find the Topic .....	24
Introduce the Topic .....	25
Insect Paragraphs .....	27
Focus on the Topic .....	28
<i>The Body of a Paragraph</i>	
Body Questions .....	30
Word Pictures .....	32
<i>Closing Sentences</i>	
Keep the Paragraph Alive .....	34
Our Favorite Sports .....	35
In Other Words .....	36
<i>Paragraph Practice</i>	
Paragraph Writing Adventures .....	38
Expert Paragraphs .....	40
<i>Polishing Paragraphs</i>	
Is This a Paragraph? .....	41
Sample Paragraphs .....	43
Perfecting My Paragraph .....	44
Dairy Cows .....	46
<b>Paragraph Checklist</b> .....	47
<b>Answer Key</b> .....	48



# Keep the Paragraph Alive

## Objective

Students will be given paragraphs with a choice of closing sentences and choose the sentence that is the best for the paragraph.

## Materials

- “Our Favorite Sports,” sample paragraphs, page 35, one copy per student or prepared for class display
- highlighters (optional, one per student)

## Opening

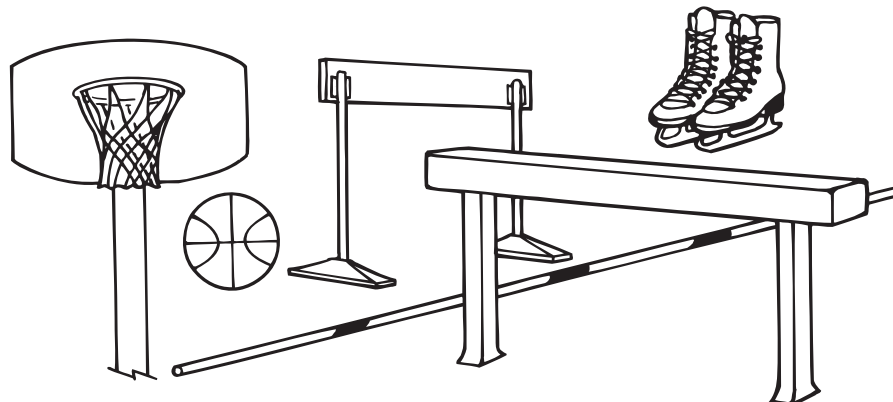
1. Ask students what they remember about the “roof” (closing sentence) of a paragraph.
  - *reminds reader of the main idea*
  - *ties up loose ends*
  - *is related to other sentences in the paragraph*
2. Ask students what a roof should do. (*keep the people in the house dry, not cave in*) Tell students that sometimes one type of roof does the job better than another.

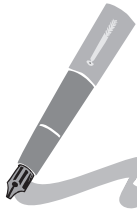
## Directions

1. Explain that sometimes the closing sentence is the hardest to write. It is the last sentence in the paragraph readers will read, so you want to leave a good impression of your writing.
2. Students will read several sample paragraphs. Each paragraph has two possible closing sentences.
3. Distribute or display “Our Favorite Sports.” Have students read each paragraph and choose the best closing sentence for that paragraph. They may circle or highlight their choice.

## Closing

1. Review student choices together as a class.
2. Discuss the reasons for the “best” choices. (*A closing sentence should be interesting for the reader. It should sum up the paragraph, and provide a closing or ending thought.*)





## *Our Favorite Sports*

### **Paragraph #1 by TU**

Baseball is my favorite sport. The equipment is expensive, but it's worth it. We play baseball to have fun and to exercise. Baseballs have red stitches that help the player throw the ball.

- A. Baseball is a great game to play!
- B. If you ever play baseball, you may get hurt.

---

### **Paragraph #2 by TB**

Baseball is a fun sport. It takes a lot of practice. When you play baseball games, you need to do your best. The bases are first, second, and third. There is also a "home" plate.

- A. If you learn more about baseball, you'll be able to play better.
- B. I think baseball is a fun game.

---

### **Paragraph #3 by JVT**

Football is my favorite sport. I love playing wide receiver. The quarterback hikes the ball and throws it to the wide receiver. The receiver catches it and runs for a touchdown. Then it is time to play defense. I like playing safety. I don't like two-hand touch. To make the game harder I call, "No two-hand touch."

- A. Football is an all-American sport.
- B. These are some of the reasons I enjoy playing football.

---

### **Paragraph #4 by SG**

Track is a great sport. Some people participate in track to lose weight. Many people run, jog, or walk. Sometimes track can be hard for people if they aren't used to it.

- A. They usually run out of breath, and their sides start to hurt.
- B. Track can be great exercise.

---

### **Paragraph #5 by KM**

I know a lot of soccer moves. I like playing defender in soccer. Next year, I want to try playing sweeper, defender, and midfield. Out of those three, I think I will like playing sweeper the best. We have five players on a field. There are two forwards, two defenders, and a goalie.

- A. I like soccer better than any other sport!
- B. Next year, we will have eight players on the field.



