

next day was sunny. Once I finished breakfast, I set out to search for the spot marked on my map. Before I had gotten very far, I heard a voice say, "I'm Kate. You must be the new kid." I said "hello." Should I



Sentences & Paragraphs

BY KAREN KELLAHER

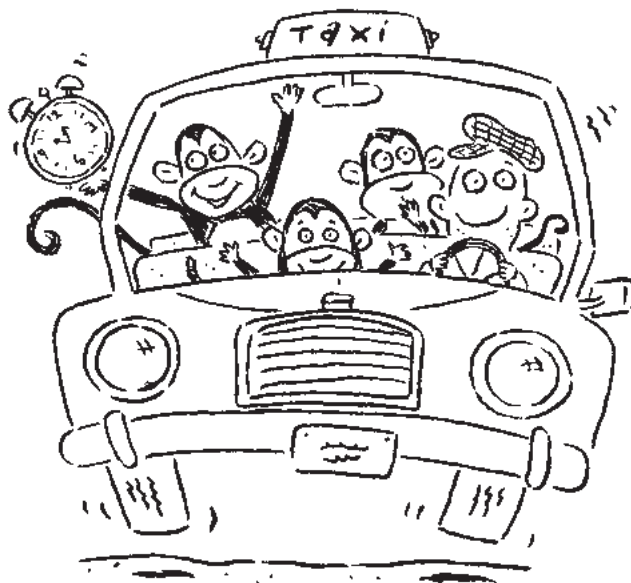


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The day we moved into our new house, the weather was rainy and cold. Since I could not play outside, I decided to explore the attic. It was mostly empty, but a few dusty boxes sat in the corner. They belonged to

*To Sue Leahy,
a top-notch friend*



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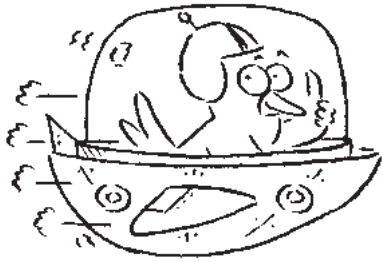
next day was sunny. Once I finished breakfast, I set out to search for the spot marked on my map. Before I had gotten very far, I heard a voice say, "I'm Kate. You must be the new kid." I said "hello." Should I

Contents

Introduction	4	Paragraphs	28
Teaching With the Poem: "The Run-On" and "The Fragment"	6	PARAGRAPH WORKSHOP	28
Sentences	8	ACTIVITIES	29
SENTENCE WORKSHOP	8	What's the Big Idea?	29
ACTIVITIES	10	Which Sentence Comes Next?	30
The Great Sentence Game Show!	10	Build a Paragraph Puppet	30
So Many Sentences! Flap Book	11	All Aboard the Topic Train!	31
Subject-Predicate Puzzles	12	Batty Paragraph Match-Up	31
Sentence or Fragment?	13	Kids' Pages (Reproducibles)	32-39
Repair a Run-On News Report	13	Review	40
Compound-Sentence Sandwiches	14	Paragraph Starters	40
Sentence-Scramble Board Game	15	Paragraph Webs	40
Kids' Pages (Reproducibles)	16-27	Your Turn!	41
		Kids' Pages (Reproducibles)	42-46
		Additional Resources	47
		Answers	47



Introduction



Writing Skills Made Fun: About the Series

As a writer and editor in the field of educational publishing, I frequently talk with language-arts teachers about the kinds of tools they need most. I also spend a lot of time browsing in bookstores and paging through teacher catalogs, checking out what is currently available. One thing I noticed over the past several years is that when it came to nitty-gritty writing skills, second- and third-grade teachers' needs were simply not being met. Sure, there were plenty of grammar and writing resources available to teachers of grades 5, 6, and above. But I saw very little quality material that was just right for the early elementary grades. I wrote this series to fill that “grammar gap”—and to assist you in your all-important mission of teaching the rules of writing.

As you are well aware, your job is cut out for you. According to state and national standards, by the time students enter second grade, they are expected to know and understand the basic rules of English grammar—and to consistently apply those rules to their own writing. Just take a look at some of the standards nationwide: Just take a look at some of the standards nationwide:

- * **CALIFORNIA:** Second-graders must be able to distinguish between complete and incomplete sentences, use commas and quotation marks, and know when to capitalize letters. Third-graders in the Golden State must be able to use all four types of sentences, identify subjects and verbs, understand agreement and verb tenses, and identify and use all parts of speech.
- * **ILLINOIS:** By the third grade, students should be able to construct complete sentences that demonstrate subject-verb agreement, use punctuation and capitalization properly, know and use the parts of speech, and demonstrate focus and organization when writing paragraphs.
- * **TEXAS:** State standards dictate that by grade 3, “Students will recognize and demonstrate appropriate use of standard English: usage, mechanics, spelling, and sentence structure.”

