

How to

W R I T E

a

PARAGRAPH

K-2

SAMPLE
My favorite animal is
SAMPLE
I like foxes because
SAMPLE
are orange. Foxes
SAMPLE
are cute in the snow. Foxes
eat mice and rodents.
They would not make a very
good pet, but I still like them.



12 Week Step-by-Step Program



WRITE: How to Write a Paragraph

Kindergarten Mom

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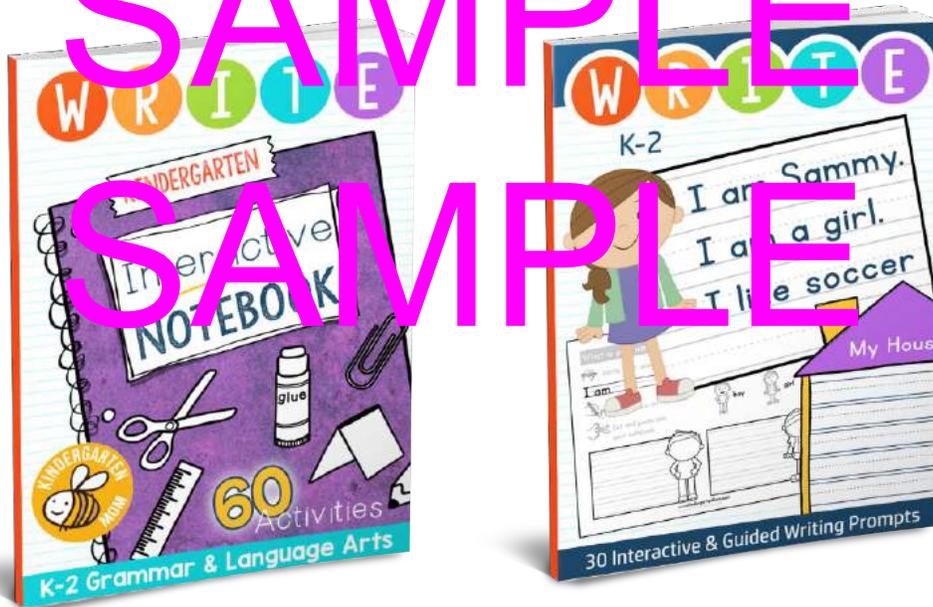
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General Setup:

How to Write a Paragraph: Week 1

This Week's Goals: <ul style="list-style-type: none">Learn the mechanics of a sentence.Review nouns and verbs.	Verbal Reminders: <ul style="list-style-type: none">A sentence begins with a capital letter.A sentence ends with a period.A sentence includes a subject. "A noun is a person, place or thing."A sentence includes an action. "A verb is an action word."
--	--

Additional Items Needed:
 Sentence Chart
 Scissors
 Glue

Suggested Outline:

- Day 1:** Review the sentence chart. Give verbal reminders. Write a few example sentences. Ask children to help you find the nouns and verbs.
- Day 2:** Review the sentence chart. Ask children to verbalize a sentence and write it on the board for them. Give verbal reminders.
- Day 3:** Review the sentence chart. Write a few nouns and verbs on the board. Read them aloud to children and ask them if it is a noun or a verb. Give verbal reminders.
- Day 4:** Review the sentence chart. Ask children to verbalize three sentences and write them on the board. Ask children to identify the subject and the verbs in each sentence. Give verbal reminders.
- Optional Review:** Encourage children to memorize "A noun is a person, place or thing" and "A verb is an action word."

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Weekly Planning Outline: At the start of each week you'll have simple teaching outline that makes planning a breeze. This page features weekly goals, verbal reminders, materials needed for the week, and a suggested daily plan. Each section is clearly labeled with simple prompts and tips for teaching that can be read with a quick look so your focus remains on your students.

SAMPLE

Remember: A sentence starts with a capital letter. A sentence ends with a period.

Name: _____ Week 1 Day 1

Choose a noun and a verb to make a sentence.
Choose a different noun and verb to make another sentence.

NOUNS  cat  dog  girl  boy	VERBS  played  ran  jumps  ate
---	---

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Daily Assignments: After guiding students through the simple tasks given on the outline, provide students with their daily assignments. Each assignment covers a step toward meeting the weekly goal and provides students with an easy to follow format to complete each step. Four assignments are provided each week.

SAMPLE

Remember: Start every sentence with a capital letter. End every sentence with a period.

Name: _____ Week 5 Day 1-4

Writing Checklist:

- Write your title and main idea sentence.
- Write two detail sentences.
- Write one more detail sentence and your conclusion.
- Color your writing. Title your work and draw a picture to match.