# Paragraph Writing Adventures

## Objective

Given an understanding of a narrative paragraph and whole-group practice each student will write a related paragraph.

## Materials

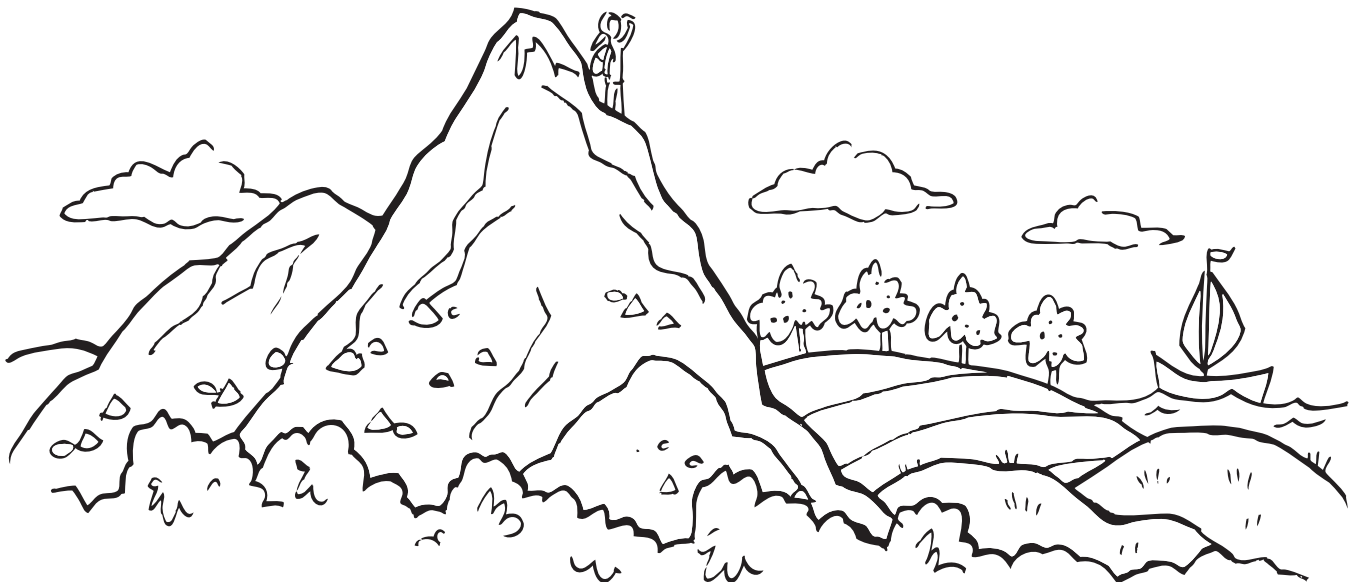
- magazine pictures of “extreme adventures,” such as surfing, mountain biking, whitewater rafting, snowboarding, riding a camel, etc.
- drawing paper, one piece per student
- colored pencils or crayons for each student

## Preparation

After students have written their paragraphs, cover student names and redistribute the paragraphs for peer evaluation.

## Opening

1. Display magazine pictures of extreme adventures. Ask students how they would describe the pictures. Discuss what makes these “extreme adventures,” i.e., exciting and/or dangerous activities.
2. Start a list or web on the whiteboard with the extreme adventures pictured.
3. Have students contribute other ideas for extreme adventures, such as surfing, exploring a volcano, mountain biking, whitewater rafting, building an igloo, etc.





# Paragraph Writing Adventures *(cont.)*

## Directions

### Part 1

1. Introduce the concept of a narrative paragraph. Explain that when someone narrates something, that person tells a story or describes an experience.
2. Tell students they will practice writing a narrative paragraph by thinking about what it would be like to go on an extreme adventure.
3. Have a volunteer select one adventure from those listed. Ask the class what a person going on this adventure might have to do. List several action verbs on the board.
4. Invite students to think of various experiences someone might have on this adventure. List student ideas on the board.
5. Call on one or more volunteers to come up and demonstrate one of the actions listed. Have another student state that “he/she/they is/are \_\_\_\_\_.”
6. Use this activity to review subject/verb agreement as necessary.

### Part 2

1. Have students choose activities they would like to imagine as their adventures. Invite them to draw one or more pictures of themselves participating in those activities. Encourage them to add details to their pictures.
2. Have students use their pictures and the action words listed on the board to write a paragraph about their extreme adventures. Remind them to use action words (verbs) correctly in their writing.

## Closing

1. Read or post sample topic sentences from completed student paragraphs. Call on a few students at random to describe what they think the paragraphs will be about. Then read the rest of the paragraph to check if the topic sentence contains the main idea.
2. Distribute anonymous student paragraphs to the class. Challenge each student to write a “better” closing sentence than the one written by the original author. You may wish to have students use a reflective or feeling statement to write a closing sentence about someone else’s paragraph, or students may simply restate the topic sentence.