As you know, with tough standards come tough tests. Almost all major standardized tests for third-graders include sections on usage and mechanics. And many tests include open-ended writing sections that require students to demonstrate a working knowledge of the basic rules of grammar.

This book series, *Writing Skills Made Fun* is one way to help you meet these curriculum demands and make grammar fun. The series includes three books: *Capitalization, Punctuation & Spelling*; *Parts of Speech*; and *Sentences & Paragraphs*.

next day was sunny. Once I finished breakfast, I set out to search for the spot marked on my map. Before I had gotten very far, I heard a voice say, "I'm Kate. You must be the new kid." I said "hello." Should I

Sentences and Paragraphs

Full-length writing assignments can seem overwhelming to a beginning writer. When asked to write a friendly letter, short story, or book report, an inexperienced writer can quickly come down with a case of the "I can't do it" blues. Help your students see that they can do it. Teach them that all good writing—no matter how long—is composed of sentences and paragraphs that follow the basic rules of grammar. Once students master the building blocks of good writing, they'll be ready to face more elaborate projects with enthusiasm.

By now your students are probably familiar with nouns, verbs, and other parts of speech. They have some experience spelling and capitalizing words correctly. With the help of this book, they will learn how best to form sentences that effectively convey ideas. They'll learn to combine sentences into paragraphs in order to present their ideas in a clear and organized fashion. The payoff, as you know, is well worth the effort. The ability to write effective sentences and paragraphs can take students anywhere. With this skill, students can convey their opinions to the editor of your local newspaper, recommend a favorite book to a classmate, or explain a scientific phenomenon. Best of all, they can write stories and reports that people actually enjoy reading!

On the pages that follow, you'll find engaging activities to help you teach students to recognize and write super sentences and paragraphs. All of the activities are interactive and kid-friendly. For example, with the So Many Sentences! Flap Book students use an easy-to-make manipulative to help learn about the different kinds of sentences and how to punctuate them. In Subject-Predicate Puzzles, they'll use their knowledge of subject-verb agreement to complete sentence jigsaw puzzles. And in Build a Paragraph Puppet, students will make a Chinese New Year Dragon by cutting out sentences and pasting them together in order to make a puppet.

You can use the activities and mini-lessons in any order you like. Check the label at the top of each lesson to see which major concepts are being explored. Other teaching tips follow.

- * Distribute copies of the grammar Workshop pages (found at the beginning of each chapter) for students to refer to as they complete the activities in this book. Students can bind these pages together and add a cover to make a handy mini grammar reference book.
- * Have students work on some of the activities in collaborative groups. Students will learn from and build on one another's ideas.
- * Use the poem lesson on page 6 as the centerpiece of an exciting bulletin board or learning corner.
- * Provide opportunities for students to share their work with classmates, parents, and others. For example, after students have made the So Many Sentences manipulative and discussed the four types of sentences, they can bring the manipulative home to demonstrate what they've learned.



The... moved into our new house, the weather was rainy and cold. Since I could not play outside, I decided to explore the attic. It was mostly empty, but a few dusty boxes sat in the corner. They belonged to

Teaching With the Poem: “The Run-On” and “The Fragment”



