

5 Day Schedule

Paragraph Lesson 1: Basic Paragraphs (2nd Version)

Day 1: Section 1 – Organize Notebook (teacher checks) *Assignment Segment 1*

Section 2 – Introduce Mind Benders® (work practice together)

Student works Mind Bender® independently. (teacher checks) *Assignment Segment 2*

Day 2: Section 3 – Checklists (instruction)

Section 4 – Creating Titles (instruction and practice)

Section 5 – Basic Paragraph (instruction)

Day 3: Section 6 – Highlight Instructions (instruction)

Section 7 – Highlight Paragraph Organization about otters. WS 9 (instruction and practice together)

Section 8 – Introduce Block Outline WS 10 (instruction and practice together)

Section 9 – Writing Paragraph (instruction and practice together)

Day 4: Section 10 – Highlight Paragraph Organization / Brainstorm WS 11 (Cassowary)

Section 11 – Highlight Block Outline WS 13

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

Student writes, edits, and types paragraph for Cassowary. WS 3, 4, 13 (teacher helps as needed and grades)

Assignment Segment 3

Day 5: Section 10 – Highlight Brainstorms WS 12 (Thorny Devil)

Section 11 – Highlight Block Outline WS 13

Student writes outline for Thorny Devil. (teacher helps as needed and checks) *Assignment Segment 4*

Student writes, edits, and types paragraph for Thorny Devil. WS 3, 4, 13 (teacher helps as needed and grades) *Assignment Segment 4*

10 Day Schedule

Paragraph Lesson 1: Basic Paragraphs (2nd Version)

Day 1: Section 1 – Organize Notebook (teacher checks) *Assignment Segment 1*

Day 2: Section 2 – Introduce Mind Benders® (work practice together)
Student works Mind Bender® independently. (teacher checks) *Assignment Segment 2*

Day 3: Section 3 – Checklists (instruction)

Day 4: Section 4 – Creating Titles (instruction and practice)
Section 5 – Basic Paragraph (instruction)

Day 5: Section 6 – Highlight Instructions (instruction)
Section 7 – Highlight Paragraph Organization about otters WS 9 (instruction and practice together)

Day 6: Section 8 – Introducing Block Outline WS 10 (instruction and practice together)
Section 9 – Writing Paragraph (instruction and practice together)

Day 7: Section 10 – Highlight Paragraph Organization / Brainstorm WS 11 (Cassowary)
Section 11 – Highlight Block Outline WS 13
Student writes outline for Cassowary. (teacher helps as needed and checks) *Assignment Segment 3*

Day 8: Section 9 – Write Paragraph WS 3, 4, 13 (Cassowary)
Student writes, edits, and types paragraph for Cassowary. (teacher helps as needed and grades)
Assignment Segment 3

Day 9: Section 10 – Highlight Paragraph Organization / Brainstorm WS 11 (Thorny Devil)
Section 11 – Highlight Block Outline WS 13
Student writes outline for Thorny Devil. (teacher helps as needed and checks) *Assignment Segment 4*

Day 10: Section 9 – Write Paragraph WS 3, 4, 13 (Thorny Devil)
Student writes, edits, and types paragraph for Thorny Devil. (teacher helps as needed and grades)
Assignment Segment 4

Paragraph Lesson 1: Basic Paragraphs (2nd Version)

Organize Notebook
Paragraph Checklist & No List
Note Taking – Block Outlines

- | | |
|--|--|
| 1. Organize Notebooks WS 1 (TP 1) | 7. Paragraph Organization Brainstorm WS 9 (TP 9) |
| 2. Introduce Mind Benders® WS 2 (TP 2) | 8. Introducing Block Outline WS 10 (TP 10) |
| 3. Checklists WS 3, 4, 5 (TP 3, 4, 5) | 9. Writing Paragraph (TP 11) |
| 4. Creating Titles WS 5, 6 (TP 5, 6) | 10. Highlight Brainstorm WS 11, 12 (TP 12, 13) |
| 5. Basic Paragraph WS 7 (TP 7) | 11. Highlight Block Outlines WS 13 (TP 13) |
| 6. Highlight Instructions WS 8 (TP 8) | |

1. Organize Notebooks WS 1 (TP 1) (*Assignment Segment 1*)

Notebooks need to be organized no later than Lesson 2. Extra notebook paper goes in the very front of the notebook. Fill in the blanks on WS 1. (File WS 1 behind the “Lesson Notes” tab.)

