

WRITING PARAGRAPHS

Subject

English

Prepared By

[Instructor Name]

Grade Level

5

Overview

This lesson plan covers teaching content for;

1. Learning to identify the structure of a paragraph and assemble sentences into a paragraph structure that makes sense

Objectives

Students should be able to;

- identify the structure of a paragraph and assemble sentences into a paragraph structure that makes sense

Assessment Activity

1. Have students divide a paper into three segments.
2. In each segment, answer a question: What is the job of a topic sentence? What is the job of the sentences in the body of the paragraph? How about the final sentence?

Summary

1. Discuss: Why are paragraphs in fiction and nonfiction structured differently?

Activity Starter/Instruction

1. Select an excerpt from a class read aloud or another favorite book.
2. Read a sample from the text while projecting it for the class to read along.
3. Ask students to pay attention to paragraph breaks.
4. Discuss: How do authors decide when to start and stop paragraphs?
5. This exercise will help students think about the function of paragraphs: what this formatting structure does to organize information, and how it's done.

Guided Practice

Day 2/ Lesson 2: 15 Mins

1. Distribute the worksheet Paragraph Puzzle
2. Have students cut up the sentence strips.
3. Instruct students to work with a partner or table group to put the sentences in a paragraph order that makes sense.
4. Review group work as a class.
5. Discuss the orders they decided on and have them share their thinking.

Teacher Guide

Day 1/ Lesson 1: 15 Mins

1. Distribute the worksheet Studying Paragraphs.
2. Review the structure of a paragraph as described and illustrated on the sheet.
3. Explain that in stories, paragraph breaks are usually created when there is dialogue, a shift or lapse in the action, or a change in the setting.
4. Ask students to turn to a neighbor to discuss how this is different in nonfiction.
5. Share thoughts about nonfiction paragraph breaks.
6. Students will likely suggest ideas that are related to a change in the content or topic.
7. Explain that the structure on the sheet is a guide, and that skilled authors will often modify it to fit their needs.
8. Paragraphs don't always fit this structure, but it's a good way to think about them as a beginning writer.

Materials Required

- Informative Writing Poster
- worksheet Paragraph Puzzle
- Informative Paragraph Planning Template
- Class set of Studying Paragraphs
- Class set of Paragraph Puzzle 1
- Class set of Paragraph Puzzle 2
- Read aloud book, Scissors
- Projector Paragraph Puzzle 2
- worksheet cut into strips for demonstration

Additional Resources

- <https://study.com/academy/lesson/paragraph-writing-lesson-plan-for-elementary-school.html>
- <https://study.com/academy/lesson/paragraph-writing-lesson-plan-for-kids.html>
- <https://www.education.com/lesson-plans/paragraph-structure/>
- <https://www.slideshare.net/christineawatts/detailed-lesson-plan-on-paragraph-writing>
- <https://educators.brainpop.com/bp-jr-topic/writing-a-paragraph/>

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6. Share the original order as published by the author.

Teacher Activity

Day 3/ Lesson 3: 15 Mins

1. Remind students that the main idea of an informational paragraph is the topic, or subject of the piece.
 2. Tell them the topic sentence, sets up and states the main idea of the paragraph and tells the reader what to expect from the paragraph.
 3. Supporting details back up the main idea. Specific examples help make the main idea clear to the reader.
 4. Remind students that they should give at least three supporting detail sentences.
 5. Students can come up with supporting details by posing their main idea as a question: "How do you know _____?"
 6. The closing sentence is the conclusion, or ending of the paragraph.
 7. The closing sentence should tie all the ideas in the paragraph together.
 8. Strong closing sentences echo the main idea but also expand the writer's thesis.
 9. Encourage your students to incorporate personal opinions, predictions, or inferences in their closing sentences.
 10. The final step to writing a paragraph is to proofread.
 11. Remind your students that their writing should be legible if they are handwritten and free of errors in spelling, grammar, and punctuation.
 12. You may want to review common grammatical mistakes and discuss different punctuation marks.
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Guided Practice

Day 4/ Lesson 4: 15 Mins

1. Provide the students with a copy of the Informative Paragraph Planning Template
2. Allow the students to work in pairs or individually to write an informative paragraph about a different aspect of the same topic e.g. the diet and eating habits of sharks.
3. Encourage the students to follow the same process as the one used for the joint construction.
4. Display the Paragraphs in Informative Writing Poster while the students are writing as a visual reminder of the correct paragraph structure.