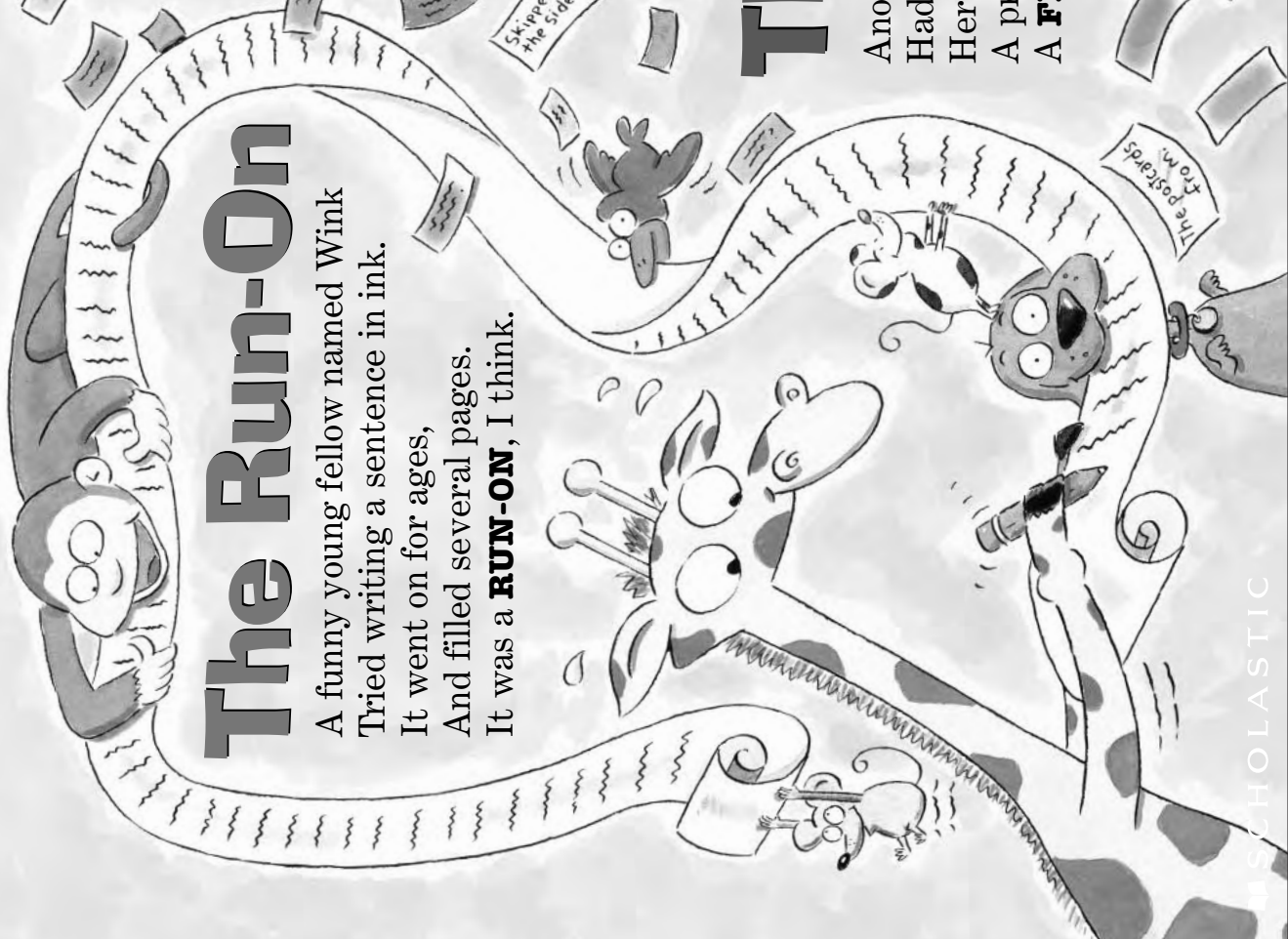
In casual conversation, we don't always speak in full sentences. For example, you might say, "Ready to go?" as your class prepares to go on a field trip. Or, when recounting a vacation adventure to a colleague, you might use run-on sentences. While fragments and run-ons are acceptable in oral discourse, they are obviously not conducive to effective writing. As an adult you easily recognize the differences between spoken and written language. However, many young children tend to write in the same way they speak and think. As you introduce children to the special demands of written language, point out the importance of using complete sentences.

This poem uses humor to teach the weaknesses of run-ons and fragments. The poem contains two limericks, "The Run-On" and "The Fragment." Display the poem in a central area of your classroom, and, together, recite each limerick several times. Afterward, explore the poems with your class. Give an example of a run-on that Wink might have written, and then invite students to write some run-ons of their own. Do the same with fragments: Write one or two on the board, then ask students to come up with their own. Have students exchange papers and turn their classmates' run-ons and fragments into proper sentences.

To make the most of the limericks, give students individual copies (see page 7). If you're using the two companion books in this series (*Capitalization*, *Punctuation & Spelling* and *Parts of Speech*), distribute copies of the rhymes in those books as well. Have students make a grammar rhyme book by binding the rhymes together and adding a cover.

The Run-On

A funny young fellow named Wink
 Tried writing a sentence in ink.
 It went on for ages,
 And filled several pages.
 It was a **RUN-ON**, I think.



The Fragment

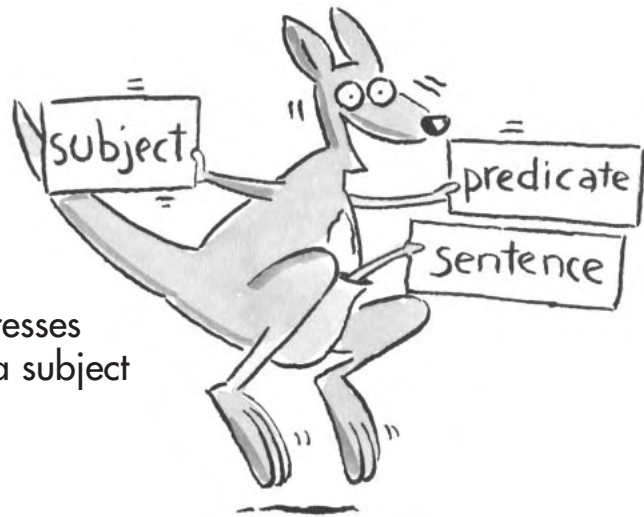
Another writer named Sue
 Had the opposite problem, it's true.
 Her sentence did not connect
 A predicate to a subject.
 A **FRAGMENT** it was, through and through.