Title: _____

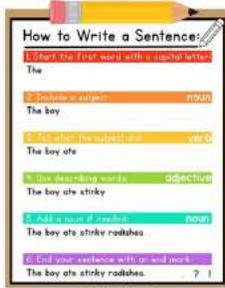
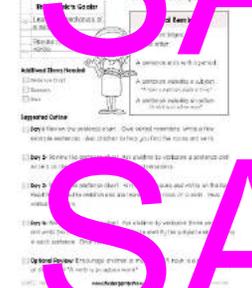
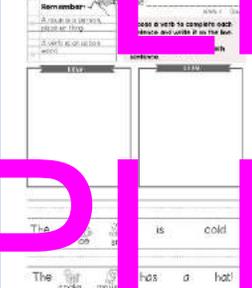
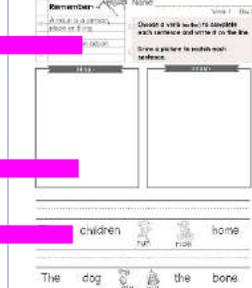
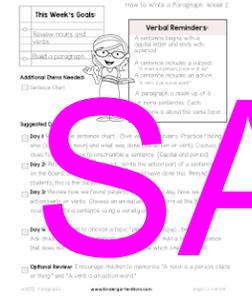
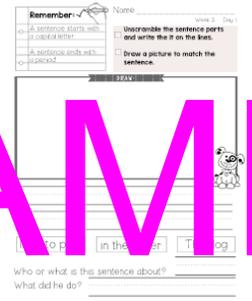
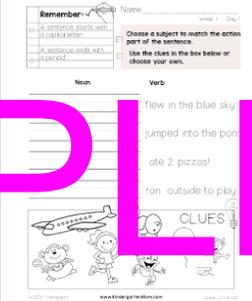
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Writing Paragraphs (Week 5+): Starting in week 5 students will be asked to complete one new paragraph each week. Instructional lessons provide short teaching goals that can be done prior to student writing. Students work on the same notebook page throughout the week, marking off one checkbox each day. Final copy paper is provided as an option for older children.

Weekly Overview

How to WRITE a Paragraph is taught 4 days/week over a course of 12 weeks. The first four weeks cover sentence structure, grammar, mechanics, and strong adjectives and verbs. The remaining 8 weeks cover four different types of paragraph writing; Descriptive, Opinion, Informative and Narrative. During the latter portion of the curriculum, students build upon daily writing tasks to create one paragraph at the end of each week. A simple teaching outline is provided detailing the goals and instructional points for each week. Colorful charts can be used during the instructional time and kept on hand for easy reference. Students are expected to complete their writing assignments by following a simple daily checklist.

SAMPLE
SAMPLE
SAMPLE

	Week 1 Outline	Monday	Tuesday	Wednesday	Thursday
Week 1: Pre-Writing Mechanics Writing a Sentence	 <p>How to Write a Sentence:</p> <ul style="list-style-type: none"> 1. Start the first word with a capital letter. The boy 2. Include a subject and a verb. The boy ate 3. Use describing words. The boy ate stinky redishes 4. Add a noun if needed. The boy ate stinky redishes 5. End your sentence with a period and mark. The boy ate stinky redishes . 	 <p>Remember: A sentence starts with a capital letter.</p> <p>Remember: A sentence ends with a period.</p> <p>Remember: A sentence starts with a capital letter and ends with a period.</p> <p>Remember: A sentence starts with a capital letter and ends with a period.</p>	 <p>Remember: A sentence starts with a capital letter and ends with a period.</p> <p>Remember: A sentence starts with a capital letter and ends with a period.</p> <p>Remember: A sentence starts with a capital letter and ends with a period.</p>	 <p>Remember: A sentence starts with a capital letter and ends with a period.</p> <p>Remember: A sentence starts with a capital letter and ends with a period.</p> <p>Remember: A sentence starts with a capital letter and ends with a period.</p>	 <p>Remember: A sentence starts with a capital letter and ends with a period.</p> <p>Remember: A sentence starts with a capital letter and ends with a period.</p> <p>Remember: A sentence starts with a capital letter and ends with a period.</p>
Week 2: Building Sentences Finding the Main Idea	 <p>Main Idea</p> <p>Gumballs are my favorite candy.</p> <p>The main idea is what the paragraph is about.</p> <p>The details all support the main idea.</p> <p>The conclusion relates the main idea.</p> <p>Gumballs will always be my fop pick!</p>	 <p>This Week's Goals:</p> <ul style="list-style-type: none"> Review nouns and verbs. Identify a paragraph. Identify the main idea. Identify the conclusion. <p>Verbal Reminder: A sentence includes a subject and a verb.</p> <p>Remember: A sentence starts with a capital letter and ends with a period.</p>	 <p>Remember: A sentence starts with a capital letter and ends with a period.</p> <p>Remember: A sentence starts with a capital letter and ends with a period.</p> <p>Remember: A sentence starts with a capital letter and ends with a period.</p>	 <p>Remember: A sentence starts with a capital letter and ends with a period.</p> <p>Remember: A sentence starts with a capital letter and ends with a period.</p> <p>Remember: A sentence starts with a capital letter and ends with a period.</p>	 <p>Remember: A sentence starts with a capital letter and ends with a period.</p> <p>Remember: A sentence starts with a capital letter and ends with a period.</p> <p>Remember: A sentence starts with a capital letter and ends with a period.</p>

Week 3

Purpose of Writing

Types of Paragraphs

Types of Paragraphs

Descriptive
A descriptive paragraph describes a person, place, object, or animal. It uses sensory details to help the reader visualize the subject. It usually has a topic sentence at the beginning and supporting sentences that provide details.

