

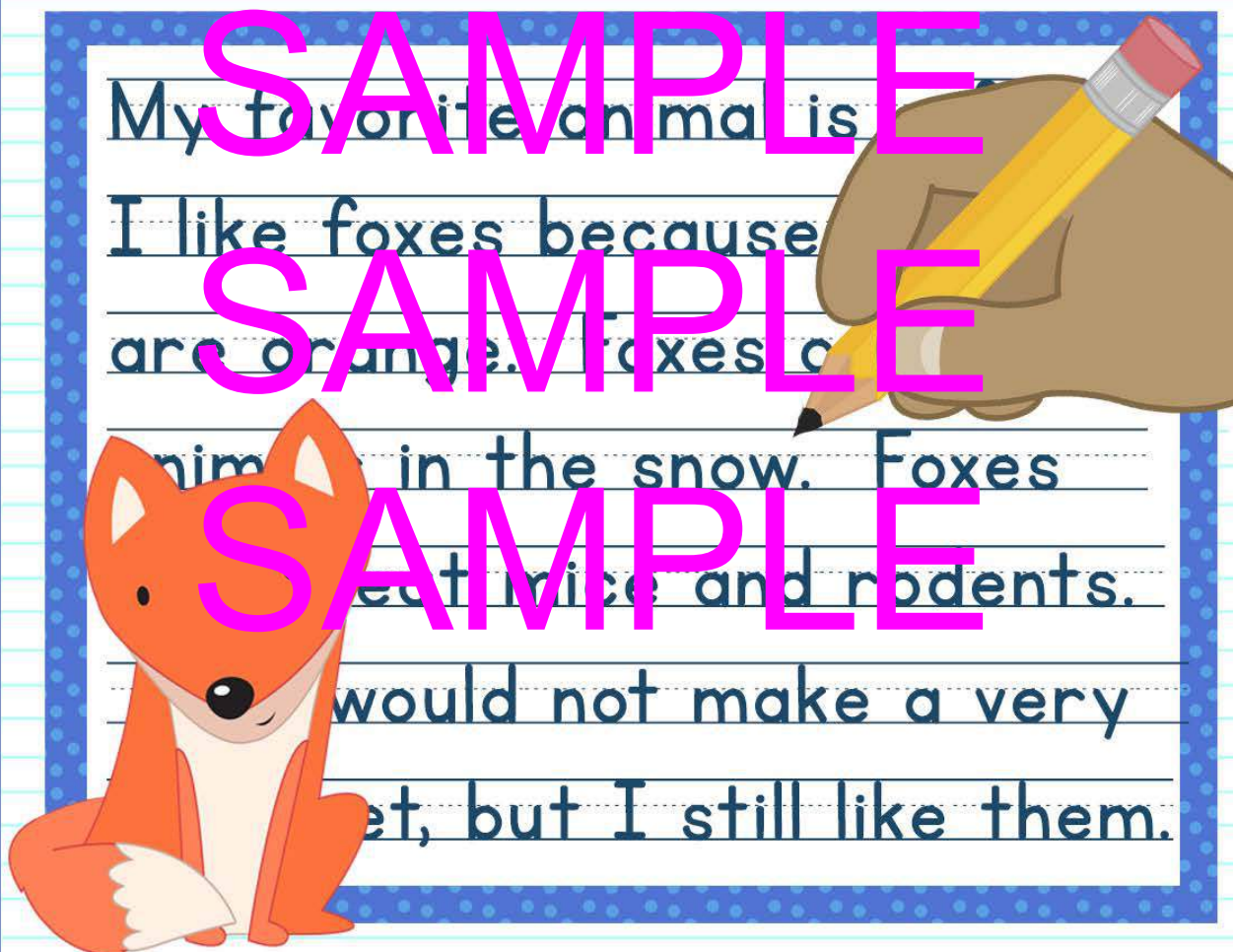
How to

WRITE

a

PARAGRAPH

K-2



12 Week Step-by-Step Program



WRITE: How to Write a Paragraph

Kindergarten Mom

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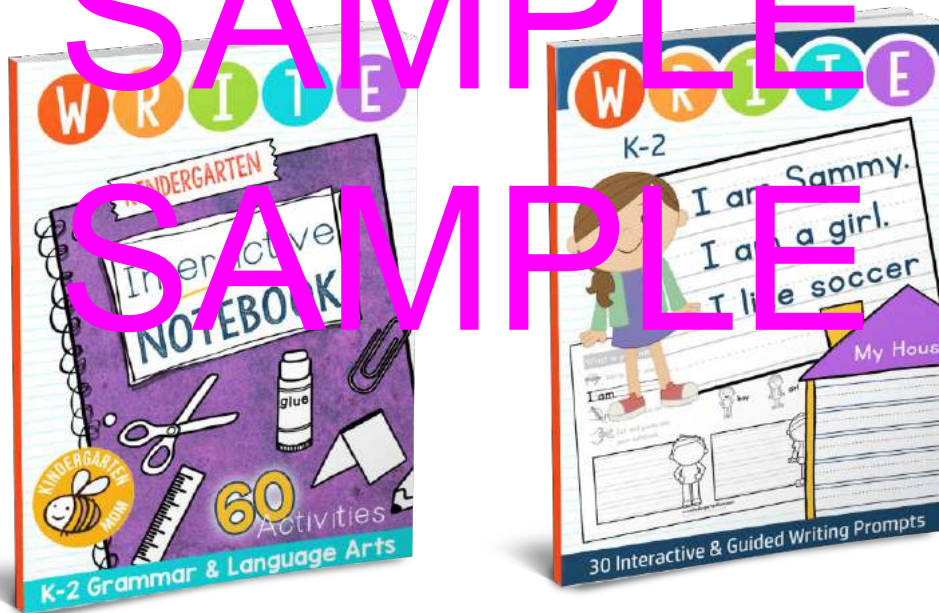
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General Setup:

This Week's Goals:

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

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."

WRITING: Paragraphs www.kindergartenfun.com Page 1 of 10

How to Write a Paragraph: Week 1

Verbal Reminders:

- 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."



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

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.

SAMPLE

Remember:

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

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

WRITING: Paragraphs www.kindergartenfun.com Page 1 of 10

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.

Remember:

- ☐ Start every sentence with a capital letter.
- ☐ End every sentence with a period.

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:

WRITING: Paragraphs www.kindergartenfun.com Page 1 of 10

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.

		Week 1: Outline	Monday	Tuesday	Wednesday	Thursday
Week 1: Pre-Writing Mechanics Writing a Sentence						
Week 2: Building Sentences Finding the Main Idea						

Types of Paragraphs

Types of Paragraphs



Descriptive

Paragraphs describe things in great detail and answer the question: *What is it like?* These paragraphs provide a lot of information to help the reader create a picture in his or her mind. Descriptive paragraphs usually contain a lot of adjectives and adverbs. For example, you could write a descriptive paragraph about your favorite ice cream cone.