Illustration by Mike Moran
 Poem copyright © 2001 by Karen Kellaheer

ILLUSTRATION BY MIKE MORAN Poem copyright © 2001 by Karen Kellaheer

SCHOLASTIC

Sentence Workshop



A sentence is a group of words that expresses a complete thought. Every sentence has a subject (noun or pronoun) and predicate (verb).

* Subjects:

A **simple** subject is the noun that tells what the sentence is about:

My cousin hopped up and down.

A **complete** subject is the noun plus any descriptive words that go with it:

My young cousin hopped up and down.

A **compound** subject is two or more simple subjects joined together:

Aunt Harriet and cousin Mike are coming to visit.

* Predicates:

A **simple** predicate is the verb of the sentence:

Jill wrote her essay.

A **complete** predicate is the verb plus any descriptive words that go with it:

Jill wrote her essay.

A **compound** predicate is two or more simple predicates joined together:

Jill read and wrote all night long.

Sentence Workshop

(continued)

* There are four types of sentences.

A **declarative** sentence makes a statement:

The mail has arrived.

An **interrogative** sentence asks a question:

Have you seen *my* keys?

An **imperative** sentence gives a command. The subject of an imperative sentence is the pronoun "you," even though it is not stated:

Leave all backpacks in the hall.

An **exclamatory** sentence expresses strong feelings:

I've never been happier!

* Fragments and run-ons are not proper sentences.

A **fragment** is an incomplete thought. It is missing a subject, predicate, or both:

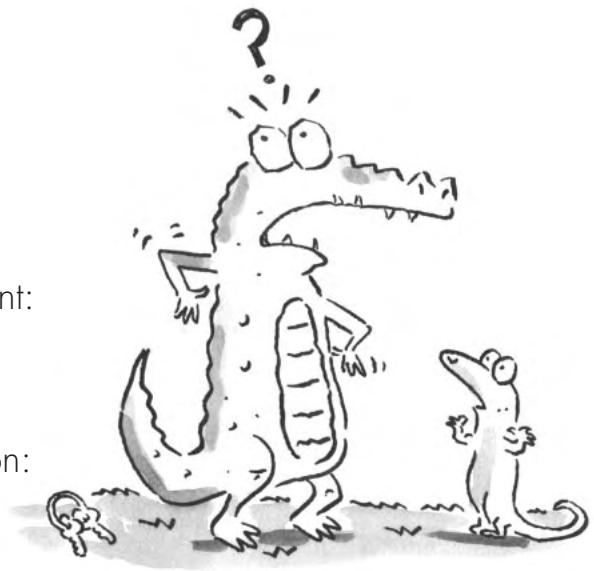
In the kitchen.

My brother, Joshua.

Went to the store, then the post office.

A **run-on** is a group of words that contains several thoughts and should be broken down into two or more sentences:

Hannah, who is in third grade, has never seen snow because she lived in California her whole life but now she lives on the east coast so she can't wait for winter.



Sentence Activities

The Great Sentence Game Show! (Use with Kids' Pages 16-18.)


Forming sentences is fun when you use this creative manipulative. Designed in a game show format, this teaching tool lets students play with words until they hit the “jackpot”—a complete sentence that makes sense!

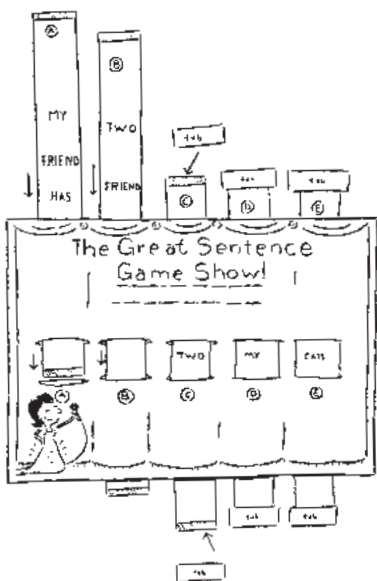
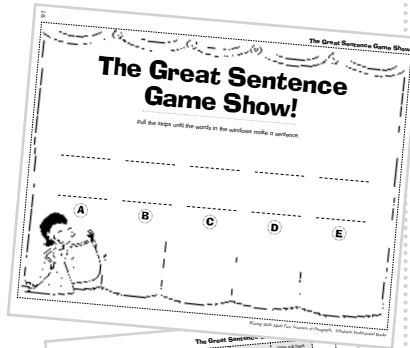
The manipulative can be used at two levels. In Game 1, beginning writers pull the paper strips to change the word order until they form one complete sentence. Game 2 offers an added challenge. Students pull the strips to mix and match a variety of subjects and predicates, forming as many sentences as they can.

