

## 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. Reading List (For **required** outside **reading**)
5. Graded Work (Graded **paragraphs** & **poetry**)
6. Worksheets (Copies to be **used** and for **independent work**)

## 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 (**indent 5 – 10 spaces, box form**)
2. Type & Double space (**size 12 font, Times New Roman, 2 line spaces**)
3. Begin each sentence with a capital letter. (**First words & proper nouns**)
4. Put punctuation at the end of each sentence. (**Periods only**)
5. Subject and verb in every sentence. (**Complete thought**)
6. Begin sentences with different words. (**Vary sentence starters**)
7. Title – must be taken from the last sentence. (**Be creative**)
- 8.
- 9.
- 10.
- 11.

### Highlight

Introduction – Highlight **topic & point of view pink**

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

Conclusion – Highlight **topic & point of view pink**

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 – **use commas when pause**
6. No quotations marks / quotes – **“Love your enemies.”**
7. No dialogue (no 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, ...**
- 14.
- 15.
- 16.

### 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)

## Titles

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.

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

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

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## 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.

## 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.

## Paragraph Organization

1. State your topic. **Otters**

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

**Water mammals, playful, fun to watch**

3. Brainstorming:

**Topic:** Otters

**Opinion:** water mammals

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

2. close ears and nose, swim underwater traveling or hunting

3. long slim body, short limbs, webbed paws, sharp claws

4. soft under fur, outer long hair, stay warm and dry

5. in past endangered, hunted for fur

6. cold waters of North America, Europe, Asia and South America

7. Final opinion: created to live and play in water environment



## Block Outline

Otters

**1<sup>st</sup> Sentence – Topic Box:** State your topic. Use for the 1<sup>st</sup> sentence in the paragraph.

I.

2<sup>nd</sup> sentence

A.

3<sup>rd</sup> sentence

B.

4<sup>th</sup> sentence

C.

5<sup>th</sup> sentence

D.

**6<sup>th</sup> Sentence – Concluding Sentence:** Restate your topic and bring an end to your paragraph.

II.

### Playing in Water

Otters are one of the few mammals which require a water environment. Primarily their diets consist of water animals with fish, frogs, crayfish, crabs, and shellfish, but they also eat land mammals and birds. 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. 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. The fur and protective hair enables them to reside in the cold waters of North America, Europe, Asia and South America. 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)

Paragraph 1:

### Paragraph Organization

1. State your topic. **Cassowary**

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

**Has deadly force, shy**

3. Brainstorming:

**Topic:** Cassowary bird

**Opinion:** shy but can be deadly

1. Native to New Guinea, nearby islands, northeastern Australia

2. third largest bird in world

3. nearing 5 feet tall

4. territorial, attacks if feel threatened or someone threatens chicks

5. middle toe claw, slash and kill, dogs and children

6. attacks larger targets, chases and gives flying kick to victim

7. **Final opinion:** many think attacked by Cassowary, bird enjoys chasing people

Paragraph 2:

### Paragraph Organization

1. State your topic. **Thorny Devil / Moloch**

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

### **Lives in Australian desert**

3. Brainstorming:

**Topic:** Thorny Devil / Moloch

**Opinion:** interesting lizard found in Australian desert

1. small body, 8 inches

2. threatening appearance – cone-like spikes cover

3. Hydrates - night dew and rainwater flows through grooves in skin

4. water collects in mouth

5. Threat to ants, eat over a thousand a day

6. easy going, can be held by people

7. Final opinion: Thorny Devils might make good pet

## Block Outline – Cassowary

Paragraph

# 1

**1<sup>st</sup> Sentence – Topic Box:** State your topic. Use for the 1<sup>st</sup> sentence in the paragraph.

**I.**

2<sup>nd</sup> sentence

**A.**

3<sup>rd</sup> sentence

**B.**

4<sup>th</sup> sentence

**C.**

5<sup>th</sup> sentence

**D.**

**6<sup>th</sup> Sentence – Concluding Sentence:** Restate your topic and bring an end to your paragraph.

**II.**

## Block Outline – Thorny Devil

Paragraph

#2

**1<sup>st</sup> Sentence – Topic Box:** State your topic. Use for the 1<sup>st</sup> sentence in the paragraph.

**I.**

2<sup>nd</sup> sentence

**A.**

3<sup>rd</sup> sentence

**B.**

4<sup>th</sup> sentence

**C.**

5<sup>th</sup> sentence

**D.**

**6<sup>th</sup> Sentence – Concluding Sentence:** Restate your topic and bring an end to your paragraph.

**II.**

## 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