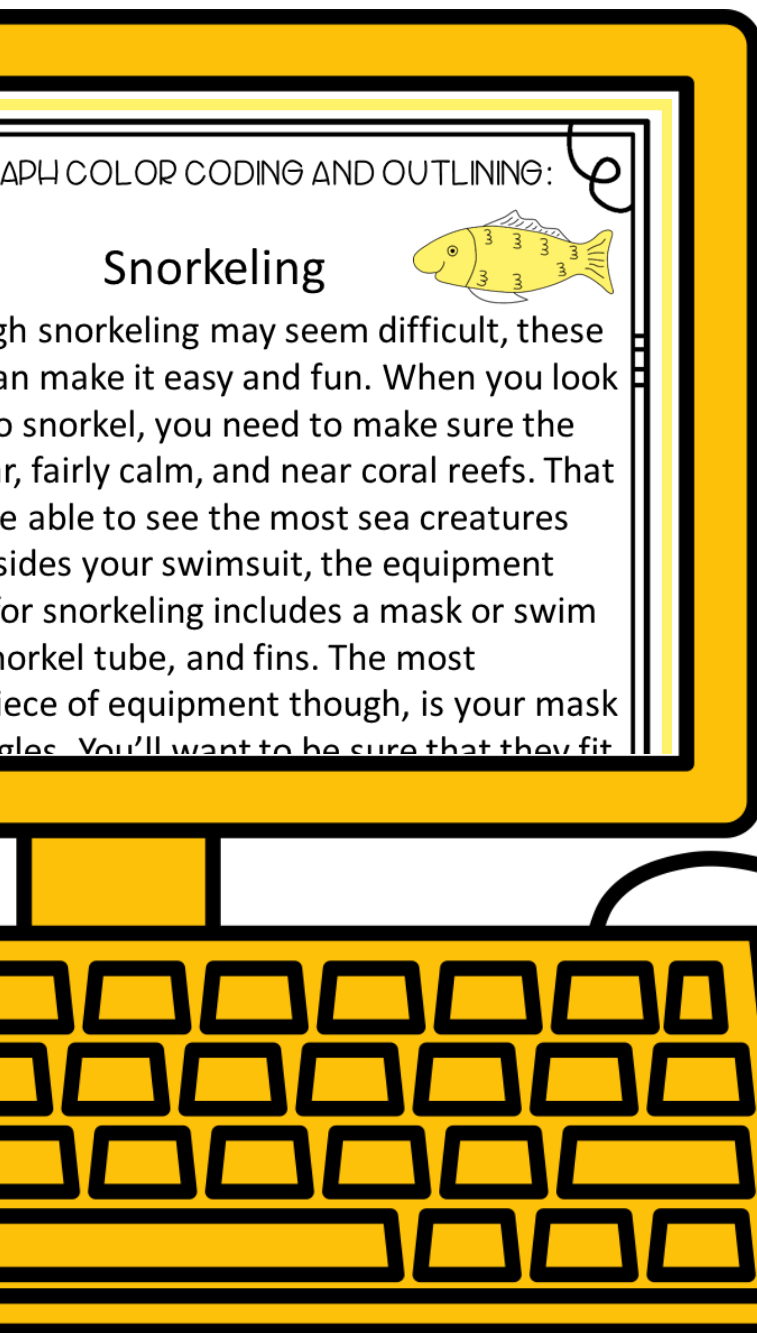


Paragraph ←»

COLOR CODING AND OUTLINING



PRINT AND
DIGITAL
**for Google
Classroom™**

The TEACHER next Door

Thank you so much for the purchase! I hope that this resource will work really well in your classroom!



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You May:

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- Post this on your classroom website **IF** it is password protected.
- Print items for use in your classroom.

You May NOT:

- Share this resource via link, direct email, or any other method to those outside your classroom. This includes students you do not work with directly or other teachers and homeschool parents.
- Post this unit or any part of it on a class or school website, on a district server, or anywhere on the internet that is visible to the public.
- Share links to the resource with anyone else.
- Use this as a template to create a new resource.

If you have any questions, please email me at:

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Thank you so much!

Your feedback is important to me:

If you have trouble printing, see a small mistake, or have a question, please email me at theteachernextdoor01@gmail.com or use the “Ask a Question” feature on TpT, before leaving negative feedback. I will do my best to fix the problem ASAP! I really want you to be happy with your purchase.

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Thanks!

Jenn

Paragraph Outlining and Color Coding

TEACHER NOTES

1. When starting to work on paragraph construction, first we go over the main parts of the paragraph: Topic Sentence, “Star Ideas” (supporting details for the topic of the paragraph, usually three), Details to support each Star Idea, and the Conclusion Sentence.