You Will Need

- * copies of pages 16-18
- (Use pages 16 and 17 for Game 1)
- (Use pages 16 and 18 for Game 2)
- * crayons or markers
- * scissors
- * glue stick or tape

What to Do

- 1 Distribute the reproducibles to students. They can color the game show page, as desired.
- 2 Have students cut out the game show pattern (page 16) along the outer dotted lines. Then direct them to cut along the ten small horizontal dotted lines to make slits in the page. For easy cutting, show them how to poke the tip of the scissors through the page and then snip along the rest of the line.
 
- 3 Tell students to cut along the dotted lines on the sentence reproducible (page 17 or 18), creating five vertical strips of paper. They should also cut out the ten rectangular end tabs along the margins of the reproducible, and then set the tabs aside for a moment.
- 4 Students then match each lettered strip to a window on the game show pattern (A, B, C, D, or E). Next, they weave each strip into the game show pattern by poking it through the slits in the paper, as shown.
- 5 To ensure that the strips don't fall out, have students glue or tape the ten rectangular tabs to the ends of each strip.
- 6 Instruct students to pull the strips up or down until a complete sentence appears in the game show windows. If they're playing Game 1, students find the proper word order and leave it on their playing boards. If they're playing Game 2, have students write down each complete sentence they make. (Challenge them to capitalize and punctuate the sentences correctly.) Compare lists at the end of the exercise.



next day was sunny. Once I finished breakfast, I set out to search for the spot marked on my map. Before I had gotten very far, I heard a voice say, "I'm Kate. You must be the new kid." I said "hello." Should I

So Many Sentences! Flap Book

(Use with Kids' Pages 19 and 20.)

If your students sometimes need help remembering the different kinds of sentences and how to punctuate them, this flap book will be a surefire hit. The book explains the function of each type of sentence and offers several examples of each. Plus, students get a chance to add some examples of their own.

You Will Need

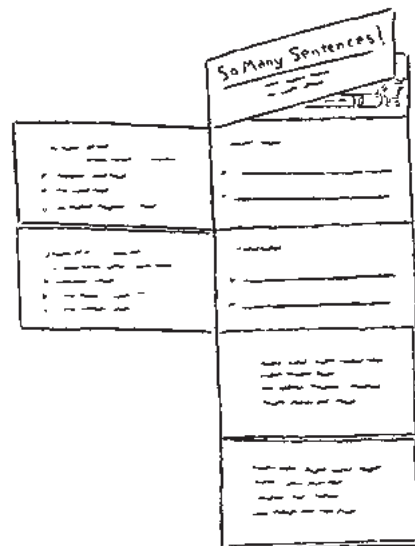
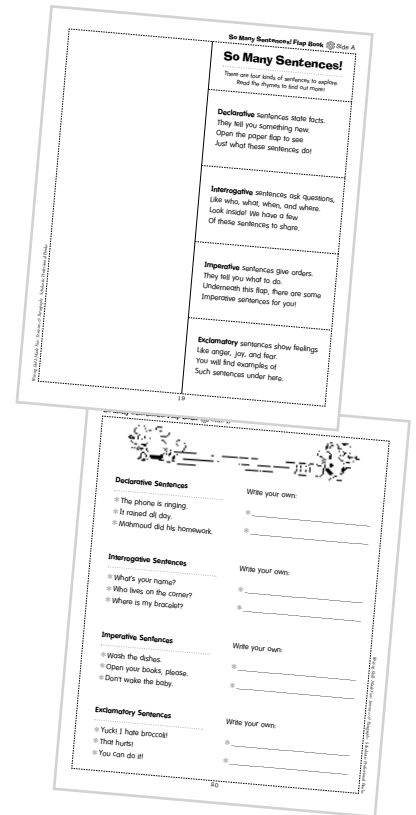
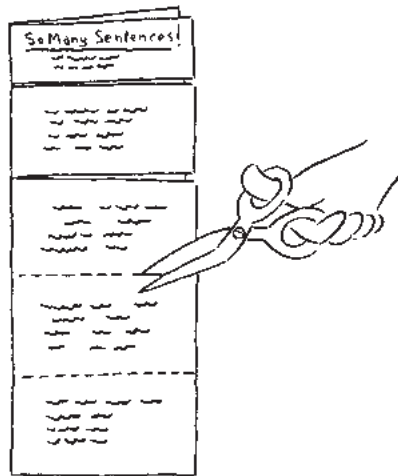
- * two-sided copies of pages 19-20 (for best results, use a machine that makes two-sided copies)
- * scissors

