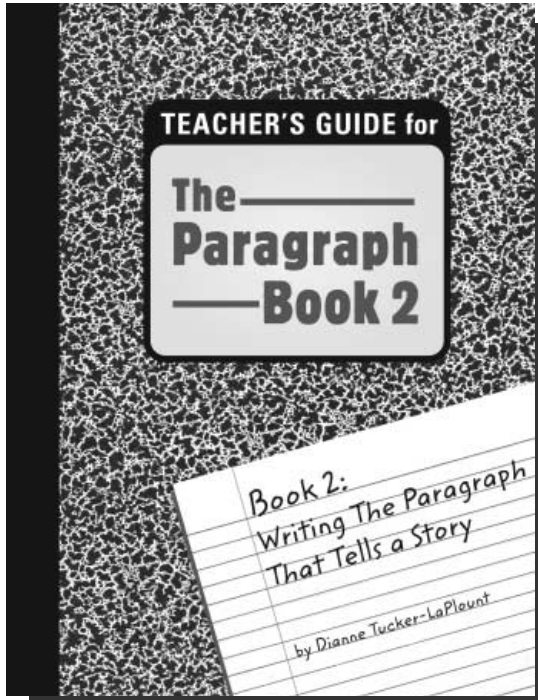


TEACHER'S GUIDE for The Paragraph Book

Book 2: Writing the Paragraph That Tells a Story



By Dianne Tucker-LaPlount

Recommended for grades 5–8

The Teacher's Guide for *The Paragraph Book, Book 2: Writing the Paragraph That Tells a Story* includes clear lesson plans that coordinate with the student book and which can be easily adapted for use with students of varying levels and learning styles. The guide includes a diagnostic assessment, answer keys, lesson-by-lesson guides, scoring and correction procedures, teaching tips, assignment sheets, and quizzes.

The lesson-by-lesson guide for Lesson 1 is included here for you to use. The assignment sheet and the quiz for lesson 1 may be downloaded separately. Use these resources to help struggling writers maximize their potential.

Three easy ways to order:

Toll free: 800.225.5750

Fax: 888.440.BOOK (2665)

Online: www.epsbooks.com

Recommended Companion Material

See our *Companion Material* recommendations on page 6 for great materials that complement *The Paragraph Book series*.



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GUIDE TO LESSON 1: TELLING ABOUT SOMETHING THAT HAPPENED

INSTRUCTIONAL OBJECTIVES ►

This lesson introduces the Story Paragraph which, like the How-to Paragraph, is organized by the FNTF formula. The lesson

- (1) points out that both types of paragraphs follow the same rules of format and capitalization and punctuation
- (2) defines and shows the difference between factual and fictional stories
- (3) initiates a comprehension strand

BEFORE STARTING ►

At the beginning of each class, have the following available:

- A class set of the quiz for the current lesson (Reproducible quizzes begin on page 52 of this guide; answer keys to quizzes are on pages 47–50.)
- A class set of the assignment sheets for the current lesson (Reproducible assignment pages begin on page 67.)
- A set of the appropriate flow charts for each assignment (Reproducible flow charts are on pages 64–66.)

For this lesson, you will need class copies of Flow Chart 1. You should also have available a set of the Progress Grid on pages 62–63.

Before class begins, write the title *The Strange Picture* on the board.

INTRODUCING LESSON 1 ►

Review the FNTF formula: **First, . . . Next, . . . Then, . . . Finally, . . .** and tell the class they will be writing a new kind of paragraph, one that tells a story, using the same formula that helped them organize and write How-to Paragraphs.

Tell the class that a Story Paragraph can give an account of either an event that really happened or a make-believe event. Point to the title on the board, *The Strange Picture*, and ask whether they can tell if the story will be about something real or something make-believe. After discussion, the class will probably decide that the story could be either.

Suggest that the class compose a four-sentence story using the title on the board and following the FNTF formula. Say you will

LESSON 1

INTRODUCING LESSON 1 CONT'D. ▶

supply a first sentence, and ask for three volunteers with vivid imaginations to complete the story.