Organize Notebook – 8 tabs

1. Assignments (Papers and notes for current independent work instruction & completed independent work due)
2. Checklists (Current Checklist and No List for editing independent work)
3. Word Lists (As introduced, keep here for easy reference)
4. Lesson Notes (Other papers and notes)
5. Reading List (For required outside reading)
6. Graded Work (Graded paragraphs & poetry)
7. Worksheets (Copies to be used and for independent work)
8. Mind Benders® (Ready for independent work)

2. Introduce Mind Benders® WS 2 (TP 2) (*Assignment Segment 2*)

Mind Benders® teach organization skills through a systematic approach to problem solving. Instructional examples are included in each Mind Bender® book with answers and instructions for every Mind Bender® in the back. Mind Bender® books may be purchased from www.criticalthinking.com.

Which book? The problems gradually but progressively become harder in the Mind Bender® books. Which Mind Bender® to work for each lesson is not specified in Paragraph Writing lessons or assignments.

- ✓ As a general rule, Book 4 is recommended for this level.
- ✓ If a student has not worked Mind Bender® Book 3, then complete Book 3 before starting Book 4.
- ✓ If a student has worked on, but not completed Book 3, complete Book 3 and then work Book 4.
- ✓ If starting with Book 3 at this level, consider working 2 problems per lesson instead of 1 per lesson.
- ✓ Otherwise, work 1 problem per lesson.

Work a practice problem together. Mark the answers on **TP 2** as students mark **WS 2**.

Answers: mother – Sandy, father – Brent, sister – Chris, brother – Pat.

(File WS 2 behind the “Lesson Notes” tab.)

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3. Checklists WS 3, 4, 5 (TP 3, 4, 5)

Paragraph Writing Checklist 1 – 7 and the No List 1 - 13

Discuss the Paragraph Writing Checklist (1 – 7) **TP 3 & WS 3** and the No List (1 – 13) **TP 4 & WS 4**.

- All paragraphs should be formatted, highlighted and marked according to the Paragraph Writing Checklist and The No List.
- The Paragraph Writing Checklist and The No List will be used to grade papers every week.
- The lists will be added to as the year progresses.
- Both lists should be stored under the Checklists tab for future reference.

Illustrate the Paragraph Checklists and No List using **WS 5 & TP 5 “Chocolate”**. Students need to mark / highlight checklists illustrations on **WS 5 “Chocolate”** as the checklists are discussed.

Chocolate

Since the chocolate bean was first discovered, it has been considered an intriguing sweet. Many myths exist about chocolate from helping with romance to causing cavities and acne. Most people consider chocolate a decadent luxury which will add substantially to their waistline. Around 40,000 types of known chocolate exist, which are categorized as unsweetened, bittersweet, semi-sweet, dark, milk or white. Each flavor of chocolate has benefits and a few caveats, but overall, the ingredients have been found to be much healthier than most people think. Over three hundred chemicals exist in chocolate and science is just beginning to explore all the values it might contain. One study at Harvard found that men who ate chocolate lived about one year longer than those who did not. With the discovery of healthy ingredients in chocolate, society is rethinking the definition of chocolate as just a candy, and is reintroducing it as scrumptious health food. (Word Count 152)

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 (*First line goes in 5 – 10 spaces & paragraph should look like a box.*)
2. Type & Double space (*Size 12 font, 1 line must be skipped between typed lines – standard spacing for formal writing.*)
3. Begin each sentence with a capital letter. (*Only beginning words and proper nouns capitalized.*)
4. Put punctuation at the end of each sentence. (*Periods only*)
5. Subject and verb in every sentence. (*1 sentence = 1 complete thought*)
6. Begin sentences with different words. (*Every first word in a paragraph must be different – raises level of writing.*) (*When starting sentences with conjunctions a comma must follow the conjunction or the sentence is not a complete thought. Do not allow students to begin sentences with “And,” because even with a comma after it, it is not appropriate for formal writing, is misused and overused. Limit students to 1 sentence per paragraph using a conjunction followed by a comma to start a sentence.*)
7. Title – must be taken from the last sentence. (*Explained in section 4 of this lesson.*)