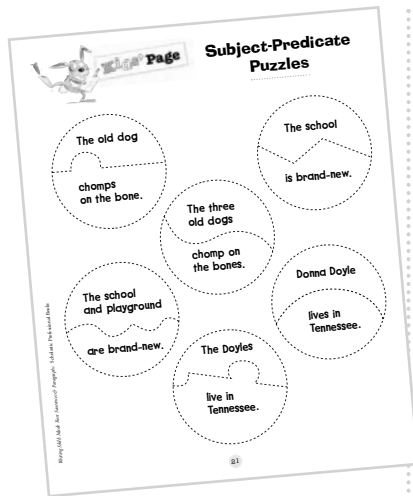
What to Do

1 Distribute a two-sided copy of the reproducible to each student. Instruct students to place page 19 faceup. Have them cut out the pattern along the outer dotted lines. Then have them fold the page in half along the center solid line, crease well, and place the text side faceup, as shown.

2 Have students cut along the dotted lines, creating four flaps.

3 Tell students to read the rhyme on the front of each flap, and then open the flap to reveal examples. When students have a working knowledge of the types of sentences, invite them to add an example of their own to each category.





Subject-Predicate Puzzles (Use with Kids' Page 21.)

Teaching and learning subject-verb agreement can be tough, but with this jigsaw puzzle activity, your lesson will fall into place. The puzzles work well as collaborative activities, but can also be used as individual projects.

You Will Need

- * copies of page 21 (if using as a collaborative activity, make one copy for each small group)
- * scissors
- * plastic sandwich bags or envelopes (one per group)
- * construction paper
- * glue sticks

What to Do

- 1 Ahead of time, stack together copies of the reproducible. Check that they are aligned and then cut out the puzzle pieces. Mix up each set of pieces and place in a plastic sandwich bag or envelope.
- 2 Before beginning the activity, review the basics of subject-verb agreement. Provide examples of sentences in which the subject and verb agree (*I own a goldfish; He owns a goldfish; Hillary reads a lot; Hillary and Fiona read a lot*). Also give a few examples in which the subject and verb do not agree and ask students to fix the problem (*I walks home; Chris eat ice cream*).
- 3 Give each group a bag or envelope containing the puzzle pieces. Point out that students will be putting two pieces together to make a circle. The interlocking puzzle pieces will form a sentence in which the subject and verb agree.
- 4 Have students work together to match the puzzle pieces so that the subjects and predicates agree. When they have finished, have them glue the completed circles onto a sheet of construction paper.

next day was sunny. Once I finished breakfast, I set out to search for the spot marked on my map. Before I had gotten very far, I heard a voice say, "I'm Kate. You must be the new kid." I said "hello." Should I

Sentence or Fragment?

(Use with Kids' Page 22.)

Reinforce the idea that a sentence must have a subject and a predicate by having students review a list of possible sentences. Then, distribute the reproducible. If the group of words is a sentence, students should circle S. If the group of words is missing a subject or predicate and is a fragment, students should circle F. Afterward, on a separate sheet of paper, have students use the fragments to construct complete sentences.

Page _____ Name _____
Date _____

Sentence or Fragment?
Read each group of words. If they form a sentence, circle S. If they form a fragment, circle F.

1. Grace plays softball.	S	F
2. On the green field.	S	F
3. Mrs. Freeman's nephew, Jacob.	S	F
4. I have a computer.	S	F
5. School ends at 3 o'clock.	S	F
6. Diving carefully through the rain.	S	F
7. Pizza instead of hamburgers.	S	F
8. The principal said, "hello."	S	F
9. He said, "hello."	S	F
10. Is coming to dinner.	S	F

Repair a Run-On News Report

(Use with Kids' Page 23.)

Tell students to grab their editing pencils, because this news report is in sad shape! Distribute the reproducible, and invite students to read the run-on news report aloud. You may also wish to read it aloud yourself, allowing the words to run together. Grow a bit breathless by the end to emphasize the lack of punctuation and sentence structure. Then have students rewrite the paragraph, using complete sentences instead of run-ons. Remind them to end each sentence with appropriate punctuation (a period, exclamation point, or question mark), and to start each new sentence with a capital letter.

Follow up the activity by asking students to think about the importance of separating our thoughts into sentences. Ask: "How did the report sound when there were no periods separating the ideas? How did it sound once we divided it into sentences?"

Page _____ Name _____
Date _____

Repair a Run-On News Report
Help! Help! The news reporter wrote the report! She forgot to break her report into sentences. Rewrite Nellie's report on the lines below. Use a capital letter to start each sentence and punctuation to end each sentence.

Monkeying Around
These monkeys escaped from the city zoo Tuesday morning around 10 o'clock. The monkeys took a taxi to the grocery store, where they bought 12 bunches of ripe bananas. Then they walked to the park downtown and spent the rest of the day swinging from tree branches and entertaining people who passed by. The three creatures headed back to the zoo around dinnertime.