My favorite ice cream cone is a chocolate one with vanilla swirls. It's really soft and delicious. I love it because it's my favorite flavor and it goes so good with my chocolate cake.





Opinion

These paragraphs express feelings and ideas. They answer the question: *What do you think?* These paragraphs usually contain a lot of adjectives and adverbs. For example, you could write an opinion paragraph about your favorite ice cream cone.

I think that chocolate ice cream is the best flavor. It's so delicious and it goes so good with my chocolate cake. I love it because it's my favorite flavor and it goes so good with my chocolate cake.



[illegible]


Remember ✓ Name _____ Date _____

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

A paragraph must start on a new line and go on the topic.

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



(Some sentence starters could be:
When it is foggy, or Fog makes me feel, Be careful in the fog.)

Does this paragraph give information? ☒ Yes ☐ No

What is the topic of this paragraph? Pickles Frog Fish

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Remember

- a sentence starts with a capital letter and ends with a period.
- a paragraph must start on a new line.


Write

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

UNIT 11 - TURTLES

Once when I was walking home I found a turtle. He was getting ready to cross the road! I thought of his name, "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 _____

(Add the sentences from before and after you can finish the writing.)



VOCAB Wordsheet www.kidscreation.com page 2 of 2











Remember - Name _____

A dog park is a place where dogs can play and people can walk their dogs.

