

WRITING PARAGRAPHS

How to Make Your Writing Great!

Name _____ Date _____

PURPOSE

Learn how to make your writing great using clear sentences and paragraphs.

HOW TO DO THIS COURSE: Do the steps in order. Write your initials and the date on the sign-off line when you finish a step. Two lines means you get the step checked by another student or, if stated, by your teacher. Have them initial the second line. All written work is turned in to your teacher.

ESTIMATED TIME: 10 hours.

BOOKS:

Writing Paragraphs, How to Make Your Writing Great!, Heron Books

Writing Paragraphs Workbook, Heron Books

A. READY TO WRITE?

1. READ: *Writing Paragraphs*, About this Book. _____

2. ACTIVITY: Describe something in writing.

- Find a picture that you like.
- Write a full description of the scene in the picture. Make it at least 20 sentences long or longer.
- Ask another person to read what you wrote and then tell what your picture looks like (without looking at the picture). See how close their description is to your picture.

Save your writing in a folder so you can use it later.

3. READ: Chapter 1 The Parts of Writing.

B. FIVE KINDS OF WORDS

1. READ: Chapter 2 Five Kinds of Words (that you might already know about) to the beginning of section “Adjectives.”

2. ACTIVITY: Do Activity 1 Nouns and Verbs in *Writing Paragraphs Workbook*.

3. ACTIVITY: Do Activity 2 Funny Sentences with Nouns and Verbs in your workbook.

4. READ: Chapter 2, section “Adjectives.”

5. ACTIVITY: Do Activity 3 Find the Adjectives in your workbook. **Teacher pass**

6. ACTIVITY: Do Activity 4 Add the Adjectives in your workbook.

7. READ: Chapter 2, section “Adverbs.”

8. ACTIVITY: Do Activity 5 Adverbs with Verbs in your workbook. **Teacher pass**

9. ACTIVITY: Do Activity 6 Adverbs with Adjectives in your workbook. **Teacher pass**

10. ACTIVITY: Do Activity 7 Adverbs with Adverbs in your workbook. **Teacher pass**

11. ACTIVITY: Do Activity 8 Add the Adverbs in your workbook.

12. READ: Chapter 2, section “Articles.”

13. ACTIVITY: Do Activity 9 Articles in your workbook.

- 14. READ: Chapter 2, section “Making Sentences with Nouns, Verbs, Adjectives, Adverbs and Articles.” _____
- 15. ACTIVITY: With another student, do the “just for fun!” activity on page 11 of *Writing Paragraphs*. _____
- 16. ACTIVITY: Do Activity 10 Use the Words! in your workbook. **Teacher pass** _____

C. FOUR MORE KINDS

- 1. READ: Chapter 3 Four More Kinds of Words (that you might *not* already know about), section “Pronouns.” _____
- 2. ACTIVITY: Do Activity 11 Find the Pronouns in your workbook. _____
- 3. ACTIVITY: With another student, do the “just for fun!” activity on page 15 of *Writing Paragraphs*. _____
- 4. ACTIVITY: Do Activity 12 Add the Pronouns in your workbook. **Teacher pass** _____
- 5. READ: Chapter 3, section “Conjunctions.” _____
- 6. ACTIVITY: Do Activity 13 Find the Conjunctions in your workbook. _____
- 7. ACTIVITY: Do Activity 14 Using Conjunctions in your workbook. _____
- 8. READ: Chapter 3, section “Prepositions.” _____
- 9. ACTIVITY: Do this activity with another person.
 - Choose three prepositions from the list of prepositions on page 19. Don’t tell your partner which ones you chose.
 - Give your partner the full list of prepositions in the book.

- For each preposition you chose, act out its meaning. See if your partner can tell which one you are showing.
- Now have your partner choose three different prepositions and act them out for you. See if you can tell which ones they are.

10. ACTIVITY: Do Activity 15 Find the Prepositions in your workbook. **Teacher pass**

11. ACTIVITY: Do Activity 16 Add Prepositions in your workbook.

12. READ: Chapter 3, section “Interjections.”

13. ACTIVITY: Do Activity 17 Interjections in your workbook.

14. READ: Chapter 3, section “ $5 + 4 = 9$.”

15. ACTIVITY: With another student, do the “just for fun!” activity on page 22 in *Writing Paragraphs*.

D. SENTENCES

1. READ: Chapter 4 What Makes a Sentence? to the beginning of section “Moving Subjects.”

2. ACTIVITY: Do Activity 18 Find the Subjects in your workbook. **Teacher pass**

3. ACTIVITY: Do Activity 19 Find the Subjects in Questions in your workbook. **Teacher pass**

4. ACTIVITY: Do Activity 20 Write Sentences in your workbook.

5. READ: Chapter 4, section “Moving Subjects” to the beginning of section “Don’t Be Fooled.”

6. ACTIVITY:

- Think of a subject you can use in a sentence.

Write as many sentences as you can using that subject.
Try to put the subject in different places in your sentences
(beginning, middle and end).

Show your sentences to another person and ask which
one they like best.

