

Week 8: Paragraph Writing Via Sentence-by-Sentence Outline Over Given Material

Animal Paragraphs From Given Material

Lesson A. Choosing Two Paragraphs to Add Opening Sentences (Topic Sentence) and Closing Sentences and Outline Two Paragraphs

<> A-1. Study the sample Sentence-by-Sentence Outline and Paragraph provided below.

The snake is an enemy of the weasel. The snake will get into the weasel's den and kill the weasel children. Because of this, the weasel has a special ability for fighting. It is alert to what the snake is doing. It is also fast. The weasel is fast enough to dodge the snake's mouth. It has sharp front teeth that help it hunt and fight. The weasel bites the snake on the back of the neck and kills it instantly.

Sample S-by-S Outline

Topic of Paragraph: The weasel's enemy - snake

Sentence 1 - snake, enemy → weasel

Sentence 2 - snake → den, kill weasel's children

Sentence 3 - weasel, special, ability, fight

Sentence 4 - alert 2 snake

Sentence 5 - weasel fast

Sentence 6 - weasel, dodges, snake's mouth

Sentence 7 - teeth help fight + hunt

Sentence 8 - weasel bite → snake's neck, kills, instantly

Sample Paragraph

One of the weasel's greatest enemies is the snake. The weasel's children can be killed if the slithering predator enters the weasel's hideout and attacks them. Due to this threat, the weasel's ability to fight is keen. It is not ignorant to the strategies of the snake. His actions are also swift. The snake's mouth can be dodged by its agile movements. Hunting and fighting are enhanced by its fang-like front teeth. As the weasel chomps down on the back of the reptile's neck, death comes to its predator instantly.

<> **A-2.** Choose two paragraphs from the sets below and create Sentence-by-Sentence Outlines over them:

- (1) Choose one of the “sets” of paragraphs. (Each set is about two different animals, both displaying a certain character quality.)
- (2) Create a Sentence-by-Sentence Outline using **3-5 words per sentence** beneath the paragraphs you chose.

Set 1: Dependable Animals

PoB-A: Weasel

The snake is an enemy of the weasel. The snake will get into the weasel’s den and kill the weasel children. Because of this, the weasel has a special ability for fighting. It is alert to what the snake is doing. It is also fast. The weasel is fast enough to dodge the snake’s mouth. It has sharp front teeth that help it hunt and fight. The weasel bites the snake on the back of the neck and kills it instantly.

Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

PoB-B: Dolphins

Dolphins breathe air through a hole on the tops of their heads. If a dolphin is injured, other dolphins will help that injured one. They will push the hurt dolphin to the surface of the water so it can breathe. They will hold it there for as long as it needs it.

Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Set 2: Resourceful Animals

PoB-A: Bee

A teller bee is the first to go out and look for flowers. Once it finds flowers, it will go back to tell the other bees. The teller bee “speaks” to the other bees by doing a little dance. It moves this way and that way. This jig tells the other bees where the flowers are.

Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

PoB-B: Angler Fish

The angler fish has a light on the end of an antenna attached to his head. This antennae goes straight up and then hangs down. This little light hangs right in front of the angler fish's mouth. It will hold perfectly still and wait for a little fish to come along and look at the light. When it does, all the angler fish has to do is open up his mouth, and it has dinner!

Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Set 3: Trusting Animals

PoB-A: Spider

When a baby spider is ready to leave home, it will let out a little bit of web. This web acts like a glider. The young spider catches the wind, and the breeze takes it away. This wind will take the spider to a place where it can build its own nest. The spider has no control over where the wind takes it.

Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

PoB-B: Robins

Robins live in North America where the seasons change drastically. In the winter, food is scarce. The robin does not worry about the hard winters. God provides for the robin. This bird eats seeds, little bits of grass, worms, and pieces of nuts. Some of these foods are still found in the harsh winters.

Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Set 4: Caring Animal Parents

PoB-A: Emperor Penguin

Anarctica is always so cold that the ground is a sheet of ice. If the baby emperor penguin were left on its own in this climate, it would freeze to death. Because of this, the mother and the father have a system to take care of the baby. Until it is old enough and has enough feathers not to freeze, the baby chick stays on the feet of the mother or father. The parent's feathers keep the chick warm. If the chick leaves its parent for even a short time, the young penguin will die.

Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

(You can use up to seven words for Sentence Four.)

Sentence 5 _____

Sentence 6 _____

PoB-A: Sperm Whale

There are many animals that would like to make a meal out of the baby sperm whale. Because of this, the mother sperm whale keeps the baby whale close to her. If anything threatens the young one, the mother is there in an instant to protect it. As the baby grows up, the mother lets it go a little bit farther away. But she is still close enough to come and save it from harm.

Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

<> A-3. On the lines provided write each of your two animal paragraphs from the Sentence-by-Sentence Outlines you created. Be sure to indent the beginning of each one and only use every other line.

Note: you may also type it and print it if your teacher approves.

Paragraph One:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Paragraph Two:

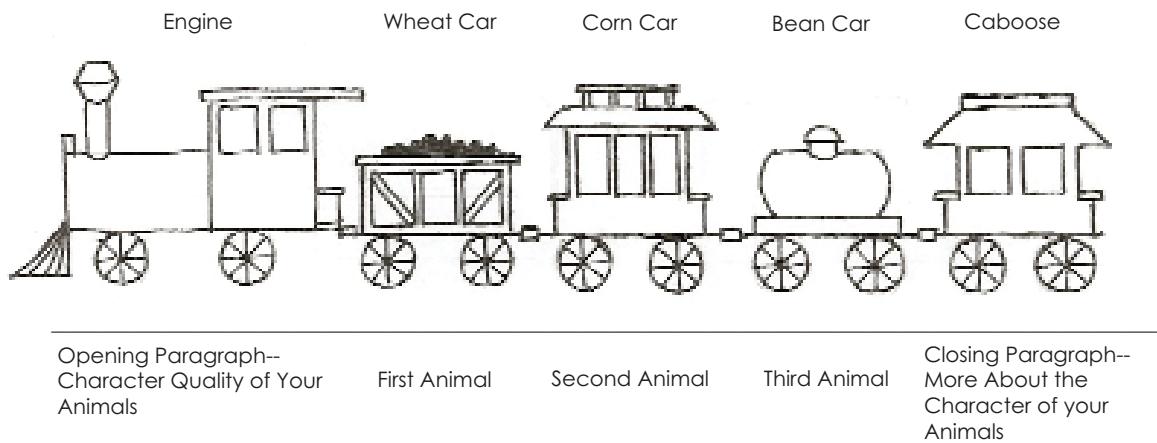
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson A. Study Skills: Introducing the Opening and Closing Paragraphs

- (1) You have written multiple paragraphs from Sentence-by-Sentence Outlines in this book, as well as any other CI Books or products you may have used.
- (2) In this lesson, you will learn how to combine two paragraphs together--and put both of them with an Opening Paragraph and a Closing Paragraph to create a four paragraph report.
- (3) First of all, you need to understand about Opening Paragraphs and Closing Paragraphs.

<> **A.** Look at the train picture given in this lesson and consider these aspects of report writing:

- (1) If you think of the train cars in the middle (not the engine and not the caboose) as the body paragraphs of a report, you will start to understand report writing better.
 - a. For example, one train can have many train cars in it--one with wheat, one with corn, and one with soy beans.
 - b. **Each car has its own contents.**
 - c. When you put the cars together in a line, **you have a train made up of different train cars.**
 - d. Each car stands all by itself with its own contents, but you can put them all together to make up one train.
- (2) Look at the first car--the engine.
 - a. When a train comes across the track, the engine is usually the first car that you see.
 - b. It **opens the way for the other cars.**
 - c. The other cars might contain wheat, corn, and beans, but the engine comes first.
 - d. It tells you **a train is coming.**
- (3) Look at the last car--the caboose.
 - a. When a train ends, it **often has a caboose.**
 - b. The caboose will **often be the last car of the train.**
 - c. It does not have wheat, corn, or beans in it, but it **tells you that the train is ending.**



What does this have to do with writing?

