

5 Day Schedule

Paragraph Lesson 1: Basic Paragraphs

Day 1: Section 1 – Organize Notebook (Teacher checks) WS 1 / TP 1 *Assignment Segment 1*

Section 2 – Checklists (Teacher instruction) WS 2, 3, 4 / TP 2, 3, 4

Section 3 – Creating Titles (Teacher instruction and practice) WS 2, 5 / TP 2, 5

Day 2: Section 4 – Basic Paragraph (Teacher instruction) WS 6 / TP 6

Section 5 – Highlight Instructions (Teacher instruction) WS 7 / TP 7

Day 3: Section 6 – Highlight Paragraph Organization WS 7, 8 / TP 7, 8 (Teacher instruction and practice together)

Section 7 – Introduce Block Outline WS 7, 8, 9 / TP 7, 8, 9 (Teacher instruction and practice together)

Section 8 – Writing Paragraph (Teacher instruction) TP 10

Day 4: Section 9 – Highlight Paragraph Organization / Brainstorm WS 10 (Cassowary) (Teacher helps as needed)

Section 10 – Highlight Block Outline WS 12 (Teacher helps as needed)

Student writes Cassowary outline. (Teacher helps as needed and checks) *Assignment Segment 2* WS 12

Student writes, edits, and types Cassowary paragraph. WS 3, 4, 12 (Teacher helps as needed and grades) *Assignment Segment 2*

Day 5: Section 11 – Highlight Paragraph Organization / Brainstorm WS 11 (Thorny Devil) (Teacher helps as needed)

Section 12 – Highlight Block Outline WS 12 (Teacher helps as needed)

Student writes Thorny Devil outline. (Teacher checks) *Assignment Segment 3* WS 12

Student writes, edits, and types Thorny Devil paragraph. WS 3, 4, 12 (Teacher helps as needed and grades) *Assignment Segment 3*

Paragraph Lesson 1: Basic Paragraphs

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

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

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

Together: Fill in the blanks and highlight on WS 1 / TP 1. Organize a 3-ring binder / notebook from Student Supply List.

1. Label 6 notebook tabs with the following highlighted words.
2. Extra notebook paper goes in the front of the notebook.
3. Place the full set of printed worksheets under tab 6.
 - Do not reorganize printed worksheets now.
 - Checklists and Word Lists worksheets will need to be saved for future lessons.
 - Organize worksheets that need to be kept under tabs as lessons are completed.

Organize Notebook WS 1 / TP 1

1. Assignments (<u>Papers</u> and <u>notes</u> for current <u>independent work</u> instruction)	<i>1. Assignment papers will rotate as lessons are completed.</i>
2. Checklists (Current <u>Checklist</u> and <u>No List</u> for <u>editing</u> independent work)	<i>2. Store checklists for reference in future lessons.</i>
3. Word Lists (As <u>introduced</u> , keep here for <u>easy reference</u> .)	<i>3. Store word lists for reference in future lessons.</i>
4. Reading List (For <u>reading</u> enrichment)	<i>4. Place and keep reading list here for reference as needed.</i>
5. Graded Work (Graded <u>sentences</u> , <u>paragraphs</u> & <u>poetry</u>)	<i>5. Store printed graded work as it is completed. (Save these to see progress.)</i>
6. Worksheets (Copies to be <u>used</u>)	<i>6. Place printed worksheets here for easy access.</i>

2. Checklists WS 2, 3, 4 (TP 2, 3, 4)

Paragraph Writing Checklist Lessons 1 – 11 and The No List Lessons 1 – 8

- All paragraphs should be formatted, highlighted and marked according to the Paragraph Writing Checklist and the Paragraph No List.
- The Paragraph Writing Checklist and the Paragraph No List will be used to grade papers.
- More items will be added to the lists as the year progresses.
- Store both lists under the notebook Checklists tab for future reference.

Paragraph Writing Checklist:

- **Together:** Write on the Paragraph Checklist WS 2 what is **bold** and on the line by each checklist item on TP 2. The italicized parentheses give further explanation to share with the students as needed.

