Paragraph Lesson 2: How-to Paragraphs – Sequence Order
Sentence Structure: Quality Adjectives
Poetry: Descriptive

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

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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?

<table>
<thead>
<tr>
<th>Big</th>
<th>Happy</th>
<th>Tired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huge</td>
<td>Content</td>
<td>Weary</td>
</tr>
<tr>
<td>Immense</td>
<td>Pleased</td>
<td>Exhausted</td>
</tr>
<tr>
<td>Enormous</td>
<td>Blissful</td>
<td>Worn-out</td>
</tr>
<tr>
<td>Substantial</td>
<td>Cheerful</td>
<td>Bushed</td>
</tr>
<tr>
<td>Bulky</td>
<td>Fortunate</td>
<td>Fatigued</td>
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<tr>
<td>Extensive</td>
<td>Delighted</td>
<td>Sleepy</td>
</tr>
<tr>
<td>Vast</td>
<td>Thrilled</td>
<td>Drained</td>
</tr>
<tr>
<td>Whopping</td>
<td>Overjoyed</td>
<td>Beat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Old</th>
<th>Good</th>
<th>Green</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aged</td>
<td>Superior</td>
<td>Emerald</td>
</tr>
<tr>
<td>Elderly</td>
<td>Excellent</td>
<td>Olive</td>
</tr>
<tr>
<td>Mature</td>
<td>Fine</td>
<td>Lime</td>
</tr>
<tr>
<td>Previous</td>
<td>Decent</td>
<td>Jade</td>
</tr>
<tr>
<td>Former</td>
<td>Respectable</td>
<td>Immature</td>
</tr>
<tr>
<td>Ancient</td>
<td>Moral</td>
<td>Inexperienced</td>
</tr>
<tr>
<td>Antique</td>
<td>Satisfactory</td>
<td>Grassy</td>
</tr>
<tr>
<td>Traditional</td>
<td>Skillful</td>
<td>Young</td>
</tr>
</tbody>
</table>

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**

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

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Paragraph Lesson 2: Page 5

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:

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

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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? 1st step (Blue)
   Knife, bread, peanut butter, jelly, plate…
3. What other steps do you need to take? (Yellow) 2nd, (Green) 3rd & (Orange) 4th
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.)
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 2nd.

- 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 1st.
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.
List adjectives – which one, what kind, & how many words to describe nouns. List adjectives that describe the item 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.

Organize into pairs in a pleasing order.

Practice Topic – Mountains

<table>
<thead>
<tr>
<th>Adjectives (which one, <em>what kind</em>, how many)</th>
<th>Nouns (persons, places, or things found at the place describing)</th>
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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 1st 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 2nd 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