Think of your report paragraphs as parts of a train:

1. **The two paragraphs you wrote last week are the body of the train--the cars in the middle.**
 - a. You do not have wheat and corn in your “cars.”
 - b. You have **two different animals** in yours.
 - c. By itself, each paragraph is just a paragraph--maybe a one paragraph report (if you added an opening sentence and a closing sentence).
 - d. This week you will put the two paragraphs about your two animals together as the body (or the “cars”) of your report (“train”).

2. Now that you have the cars in your train, **you need an engine,**
 - a. The **engine is the Opening Paragraph** of the report.
 - b. It **tells your reader that a report is coming.**
 - c. It tells your reader **what the report is going to be about.**
 - d. Yes, your **Opening Paragraph will be your train’s engine.**

3. What else do you need? The **caboose**, of course!
 - a. The caboose of your report will be a Closing Paragraph.
 - b. It **will tell your readers that your report (“train”) is ending.**
 - c. It **will tell your readers what your report was about.**
 - d. It will leave your reader interested.

Just like a train, a report can be long or short.

- a. It can have one engine and two cars (an Opening Paragraph and two paragraphs of the body).
- b. It can have one engine, one car, and one caboose (an Opening Paragraph, one “car” paragraph, and a Closing Paragraph).
- c. It can have what you will have this week--one engine, two cars, and one caboose.
- d. It can have many, many train cars--each a car by itself, but all put together to create one long train.

Lesson B. The Opening Paragraph

<> **B-1.** Plan and outline an Opening Paragraph for the character of your animals in last week's report:

- (1) Last week you wrote two paragraphs about two different animals. These animals both show a certain character quality.
- (2) In this assignment, you will plan and outline an Opening Paragraph (“train engine”) that you could put at the beginning of a report about your two animals. (You will use those two paragraphs from last week for your report’s body paragraphs (“train cars”).)
- (3) Highlight the topic that your Opening Paragraph will be about from the list given below (based on which animals you wrote about last week):
 - a. **Dependability**--weasel and dolphin
 - b. **Resourcefulness**--bee and angler fish
 - c. **Trusting**--spider and robin
 - d. **Caring**--emperor penguin and sperm whale
- (4) Now, outline an Opening Paragraph, using the prompts and “fill-in-the blank” notes given below.

Opening Paragraph (Engine) Notes:

•Opening sentence: _____

(Name of important quality)

Lesson C. The Closing Paragraph

- (1) Now you have a train engine and two cars for your report.
- (2) You are ready to create a Closing Paragraph (caboose) for your report.

<> **C-1.** Create notes for your Closing Paragraph following these steps:

- (1) Fill in the blanks and add notes to each sentence line as needed.
- (2) Add more information for your Closing Paragraph in the middle, if desired, but be sure you start your closing sentence and end your closing sentence with the notes given.

Closing Paragraph Notes:

•**Opening Sentence:** Yes, the _____ and the
_____ both demonstrate
_____.

Lesson D. Final Copy Four Paragraph Report

<> D. Follow the steps below to write a complete report (whole train!) with the paragraphs you wrote this week and last week.

- 1. Edit all four of your paragraphs with your teacher.
- 2. Write your Opening Paragraph on the lines provided in your neatest handwriting. Be sure to indent this paragraph.
- 3. Read your Opening Paragraph, then read the first animal paragraph you wrote. Be sure that you like the way you go from your Opening Paragraph into the body of your report. If you need a transition sentence in order for your report to sound smooth, indent your second paragraph, write your transition, then write the rest of your animal paragraph. You might choose one of the transition sentences given below for the beginning of the second paragraph of your report (at the beginning of your first animal paragraph):
 - a. The weasel shows dependability in how it keeps the snake from hurting its young.
 - b. The teller bee is resourceful in how it communicates.
 - c. The spider must show trust in God as it leaves its parents.
 - d. The emperor penguin shows deep care as it keeps its young warm.

5. Then write your Closing Paragraph from your notes.

Weeks 9 & 10: Multi-Paragraph Report--Opening & Closing Paragraphs

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