1. Cut out the pictures and words.

2. Sort the pictures so they are in two categories. Glue them on the petals. Choose a topic to match.

HINT!

The park dogs spring fools clothes

Remember	Name _____	Week _____ Day _____
<p>1. Write a definition (with a picture) of a factor and add a sentence about it.</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>	<p>● Read the definition of FACT and OPINION.</p> <p>● Draw a line from each sentence to either fact or opinion.</p> <p>● Write your own fact and opinion.</p>	
<p>FACTS are things that can be proven.</p>		
<p>● Flaccos live in North America.</p> <p>● Apples grow on trees.</p> <p>● Butterflies go through metamorphosis.</p>	<p>● Spiders are scary.</p> <p>● Camels store fat in their humps.</p>	
<p>Opinion are just how someone feels or thinks.</p>		
<p>● Flaccos are cute.</p> <p>● Apples are the best fruit ever!</p> <p>● Butterflies are beautiful.</p>	<p>● Blue whales are the largest living creatures.</p> <p>● Pig staid is the best food in the world.</p>	
<h1>Fact:</h1>		
<h1>Opinion:</h1>		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

Writing with Strong Adjectives and Verbs

Verbs are action words and are the ugliest ones!

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

Verb	Strong Verb
run	kick
jump	shoot
throw	thug
catch	work
walk	use
swim	boast
drive	eat
play	make
sleep	kick
talk	kick
yell	sing
grab	smile

This Week's Goals:

- Identify both sentence fragments and run-on sentences.
- Identify and correct sentence fragments and run-on sentences.

Additional Goals:

- Identify and correct comma splices.

How to Write a Paragraph: Unit 9

Verbal Reminders:

- Identify a main subject and a main verb.
- Identify the subject and the verb in each sentence.
- Identify the subject and the verb in each sentence, adding any modifiers.

Supportive Details:

- Day 1** Write the topic sentence. The topic sentence is the first sentence and tells the reader what the paragraph is about.
- Day 2** Write the supporting details. The supporting details are the sentences that follow the topic sentence and provide evidence to support the topic sentence.
- Day 3** Write the concluding sentence. The concluding sentence is the last sentence in the paragraph and summarizes the main idea of the paragraph.
- Day 4** Write the topic sentence and supporting details. The topic sentence is the first sentence and tells the reader what the paragraph is about. The supporting details are the sentences that follow the topic sentence and provide evidence to support the topic sentence.
- Day 5** Write the concluding sentence. The concluding sentence is the last sentence in the paragraph and summarizes the main idea of the paragraph.

Paragraph Structure:

- Identify the topic sentence and supporting details.
- Identify the concluding sentence.
- Identify the topic sentence and supporting details.
- Identify the concluding sentence.

Optional Extension:

Write a paragraph about a topic that interests you. Use the topic sentence and supporting details to write the paragraph.


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Remember	Understand	Apply	Evaluate
<p>Adaptation, camouflage, mimicry</p> <p>Write a letter</p>	<p>Read the paragraph. Add adjectives to improve the paragraph.</p> <p>Expand the sentence with details.</p>		
<p>PROBLEM SET</p>			
<p>Read aloud, I read this. _____ read this for me. You, I am an unicorn and I am only a _____.</p> <p>_____ and my _____ husband told me _____.</p> <p>_____ and _____ hear the _____.</p> <p>and that someday, I will fly again. I think I will _____.</p> <p>but lost all of the for now. I will love being a _____.</p> <p>_____.</p>			
<p>_____ the dinosaur ate leaves.</p> <p>_____ when _____ there _____ of dinosaur _____.</p>			

Remember:  Name _____












Write in 1 day

1. Make a card a little at a time. Copy the letters of the word on the card.

2. Make a monster! Use the ideas or create your own.

3. Create 2 sentences using adjectives to help describe your monster.

Letters

Use each card the sentence by saying, "The monster, My monster is so _____ there was a _____"

Writing a Descriptive Paragraph

HAMBURGER

Introduction

DETAIL

DETAIL

Conclusion

PARAGRAPH

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Descriptive Paragraph

- 1 Brainstorm**
 Gather your thoughts about your subject.
 Create your list of ideas for your paragraph.
- 2 Main Idea**
 Write your opening sentence. Make sure it grabs the reader's attention and gives your topic.
- 3 Detail #1**
 Write your first detail sentence. Be sure to explain about your idea.
- 4 Detail #2**
 Write your second detail sentence. Use your transitions to make your writing organized.
- 5 Detail #3**
 Write your third detail sentence. This is your last example to use to make a conclusion.
- 6 Conclusion**
 Write your conclusion sentence. Be sure your conclusion restates your main idea and provides a topic & link.
- 7 Editing**
 Use an editing checklist to check your work for writing it in 60 minutes!