WS 2 / TP 2

Lessons 1 – 5

Paragraph Writing Checklist

At least 6 sentences per paragraph & 100 – 230 words per paragraph (**Words in Paragraph**)
(*Write the number of words in each paragraph in parentheses at the end of each paragraph.*)

1. Indent & Paragraph Form (**5 – 10 spaces, Box form**) (*First line goes in 5 – 10 spaces. Five spaces are standard but the paragraph indentation needs to be noticeable. Paragraph should have a box shape or form. It should not be in a box, just have the shape.*)
2. Type & Double space (**Size 12 font, Times New Roman, 2-line spacing**) (*Size 12 font or letter size, 1 line must be skipped between typed lines – standard spacing for formal writing.*)
3. Begin each sentence with a capital letter. (**First words & proper nouns**) (*Only beginning words and proper nouns should be capitalized.*)
4. Put punctuation at the end of each sentence. (**Periods only**)
5. Subject and verb in every sentence (**Complete thought**) (*1 sentence = 1 complete thought*)
6. Begin sentences with different words. (**Vary sentence starters**) (*Every first word in a paragraph must be different – raises level of writing.*)
7. Title should be taken from the last sentence. (**2 – 5 words title**) (*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)

- Illustrate the Paragraph Writing Checklist WS 2 / TP 2 using “Chocolate” WS 3 / TP 3. Make notes about font size, double spacing, centering the title, indenting, and word count on WS 3 / TP 3.

WS 3 / TP 3

Font – *size 12*

Line spacing – *Double Space*

(Center Title)

Chocolate

(Use Tab: Indent 5 – 10 spaces)

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)*

Paragraph No List

(Use the Paragraph No List as a tool, but use your own judgment. If your student has mastered the colon and or semi-colon, then consider letting them use it correctly occasionally.)

Together: Write on WS 4 what is **bold** and on the line by the banned item TP 4. The italicized parentheses give further explanation for the teacher to share with the students as needed.

WS 4 / TP 4

Lessons 1 – 8

Paragraph No List

1. No incomplete sentences – 1 sentence = 1 complete thought

(Incomplete sentences are occasionally used in literary writing, but are not usually acceptable in formal writing. Focus on correct formal writing, not how to bend the rules.)

2. No run-ons – 1 sentence = 1 complete thought

(Run-on sentences are never appropriate in writing. Run-on sentences are 2 complete sentences joined incorrectly as 1 sentence.)

(Questions, exclamation marks and parentheses are used in all forms of writing. Students need to focus on using descriptive wording and not using questions, exclamation marks, and parentheses.)

3. No questions – state information

(Questions lead to students not stating facts, and mostly asking questions. Questions may be used be for hooks after they are introduced in Essay Writing.)

4. No exclamation marks – words express

(Exclamation marks are used to show expression. Students need to show expression with just their words instead of using an exclamation mark at the end of a boring sentence and figuring that now the sentence shows expression.)

5. No parentheses – misused: use commas

(Parentheses are overused and used incorrectly. Sometimes commas are appropriate instead.)

6. No quotations marks / quotes – “Love your enemies.”

(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. No dialogue – conversation – *She said, “It is hot.”*

(When allowed to use dialogue in writing, the dialogue dominates. Learn to write with action and description, not dialogue.)

8. No ellipsis ... – *Rain came ... drought ended.*

(Do not use ... (ellipsis) instead of words, parentheses, commas, or anything else.)

9. No semi-colons – ; *misused*

(The semi-colon (;) is banned so students can concentrate 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.)

10. No colons – : *misused*

(The colon (:) is banned 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. Students need to concentrate on other fundamentals for now. Colons are taught later in Essay Writing.)

11. No contractions – *won’t, can’t, I’ll, it’s, they’re, you’re, ‘til ...*

(Contractions are not acceptable in formal writing.)

12. No slang – *misused words: hot, cool, bad, ok, delish, like, awesome...*

(Slang is not acceptable in formal writing. Slang words are words used incorrectly.)

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, I am going to tell you about, Here is why...*

(Announcements weaken the paragraph introduction, conclusion, and supports. Do not tell the audience you are going to tell them something. State it as a fact.)

3. Creating Titles WS 2, 5 (TP 2, 5)

Using **TP 3**, 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.

White Board: Look at the last sentence on TP 3 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.” Students should select one and replace the one on WS 3 / TP 3 by writing it below the original title “Chocolate”.

