

Lesson 1  
Day 1

# What is a Paragraph

A paragraph is a collection of sentences that are all related to one **main topic**. The **main topic** is basically what the paragraph is about. A main topic is not necessarily a complete sentence, but it is often simply one word or a phrase.

The first sentence of a paragraph is slightly indented (to the right) in relation to the rest of the paragraph. It is possible to write a very short story by using a single paragraph.

A paragraph usually has three parts: a **topic sentence (beginning sentence)**, **detail sentences**, and an **ending sentence**.

The **topic sentence** tells **generally** what the paragraph is about, but it does not provide specific detail about the paragraph. As the first sentence, its primary purpose is to get the attention of the reader.

The **detail sentences** form the **body** of the paragraph. All detail sentences should be related to the **topic sentence**.

The **ending sentence** restates the **topic sentence** (using different words) and can also summarize the information contained in the detail sentences.

A. Read the following paragraph and answer the questions below.

Hand tools are items that help us accomplish tasks. There are many kinds of hand tools. Most hand tools are made of metal because they must be sturdy in order to be used repeatedly without breaking. A hand tool is used on something else to accomplish a task. Without tools it would be impossible for us to have cars or many other things.

1. Is there one sentence that tells what the paragraph is about? Write yes or no.

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2. Does the paragraph only talk about the main topic? Write yes or no.

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3. Write the topic sentence that tells the main topic of the paragraph.

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## What is a Paragraph

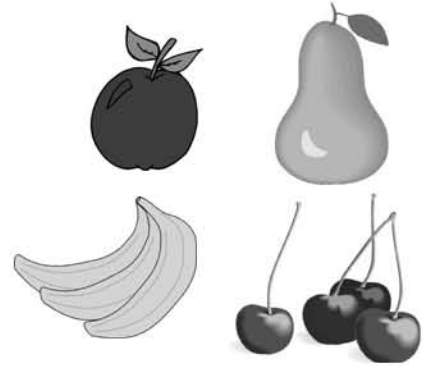
A. Read the following four sentences. What is the **main topic** of the four sentences?

-An apple is usually a red fruit that grows on a tree.

-A pear is usually a green fruit that grows on a tree.

-A banana is a yellow fruit that grows on a tree.

-A cherry is a red fruit that grows on a tree.



1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Write a topic sentence for the four sentences above.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. If we were to add the following sentence to the four sentences above, would it fit appropriately into this paragraph? Circle the correct answer.

1. Potatoes are a brown vegetable that are grown in the ground.

Yes   or   No

What is a Paragraph

- A. Write a paragraph using the four detail sentences and your answers from Day 2 Part B. Do not forget to include a topic sentence (beginning sentence). For now do **not** add an ending sentence.

Handwriting practice lines for paragraph writing. The page contains 12 sets of horizontal lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

## What is a Paragraph

- A. Think of a **main topic** for a different paragraph and write it below. Be creative. You can write about **your favorite family tradition**, **your most embarrassing moment**, or you can **think of your own main topic**.

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- B. Think of two **details** that are related to your **main topic**. A **detail** is **not** necessarily a complete sentence, but may be just a general idea that is used to develop **detail sentences** for your paragraph. For example, assume you have selected a main topic of **games** for a paragraph. **Board games** and **card games** can be **details** for the types of games you would like to talk about in your paragraph. Write your two **details** below.

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- C. Use the **main topic** and the two **details** from above to write a **topic sentence**.

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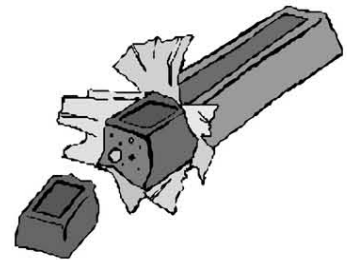
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## What is a Paragraph

- A. Which of the following **topic sentences** would be appropriate for the four sentences below? Circle the correct answer.

Chocolate candy bars are my favorite kind of snack. Chocolate candy can be very sweet. A piece of chocolate candy is nice to eat after dinner. Chocolate candy has a lot of calories, so do not eat too much of it.

1. Chocolate has value in treating disease.
2. Chocolate candy is tasty, but do not eat too much of it.
3. Chocolate candy is great food for a meal.
4. Chocolate candy is a great choice for breakfast.