Opinion
An opinion paragraph expresses the writer's thoughts and beliefs about a topic. It includes a clear statement of the opinion, reasons to support it, and a concluding sentence.

This Week's Goals

- Write a descriptive paragraph.
- Write an opinion paragraph.

Vertical Reminders

A paragraph is made up of several sentences.

Additional Items Needed

- Handwriting Chart
- Checklist

Suggested Outline

1. Review the sentence chart. Write sentences about your topic.
2. Review the paragraph chart. Write a paragraph about your topic.
3. Review the opinion chart. Write an opinion paragraph about your topic.

Optional Extension

Write a paragraph about a topic that interests you. Use the checklist to make sure you have written a good paragraph.

Remember

- Read the paragraph then write a title.
- Add a new sentence that will go along with this paragraph.

Have you ever seen fog? Fog is wet and is made of little droplets of water. It looks like you are inside a cloud! When it is foggy outside, you will not see too far.

Some sentences you could be:
When it is foggy, my dog makes me feel like I'm in a fog.
I love the way fog makes the world look so soft.

Does the paragraph give information? Yes No
What is the topic of the paragraph? Fog Fog Fish

Remember

- Read the paragraph then give it a title.
- Finish the sentence and then write an ending.

Chop when I was walking home I found a turtle. He was getting ready to cross the road! I thought of a joke, "Why did the turtle cross the road?" But I knew the ending would be bad if he started to go. After all, turtles are not the fastest of animals. So I decided I should...

Write 3 adjectives:
LEMON SNOW

Remember

- Cut out the pictures and words.
- Sort the pictures so they are in two categories. Use them on the patch. Choose a topic to match.

HINT

the park dogs spring tools clothes

Remember

- Read the definition of FACT and OPINION.
- Draw a line from each sentence to either Fact or Opinion.
- Write your own Fact and Opinion.

Fact is a statement that can be proved true or false.

- Apples grow in North America.
- Butterflies go through metamorphosis.

Opinion is a statement that cannot be proved true or false.

- Apples are the best fruit ever!
- Butterflies are beautiful.

Fact:

Opinion:

Week 4:

Writing with Strong Adjectives and Verbs

Verbs are action words that tell what the subject does.

The young girl **lost** the football to her friend.

Verbs	Strong Verbs
run	kick
jump	shoot
throw	slug
catch	work
walk	use
swim	boogie
drive	eat
play	make
sleep	lock
jog	hike
talk	sing
yell	wash
grab	smile
trick	explode
revel	revel
wreck	wreck
crumple	crumple
whisper	whisper
wiggle	wiggle
chomp	chomp
perch	perch
mutter	mutter
tease	tease
believe	believe
scatter	scatter
show	show

This Week's Goals

- Write a paragraph using strong verbs.
- Write a paragraph using strong adjectives.

Vertical Reminders

A paragraph is made up of several sentences.

Additional Items Needed

- Handwriting Chart
- Checklist

Suggested Outline

1. Review the sentence chart. Write sentences using strong verbs and adjectives.
2. Review the paragraph chart. Write a paragraph using strong verbs and adjectives.

Optional Extension

Write a paragraph about a topic that interests you. Use the checklist to make sure you have written a good paragraph.

Remember

- Read the paragraph then write a title.
- Follow the clues to fill in the missing words.

Write 3 adjectives:
LEMON SNOW

Remember

- Read the paragraph then write a title.
- Follow the clues to fill in the missing words.

Write 3 adjectives:
LEMON SNOW

Remember

- Read the paragraph then write a title.
- Follow the clues to fill in the missing words.

Write 3 adjectives:
LEMON SNOW

Remember

- Read the paragraph then write a title.
- Follow the clues to fill in the missing words.

Write 3 adjectives:
LEMON SNOW

*Cutting Page

Week 5:

Parts of a Paragraph

Writing a Descriptive Paragraph

HAMBURGER

Introduction

DETAIL

DETAIL

Conclusion

PARAGRAPH

This Week's Goals

- Write a paragraph using strong verbs.
- Write a paragraph using strong adjectives.

Vertical Reminders

A paragraph is made up of several sentences.

Additional Items Needed

- Handwriting Chart
- Checklist

Suggested Outline

1. Review the sentence chart. Write sentences using strong verbs and adjectives.
2. Review the paragraph chart. Write a paragraph using strong verbs and adjectives.