Titles Practice WS 5/ TP 5:

- Pull at least 3 possible titles from each of the following sentences.
- In each sentence highlight words as they are used in the new titles.
- Examples are written following each sentence, with the words used from the sentence highlighted in the original sentence.
- Capitalization: Always capitalize the first and last words in titles. Then, consider the rest of the words and capitalize any of the words left that are important.

Titles WS 5 / TP 5

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**

4. Basic Paragraph WS 6 (TP 6)

Together: Fill in the blanks on **Basic Paragraph** information. This is the basic paragraph form that will be used for the entire course.

Basic Paragraph WS 6 / TP 6

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.

5. Highlight Instructions WS 7 (TP 7)

Together: Highlight colors as mentioned for each section on WS 7 / TP 7 to show how to highlight a brainstorm, outline, and a paragraph. (File these instructions under the “Checklists” tab.)

Highlighting Outlines & Paragraphs WS 7 / TP 7

Highlight – Topic & point of view

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

Highlight – 3 or 4 main points

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

Highlight – Conclusion must include topic and point of view.

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

6. Paragraph Organization Brainstorm WS 7, 8 (TP 7, 8)

Together: Highlight brainstorm information using the following Paragraph Organization/Brainstorm, which adheres to the instructions from WS 7 / TP 7 Highlighting Outlines and Paragraphs.

- Students may highlight the number or beginning words of each line instead of the entire line.
- Set this page aside, WS 8, for use later in class.

Paragraph Organization WS 8 / TP 8
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: (Pink) Otters
Opinion: (Pink) water mammals
1. (Blue) water diet – fish, frogs, crayfish and crabs, shellfish / land diet – small mammals, birds
2. (Yellow) close ears and nose, swim underwater traveling or hunting
3. (Yellow) long slim body, short limbs, webbed paws, sharp claws
4. (Green) soft under fur, outer long hair, stay warm and dry
5. (Green) in past endangered, hunted for fur
6. (Orange) cold waters of North America, Europe, Asia and South America
7. Final opinion: (Pink) created to live and play in water environment

7. Introducing Block Outline WS 7, 8, 9 (TP 7, 8, 9)

Teaching explanation: It is necessary to complete both the Paragraph Organization/Brainstorm and outline throughout this course, even though this may seem redundant now. Both of these steps are necessary to learn how to easily organize material into an outline and create a well written paper.

Together: Outlining is the 2nd step in the writing process. It is used to organize brainstorm notes into an organized format to structure a well written paragraph. The Block Outline WS 9 / TP 9 is used in the first few lessons to teach the standard outline format.

- Highlight the Block Outline format, WS 9 / TP 9 showing the correlation between the highlighted Paragraph Organization and the Block Outline using Highlighting Paragraphs and Outlines WS 7 / TP 7.
- Write the Otter outline on the 1st Block Outline WS 9 / TP 9 taken from the Paragraph Organization WS 8 / TP 8. The wording between the brainstorm and the outline can be added to or adjusted a little. The example below illustrates.

Block Outline WS 9 / TP 9

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

I.	(Pink) Otters, mammals, require water environment
	2 nd sentence
A.	(Blue) water diet – fish, frogs, crayfish and crabs, shellfish / land diet – small mammals, birds
	3 rd sentence
B.	(Yellow) swim underwater, close ears and nose, slim body, short limbs, webbed paws, sharp claws
	4 th sentence
C.	(Green) soft under fur, outer long hair, stay warm and dry, in past endangered, hunted for fur
	5 th sentence
D.	(Orange) cold waters of North America, Europe, Asia and South America
	6th Sentence – Concluding Sentence: Restate your topic and bring an end paragraph.
II.	(Pink) Otter created, play, fun to watch, lively behavior for sheer enjoyment

8. Writing Paragraphs (TP 10)

Together: When writing paragraphs from an outline –

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

“Otter” 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 to show students how to create sentences out of the outline wording.
- Type the paragraph in a MS Word document 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, double space, and access word count using the toolbar**.

Example paragraph: “Playing in Water” TP 10

If there is **not enough time** to type an “Otter” paragraph together from the brainstorm you wrote together, then show students the example “Playing in Water” paragraph TP 11 and review the correct paragraph structure and the toolbar icons.