Introduction – Highlight topic & point of view (pink)

Highlight 4 supports (4 different colors – blue, yellow, green, orange)

Conclusion – Highlight topic & point of view (pink)

The No List

Use the No List as a tool, but use your own judgment to enforce the list.

1. Incomplete sentences are occasionally used in literary writing, but are not acceptable 99% of the time in formal writing. Students should focus on correct formal writing 100% of the time not how to bend the rules.

2. Run-on sentences are never appropriate in writing. Run-ons consist of 2 complete sentences made into 1 sentence that is often joined by just a comma.

Questions, exclamation marks and **parenthesis** are used in all forms of writing. But, students need to learn how to write complete, concise, descriptive, factual, and sometimes silly statements without these.

3. Questions lead to students not stating facts, and instead they mostly ask questions. Questions will be allowed when and after hooks are introduced.

4. Exclamation marks are used to show expression, but students need to learn how to show expression with just their words instead of lazily slapping an exclamation mark at the end of a boring sentence and figuring that now the sentence shows expression.

5. Parenthesis are often overused and used incorrectly. Students use them where commas should be used.

6. When **quotes** are allowed at this level, the quotes tend to dominate the writing. Focus on how to write without someone else's words. How to use and document quotes correctly is taught later in Essay Writing,

7. When allowed to use **dialogue** in writing, the dialogue tends to dominate. The action and description are either limited or non-existent. If a story is written with only action and description, dialogue can be added later. Learn to write with action and description, not dialogue.

8. Some students use ... as a crutch instead of using commas or put ...where they lose thought and do not know what words to put.

9. It is best to ban the **semi-colon (;)** while concentrating on the basic fundamentals of writing a well organized descriptive paragraph. If the teacher chooses, students can use **1 semi-colon** per paragraph, but limit the use to 1 semi-colon per paragraph. Make a special note on the No List if allowing 1 semi-colon per paragraph. Semi-colons are taught later in Paragraph Writing. **Semi colon:** Use a semi-colon to connect 2 closely related complete sentences.

10. It is best to ban the **colon (:)** usage completely while concentrating on the basic fundamentals of writing a well organized descriptive paragraph. Correct usage of the colon is often confused with the semi-colon. Also, since students have so many other things they are learning at this point in the course, they need to concentrate on the basic fundamentals for now. Colons are taught later in Essay Writing.

Most of the items on the No List are used commonly in writing. The following, 11, 12 and 13 are restricted in this curriculum because they are not allowed in formal writing:

- 11.** No contractions (*not acceptable in formal writing – don't, it's*)
- 12.** No slang (*not acceptable in formal writing – hot, cool, bad... used incorrectly*)
- 13.** No announcements (*Do not state – I am going to tell you about... Here are the reasons why...*) *Do not tell the audience you are going to tell them something; just state it as a fact.*

Lessons 1 – 8

Paragraph No List

1. No incomplete sentences – **1 sentence = 1 complete thought**
2. No run-ons – **1 sentence = 1 complete thought**
3. No questions – **state information**
4. No exclamation marks – **words express**
5. No parentheses – **misused: use commas**
6. No quotations marks / quotes – **“Love your enemies.”**
7. No dialogue – conversation – **She said, “It is hot.”**
8. No ... – **Rain came ... drought ended.**
9. No semi-colons – **; misused**
10. No colons – **: misused**
11. No contractions – **won't, can't, I'll, it's, they're, you're, 'til ...**
12. No slang – **misused words: hot, cool, bad, ok, delish, like, awesome...**
13. No announcements – **Here is a list, These are, In conclusion, That is why, Like it says, All of that to say, Finally, This means, ...**

4. Creating Titles WS 5, 6 (TP 5, 6)

Using **TP 5**, discuss how “Chocolate” is an okay title, but not the best. *The title needs to reflect what the paragraph is about and catch the reader’s attention.*

Look at the last sentence and choose 2 – 3 words to create a new title, such as – **Healthy Chocolate**, **Scrumptious Health Food**, or **Rethinking Chocolate**. Come up with a couple of interesting titles besides “Chocolate.”