Optional Extension

Write a paragraph about a topic that interests you. Use the checklist to make sure you have written a good paragraph.

Remember

- Read the paragraph then write a title.
- Follow the clues to fill in the missing words.

Write 3 adjectives:
LEMON SNOW

Remember

- Read the paragraph then write a title.
- Follow the clues to fill in the missing words.

Write 3 adjectives:
LEMON SNOW

Remember

- Read the paragraph then write a title.
- Follow the clues to fill in the missing words.

Write 3 adjectives:
LEMON SNOW

Remember

- Read the paragraph then write a title.
- Follow the clues to fill in the missing words.

Write 3 adjectives:
LEMON SNOW

Week 6:

Descriptive Paragraph

- Brainstorm**
Order your thoughts about your subject. Circle your best idea for your paragraph.
- Main Idea**
Write your opening sentence. Pick one of your best ideas to write about.
- Detail #1**
Write your second detail sentence. Use your hand-drawn picture to help you think of ideas.
- Detail #2**
Write your third detail sentence. Use your hand-drawn picture to help you think of ideas.
- Detail #3**
Write your fourth detail sentence. Use your hand-drawn picture to help you think of ideas.
- Conclusion**
Write your concluding sentence. Pick one of your best ideas to write about.
- Editing**
Use an editing checklist to check your work for errors. Fix any mistakes you find.

This Week's Goals

- Write a descriptive paragraph.
- Write an opinion paragraph.

Vertical Reminders

A paragraph is made up of several sentences.

Additional Items Needed

- Handwriting Chart
- Checklist

Suggested Outline

1. Review the sentence chart. Write sentences about your topic.
2. Review the paragraph chart. Write a paragraph about your topic.
3. Review the opinion chart. Write an opinion paragraph about your topic.

Optional Extension

Write a paragraph about a topic that interests you. Use the checklist to make sure you have written a good paragraph.

Remember

- Read the paragraph then write a title.
- Follow the clues to fill in the missing words.

Write 3 adjectives:
LEMON SNOW

Remember

- Read the paragraph then write a title.
- Follow the clues to fill in the missing words.

Write 3 adjectives:
LEMON SNOW

Remember

- Read the paragraph then write a title.
- Follow the clues to fill in the missing words.

Write 3 adjectives:
LEMON SNOW

Remember

- Read the paragraph then write a title.
- Follow the clues to fill in the missing words.

Write 3 adjectives:
LEMON SNOW

SAMPLE

Week 7:

Opinion Paragraph

Types of Paragraphs

Descriptive
 Descriptive paragraphs describe in great detail what you see, feel, hear, smell, taste, or think. Use all five senses to describe something. Each sentence in a descriptive paragraph should describe a different part of the subject. Use adjectives to describe things and verbs to describe actions. Use sensory words to describe how things feel, taste, or smell. Use words that describe how things look and sound.

Opinion
 An opinion paragraph tells you what you think about something. It starts with a topic sentence that says what you think. Then you give reasons why you think that way. Each sentence in an opinion paragraph should give a reason for your opinion. Use words that describe how things feel, taste, or smell. Use words that describe how things look and sound.

This Week's Goals

Verbal Reminders

Additional Done

Suggested Outline

Day 1

Day 2

Day 3

Day 4

Day 5

Remember:

Week 8:

Transitions
Opinion Paragraph

Transitions

Use these words to connect ideas in your writing.

First	Second	Third
First	Next	Last
Before	During	After
To begin with	Then	Finally
It all started	Meanwhile	On the bright side
In the beginning	Later	Eventually
In the first place	For example	In summary

This Week's Goals

Verbal Reminders

Additional Done

Suggested Outline

Day 1

Day 2

Day 3

Day 4

Day 5

Remember:

Week 9:

Informative Paragraph

Adjectives

The **scruffy, orange** cat **pounced** on the mouse.

Adjectives	Strong Adjectives
small	mean
large	light
new	dark
old	fast
little	slow
big	rich
easy	poor
hard	slippery
smart	sad
silly	happy
hot	crazy
cold	wild
nice	cute

This Week's Goals

Verbal Reminders

Additional Done

Suggested Outline

Day 1

Day 2

Day 3

Day 4

Day 5

Remember:

Week 10

Informative Paragraph

Types of Paragraphs

Informative
 Informative paragraphs give you facts about something. Each sentence in an informative paragraph should give a different fact. Use words that describe how things feel, taste, or smell. Use words that describe how things look and sound.

Narrative
 Narrative paragraphs tell a story about what happened. Each sentence in a narrative paragraph should describe a different part of the story. Use words that describe how things feel, taste, or smell. Use words that describe how things look and sound.