- B. Which of the following **detail sentences** do **not** belong in this group for the following topic sentence? Write an **X** next to the correct answer.

**Topic sentence:** There are many types of food that make a meal.

1. \_\_\_\_ Fruits are a good choice for dessert.
2. \_\_\_\_ Meats are often served as the main part of a meal.
3. \_\_\_\_ Vegetables often make a good side dish for a meal.
4. \_\_\_\_ We like to play outside after lunch.

## Descriptive Writing

**Descriptive writing** tells about a person, place, or thing. The goal of a good **descriptive writing** is to involve the reader in the story as much as possible. You want the reader to feel like they were actually there during the events of the story. In this lesson you will write a **three** paragraph descriptive writing that includes one introductory paragraph, one subtopic paragraph (body), and one concluding paragraph.

One way to involve a reader in a story is to use adjectives that describe our senses. As humans we have five senses: **touch, sight, hearing, taste, and smell.**

Think of a **main topic** for a story that you can describe by using the **five senses.** You can tell a descriptive story about **getting snowed in, going to the baseball park,** or come up with a **main topic of your own.** Before you settle on a main topic, answer the following questions to yourself:

1. Is your main topic something interesting that people will want to read?
2. Who is your audience?
3. Is your main topic too broad?
4. Is your main topic too narrow?

We will now start the writing process for **descriptive writing**.

#### Outlining Process

- A. Complete the rough outline
- B. Complete the final outline

#### Drafting Process

- A. Complete the rough draft
- B. Edit the rough draft
- C. Complete the final draft

- A. Complete the rough outline for your descriptive writing assignment.

### Outlining Process

We will now begin your descriptive writing assignment with the outlining process. Outlining is the process where information about the writing is gathered in order to complete a rough outline and a final outline.

The entire outlining process is explained in **Appendix B**. Since this is the first time you are developing a writing with more than one paragraph, you should turn to Appendix B and familiarize yourself with the outlining process for multiple paragraphs. The outlining process for multiple paragraphs really isn't that much different than the outlining process for single paragraphs. However, there are **some** differences that you need to know.

Whether or not you use Appendix B, you still need to complete the rough outline and the final outline in this lesson.



Complete the rough outline

**Rough Outline**

Main Topic:

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Subtopic #1:

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Details:

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# Descriptive Writing

Complete the final outline

## Final Outline

### Introductory Paragraph:

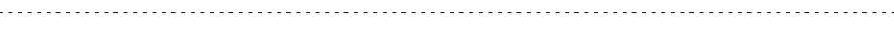
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### Subtopic #1:

**Topic Sentence:**

A series of horizontal lines for handwriting practice, consisting of three sets of lines. Each set includes a solid top line, a dashed midline, and a solid bottom line.

### Detail Sentences:



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**Ending Sentence:** (written after the topic sentence and detail sentences)

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**Concluding Paragraph:**

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## Descriptive Writing

## Drafting Process

Complete the rough draft

So far you have spent quite a bit of time filling out the rough outline and the final outline. As a result, your final outline has all of the necessary pieces to complete your writing.

If you think of something you want to add while you are writing your rough draft, please do so. The final outline will now be used as a guide to write a rough draft.

Start by writing your **introductory paragraph**, sentences for each **subtopic** (topic sentence, detail sentences, and ending sentence), and **concluding paragraph** on the lines below.

This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid top line, a dashed midline, and a solid bottom line, providing a structured space for practicing letter formation and alignment. The entire page is white with no other markings or text.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.

## Descriptive Writing

### Edit the rough draft

It is now time to **edit** the rough draft you wrote on Day 3. Use the editing marks shown in **Appendix C** to correct any mistakes.

Do your paragraphs say what you want them to say? Do the words you chose make sense?

Look for and fix the following errors: 1) incorrectly used, misspelled, or misplaced words, 2) incorrect or missing spacing, 3) incorrect, missing, or misplaced punctuation, and 4) incorrect or missing capitalization.

## Complete the final draft

On Day 4 you edited your paragraphs. Today you will rewrite your paragraphs in their final draft form.

Read your paragraphs one more time. Do your sentences flow well from one to the other? Does your entire story make sense? Can you make it even better by adding 1) **time order words**, 2) **strong verbs**, 3) **adverbs**, 4) **exact nouns**, or 5) **descriptive adjectives**? Rewrite your edited paragraphs below.

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Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated across the page.