I use this unit to have the kids color code a great deal, so they are able to see the organization of a paragraph. The Topic Sentence and Conclusion sentences are highlighted in green, Star ideas are yellow and Details are red, following the Step Up to Writing Model. Kids can use markers ideally to color code, or crayons or colored pencils. This color coding reinforces the concept of a paragraph and gives them a basic “recipe” for it.

2. Do lots of practice by giving students a topic and having them write three star ideas (notes, not sentences).

Discuss how the topic in a paragraph is supported by three star ideas (I teach them to do three but do mention that as they get older, their paragraphs may have 2 - 5 star ideas). I have students take out whiteboards and expo markers and then I use the Topics page included. The idea is to help your students practice creating star ideas.

First, each student makes three stars (or dots) on his/her whiteboard to get ready. I name a topic and students write three possible star ideas on their whiteboard. These are one or two words only, and not sentences. We discuss how star ideas should be parallel or should be related/very similar. For example, if the topic was the beach, the star ideas could be all things to do on the beach (like making a sand castle, looking for shells, and swimming) or they could be parts of the beach (like the sand, the tide pools, the ocean) or even animals at the beach (like seagulls, crabs, pelicans) but students should not mix these concepts and have star ideas like seagulls, swimming, and sand, since those things are not parallel and don't go well together. After a minute or two, I say show me and students turn their boards around so I can see what they've written. I accept ALL answers which make sense, but do make sure each student's star idea answers work well together.

On the second or third day of practicing with whiteboards, I like to play a game. I call three students as a team, to come to the front of the room with whiteboards and expo markers. They stand to the right. Then, I call three more students to come up and they stand to the left. I call out a topic and the first person on the team (the one farthest to the left in each group) writes down just the first star idea for that topic. Once that person is done, he/she shows the second person on the team, as well as the class. Then the second person writes a second star idea for the paragraph, shows the third person and the class. Then, the third person does the same.

Once the students from both teams are finished, we take a look at them. I read them out loud and ask the class to vote (thumbs up or down) if the team's star ideas "work" for the topic. I stress that in order for star ideas to work, they must not only relate to the topic but must be parallel (relate to each other). When playing this game, the second and third students need to look at the first person's answer carefully to make sure their answers relate. So, after checking both teams, the fastest team *wins*, IF their star ideas are good ones. I do tell students that there are lots of right answers. As long as it makes sense, I accept them.

Examples:

Let's imagine the topic was sports... (very broad and no other information given)

Here are possible star ideas:

Soccer, Baseball, Football... These work well. They are parallel.

Chargers, Packers, Cowboys... These are all football team names and are parallel.

Michael Jordan, Babe Ruth, Serena Williams... These work too. (all athletes)

Basketball, Golf tee, Raiders... These do NOT work. They are not parallel.

3. Next, we color code simple paragraphs.

I copy the paragraphs included (make sure to copy half the number of students you have, since each student will use only a half sheet). Then I cut the papers in half. Kids take out markers or crayons or colored pencils. Honestly, I really don't care which they use. Markers work well but may bleed a bit or show on the back, where we do our T-chart, so it's a toss-up. I usually tell them to take out green, red, and yellow (stoplight colors are easy to remember) and let them decide which one to use. I don't like to spend a lot of time with all the kids looking for markers, so to give them this choice makes it go more quickly.

The first few paragraphs (3 - 4, depending upon your class), we do together. I do stress to the students not to color until they're sure. Unless the markers, colored pencils or crayons are erasable, it's hard to change answers once the paper is colored.

After reading the first sentence, we all agree it is a topic sentence and highlight (or underline it) in green. The examples provided all start with topic sentences. In real life, that is not always the case. Sometimes paragraphs have “hook” sentences or “fluff,” as I like to call them, which come right before the topic sentence and are used to get the attention of the reader. If you eventually color code more advanced paragraphs like these, a pre-topic sentence hook is colored blue (fyi!).

The next sentence after a topic sentence should be a star idea if the paragraph is written correctly. We read the sentence and see if it supports the topic sentence and then color the star idea yellow (easy to remember...stars are yellow). The next sentence is hopefully a detail, which is extra information, examples, explanations, which add to the star idea. After we read it, I say something like, is this giving us more information about the star idea or is this something new (a new star idea?). Usually there is at least one detail for each star idea. We go through the rest of the paragraph this way until we get to the conclusion. After reading it, I ask if the sentence wrapped up the paragraph and reminded us of the topic...if so, it was a conclusion and is colored green.