[illegible]

W **V**

Write a word which is a
 synonym for **W** and a verb or
 synonym for **V**.
Think about the words I look,
begin with and

What would I do to
 lower your food intake?
 (write words I should use
 to lower my food intake)

What would I do to
 increase my food
 intake?
 (write words I should use
 to increase my food intake)

Write your name

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Remember:

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

Writing Checklist:

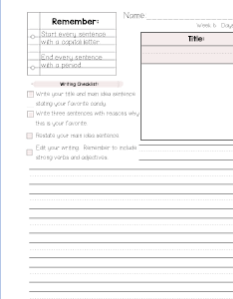
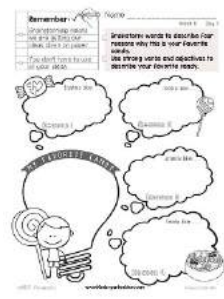
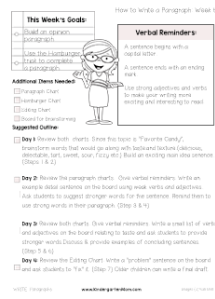
- ☐ Write your title and main idea sentence
- ☐ Write your detail sentences
- ☐ Write one more detail sentence and your conclusion
- ☐ Fill up writing. Check your paper for a first draft sheet.

The following table shows the results of the regression analysis for the dependent variable "Number of publications per year" (Y-axis) and the independent variable "Number of publications per year" (X-axis). The results are presented for the years 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100.

*Cutting Page

Week 7:

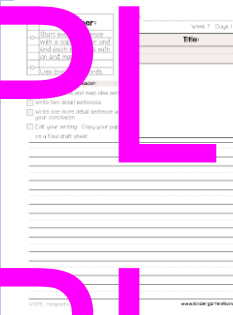
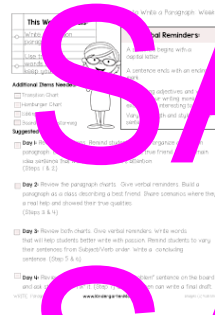
Opinion Paragraph



Week 8:

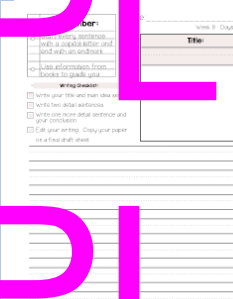
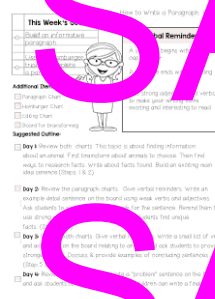
Transitions

Opinion Paragraph



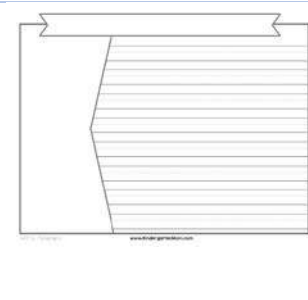
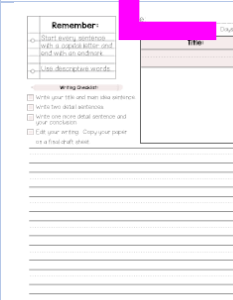
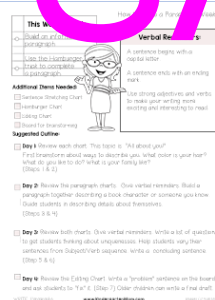
Week 9:

Informative Paragraph



Week 10

Informative Paragraph



Week 11:

Narrative Paragraph

Transitions
the dots add sentences together to keep order.

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

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

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This Week's Goals:

- Write a paragraph about a special day.
- Use strong adjectives and verbs to make your writing more exciting and interesting to read.
- Use the length and style of your sentences.