The moved into our new house, the weather was rainy and cold. Since I could not play outside, I decided to explore the attic. It was mostly empty, but a few dusty boxes sat in the corner. They belonged to

Compound-Sentence Sandwiches

(Use with Kids' Pages 24 and 25.)

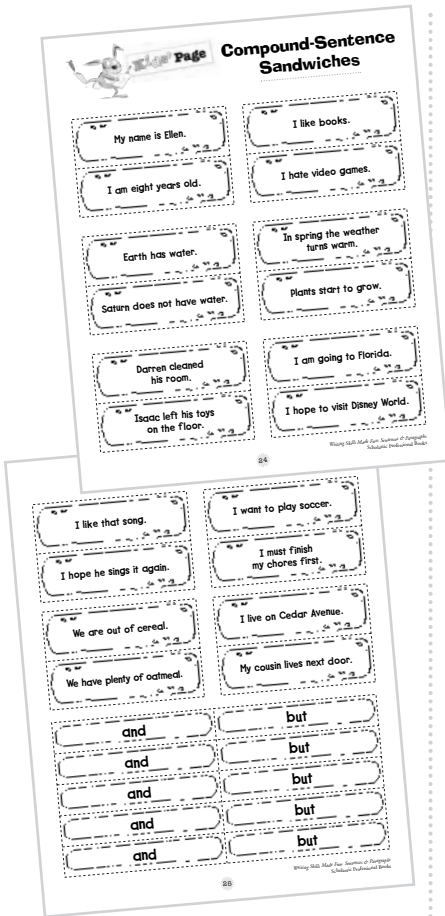
Hands-on learners will love this method of exploring compound sentences. In this activity, students work together to join simple sentences using the conjunctions *and* and *but*. The complete sentences will look like hamburgers sandwiched between buns. Use them to decorate a bulletin board about sentences.

You Will Need

- * copies of pages 24 and 25
- * scissors
- * tape

What to Do

- 1 Copy the reproducible. Cut out the “buns” (simple sentences) and “hamburgers” (conjunctions).
- 2 Divide the class into teams of two or three. Give each team a set of sentences (two halves from a bun). Also give each team a copy of the words *and* and *but* (hamburgers). Only one of these will be used.
- 3 Instruct students to put their two sentences together to make a longer sentence. They must decide which sentence comes first and which joining word (conjunction) to use.
- 4 Once students have joined their sentences, tell each team to tape together its sandwich. Then challenge them to correct any errors in punctuation or capitalization that they see.
- 5 Invite each team to read its compound sentence to the class.



next day was sunny. Once I finished breakfast, I set out to search for the spot marked on my map. Before I had gotten very far, I heard a voice say, "I'm Kate. You must be the new kid." I said "hello." Should I

Sentence-Scramble Board Game

(Use with Kids' Pages 26 and 27.)

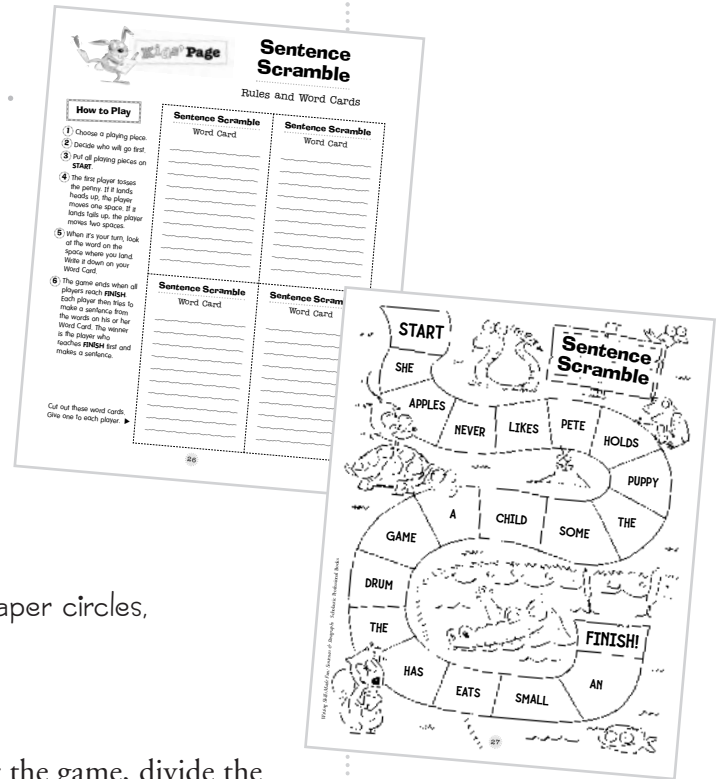
Make learning about sentences enjoyable by playing this easy-to-assemble board game. The goal of the game is to land on enough words to make a complete sentence. To secure a win, a student must get both a subject and a verb as well as some modifying words. He or she must also know how to put the words together to make a sentence.