Once you do several of these as a class, I think it's a good idea to scaffold a bit and do some with partners and then correct together. I have kids do the last ones independently, one every day or every few days. I also tell them to read the whole paragraph first to see how it is organized. Kids can place a small pencil dot next to the start of the three star ideas, which may sometimes be found easily because they start with transitions (first, next, last...). Some students get so skilled at this that they color the topic sentence and conclusion green, find all three star ideas and color them yellow, and then color all of the details red.

4. After color coding each paragraph, students make a T-chart on the back of the half sheet page.

The T-chart outlines on the back of the page help kids understand the organization that went into writing the paragraph. Repeating this activity will help reinforce the outline of a paragraph and later on, when students write their own paragraphs, I have them outline using the same format.

To create the outline, kids turn the half sheet (color coded paragraph) paper the long way (portrait style, or hot dog style) and make a T-chart with very few words and not sentences. This is a reverse outline. Kids are dissecting the paragraph to look for its organization rather than using the outline as a starting point from which to write. This modeling reinforces the idea of a good paragraph's structure.

Here's an example of a simple t-chart:

T = Favorite Sports

☆ Tennis

- Fast moving game
- Can play with two or four people
- Fun

☆ Soccer

- Good exercise
- Fun to play or to watch
- Lots of people play at same time

☆ Baseball

- All American game
 - Fun to play on a team
 - Most people know how to play
-

C = Favorite Sports

A few notes about the T-chart...Star ideas are on the left and details (1 - 3 details for each star idea) are on the right. The T stands for Topic Sentence. Notice that students do not copy the entire sentence. Same with the C, which stands for Conclusion Sentence. Students again, simply write its topic. There are several reasons for this. The main thing we are focusing on here is the organization of the paragraph. If we add the chore (and it is a chore for kids) to write so much on these T-charts (9 T-charts if you use each of them in this set), they will not enjoy the process at all. I try to keep it short and sweet. If they write one or two words or short phrases which show they know the concepts, that is the most important to me.

Another thing to note is that when I have students write T-charts for their own paragraph, I have them write a few words or phrases and again, they list the topic for both the topic sentence and the conclusion sentence. This allows students to write the bulk of the paragraph before writing a conclusion, which might make it a bit easier for them.

After color coding and working on outlining with T-charts, we work on topic sentences, conclusion sentences (because they are similar in nature to topic sentences) and finally, we do transitions more formally, although we do briefly discuss them in this unit since they often are used to start star ideas. Once we've worked really hard and focused on each paragraph component, students are so much more ready to write their own paragraph.

***Make sure to take a look at the Teacher Noted for Digital if you plan to use this in Google Classroom™.

If you'd like to read more about paragraph writing, here are some blog posts I wrote, which might be helpful to you.

[Topic Sentences:](#)

[Color Coding and Outlining:](#)

[Transitions:](#)

[Conclusions:](#)

[5 Tips for More Effective Paragraph Writing](#)

Please feel free to email me if you have any questions! theteachernextdoor01@gmail.com

Jenn

Teacher Notes for Digital: Paragraph Outlining and Color Coding

This unit includes the following:

- **Print version of the entire resource with keys**
- **Google Slides™**

Includes all student handouts and posters.

A. Student Directions Slides

B. Color Coding Slides:

Each color coding slide ask students to color code the paragraph by moving transparent bars over the sentences. The bars can be resized where needed and copied and pasted.

C. T-Chart Slides:

Each T-Chart slide asks students to outline the color coded paragraph. These slides have text boxes so students are able to type in their answers. For outlines, I recommend that students write a few words and not complete sentences. The focus is on paragraph structure for this activity. For the conclusion, I have students write the topic of the paragraph, rather than a full sentence. When students really start to write, the conclusion sentence is created *after* the paragraph is written.

D. Paragraph Writing Template:

This is a digital graphic organizer that students can use to plan their paragraphs.

Teacher Notes and Links I: Paragraph Outlining and Color Coding

If you are already familiar with Google Classroom™, here are the links:

*** Please note that these may only be used for your own students in a password protected website like Google Classroom™ and may not be shared with other teachers or homeschool parents. These may not be placed on the internet, may not be placed on a class/school website or district server or anywhere that is visible to the public. Thank you for your understanding!