This Week's Goals

Verbal Reminders

Additional Done

Suggested Outline

Day 1

Day 2

Day 3

Day 4

Day 5

Remember:

SAMPLE SAMPLE SAMPLE

This Week's Goals:

- Learn the mechanics of a sentence.
- Review nouns and verbs.



Verbal Reminders:

A sentence begins with a capital letter.

A sentence ends with a period.

A sentence includes a subject (noun).
"A noun is a person, place or thing."

A sentence includes an action (verb).
"A verb is an action word."

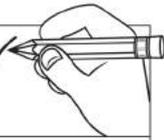
Additional Items Needed:

- Sentence Chart
- Example Board (or paper and pencil)

Suggested Outline:

- **Day 1:** Review the sentence chart. Give verbal reminders. Write a few example sentences. Ask class to help you find the nouns and verb.
- **Day 2:** Review the sentence chart. Ask children to verbalize a sentence and then write it on the board for them. Give verbal reminders.
- **Day 3:** Review the sentence chart. Write a few nouns and verbs on the board. Read them aloud and ask students to decipher between nouns and verbs. Give verbal reminders when needed.
- **Day 4:** Review the sentence chart. Ask students to verbalize three sentences and write them on the board. Ask students to identify the subject and the verbs in each sentence. Give verbal reminders.
- **Optional Review:** Encourage students to memorize "A noun is a person, place or thing." and "A verb is an action word."

Remember: ✓



Name: _____

Week 1 Day 1

○ A sentence starts with
a capital letter.

Copy the sentences on the line.

○ A sentence ends with
a period.

**Draw a picture to match each
sentence.**

DRAW:

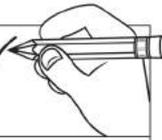
DRAW:

SAMPLE
SAMPLE
SAMPLE

The sun is hot.

The robot is funny!

Remember: ✓



Name: _____

Week 1 Day 2

○ A noun is a person, place or thing.

○ A verb is an action word.

Choose a noun (subject) to complete each sentence and write it on the line.

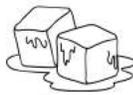
Draw a picture to match each sentence.

DRAW:

DRAW:

SAMPLE
SAMPLE
SAMPLE

The



ice



snow

is

cold.

The



snake



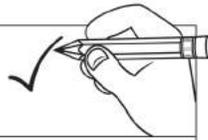
mouse

has

a

hat!

Remember:



Name: _____

Week 1 Day 3

○ A noun is a person, place or thing.

○ A verb is an action word.

Choose a verb (action) to complete each sentence and write it on the line.

Draw a picture to match each sentence.

DRAW :

DRAW :

SAMPLE
SAMPLE
SAMPLE

The children _____ home.



run



ride

The dog _____ the bone.

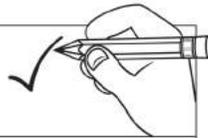


ate



hid

Remember:



Name: _____

Week 1 Day 4

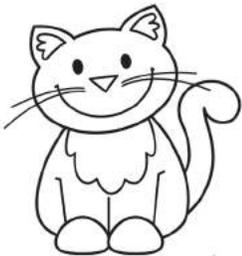
A sentence starts with a capital letter.

A sentence ends with a period.

Choose a noun and a verb to make a sentence.

Choose a different noun and verb to make another sentence.

NOUNS



cat



dog



girl



boy

VERBS



played



ran



jumps



ate

SAMPLE
SAMPLE
SAMPLE

This Week's Goals:

- Use descriptive language to share information.
- Stretch out each sentence.

Verbal Reminders:

Descriptive paragraphs tell what nouns are like.

Describing is more than just telling facts. This type of writing gives specific details to the reader.

When we describe, we want the reader to get a picture in their

Additional Items Needed:

- Hamburger Chart
- Adjectives Chart
- Editing Chart
- Example Board

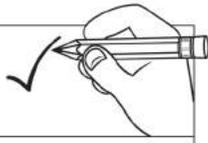


SAMPLE

Suggested Outline:

- Day 1:** Review each chart. Brainstorm ways to describe food based on taste, smell, texture and time when this food is eaten. Write an exciting main idea sentence that intrigues the reader. (Steps 1 & 2)
- Day 2:** Review the paragraph charts. Give verbal reminders. Write an example sentence on the board using weak verbs and adjectives. Ask students to suggest stronger words. Have them find descriptive ways of telling about their food without giving the food name. (Step 3 & 4)
- Day 3:** Review both charts. Give verbal reminders. Write a small list of verbs and adjectives on the board relating to food and ask students to provide stronger words. Find alternative words for "eat." Discuss & provide examples of concluding sentences. (Step 5 & 6)
- Day 4:** Review the Editing Chart. Write a "problem" sentence on the board and ask students to "fix" it. (Step 7) Older children can write a final draft.

SAMPLE



Name: _____

Week 6 Day 1

<input type="checkbox"/>	Brainstorming means we are getting our ideas down on paper.
<input type="checkbox"/>	You don't have to use all your ideas.