7. ACTIVITY: With another student, do the “just for fun!”
activity on page 28 in *Writing Paragraphs*.

8. READ: Chapter 4, section “Don’t be Fooled” to the end of
the chapter.

9. ACTIVITY: Do Activity 21 Complete or Incomplete? in your
workbook.

10. READ: Chapter 5, Sentences Start and Stop.

11. ACTIVITY: Do Activity 22 Find the Main Thoughts in your
workbook. **Teacher pass**

12. ACTIVITY: Do Activity 23 Fix a Run-on Sentence in your
workbook. **Teacher pass**

13. ACTIVITY:

Write a short story (at least 25 sentences) starting with
this sentence:

*I knew something was wrong when I woke up and saw the
horse standing in my bedroom.*

Have some of the sentences be short and some long, but
make sure there are no incomplete sentences or run-on
sentences.

Save your writing in a folder so you can use it later.

14. ACTIVITY:

Write about something you like to do. In your writing,
try to persuade your reader to try that activity.

Make your writing at least 25 to 30 sentences long. Use long and short sentences. Make sure they are all complete sentences and that there are no run-on sentences.

Save your writing in a folder so you can use it later.

Teacher pass.

E. PARAGRAPHS

1. READ: Chapter 6 Finally, Paragraphs! to the beginning of section “Messy Paragraphs.”

2. ACTIVITY: Do this activity with a book you are reading.

Look over several pages to see how the paragraphs are organized. Find some long ones and some short ones.

Read several paragraphs and see how the sentences work together to communicate one main idea.

3. READ: Chapter 6, section “Messy Paragraphs” to the beginning of section “When to Start a New Paragraph.”

4. ACTIVITY: Find the worksheet called “Fix the Messy Paragraphs” attached to this learning guide. Follow the instructions to sort the sentences into two good paragraphs.

Teacher pass.

5. ACTIVITY: Do this activity with the picture description you wrote in step A.2.

Write your description over, grouping your sentences into paragraphs with each paragraph describing a different part of the picture.

If you used paragraphs when you first wrote it, see if you can improve them.

- When you are happy with your paragraphs, show your description to your teacher.

Teacher pass.

- 6. READ: Chapter 6, section “When to Start a New Paragraph” to the end of the chapter.

- 7. ACTIVITY: Do this activity with the story you wrote in step D.13 about the horse in the bedroom.

- Read over your writing and decide how you could put it into paragraphs that make sense. If your story is already in paragraphs, see if they can be improved.

- Copy your writing over using the paragraphs you worked out. If you need to add or change sentences so your paragraphs make sense, do it.

- Save your writing in a folder so you can use it later.

Teacher pass.

F. MAKING IT GREAT

- 1. READ: Chapter 7 Say What You Want to Say.

- 2. ACTIVITY: Do this activity with your horse story from step E.7.

- Use what you learned in this chapter to read over and revise your story. Make sure it makes sense and says what you want it to say.

- If there are any parts of the story that could be clearer, fix them.

- Save your writing in a folder so you can use it later.

- 3. READ: Chapter 8 One Last Look.

4. ACTIVITY: Do this activity with your horse story from step F.2.
- Use what you learned in this chapter to look for and fix any mistakes.
 - When you are sure there are no mistakes, make a final draft and show it to your teacher.

Teacher pass.

G. NOW, WRITE!

1. READ: Chapter 9, Write, Write, Write! _____
2. ACTIVITY: Do this activity with the story you wrote in step D.14 about something you like to do.
- Revise your writing to be sure it says exactly what you want to say.
 - Make sure that all the sentences are really sentences and none of them are run-on sentences.
 - Make sure it is arranged in well-organized paragraphs that make sense.
 - Now proofread it to be sure there are no mistakes.
 - When you are happy with your writing, show it to your teacher.

Teacher pass.

3. ACTIVITY: Write a short story of at least thirty-five sentences.
- Try to use this sentence in your first paragraph:
The gardener told me he dug up something I would not like.

Then try to have this sentence near the end of your story:

So you see, not everything is what it seems to be.

Use all the information you have learned to make your writing great.

When you have an excellent final draft, show it to your teacher.

Teacher pass. _____

I have completed the steps of this course. I understand what I studied and can use it.

Student _____ Date _____

The student has completed the steps of this course and knows and can apply what was studied.

Teacher _____ Date _____

The student has passed the exam for this course.

Examiner _____ Date _____

FOR FACULTY

NOTE:

This course assumes a student has the knowledge and abilities obtained from *Writing Sentences, How to Write Sentences People Love to Read!*

LEARNING GUIDE ATTACHMENT:

Fix the Messy Paragraphs.

ADDITIONAL RESOURCES

Exam and answers

Materials list

FIX THE MESSY PARAGRAPHS

1. Cut apart the sentences in the two messy paragraphs.
2. Move the sentences around until they make two paragraphs, each with a main thought.
3. Show your teacher what you decided.

Shortly after he got there, he saw the moon come up over the alligator's house.



By the time the car was fixed, it was time for lunch.

Joe's day didn't go very well.

He gave up and drove home and went to bed hungry.

However there wasn't enough food, so he decided to go hunting.



The car wouldn't start so he couldn't go to work.

He got in the car, which was running fine now, and drove out.

He decided to hunt in the swamp, but it didn't work out very well.