Insects

<https://docs.google.com/presentation/d/1uERpszsULEBizMTqWFSiRVw5POZiyR44Hu76CGG59os/copy>

Finding a Good Book

https://docs.google.com/presentation/d/1MRm3q3s-nQLeDjnbbUgmFhtpkXiA1ekBg5x0EWZ_R-c/copy

At the Park

https://docs.google.com/presentation/d/1-E12FyOvDXmrCBpV-6_eaNzulZOBcL58mgfdcNWrpSs/copy

Frozen S'mores

https://docs.google.com/presentation/d/14pK3PNH_KII_1eGtqILL2lu9WkZ1NE8NTsfFWTM0LjE/copy

We Need Sharks

<https://docs.google.com/presentation/d/1eMTlt-EyK2xxOWNYWjx8cyfWABzyrbsYmQ2T6RmVLho/copy>

Teacher Notes and Links 2:

Paragraph Outlining and Color Coding

If you are already familiar with Google Classroom™, here are the links:

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Writing a Story

https://docs.google.com/presentation/d/1vNK4U3yrnGNRFQbzVQRD4J-N5DA4eiM06sgF_EZoV90/copy

Lola

<https://docs.google.com/presentation/d/1QjEv11r0Ft77HICifKBpMhY YAT1AHJkld9zO4mW97tc/copy>

Morro Bay

https://docs.google.com/presentation/d/1lCHtr7dtpzkeSMTvelrj8G_KkBwprfRDs1z_ucM-mpEM/copy

Snorkeling

<https://docs.google.com/presentation/d/1LC-coQKoQ8EDbbRVAapkzAtdGRuipIqDggkXRcUb7CA/copy>

Columbia

<https://docs.google.com/presentation/d/1d2FXl14H-y-PvIHqDkIDJaiuVFbTYJcpT96gchAzMM0/copy>

Teacher Notes and Links 3: Paragraph Outlining and Color Coding

If you are already familiar with Google Classroom™, here are the links:

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These work especially well for Constitution Day (September 17) or as a tie-in to social studies, if you are in the United States.

Branches of Government

https://docs.google.com/presentation/d/1EuIDZrxBm_FNo2qApnjJE8vKMpQc9V5WJ7-MMVntuCc/copy

The Constitution

https://docs.google.com/presentation/d/1l3sUfVYPb_KXft5uEfdNVrccAgLUQUPBLZ6Bo8EQ4MU/copy

Paragraph Writing Template (to plan any paragraph)

https://docs.google.com/presentation/d/1Dwa6qk-7GV77BT6THs08uPfC_Mnwp95NgvrSUHGMt6w/copy

Paragraph Posters

<https://docs.google.com/presentation/u/1/d/1PsW7Tc0Uyy1l-ilR8-8rlwJIAQluAbaFky2MMbPuLPY/copy>

How to Make Assignments in Google Classroom™

1. **Make sure you have access to Google Classroom.** It's easiest if you have a school or district account (free). See your school administrator if you don't currently have access. www.classroom.google.com **Besides having your own Google account, each student will need his/her own account for Google Classroom™**
2. **Download the Link for the Google Classroom™ Resource.** Make sure it is in the browser you'll use to assign it to students.
3. **It will ask you if you want to make a copy (yes).** Open the File on your own Google Drive™ and you'll see it is in the edit mode (look at the end of the URL and it says edit). Save this as your master copy. You do not want students editing this copy.
4. **Go to Google Classroom™. Click on Class Work. Then click on Create.**
5. **Click on Assignments. Type in the Title.** You can also add the points, the due date, the topic, and the rubric, or you can leave these blank.
6. **Click on Add.** This is the content for the assignment. There are several options for what you'd like to add. For something in your Google Drive™, click on Drive (it has the triangle logo shape). **Then click on the file to insert the one you want to assign.**
7. **VERY IMPORTANT: Next to the attachment there is a drop down with an arrow. It will give you three options:**
Student can view file. (no)
Student can edit file. (no)
Make a copy for each student. (yes!)
Make sure to click the make a copy for each student. This way each student has his/her own unique link and cannot edit your file or anyone else's.

How to Make Assignments in Google Classroom™ (Cont.)

8. Click on Assign. You can select all students or select individual students to differentiate.

9. Once you have created an assignment, you can view each student's progress in Google Classroom™ on the Stream page.

Hope this helps!
Jenn

Paragraph Color Coding

- **Topic Sentence**
- **Star Ideas**
- **Details**
- **Conclusion Sentence**

Topic Sentences

**A sentence
used to
introduce the
reader to the
topic of a
paragraph**

Star Ideas

**Sentences with
facts, reasons,
or details,
which support
the topic of
the paragraph**

The Magical Number Three

**There are
usually three
star ideas for
each
paragraph**

Details

**Sentences with
more
information,
examples, or
explanations to
support star
ideas**

Parallel Ideas

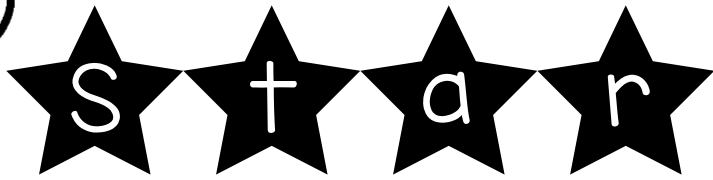
**All star ideas
should go
together, be
related, or
similar in some
way**