1. View the example paragraph. TP 10
 - a. Show students how the sentences are worded mirroring the outline.
 - b. Show students also how to get the paragraph to follow the Paragraph Writing Checklist **using the icons on the toolbar**: the title is centered, uses Times New Roman font size 12, indent, double space, and access word count. WS 2 / TP 2
2. **Highlight** the following example paragraph “Playing in Water” taken from the example outline.
 - It is only necessary to highlight the **first word** of the sentence where a highlighting color begins or changes.
 - 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)

Playing in Water TP 10

(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)

9. Highlight Brainstorm WS 7, 10, 11 (TP 7, 11, 12) *(Assignment Segments 2 & 3)*

Together: Highlight the Paragraph Organization Brainstorms on WS 10 / TP 11 and WS 11 / TP 12 according to the colors instructed on WS 7 / TP 7 Highlighting Outlines and Paragraphs.

- Students may rearrange, alter and delete information, and add any of their own opinions or other facts about the following topics, Cassowary and Thorny Devil, to the brainstorm but should maintain the same amount of information.
- Highlight the supports in the order shown. WS 7 / TP 7

Together for Independent Work Paragraph 1:

Highlight the numbers and the original wording such as topic and opinion. It is okay but not necessary to highlight the brainstorm phrases/information.

Paragraph Organization WS 10 / TP 11	
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: (Pink) Cassowary bird	
Opinion: (Pink) shy but can be deadly	
1. (Blue) Native to New Guinea, nearby islands and northeastern Australia	
2. (Yellow) third largest bird in the world	
3. (Yellow) nearing five feet tall	
4. (Green) territorial, attacks if feel threatened or someone threatens chicks	
5. (Green) middle toe claw, slash and kill, dogs and children	
6. (Orange) attacks larger targets, chases and gives flying kick to victim	
7. (Pink) Final opinion: many think attacked by Cassowary, bird enjoys chasing people	

Together for Independent Work Paragraph 2: WS 11 / TP 12

Highlight the numbers and the original wording such as topic and opinion. It is okay but not necessary to highlight the brainstorm phrases/information.

Paragraph Organization WS 11 / TP 12	
1. State your topic. <u>Thorny Devil / Moloch (Pink)</u>	
2. State your point of view. Your point of view is your opinion about your topic.	
Lives in Australian desert (Pink)	
3. Brainstorming:	
Topic: (Pink) Thorny Devil / Moloch	
Opinion: (Pink) interesting lizard found in Australian desert	
1. (Blue) small body, 8 inches	
2. (Blue) threatening appearance – cone-like spikes cover	
3. (Yellow) Hydrates - night dew and rainwater flows through grooves in skin	
4. (Yellow) water collects in mouth	
5. (Green) Threat to ants, eat over a thousand a day	
6. (Orange) easy going, can be held by people	
7. Final opinion: (Pink) Thorny Devils might make good pet	

10. Highlight Block Outlines WS 7, 10, 11, 12 (TP 7, 11, 12, 13) (Assignment Segments 2 & 3)

Together: Highlight the cassowary block outline form and the thorny devil block outline form according to the colors mentioned in the following example WS 12 / TP 13, which follows WS 7 / TP 7.

1. Students will outline both brainstorms WS 10 and WS 11 on WS 12 for independent work. Both block outlines are on WS 12.
2. Using the 2 block outlines, students will then write their 2 paragraphs independently with each one typed on a separate Word document. Paragraphs must follow the Paragraph Writing Checklist and the Paragraph No List.

Block Outline WS 12 / TP 13

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)

Paragraph Assignment 1

Independent work due:

- Organized Notebook
- 2 Block Outlines – filled in
- 2 Paragraphs

Segment 1: Finish Organizing Notebook WS 1

Writing tools:

1. Put some extra notebook paper in front of the Assignment tab.
2. Have pens, pencils, eraser, and highlighters in a zipper pouch in the front of your notebook.

Segment 2: Cassowary Paragraph WS 10 / 12

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 and highlight your final paragraph.

Segment 3: Thorny Devil Paragraph WS 11 / 12

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 and highlight your final paragraph.

1. Use the **Paragraph Checklist** WS 2 and **No List** WS 4 to edit and correct **both** of your paragraphs.
2. Highlight your finished paragraphs according to **Highlighting Paragraphs and Outlines**. WS 7