Titles Practice TP 6 & WS 6: Pull at least 3 possible titles from the following sentences together. Highlight words used from each sentence. Examples are written following each sentence, with the words used from the sentence underlined in the original sentence. In titles always capitalize the first and last words. Then, consider the rest of the words and capitalize any of the words left that are important. (File WS 6 behind the “Lesson Notes” tab.)

1. “By using the Biographical test, people can show that the same **test** used to **account** for **historical accuracy** in hundreds of other documents can be used on the Bible, and to **discredit one** means one must **discredit the other**.”

Possible titles: **Historical Accuracy / Test Accountability / Discredit One, Discredit the Other.**

2. “**Incredible** and as well known as this **phenomenon** is, **scientists** still have **no explanation** for how these **great balls of fire** can exist.”

Possible titles: **Incredible Phenomenon / Scientists Without Reasons / Great Balls of Fire**

3. “If the **irritating ringing** does not stop, at least realizing the source of the **problem** will hopefully ease the **pain** and discomfort.”

Possible titles: **Irritating Ringing / Painful Ringing / Problem Ringing**

5. Basic Paragraph WS 7 (TP 7)

Fill in the blanks on *Basic Paragraph* information which is the basic paragraph form that will be used for the entire course. (File WS 7 behind the “Lesson Notes” tab.)

Basic Paragraph

1. **Topic** sentence – states the **topic** and **point** of **view** of the paragraph.
2. **Support** sentences – give additional **information** about the **topic** of the paragraph.
3. **Concluding** sentence – restates the **topic** and **final** point of view of the paragraph.

6. Highlight Instructions WS 8 (TP 8)

Highlight colors as shown for each section on **WS 8 & TP 8** to show how to highlight brainstorm, outlines and paragraphs. (File these instructions under the “Checklists” tab.)

Highlighting Outlines & Paragraphs

Highlight – Topic & point of view

1. Highlight topic information pink on your outline.
2. Highlight topic sentence pink on your paragraph.

Highlight – 3 or 4 main points

1. Highlight support A blue on your outline.
Highlight support A blue on your paragraph.
They should contain the same information.
2. Highlight support B yellow on your outline.
Highlight support B yellow on your paragraph.
They should contain the same information.
3. Highlight support C green on your outline.
Highlight support C green on your paragraph.
They should contain the same information.
4. Highlight support D orange on your outline.
Highlight support D orange on your paragraph.
They should contain the same information.

Highlight – Conclusion must include topic, point of view

1. Highlight concluding sentence pink on your outline.
2. Highlight concluding information pink on your paragraph.

7. Paragraph Organization Brainstorm WS 9 (TP 9)

The brainstorm, **WS 9 & TP 9**, is used to show how to write a standard outline. Students will be outlining the brainstorm and then using the outline, write a paragraph.

- Students may rearrange, alter and delete information, and add any of their own opinions or other facts about otters to the brainstorm, but maintain the same amount of information. (Example – compare otter’s diet to a cat’s dietary preferences)
- Highlight brainstorm information using the following suggestions which follow the instructions from **WS 8 & TP 8 Highlighting Outlines and Paragraphs**.
- Highlight the supports in the following order.
- Students may highlight the number or beginning words of each line instead of the entire line.