Transitions

**Using transitions
to introduce
each star idea,
helps readers
organize
information**

Conclusion Sentences

The last sentence in a paragraph which reminds the reader of the topic



Ideas

Information: This is a teaching page (for the teacher) focusing on star ideas. Star ideas are the supporting details for the topic (main idea) of the paragraph. For this activity, tell the students a topic and they write three star ideas to support that topic, on their whiteboards. See the Teacher Notes for more details.

Topics:

1. Sports
2. Ice Cream
3. Countries to Visit
4. Occupations/Careers
5. Types of Shoes
6. Favorite Foods
7. Inventions
8. Pets
9. Camping
10. Holidays
11. Kitchen tools
12. Dangerous Animals
13. Music
14. Board Games
15. Healthy Snacks
16. School
17. Art
18. Habitats
19. Authors
20. Famous Landmarks/Attractions
21. Reasons to Exercise
22. Things Used Long Ago
23. The Garden
24. Personality Traits
25. Bicycling Safety Tips
26. Dinosaurs
27. Characteristics of a...mammal, reptile, bird...
28. Why you shouldn't smoke
29. Stores
30. The Beach
31. Things on a Farm
32. Valuable Things
33. How to Do Well in School
34. Languages
35. Cute Animals
36. Hats
37. How to Take Care of the Earth
38. Nocturnal Animals
39. Traits I Admire in People/Friends
40. Favorite School Subjects

PARAGRAPH COLOR CODING AND OUTLINING:

Name: _____

Frozen S'mores



Frozen s'mores are an easy to make summer dessert, which can be made in your home, without a campfire! First, gather all of the ingredients and kitchen tools. You'll need a package of mini-chocolate chips, a box of graham crackers, and one container of Cool Whip. You'll also need a mixing bowl, a large spoon, and foil. Next, it's time to make the s'mores! Mix the chocolate chips with the Cool Whip in the mixing bowl. Break graham crackers in half, so they are squares. Spoon some of the Cool Whip - chocolate chip filling on top of one graham cracker square, and place another graham cracker square on top of it, like a sandwich. You can make the filling as thick or as thin as you'd like but one inch is usually plenty. Continue until all of the filling is gone. Finally, place all of the s'mores on a large sheet of foil. It's okay to stack the s'mores two or three s'mores high. Wrap the s'mores in the foil, so they are covered. Place this in the freezer and allow it to freeze overnight. Once you've tried this frozen s'more recipe, I bet it's something you might make each summer!

© The Teacher Next Door

PARAGRAPH COLOR CODING AND OUTLINING:

Name: _____

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PARAGRAPH COLOR CODING AND OUTLINING:

Name: _____



Finding a Good Book

Even though finding a good book can sometimes be challenging, there are several things you can do to make the process easier. One way to find a good book is to ask other people. Your teacher and school librarian have read lots of books and may be able to suggest some interesting titles. Friends are also great to ask, since their tastes in books may be similar to your own. Another way to find good books is to read the book jacket or the back of the book. There, you'll find an author's summary of the book's plot, all except the ending. These summaries are often detailed enough to let you know if you'd like to give the book a try. Lastly, an easy way to find books which will hold your attention is to read all of the books from an author you have enjoyed in the past or to read a series of books, once you've found the first one to be interesting. Chances are good that if you enjoy either a particular author or series, you might like books which are similar to the first one you read. Searching for a book which appeals to you may be easier if you give these methods a try!

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PARAGRAPH COLOR CODING AND OUTLINING:

Name: _____

Insects



There are a number of insects which are helpful. Although bees are known to sting, they also help pollinate plants. Bees help many flowers, fruits, and vegetables to grow. Without bees, many plants would not survive. A praying mantis is another helpful insect. Praying mantis are wonderful insects to have in your garden, as they eat harmful insects. Ladybugs are not only cute, but they provide a valuable service to people by eating unwanted bugs, such as aphids. Ladybugs love to eat aphids, which destroy many plants such as roses. Ladybugs are so helpful, gardeners can even buy bags of ladybugs to put in the garden! Insects may sometimes be thought of as “creepy and crawly” but some are very beneficial.