- Brainstorm words to describe the taste, texture and color of your mystery food.**
- Think about the way it looks, tastes and feels.**

What words describe how your food tastes?

What words describe what your mystery food looks like?

SAMPLE

SAMPLE

SAMPLE

When would we eat this mystery food?

How would you describe the texture of this mystery food?

	Remember:
<input type="checkbox"/>	Start every sentence with a capital letter and end with an endmark.
<input type="checkbox"/>	Use descriptive words.

Name: _____

Week 6 Days 1 - 4

Title:

Writing Checklist:

- Write your title and main idea sentence. Use a good hook to intrigue your reader.
- Write two sentences with descriptive clues about your mystery food.
- Write one more detail sentence. Write your conclusion (can the reader guess?).
- Edit your writing. Add stronger verbs and adjectives. Write your final draft.

SAMPLE
SAMPLE
SAMPLE

SAMPLE

SAMPLE

SAMPLE



SAMPLE

SAMPLE

SAMPLE



This Week's Goals:

- Build an informative paragraph.
- Gather facts and information from one source.

Verbal Reminders:

An informative paragraph shares facts and information.

- A paragraph has an exciting main idea sentence.
- A paragraph has three detail sentences that stay on topic.
- A paragraph has a conclusion sentence that wraps things up.

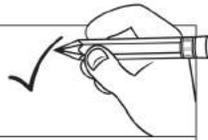
Additional Items Needed:

- Paragraph Charts
- Hamburger Chart
- Editing Chart
- Example Board

Suggested Outline:

- Day 1:** Review charts. Encourage children to choose an exciting animal to research. Explain how we get facts and information from sources. A source can be a book, a website or even an expert. Build an exciting main idea sentence. (Steps 1 & 2)
- Day 2:** Review the paragraph charts. Give verbal reminders. Write one fact and one opinion on the board. Ask students to distinguish between the two. Ask what types of sentences should go in an informative paragraph. Help students find unique facts to use in their paragraph. (Step 3 & 4)
- Day 3:** Review both charts. Give verbal reminders. Write a small list of verbs and adjectives on the board relating to animals and ask students to provide stronger words. Discuss & provide examples of concluding sentences. (Step 5 & 6)
- Day 4:** Review the Editing Chart. Write a "problem" sentence on the board and ask students to "fix" it. (Step 7) Older children can write a final draft.

Remember:



Name: _____

Week 9 Day 1

○ Informative writing includes facts not opinions.

○ You must tell your source of information.

Write what you already know about your animal.

Find new information from a book, online or an expert.

Animal Name:

Unique Features



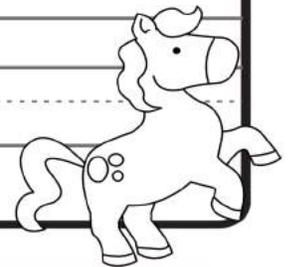
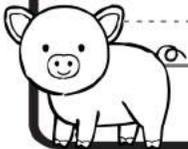
SAMPLE

Find words to describe your animal's looks.

Where does your animal live?

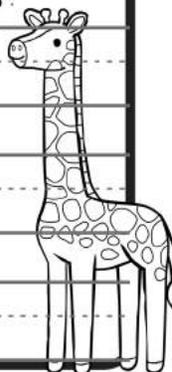
SAMPLE

SAMPLE



What your animal eats:

Fun Fact?



	Remember:
○	Start every sentence with a capital letter and end with an endmark.
○	Tell where you got your facts (your source).

Name: _____

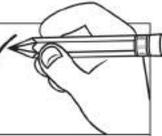
Week 9 Days 1 - 4

Title:

Writing Checklist:

- Write your title and main idea with something amazing about your animal.
- Write two sentences with strong verbs and adjectives about your animal.
- Write one more detail sentence. Write your conclusion (restate your main idea).
- Edit your writing. Skip a few lines and write your source. Write your final draft.

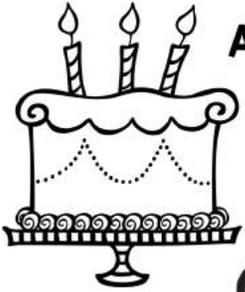
SAMPLE
SAMPLE
SAMPLE

	Remember: 
<input type="checkbox"/>	Brainstorming means we are getting our ideas down on paper.
<input type="checkbox"/>	Use transition words to help tell your story in order.

Name: _____

Week 11 Day 1

- Think about a special day in your life.**
- Try to remember each event of this amazing day.**



Answer these questions to get you thinking.

What do you remember the most?

How did it make you feel?



First:

SAMPLE

Next:

SAMPLE

Then:

SAMPLE

Last:

	Remember:
<input type="checkbox"/>	Use transitions to show the order of events.
<input type="checkbox"/>	A narrative has a beginning, a middle and an end.

