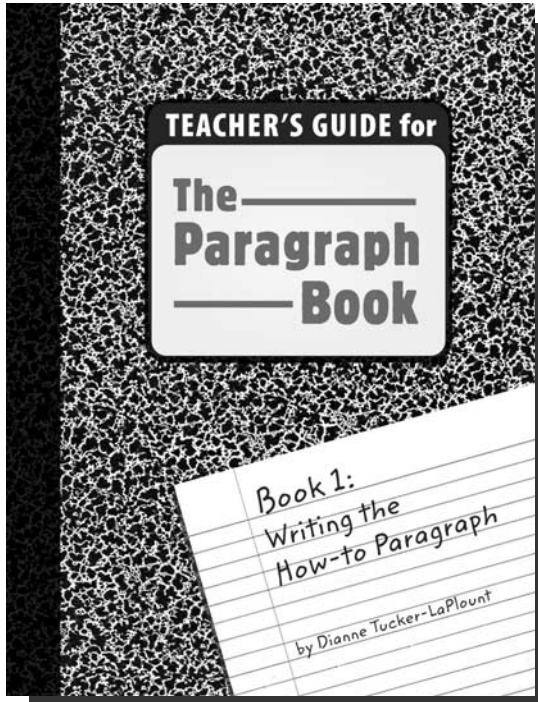


TEACHER'S GUIDE for The Paragraph Book

Book 1: Writing the How-to Paragraph



By Dianne Tucker-LaPlount

Recommended for grades 5–8

The Teacher's Guide for *The Paragraph Book, Book 1: Writing the How-to Paragraph* 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: 800.22.5750

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Recommended Companion Material

See our *Companion Material* recommendations on page 5 for great materials that complement *The Paragraph Book series*.



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LESSON 1

INTRODUCING LESSON 1 CONT'D. ▶

Use the same procedure with the words *Then* and *Finally*; then, repeat the four-sentence paragraph (approximately—the exact words aren't necessary) that the students have produced and say, "You have used a formula—*First, . . . Next, . . . Then, . . . Finally, . . .* (pointing to the words on the board)—to compose a paragraph." Tell students that this kind of paragraph is called a How-to Paragraph because it tells how to do something.

Proceed through the lesson page-by-page with the class, asking students to take turns reading parts of the lesson aloud.

PAGE-BY-PAGE ▶

PAGE 1

This page introduces the concept of paragraph.

PAGE 2

This page introduces the concept of "purpose in writing."

PAGE 3

Answer key: 1. How to Open a Jar of Pickles
2. The paragraph tells how to do something.
3. Yes
4. four
5. Yes
6. Yes
7. First
8. a comma
9. Next, Then, Finally

PAGE 4

Graphic Organizer: Introduce students to Flow Chart 1. Explain that in a flow chart, steps are written in order. Explain that using a flow chart can help students to organize their thoughts before they begin writing. The steps in a flow chart do not have to be written in full sentences. As few words as possible should be used.

PAGE 6

This page introduces the concept of the writer's *audience*, the real or hypothetical person(s) who will be reading the paragraph.

PAGE 6

— **ASSIGNMENT 1** The assignment sheets are available on pages 58–73 of this guide and may be duplicated.

PAGES 6–7

Hand out the Paragraph Assignment 1 sheet, but before the writing begins, have the class turn to page 7 and study the words and phrases on the vocabulary list. Encourage class members to suggest additional words, including synonyms, for select words on the list. Write the new words on the board for students to copy on their vocabulary page. (Draw attention to verbs by asking volunteers to identify the action words on the list.) In later lessons, this procedure can be done in small groups, in pairs, or individually.

LESSON 1

PAGES 6–7
CONT'D.

Students may use any words they wish from this list when writing their paragraphs or they may choose other appropriate words. Some students will try to use all the words, but that isn't necessary.

A well-sharpened pencil is recommended for writing assignments. Students write their names on the line provided. When they finish writing this first paragraph, which is a warm-up exercise, have them tuck it in their Pocket Folders. No attempt is made to correct this warm-up paragraph until the rules of format and the first four editing marks are introduced in *Lesson 2*.

For students who finish early, see page 13 for extra work suggestions.

PAGE 8

REVIEW OF LESSON 1 may be done individually, in pairs, or as a class. **Answer key: 1a, 2a, 3b, 4a, 5d, 6b, 7c, 8a, 9b.** (See page 45 of this guide for a master answer key to all lesson reviews.)

PAGE 9

Lesson 1 QUIZ: Quizzes should be given just before students do their writing assignment at the end of each lesson. The warm-up writing assignment in this lesson is the one exception. The quizzes, which may be duplicated, begin on page 48; answer keys to quizzes are on pages 46–47.

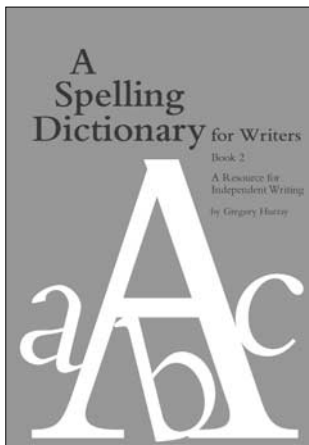
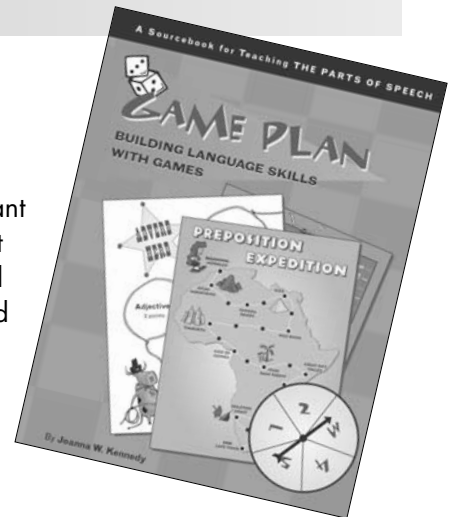
Recommended Companion Material

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

Game Plan: Building Language Skills with Games

Recommended for grades 4–8

Game Plan is a new series of reproducible sourcebooks for teaching important elements of the English language. Designed for middle school LD or reluctant students, the books teach language arts skills in cooperative, interactive, and meaningful ways. Each volume provides minilessons, student worksheets, and skills-based games. *Game Plan* is a great supplement to the middle school reading and writing curriculum.



A Spelling Dictionary for Writers, Book 2

Recommended for grades 5–8

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.

Ridgewood Grammar

Recommended for grades 3–5

These grammar worktexts teach students to use correct mechanics for clear, effective writing. Each lesson gives definitions and examples followed by exercises. Writing activities allow students to practice new language arts concepts in context.



For more information about these series or to place an order, visit www.epsbooks.com or call 800.225.5750 to speak to a customer service representative.



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