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Name: _____

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PARAGRAPH COLOR CODING AND OUTLINING:

Name: _____

Columbia

Columbia, a gold mining town in California, offers visitors a variety of activities to experience. One thing that is fun to do is to explore the town. You can see many stores that sell small souvenirs and an old bowling alley. There, you can set up your own pins and try to bowl where the miners once did. You can also visit a real working blacksmith business, a candle making stand, and the old stagecoach station. Ice cream, large jawbreakers and sarsaparilla are fun treats to eat while shopping. Another activity that's interesting is the bucket brigade. This allows you to put out pretend fires like they used to. You'll be working hard to pass buckets of water down the line. Finally, the schoolhouse is a short walk from the business area and is one place you won't want to miss. The teachers there will show you how kids used to line up, sit at their desks, and how they learned long ago. You may even be asked to put on a dunce cap! Visiting Columbia is an enjoyable way to spend the day.

© The Teacher Next Door

PARAGRAPH COLOR CODING AND OUTLINING:

Name: _____

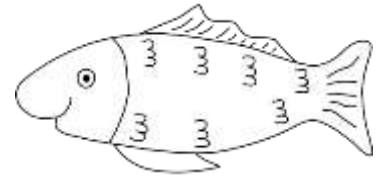
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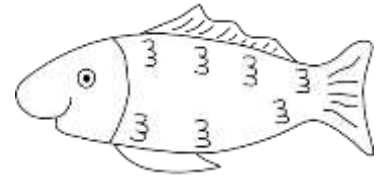
Snorkeling

Although snorkeling may seem difficult, these guidelines can make it easy and fun. When you look for a place to snorkel, you need to make sure the water is clear, fairly calm, and near coral reefs. That way, you'll be able to see the most sea creatures possible. Besides your swimsuit, the equipment you'll need for snorkeling includes a mask or swim goggles, a snorkel tube, and fins. The most important piece of equipment though, is your mask or swim goggles. You'll want to be sure that they fit well and do not leak. To keep safe while snorkeling, you should always go with a partner so you can look out for each other. This is also helpful because you and your partner can signal each other when you see an extra special fish. When following these guidelines, snorkeling can open your eyes to an amazing underwater world.

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PARAGRAPH COLOR CODING AND OUTLINING:

Name: _____



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PARAGRAPH COLOR CODING AND OUTLINING:

Name: _____

Lola

Lola is a cute tabby kitten that we adopted this year from the shelter. She loves to play with anything that moves, from cat toys, to bugs, to feet! She loves pouncing on stuffed toy mice and chasing a ping pong ball from one end of the house to the other. Her favorite thing to chase though, might be her tail! Lola is a very affectionate kitty when she is not in a playful mood. She loves when we pet her and purrs loudly to let us know that she likes it. She often jumps into our laps if we're on the computer or watching T.V. and she loves to sleep with us too. Lola is also very curious and likes to follow us around the house to see what we're doing. If there is anything new we're doing, she wants to join in and investigate. We're really enjoying having a great kitty like Lola.

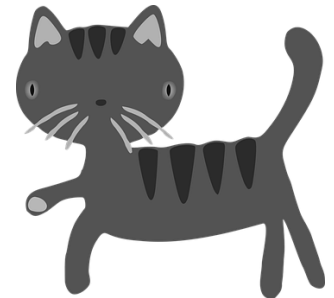


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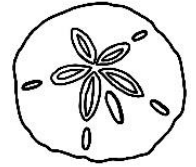
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Morro Bay



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PARAGRAPH COLOR CODING AND OUTLINING:

Name: _____

At the Park



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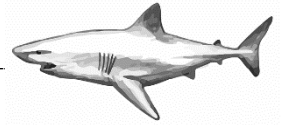
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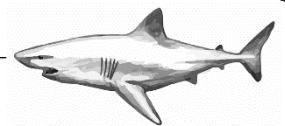
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Writing a Story



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PARAGRAPH COLOR CODING AND OUTLINING:

Name: _____

The Constitution



The United States Constitution is a three-part document that sets up our government. The first part is called the Preamble. The Preamble is a one sentence introduction to the constitution. It states the purposes and goals of the document. The second part is the Body of the Constitution. The Body contains seven Articles which describes how our government is organized. Some of the Articles include the creation of the three branches of government, which are the Executive, the Judicial, and the Legislative branches. The third part of the Constitution includes the Amendments. Amendments are changes and additions to the Constitution after it was created. These changes help preserve the rights of American citizens. Amendments include items like freedom of religion, press and speech, abolishing slavery and establishing voting rights for women. Our Constitution has helped frame our government and is a document that has served America well.

