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

12 Week Step-by-Step Program
General Setup:

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.

Daily Assignments: After guiding students through the simple tasks given on the outline, provide students with their daily assignment. 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.

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.

<table>
<thead>
<tr>
<th>Week 1:</th>
<th>Weekly Outline</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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</thead>
<tbody>
<tr>
<td>Pre-Writing Mechanics</td>
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<tr>
<td>Writing a Sentence</td>
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<td>Week 2:</td>
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<tr>
<td>Building Sentences</td>
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<tr>
<td>Finding the Main Idea</td>
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How to Write a Paragraph: Week 1

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:

- A sentence starts with a capital letter.
- A sentence ends with a period.

Name: ______________________

Week 1  Day 1

☐ Copy the sentences on the line.
☐ Draw a picture to match each sentence.

DRAW:

Sample
Sample
Sample
Sample

The sun is hot.

The robot is funny!
The ice is cold.

The snake has a hat!
Remember:

- 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.

The children run home.

The dog ate hid the bone.
Remember:

- 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

WRITE: Paragraphs
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Images: (c) Karri Bolt
How to Write a Paragraph: Week 6

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 mind.

Additional Items Needed:
- Hamburger Chart
- Adjectives Chart
- Editing Chart
- Example Board

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.
Brainstorming means we are getting our ideas down on paper. 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?

When would we eat this mystery food?
How would you describe the texture of this mystery food?
Remember:

- Start every sentence with a capital letter and end with an endmark.
- Use descriptive words.

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, and
- Write one more detail sentence: Write your conclusion (can the reader guess?)
- Edit your writing. Add stronger verbs and adjectives. Write your final draft.

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Title:

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WRITE: Paragraphs

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WRITE: Paragraphs

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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 to gather 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:

- Informative writing includes facts not opinions.
- You must tell your source of information.

Name: ____________________________

Week 9  Day 1

☐ Write what you already know about your animal.

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

Animal Name:  

Unique Features:

Find words to describe your animal’s looks.

Where does your animal live?

What your animal eats:  

Fun Fact?

WRITE: Paragraphs  
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Images (c) Kari Bolt, Hidsey's Clipart
Remember:

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

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.

WRITE: Paragraphs

Title:

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Remember:

- Brainstorming means we are getting our ideas down on paper.
- 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:

Next:

Then:

Last:

SAMPLE SAMPLE SAMPLE SAMPLE
<table>
<thead>
<tr>
<th>Remember:</th>
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<tbody>
<tr>
<td>Use transitions to show the order of events.</td>
</tr>
<tr>
<td>A narrative has a beginning, a middle and an end.</td>
</tr>
</tbody>
</table>

**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.

**Title:**

```
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 chin strawberrry was third. It was the best ice cream cone I have ever tried, I can’t wait to go back for another.

An Opinion paragraph shares personal thoughts and ideas.

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 for at night.

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 s'mores 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.

<table>
<thead>
<tr>
<th>Adjectives:</th>
<th>Strong Adjectives:</th>
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<tbody>
<tr>
<td>small</td>
<td>teenu</td>
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<tr>
<td>large</td>
<td>gigantic</td>
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<td>new</td>
<td>fresh</td>
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<td>old</td>
<td>stormy</td>
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<td>little</td>
<td>wrinkled</td>
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<td>fast</td>
<td>powerful</td>
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<td>slow</td>
<td>microscopic</td>
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<td>big</td>
<td>cautious</td>
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<td>hard</td>
<td>helpless</td>
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<td>sleepy</td>
<td>difficult</td>
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<td>sad</td>
<td>exhausted</td>
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<td>happy</td>
<td>genius</td>
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<td>anxious</td>
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<td>outrageous</td>
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<td>cute</td>
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<td>tricky</td>
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<td></td>
<td>generous</td>
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<td></td>
<td>adorable</td>
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HAMiBURGER

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CONClUsiON

PARAGRAPH

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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.

4. Detail #2
   Write your second detail sentence. Use your transitions chart to keep your writing organized.

5. Detail #3
   Write your third detail sentence. This is your final example so be sure to make a good point.

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.

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Transitions
link ideas and sentences together to keep order.

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

<table>
<thead>
<tr>
<th>First</th>
<th>Second</th>
<th>Third</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Next</td>
<td>Last</td>
</tr>
<tr>
<td>Before</td>
<td>During</td>
<td>After</td>
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<tr>
<td>To begin with</td>
<td>Then</td>
<td>Finally</td>
</tr>
<tr>
<td>It all started</td>
<td>Meanwhile</td>
<td>On the bright side</td>
</tr>
<tr>
<td>In the beginning</td>
<td>Later</td>
<td>Eventually</td>
</tr>
<tr>
<td>In the first place</td>
<td>For example</td>
<td>In summary</td>
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</tbody>
</table>

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My sentences begin with a capital letter.

My sentences end with a period.

My main idea sentence is clear and exciting.

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.