Paragraph Organization

1. State your topic. **Otters (Pink)**

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

Water mammals, playful, fun to watch (Pink)

3. Brainstorming:

Topic: Otters (**Pink**)

Opinion: water mammals (**Pink**)

1. water diet – fish, frogs, crayfish and crabs, shellfish / land diet – small mammals, birds (**Blue**)

2. close ears and nose, swim underwater traveling or hunting (**Yellow**)

3. long slim body, short limbs, webbed paws, sharp claws (**Yellow**)

4. soft under fur, outer long hair, stay warm and dry (**Green**)

5. in past endangered, hunted for fur (**Green**)

6. cold waters of North America, Europe, Asia and South America (**Orange**)

7. Final opinion: created to live and play in water environment (**Pink**)

8. Introducing Block Outline WS 10 (TP 10)

Introduce the Block Outline **WS 10 & TP 10** which is an tool used to organize brainstorm notes to structure a paragraph. Highlight the Block Outline, showing the correlation between the highlighted paragraph and the outline using Highlighting Paragraphs and Outlines WS 8 & TP 8. Using the outline, students will write their own version of this paragraph.

Write the outline on the 1st Block Outline **WS 10 & TP 10**. The example below shows one way to do this.

Block Outline

1st Sentence – Topic Box (I): State your topic. Use for the 1st sentence in the paragraph.

I. **(Pink)** Otters, mammals, require water environment

2nd

A. **(Blue)** water diet – fish, frogs, crayfish and crabs, shellfish / land diet – small mammals, birds

3rd

B. **(Yellow)** swim underwater, close ears and nose, slim body, short limbs, webbed paws, sharp claws

4th

C. **(Green)** soft under fur, outer long hair, stay warm and dry, in past endangered, hunted for fur

5th

D. **(Orange)** cold waters of North America, Europe, Asia and South America

6th Sentence – Concluding Sentence: Restate your topic and bring paragraph an end.

II. **(Pink)** Otter created, play, fun to watch, lively behavior for sheer enjoyment

9. Writing Paragraph (TP 11)

When writing paragraphs from an outline:

- Construct 1 or 2 complete sentences for each Roman numeral (I. introduction and II. conclusion) and for each letter (A, B, C, & D support).
- After the last sentence is written, select some key words from the last sentence to create a new title for the rewritten paragraph.

Use the outline information to write a paragraph in the *correct form following the checklists*.

- Write a paragraph together using the otter outlined information. Type the paragraph in a document in Word or an equivalent. Students need to type their 2 independent work paragraphs, so **show them how to center their title, use Times New Roman font size 12, indent, and double space using the icons on the toolbar.**
- Then, view the following example paragraph. The example paragraph is in size 14 font on the teacher presentation pages for easier viewing on a projector, but font size 12 is still required for student work.
- If there is **not enough time** to type an otter paragraph together, then show students the example otter paragraph TP 11 and review the correct paragraph structure and the toolbar icons.

Example paragraph TP 11:

1. Highlight the following example paragraph “Playing in Water” taken from the example outline. Show the correlation between the outline and the following paragraph.
 - ◆ I. Introductory (Topic) sentence **pink** (1st sentence)
 - ◆ Supporting sentences 4 different colors (A **blue**, B **yellow**, C **green**, D **orange**)
 - ◆ II. Concluding sentence (mention topic again) **pink** (last sentence)
2. Also show how the following paragraph **TP 11**, follows the 2 checklists introduced at the start of this lesson, **TP 3, 4 & WS 3, 4.**

Playing in Water

(pink) Otters are one of the few mammals which require a water environment. **(blue)** Primarily their diets consist of water animals with fish, frogs, crayfish, crabs, and shellfish, but they also eat land mammals and birds. **(yellow)** Their bodies are suited for surviving in a water environment, since they can close their ears and nose while swimming underwater and have a long slim body, short limbs, webbed paws, and sharp claws. **(green)** Staying warm and dry is not a problem, because they have soft fur next to their bodies covered and protected by outer long hair. In the past they were an endangered species because they were trapped and hunted for their soft under fur. **(orange)** The fur and protective hair enables them to reside in the cold waters of North America, Europe, Asia and South America. **(pink)** Often otters are observed playfully romping among themselves, apparently engaging in lively behavior for sheer enjoyment, while making it obvious they were created to live and play in their water environment. **(162 words)**

10. Highlight Brainstorm WS 11, 12 (TP 12, 13) (*Assignment Segments 3 & 4*)

Highlight the Paragraph Organization Brainstorms on **WS 11, 12 & TP 12, 13** according to the colors instructed on **TP 8 & WS 8**.