Name: _____

Week 11 Days 1 - 4

Title:

Writing Checklist:

- Write your title and main idea sentence. Be sure to hook your reader!
- Write two sentences keeping the right order of the events.
- Write one more detail sentence. Write your conclusion (restate your main idea).
- Edit your writing. Add stronger verbs and adjectives. Write your final draft.

SAMPLE

SAMPLE

SAMPLE



How to Write a Sentence:

1. Start the first word with a capital letter:

The

2. Include a subject:

noun

The boy

3. Tell what the subject did:

verb

The boy ate

4. Use describing words:

adjective

The boy ate stinky

5. Add a noun if needed:

noun

The boy ate stinky radishes

6. End your sentence with an end mark:

The boy ate stinky radishes.

. ? !

Types of Paragraphs

A **Descriptive**



paragraph describes in great detail.

Last week, I tried the most delicious ice cream cone of my entire life. Three generous scoops of mouth-watering ice-cream sat on top of a crispy waffle cone. Each scoop was a different flavor. Creamy chocolate was first, vanilla with rainbow sprinkles was second, and fresh strawberry was third. It was the best ice-cream cone I have ever tried, I can't wait to go back for another.



SAMPLE

An **Opinion** paragraph



I think that it is important to help others in our town. There are many people who don't have enough food, or clothing in our community.. Some families don't even have a home to live in. As neighbors in this town, we need to reach out to these families and find ways to help. We can give them meals, money or a helping hand. Solving problems in our town makes it a better place to call home.



Types of Paragraphs



An **Informative** paragraph gives information about something.

Raccoons are very interesting animals. They are nocturnal, which means they are most active at night. Some raccoons live in hollowed-out trees. Berries and fruits are some of their favorite foods to eat. In the winter, raccoons hibernate in their dens. Raccoons live all around us and they are fun to look at at night.



SAMPLE
SAMPLE



A **Narrative** paragraph tells a story about what happened.

Last summer, I went to the lake with my family. We camped out under the stars for three nights. We swam in the lake, went canoeing, and ate smores at the campfire. My favorite part was when I caught a large green lizard. It was the best time I've ever had with my family.





Adjectives

are words used to describe nouns.

The **scruffy**, **orange** cat pounced on the mouse.

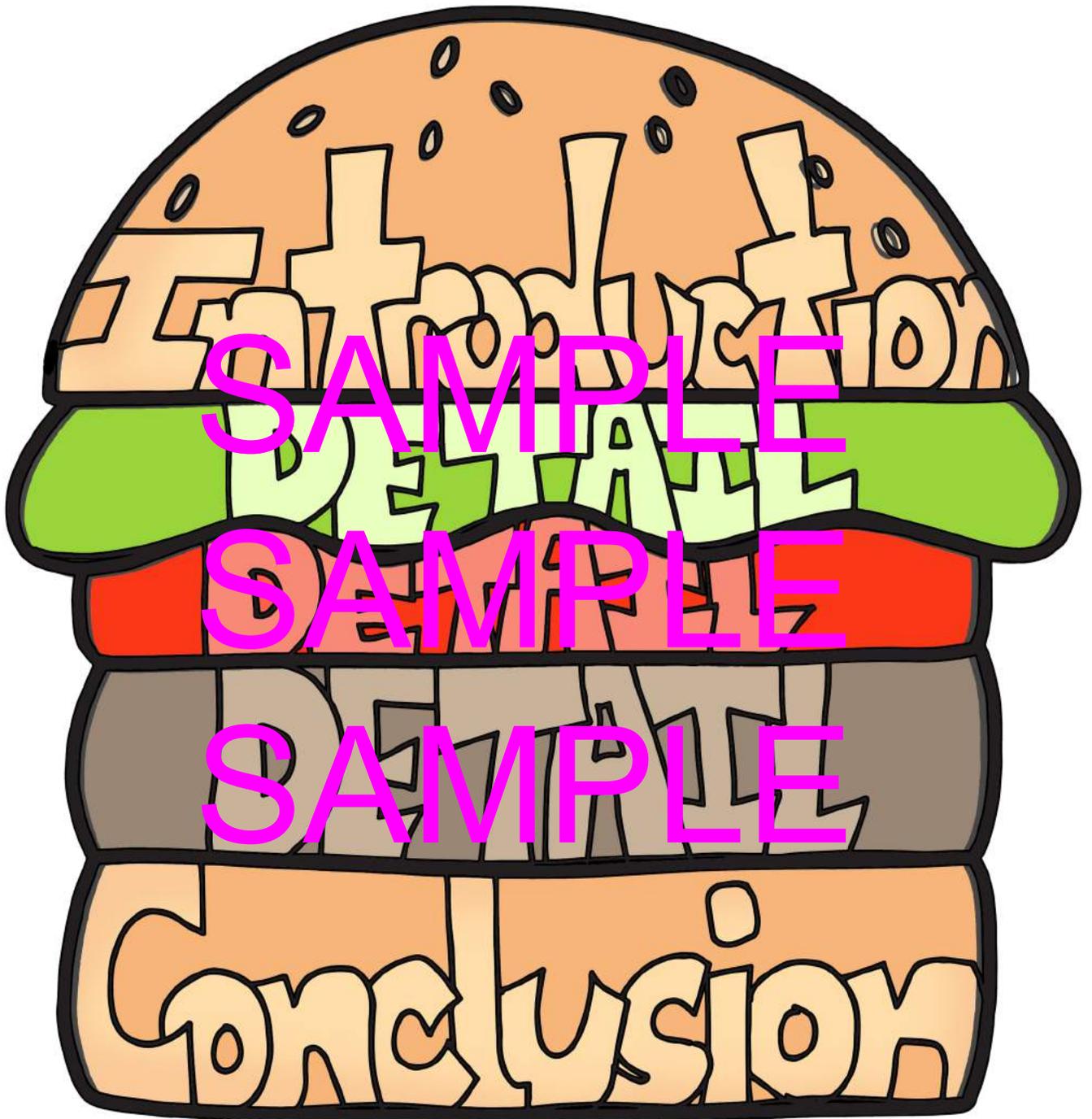
Adjectives:

