

## Paragraph Suggested Daily Schedule Approximate 1 Week Completion Time per Lesson

Each lesson takes 5 days, taking anywhere from 30 minutes to 1½ hours per day depending on the student. Days may be combined or divided. Student work should be completed with the teacher helping as needed.

The “Assignments,” which are in another folder in Additional Resources and at the end of each lesson, are divided into segments for student reference as they complete their independent work. The assignment segments are included the following schedule where they apply.

Sentence to Paragraph Assignment 2

**Independent work due:**

- Mind Bender® Book 3 Page 2
- 6 Concrete Poems (3 nouns & 3 verbs)
- 10 Word Picture Sentences (typed and double spaced)

**Segment 1:** Mind Bender® Book 3 Page 2

**Segment 2:** Type 10 descriptive sentences about a picture or pictures from a magazine or a book. All 10 sentences may come from the same picture or from 2 – 10 different pictures. **Every sentence must use at least 1 different ing or ed participle.**

When writing the sentences:

- Have at least 8 words
- Use at least 1 participle (ing or ed word) per sentence (**circle the participle**).
- Do not repeat any participles.

Capitalize the first letter of the **first word** in each sentence and any **proper nouns** or name of people, places, and things.

**Sentence Writing Checklist**

1. Begin each sentence with a capital letter.
2. Put punctuation at the end of each sentence.
3. Every sentence must be a complete thought
4. Subject in every sentence.
5. Verb in every sentence.

**Segment 3:** 6 Concrete Poems

Take a single word and illustrate it using the letters of the word to create a picture of the word.

Examples:

SH <b>O</b> UT	CALLIGRAPHY
H P I G	

Create at least 3 “poems” from each category. That means you will have a total of 6 poems of 1 word each.

**Topics for Concrete Poetry:**

3 Nouns:  
lace – feather – branch – log – kitten – flower – frog – snake – car – rabbit – turtle – moon – rifle – knife

3 Verbs:  
running – laughing – stomping – batting – throwing – pitching – walking – jumping – dancing – shaking

You may select other words besides what is listed, but you must use 3 nouns and 3 verbs.

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Each lesson is divided into sections, which are referred to in the daily schedule. In the instruction manual in lessons 2 – 15 and 17 – 30, section 1 “Previous Work,” is a list of what was accomplished in the previous lesson for easy reference.

Sentence to Paragraph Lesson 2: Page 1

### Sentence Lesson 2: Picture Sentences

Sentence Structure – Nouns/Subjects, Descriptive Verbs (participles)  
Poetry: Concrete – Nouns/Verbs

<ol style="list-style-type: none"> <li>1. Previous work: Lesson 1</li> <li>2. Mind Bender® Bk. 3 Pg. 2</li> <li>3. Descriptive Verbs WS 1 (TP 1)</li> </ol>	<ol style="list-style-type: none"> <li>4. Sentence Practice WS 2 (TP 2)</li> <li>5. Picture Sentences WS 3 (TP 3)</li> <li>6. Concrete Poetry WS 4 (TP 4)</li> </ol>
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**Extra preparation:**  
Provide several pictures from magazines for section #5 for pictures sentences. (Ask students to supply some scenic pictures.) *Country* magazine photos work well for this activity, because they are family oriented with beautiful scenery.

**1. Previous work: Lesson 1**

- Mind Bender® Book 3 Page 1
- 10 Alliteration Sentences

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.

## Lesson 1: Basic Paragraph

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 “Otters” (instruction and practice)

Section 8 – Introducing Block Outline (instruction and practice)

Section 9 – Rewriting Paragraph (instruction and practice)

Day 4: Section 10 – Highlight Paragraphs (instruction) (“Be Wary of the Cassowary” and “A Thorny Little Devil”)

Section 11 – Highlight Block Outlines (instruction and practice)

Student writes outline for “Be Wary of the Cassowary.” (teacher helps as needed and checks)

*Assignment Segment 3*

Student writes, edits, and types new paragraph for “Be Wary of the Cassowary.” (teacher helps as needed and grades) *Assignment Segment 3*

Day 5: Student writes outline for “A Thorny Little Devil.” (teacher helps as needed and checks)

*Assignment Segment 4*

Student writes, edits, and types new paragraph for “A Thorny Little Devil.” (teacher helps as needed and grades) *Assignment Segment 4*

## Lesson 2: How-to-Paragraph

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. (1<sup>st</sup> paragraph) (teacher helps as needed and checks)

*Assignment Segment 2*

Section 11 – Example Paragraph

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

Day 3: Section 7 – Paragraph Organization

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

Section 9 – Review Basic Paragraph Outline

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

Day 4: Section 11 – Example Paragraph

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

*Assignment Segment 3*

Section 11 – Example Paragraph

Student types final copy of selected topic 2<sup>nd</sup> 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*