- Students may rearrange, alter and delete information, and add any of their own opinions or other facts about the following topics to the brainstorm, but should maintain the same amount of information.
- Highlight the supports in the following order, or students may switch the order of the highlight colors showing how they will arrange the supports in their outline and paragraph if it is different from the following order. **WS 8 & TP 8 Highlighting Outlines and Paragraphs.**

Independent Work Paragraph 1: Highlight together, then outline and write the paragraph independently

Paragraph Organization

1. State your topic. **Cassowary (Pink)**

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

Has deadly force, shy (Pink)

3. Brainstorming:

Topic: Cassowary bird (Pink)
Opinion: shy but can be deadly (Pink)
1. Native to New Guinea, nearby islands and northeastern Australia (Blue)
2. third largest bird in the world (Yellow)
3. nearing five feet tall (Yellow)
4. territorial, attacks if feel threatened or someone threatens chicks (Green)
5. middle toe claw, slash and kill, dogs and children (Green)
6. attacks larger targets, chases and gives flying kick to victim (Orange)
7. Final opinion: many think attacked by Cassowary, bird enjoys chasing people (Pink)

Independent Work Paragraph 2: Highlight together, then outline and write the paragraph independently

Paragraph Organization

1. State your topic. **Thorny Devil / Moloch (Pink)**

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

Lives in Australian desert (Pink)

3. Brainstorming:

Topic: Thorny Devil / Moloch (Pink)
Opinion: interesting lizard found in Australian desert (Pink)
1. small body, 8 inches (Blue)
2. threatening appearance – cone-like spikes cover (Blue)
3. Hydrates - night dew and rainwater flows through grooves in skin, (Yellow)
4. water collects in mouth (Yellow)
5. Threat to ants, eat over a thousand a day (Green)
6. easy going, can be held by people (Orange)
7. Final opinion: Thorny Devils might make good pet (Pink)

11. Highlight Block Outlines WS 13 (TP 14) (Assignment Segments 3 & 4)

Highlight **both** of the block outlines **WS 13 & TP 14**, according to the colors mentioned in the following example **WS 8 & TP 8**.

Use **WS 13** for independent work. Highlight the cassowary outline and the thorny devil outline together.

Block Outline

1st Sentence – Topic Box: State your topic. Use for the 1st sentence in the paragraph.

I. (Pink)

2nd sentence

A. (Blue)

3rd sentence

B. (Yellow)

4th sentence

C. (Green)

5th sentence

D. (Orange)

6th Sentence – Concluding Sentence: Restate your topic and bring an end to your paragraph.

II. (Pink)

File WS 11, 12, and 13 behind the “Assignment” tab or in the notebook front pocket for future reference when completing this assignment.

Paragraph Assignment 1

Independent work due:

- Organized Notebook
- Mind Bender®
- 2 Block Outlines – filled in
- 2 Paragraphs

Segment 1: Finish Organizing Notebook –

Put extra notebook paper in front of the Assignment tab.

Organize Notebooks 8 tabs

1. Assignments
2. Checklists
3. Word Lists
4. Lesson Notes
5. Reading List
6. Graded Work
7. Worksheets
8. Mind Benders®

Segment 2: Mind Bender®

Segment 3: WS 11 & 13 - Take the highlighted Paragraph Organization about the cassowary and fill in the corresponding highlighted Block Outline with the information. Then, write a paragraph about the cassowary bird from the outline. Write, edit using your checklists, and then type your final paragraph.

Segment 4: WS 12 & 13 - Take the highlighted Paragraph Organization about the thorny devil and fill in the corresponding highlighted Block Outline with the information. Then, write a paragraph about the thorny devil lizard from the outline. Write, edit using your checklists, and then type your final paragraph.

Use the **Paragraph Checklist** and **No List** to edit and correct **both** of your paragraphs. Highlight your finished paragraphs, according to **Highlighting Paragraphs and Outlines**.