small	mean
large	light
new	dark
old	fast
little	slow
big	rich
easy	poor
hard	sleepy
smart	sad
silly	happy
hot	angry
cold	wild
nice	cute

Strong Adjectives:

teeny	nasty
gigantic	bright
fresh	stormy
wrinkled	powerful
microscopic	cautious
huge	magnificent
simple	helpless
difficult	exhausted
genius	anxious
outrageous	friendly
sweaty	crabby
frozen	tricky
generous	adorable

HAMBURGER

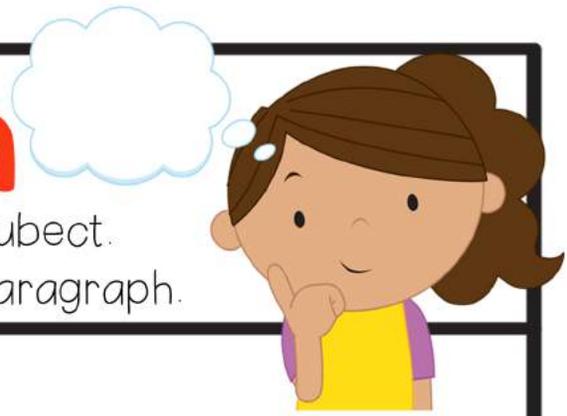


PARAGRAPH

1

Brainstorm

Gather your thoughts about your subject.
Choose your best ideas for your paragraph.



2

Main Idea

Write your opening sentence. Make sure it grabs the reader's attention and stays on topic.

3

Detail # 1

Write your first detail sentence. Stay on topic and be clear about your ideas.

SAMPLE

4

Detail # 2

Write your second detail sentence. Use your transitions chart to keep your writing organized.

SAMPLE

5

Detail # 3

Write your third detail sentence. This is your final example so be sure to make a good point.

SAMPLE

6

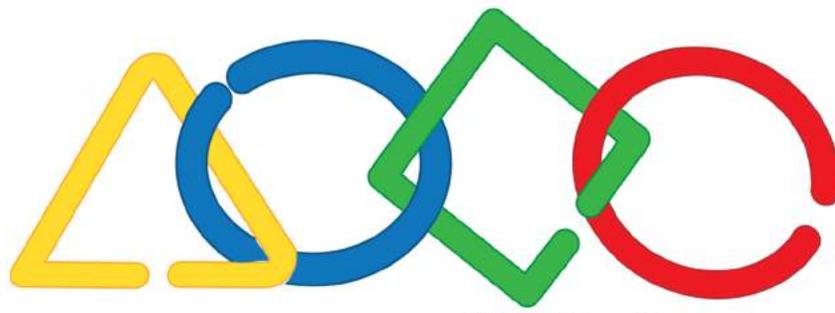
Conclusion

Write your conclusion sentence. Be sure your conclusion refers back to your main idea sentence. Wrap it up!

7

Editing

Use an editing checklist to check your work for errors. Fix any errors you find.



Transitions

link ideas and sentences together to keep order.

First, we went to the store. Next, we played soccer. Then, we ate dinner.

SAMPLE

First	Second	Third
First	Next	Last
Before	During	After
To begin with	Then	Finally
It all started	Meanwhile	On the bright side
In the beginning	Later	Eventually
In the first place	For example	In summary

SAMPLE

SAMPLE



Read

&

Edit



My sentences begin with a capital letter.

SAMPLE

My sentences end with a period.

SAMPLE

My main idea sentence is clear and exciting.

SAMPLE

I have three detail sentences with good transitions.

My conclusion sentence wraps things up.

My words are spelled correctly.

I have done my best work and I am proud.