Verbal Reminders:

- A sentence begins with a capital letter.
- A sentence ends with an ending mark.

Additional Things to Remember:

- Remember to use strong adjectives and verbs to make your writing more exciting and interesting to read.
- Remember to use the length and style of your sentences.

Superstar Student:

Step 1: Review the paragraph chart. Read the chart to see how to write a paragraph. Write a paragraph about a special day. Use the chart to help you write your paragraph. Write a paragraph about a special day. Use the chart to help you write your paragraph.

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Remember: Name: _____ Week 11: Day 1

Write about a special day in your life.

Try to remember which event of this amazing day.

Answer these questions to get you started:

What day is it a special day for you?
How did it start?
What did you do?
What did you see?
What did you hear?
What did you feel?

First: _____

Next: _____

Then: _____

Last: _____

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Remember: Name: _____ Week 11: Day 1

Write about a special day in your life.

Try to remember which event of this amazing day.

Answer these questions to get you started:

What day is it a special day for you?
How did it start?
What did you do?
What did you see?
What did you hear?
What did you feel?

First: _____

Next: _____

Then: _____

Last: _____

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Remember: Name: _____ Week 11: Day 1

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Answer these questions to get you started:

What day is it a special day for you?
How did it start?
What did you do?
What did you see?
What did you hear?
What did you feel?

First: _____

Next: _____

Then: _____

Last: _____

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Remember: Name: _____ Week 11: Day 1

Write about a special day in your life.

Try to remember which event of this amazing day.

Answer these questions to get you started:

What day is it a special day for you?
How did it start?
What did you do?
What did you see?
What did you hear?
What did you feel?

First: _____

Next: _____

Then: _____

Last: _____

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Week 12

Event Sequencing

Narrative Paragraph

Read & Edit

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.

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This Week's Goals:

- Write a paragraph about a special day.
- Use strong adjectives and verbs to make your writing more exciting and interesting to read.
- Use the length and style of your sentences.

Verbal Reminders:

- A sentence begins with a capital letter.
- A sentence ends with an ending mark.

Additional Things to Remember:

- Remember to use strong adjectives and verbs to make your writing more exciting and interesting to read.
- Remember to use the length and style of your sentences.

Superstar Student:

Step 1: Review the paragraph chart. Read the chart to see how to write a paragraph. Write a paragraph about a special day. Use the chart to help you write your paragraph. Write a paragraph about a special day. Use the chart to help you write your paragraph.

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Remember: Name: _____ Week 12: Day 1

Write about a special day in your life.

Try to remember which event of this amazing day.

Answer these questions to get you started:

What day is it a special day for you?
How did it start?
What did you do?
What did you see?
What did you hear?
What did you feel?

First: _____

Next: _____

Then: _____

Last: _____

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Remember: Name: _____ Week 12: Day 1

Write about a special day in your life.

Try to remember which event of this amazing day.

Answer these questions to get you started:

What day is it a special day for you?
How did it start?
What did you do?
What did you see?
What did you hear?
What did you feel?

First: _____

Next: _____

Then: _____

Last: _____

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Remember: Name: _____ Week 12: Day 1

Write about a special day in your life.

Try to remember which event of this amazing day.

Answer these questions to get you started:

What day is it a special day for you?
How did it start?
What did you do?
What did you see?
What did you hear?
What did you feel?

First: _____

Next: _____

Then: _____

Last: _____

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Remember: Name: _____ Week 12: Day 1

Write about a special day in your life.

Try to remember which event of this amazing day.

Answer these questions to get you started:

What day is it a special day for you?
How did it start?
What did you do?
What did you see?
What did you hear?
What did you feel?

First: _____

Next: _____

Then: _____

Last: _____

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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."

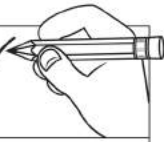
Additional Items Needed:

- ☐ 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:

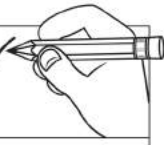
DRAW:

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



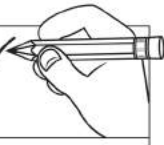
mouse

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.