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Name: _____

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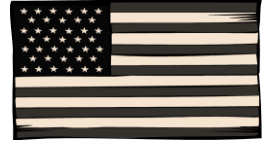


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PARAGRAPH COLOR CODING AND OUTLINING:

Name: _____



Branches of Government

The Framers of the Constitution created a government system with three branches to balance the power within government. The Legislative Branch writes laws for our country. This branch is comprised of two groups, the Senate and the House of Representatives. Each state has two senators but has a different number of representatives, depending upon its size. Senators are elected every six years and representatives run every two years. The Judicial Branch interprets the laws and determines if they are fair. The United States Supreme Court is part of the judicial branch and is the top court in the country. It is made up of nine justices who are appointed by the president and approved by the senate. The Executive Branch is lead by the president. The president is in charge of the overall operation of the government, including the armed forces. The president is elected every four years. The three branches of government allow each branch a certain amount of power, while keeping all of the branches in check.

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Paragraphs

START WITH A T-Chart

Name: _____

Directions: Fill in the following T-chart with words which make sense:

Topic = _____

★ Sundaes

1. Ice cream

2. Chocolate syrup

3. _____

★ Milkshakes

1. Milk

2. Vanilla flavoring

3. _____

★ _____

1. Ice Cream

2. Bananas

3. _____

4. _____

Conclusion = _____

Now it's your turn...On the back of this page, make up your own T-chart. Choose a topic, write three star ideas and details for each. Include a conclusion at the bottom where you re-state the topic in a different way.

Complete the T-Chart

Name: _____

Directions: Fill in the following T-chart with words which make sense:

Topic = _____

★ Football

1. Cleats

2. Helmet

3. _____

★ Basketball

1. Jersey

2. _____

3. _____

★ _____

1. Cleats

2. Baseball Cap

3. _____

Conclusion = _____

Now it's your turn...On the back of this page, make up your own T-chart. Choose a topic, find three star ideas and details for each. Include a conclusion at the bottom where you re-state the topic in a different way.

T-CHARTS HELP ORGANIZE PARAGRAPHS

Name: _____

Directions: Fill in the following T-chart to plan your paragraph:

Topic = _____



1. _____

2. _____

3. _____



1. _____

2. _____

3. _____



1. _____

2. _____

3. _____

Conclusion = _____

PARAGRAPH COLOR CODING AND OUTLINING:

Frozen S'mores Key

Frozen s'mores are an easy to make summer dessert, which can be made in your home, without a campfire! First, gather all of the ingredients and kitchen tools. You'll need a package of mini-chocolate chips, a box of graham crackers, and one container of Cool Whip. You'll also need a mixing bowl, a large spoon, and foil. Next, it's time to make the s'mores! Mix the chocolate chips with the Cool Whip in the mixing bowl. Break graham crackers in half, so they are squares. Spoon some of the Cool Whip - chocolate chip filling on top of one graham cracker square, and place another graham cracker square on top of it, like a sandwich. You can make the filling as thick or as thin as you'd like but one inch is usually plenty. Continue until all of the filling is gone. Finally, place all of the s'mores on a large sheet of foil. It's okay to stack the s'mores two or three s'mores high. Wrap the s'mores in the foil, so they are covered. Place this in the freezer and allow it to freeze overnight. Once you've tried this frozen s'more recipe, I bet it's something you might make each summer!

PARAGRAPH COLOR CODING AND OUTLINING:

Finding a Good Book Key

Even though finding a good book can sometimes be challenging, there are several things you can do to make the process easier. One way to find a good book is to ask other people. Your teacher and school librarian have read lots of books and may be able to suggest some interesting titles. Friends are also great to ask, since their tastes in books may be similar to your own. Another way to find good books is to read the book jacket or the back of the book. There, you'll find an author's summary of the book's plot, all except the ending. These summaries are often detailed enough to let you know if you'd like to give the book a try. Lastly, an easy way to find books which will hold your attention is to read all of the books from an author you have enjoyed in the past or to read a series of books, once you've found the first one to be interesting. Chances are good that if you enjoy either a particular author or series, you might like books which are similar to the first one you read. Searching for a book which appeals to you may be easier if you give these methods a try!

PARAGRAPH COLOR CODING AND OUTLINING:

Insects: KEY

There are a number of insects that are helpful. Although bees are known to sting, they also help pollinate plants. Bees help many flowers, fruits, and vegetables to grow. Without bees, many plants would not survive. A praying mantis is another helpful insect. Praying mantis are wonderful insects to have in your garden as they eat harmful insects. Ladybugs are not only cute, but they provide a valuable service to people by eating unwanted bugs, such as aphids. Ladybugs love to eat aphids, which destroy many plants such as roses. Ladybugs are so helpful, gardeners can even buy bags of ladybugs to put in the garden! Insects may sometimes be thought of as “creepy and crawly” but some insects are very beneficial.