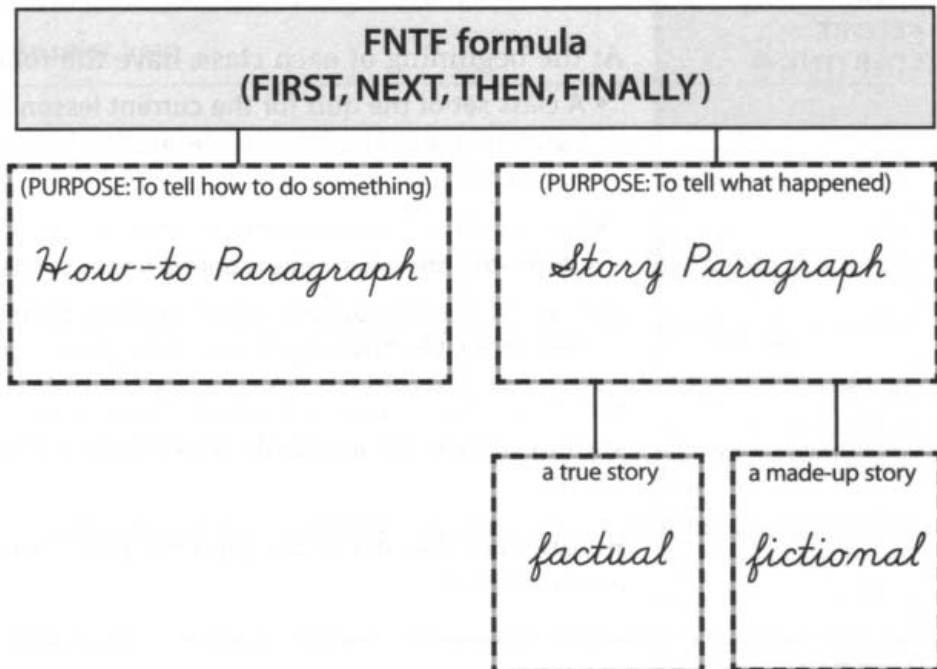
Below the title, write the four formula words, then point to *First* and say, "First, the face in the picture seemed to move." The three volunteers complete the paragraph.

A discussion may follow about the difference between fact and fiction, then turn to *Lesson 1* in the student book. Proceed through the lesson page-by-page with the class, asking students to take turns reading parts of the lesson aloud. To develop reading with expression, try having the whole class read each sample paragraph aloud in unison.

PAGE-BY-PAGE ▶

PAGE 12

Answer key:



PAGE 14

Discuss others whose position may require doing written reports of real events: police officers, car owners making an insurance report, employees recounting a workplace accident, etc.

Try It! Encourage students to be creative in this paragraph completion exercise. This exercise can set the tone for the whole course. Ask students to share, by reading their paragraphs aloud—at first, ask only volunteers, but as soon as possible, try to involve every student in the reading-aloud activity. Encourage class members to show their appreciation by saying what they liked about each shared paragraph. Praise instills confidence in the budding writer!

LESSON 1

PAGE 14
CONT'D.

At first, you might provide a list on the board of laudatory comments for the listeners to choose from (e.g., "It's clear . . . It's interesting . . . It's friendly . . . It's funny . . . I like the character.") Some teachers encourage the class to clap after each paragraph is read, finding that applause lessens tension in anxious students and promotes creativity.

Do this sharing activity frequently when students finish a paragraph assignment so that they develop a sense of their classmates as their reading audience and get immediate positive feedback for their effort.

Answer key: Answers will vary.

PAGE 17

Try It! Answer key: Answers will vary.

PAGE 18

Answer key: 1. Yes, 2. Yes, 3. Yes, 4. Yes, 5. Yes, 6. Yes

Answer key: 1. Yes, 2. Yes, 3. Yes, 4. Yes, 5. Yes, 6. Yes, 7. Yes

PAGE 19

Answer key:

Mule Days

First

Next, my friend and I got up early so we wouldn't miss the

Next

Mule Days parade in Bishop, California. First, we watched a long line of

mules clop-clopping down Main Street pulling old-fashioned wagons.

Then, we went to the fairgrounds and saw the mule races in the arena

and patted the mules in their stalls. Finally, it was time to say goodbye,

and we headed back home to L.A.

PAGE 20

Which Is It? Answer key: How-to Paragraph

PAGE 21

REVIEW OF LESSON 1

Answer key: 1a, 2c, 3b, 4c, 5d, 6c (See page 46 of this guide for a master answer key to all lesson reviews.)

PAGE 22

Lesson 1 QUIZ: Quizzes for *Lessons 1–10* should be given just before students do their writing assignment at the end of each lesson. The quizzes, which may be duplicated, begin on page 52; answer keys to quizzes are on pages 47–50.