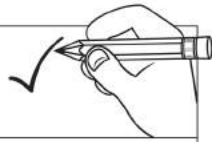


ate



hid

Remember:



Name: _____

Week 1 Day 4

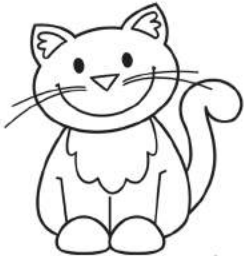
A sentence starts with
a capital letter.

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

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:

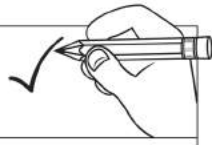
- ☐ Hamburger Chart
- ☐ Adjectives Chart
- ☐ Editing Chart
- ☐ Example Board



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.

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



Name: _____

Week 6 Day 1

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

Week 6 Days 1 - 4

Title:	
<hr/>	
<p>PLE DLE</p>	

Writing Checklist:

- ences with descriptive
mystery word.
detail sentence. Write
(can the reader guess?).
g. Add stronger verbs
Write your final draft

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.

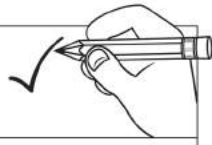
Additional Items Needed:

- ☐ 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.

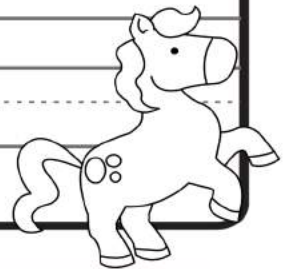
Animal Name:

Unique Features



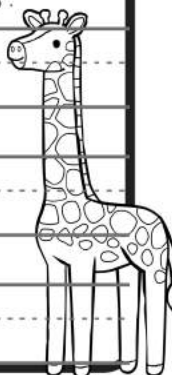
Find words to describe your animal's looks.

Where does your animal live?



What your animal eats:

Fun Fact?



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

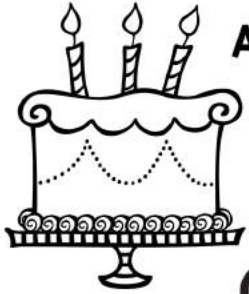
SAMPLE
SAMPLE
SAMPLE

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

Name: _____

Week II Day I

- ☐ **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:

Last:

	Remember:
<input type="radio"/>	Use transitions to show the order of events.
<input type="radio"/>	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.



Opinion

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 at 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 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.