PARAGRAPH COLOR CODING AND OUTLINING:

Columbia: Key

Columbia, a gold mining town in California, offers visitors a variety of activities to experience. One thing that is fun to do is to explore the town. You can see many stores that sell small souvenirs and an old bowling alley. There, you can set up your own pins and try to bowl where the miners once did. You can also visit a real working blacksmith business, a candle making stand, and the old stagecoach station. Ice cream, large jawbreakers and sasparilla are fun treats to eat while shopping. Another activity that's interesting is the bucket brigade. This allows you to put out pretend fires like they used to. You'll be working hard to pass buckets of water down the line. Finally, the schoolhouse is a short walk from the business area and is one place you won't want to miss. The teachers there will show you how kids used to line up, sit at their desks, and how they learned long ago. You may even be asked to put on a dunce cap! Visiting Columbia is an enjoyable way to spend the day.

PARAGRAPH COLOR CODING AND OUTLINING:

Snorkeling: KEY

Although snorkeling may seem difficult, these guidelines can make it easy and fun. When you look for a place to snorkel, you need to make sure the water is clear, fairly calm, and near coral reefs. That way, you'll be able to see the most sea creatures possible. Besides your swimsuit, the equipment you'll need for snorkeling includes a mask or swim goggles, a snorkel tube, and fins. The most important piece of equipment though, is your mask or swim goggles. You'll want to be sure that they fit well and do not leak. To keep safe while snorkeling, you should always go with a partner so you can look out for each other. This is also helpful because you and your partner can signal each other when you see an extra special fish. When following these guidelines, snorkeling can open your eyes to an amazing underwater world.

PARAGRAPH COLOR CODING AND OUTLINING:

Lola: KEY

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PARAGRAPH COLOR CODING AND OUTLINING:

At the Park Key

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PARAGRAPH COLOR CODING AND OUTLINING:

We Need Sharks Key

Sharks may be scary to many people, but they play a very important role in the world's oceans. One reason we need sharks is that they keep food webs in balance. Since sharks are the top predators in the ocean food chain, without them, the whole ecosystem would become unbalanced. Another reason is that sharks keep their groups of prey healthy. Sharks often eat fish which are sick or weak and this helps prevent diseases from spreading. It also allows the stronger fish to breed and to transfer their stronger traits to their offspring. The last reason is that sharks help the ocean ecosystem by keeping sea grass beds and other plants healthy. Sharks may scare other animals away from ocean plants, which prevents the plants from being destroyed. For example, sea turtles in Hawaii like to eat sea grass. Tiger sharks like to eat sea turtles. When tiger sharks travel to areas with sea grass, it prevents sea turtles from overgrazing there. The sea turtles will then look for other plants to eat. In conclusion, we need sharks because they are a vital part of the ocean ecosystem.

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Paragraphs START WITH A T-Chart

Key: Answers May Vary

Directions: Fill in the following T-chart with words which make sense:

Topic = **Things Made with Ice Cream/Ice Cream Desserts/ Ice Cream Treats** _____

★ Sundaes

1. Ice cream
2. Chocolate syrup
3. Whipped cream/Cherry...

★ Milkshakes

1. Milk
2. Vanilla flavoring
3. Ice Cream

★ Banana Split

1. Ice Cream
2. Bananas
3. Chocolate Syrup/Strawberries/Marshmallow Crème...
4. Nuts/Sprinkles

Conclusion = Ice Cream Treats (Please Note: I don't have students write conclusion sentences until they actually write the paragraph. On a T-Chart, they are just reminded that their conclusion sentence should be about the same topic as the topic sentence.) _____

Now it's your turn...On the back of this page, make up your own T-chart. Choose a topic, write three star ideas and details for each. Include a conclusion at the bottom where you re-state the topic in a different way.

Complete the T-Chart

Key: Answers May Vary

Directions: Fill in the following T-chart with words which make sense:

Topic = Sports Clothing/Gear

★ Football

1. Cleats
2. Helmet
3. Pads, Mouth Guard ...

★ Basketball

1. Jersey
2. Shorts
3. Shoes, Sweatband, Protective Glasses...

★ Baseball

1. Cleats
2. Baseball Cap
3. Shirt/Pants/Gloves/Socks...

Conclusion = Sports Clothing/Gear (Please Note: I don't have students write conclusion sentences until they actually write the paragraph. On a T-Chart, they are just reminded that their conclusion sentence should be about the same topic as the topic sentence.)

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