LESSON 1

PAGE 22
CONT'D.

➡ ASSIGNMENT 1 (See pages 67–68 of this guide. Assignment pages and accompanying flow charts may be duplicated.) Set aside adequate time for writing at the end of this and each subsequent lesson. Try to give on-the-spot feedback, checking a paragraph as soon as a student completes it. Appendix A gives a list of suggested positive feedback. Encourage students to think of words they might use in their Story Paragraphs and to write the words in the vocabulary box at the top of their flow chart. Also, see warm-up exercises in Appendix C.

▶ SCORING AND CORRECTING PARAGRAPH ASSIGNMENTS

This procedure moves quickly. When a student finishes writing a paragraph, scan the paragraph for mistakes in each editing category listed in the “scoring corner” at the bottom right of each assignment sheet. If no mistakes are found, circle 100%. If the FNTF formula has been used, either explicitly or implicitly, write “OK” next to Organization. If mistakes are found, write the number wrong next to the category of mistake. The student finds the errors and uses editing marks to make corrections.

Check the corrections and when all have been made, circle 100% and add a brief positive comment at the bottom of the page. For suggestions, see Appendix A.

You will probably not want to make corrections that fall outside the realm of the editing categories listed on the assignment sheet until later lessons. At that point, the corrections should be tailored to each student’s needs as much as possible. For now, concentrate on positive feedback to boost each student’s confidence, since confidence is a huge part of success in writing.

STORY PARAGRAPH PROGRESS GRID

When the students have finished Assignment 1, hand out a copy of the Story Paragraph Progress Grid (pages 62–63) to each student for his or her Pocket Folder. The grid helps the teacher and students to keep track of the number of paragraphs they are producing. Paragraphs beyond the required minimum merit extra credit. Encourage students who finish early to write additional paragraphs, choosing a title from the extra credit column or making up their own title.

After writing a paragraph, the student puts a check in the First Draft column. Following *Lesson 8*, the student makes a clean copy of one or more Story Paragraphs in his or her Pocket Folder and the teacher initials the Clean Copy column. (You’ll be reminded of this in *Guide to Lesson 8*.)

In addition to setting aside writing time at the end of each lesson, occasionally you may want to allot an entire class period to paragraph writing.

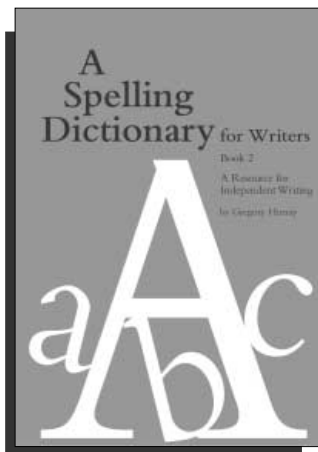
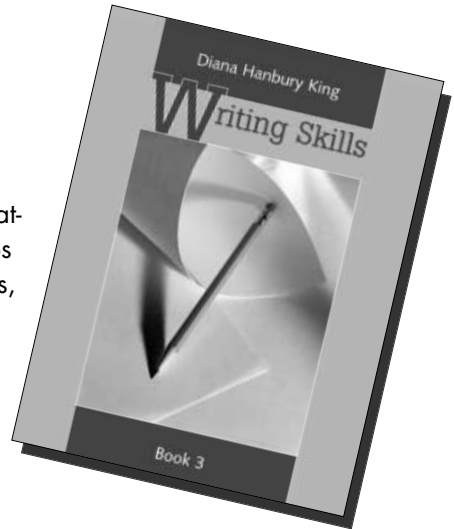
Recommended Companion Material

EPS offers a wide range of products and programs that complement the writing activities in *The Paragraph Book*. We recommend the following products to help students develop composition, grammar and editing skills.

Writing Skills

Grade Levels: 2–12

Writing Skills teaches the writing process in a series of logical steps facilitating direct instruction in grammar, usage, and composition. This series helps beginning and struggling writers build sentence sense and paragraph skills, organize ideas, write persuasively, and support arguments.



A Spelling Dictionary for Writers

Grade Levels: 4–8

This comprehensive but accessible reference tool provides the correct spellings of more than 5,000 frequently used words. A thesaurus offers alternatives for overused words and expressions, and thematic lists help students write about the major curriculum areas. An excellent resource, *A Spelling Dictionary* improves students' compositions and fosters competent and resourceful writers.

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