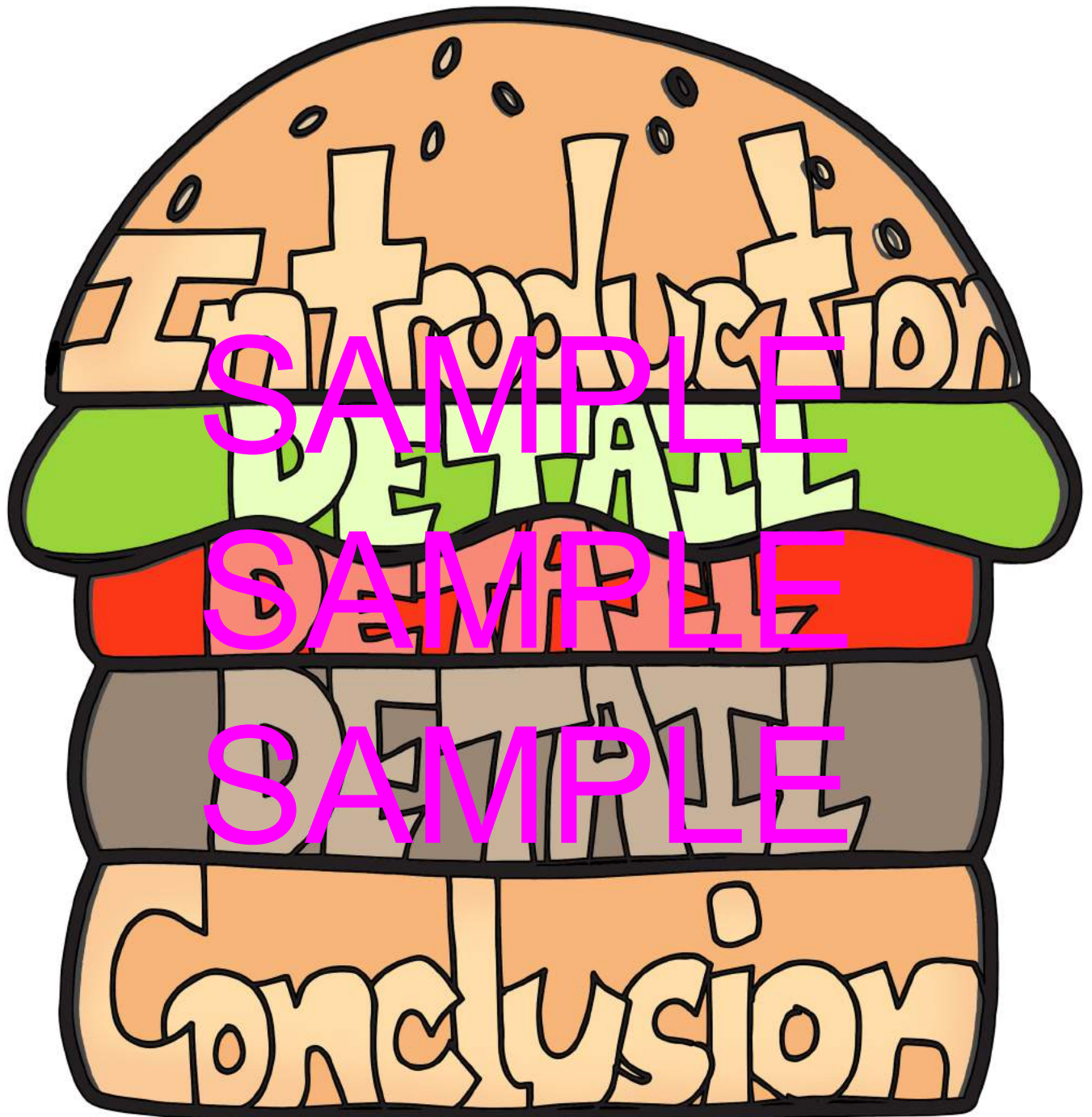
Adjectives:

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

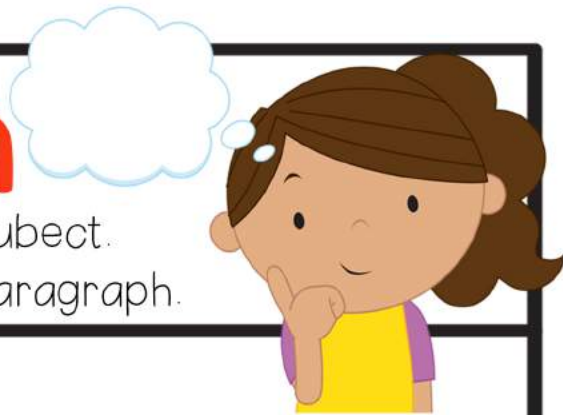


PARAGRAPH

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.

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

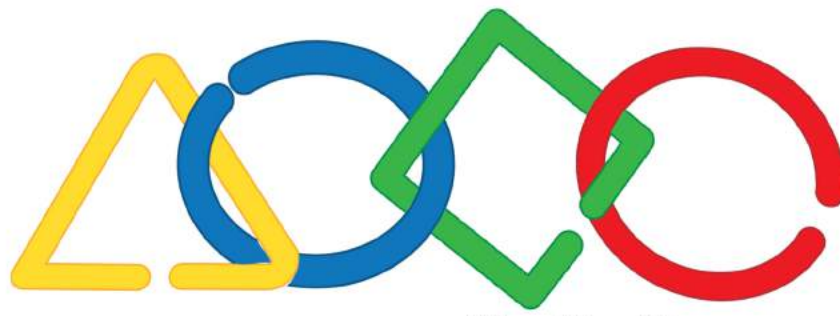
Write your conclusion sentence. Be sure your conclusion refers back to your main idea sentence. Wrap it up!

7

Editing

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

SAMPLE
SAMPLE
SAMPLE



Transitions

link ideas and sentences together to keep order.

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

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



Read & Edit

☐

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.