You Will Need (for each playing group)

- * copies of pages 26 and 27
- * scissors
- * penny
- * playing pieces (different-colored buttons, colored paper circles, and so on)
- * pencils

See page 26 for step-by-step directions. To prepare for the game, divide the class into groups of two or three. Provide each group with a penny, playing pieces, and pencils.

Point out to students that a sentence must make sense and not merely be a subject and verb lumped together. Explain that some players will not collect enough words (or the right words) to make a sentence and others may collect enough words to create several sentences.



The Great Sentence Game Show!

Pull the strips until the words in the windows make a sentence.

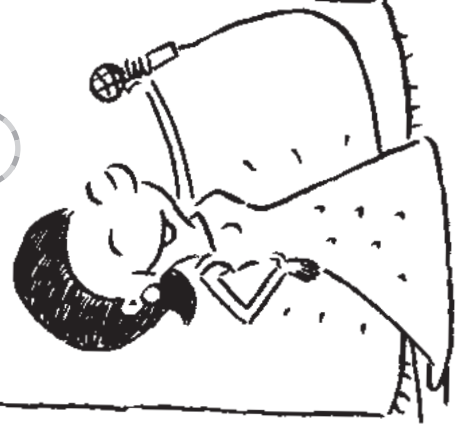
A

B

C

D

E



	Tape tab here.	Tape tab here.	Tape tab here.	Tape tab here.	Tape tab here.	
tab	A	B	C	D	E	tab
tab	MY	TWO	CATS	HAS	FRIEND	tab
tab	FRIEND	FRIEND	FRIEND	CATS	HAS	tab
tab	HAS	HAS	TWO	MY	CATS	tab
tab	TWO	CATS	MY	TWO	MY	tab
tab	CATS	MY	HAS	FRIEND	TWO	tab
	Tape tab here.	Tape tab here.	Tape tab here.	Tape tab here.	Tape tab here.	

The Great Sentence Game Show! ✨ Game 2

	Tape tab here.	Tape tab here.	Tape tab here.	Tape tab here.	Tape tab here.	
tab	A	B	C	D	E	tab
tab	THE	CAR	GROW	VERY	DOOR	tab
tab	WHICH	CHILD	MOVED	TO	SLOWLY	tab
tab	A	FLOWERS	CARRIED	NEXT	YOU	tab
tab	HER	COUSIN	BELONGS	RED	HERE	tab
tab	SOME	CAT	LIVES	NEAR	BALLOONS	tab
	Tape tab here.	Tape tab here.	Tape tab here.	Tape tab here.	Tape tab here.	

So Many Sentences!

There are four kinds of sentences to explore.
Read the rhymes to find out more!

Declarative sentences state facts.
They tell you something new.
Open the paper flap to see
Just what these sentences do!

Interrogative sentences ask questions,
Like who, what, when, and where.
Look inside! We have a few
Of these sentences to share.

Imperative sentences give orders.
They tell you what to do.
Underneath this flap, there are some
Imperative sentences for you!

Exclamatory sentences show feelings
Like anger, joy, and fear.
You will find examples of
Such sentences under here.



Declarative Sentences

.....

- * The phone is ringing.
- * It rained all day.
- * Mahmoud did his homework.

Write your own:

- * _____
- * _____

Interrogative Sentences

.....

- * What's your name?
- * Who lives on the corner?
- * Where is my bracelet?

Write your own:

- * _____
- * _____

Imperative Sentences

.....

- * Wash the dishes.
- * Open your books, please.
- * Don't wake the baby.

Write your own:

- * _____
- * _____

Exclamatory Sentences

.....

- * Yuck! I hate broccoli!
- * That hurts!
- * You can do it!

Write your own:

- * _____
- * _____



Subject-Predicate Puzzles

.....

The old dog

**chomps
on the bone.**

The school

is brand-new.

**The three
old dogs**

**chomp on
the bones.**

**The school
and playground**

are brand-new.

Donna Doyle

**lives in
Tennessee.**

The Doyles

**live in
Tennessee.**



Sentence or Fragment?

Read each group of words. If they form a sentence, circle **S**. If they form a fragment, circle **F**.

1. Grace plays softball.

S

F

2. On the green field.

S

F

3. Mrs. Freeman's nephew, Jacob.

S

F

4. I have a computer.

S

F

5. School ends at 3 o'clock.

S

F

6. Driving carefully through the rain.

S

F

7. Pizza instead of hamburgers.

S

F

8. The principal said, "hello."

S

F

9. He said, "hello."

S

F

10. Is coming to dinner.

S

F



Name _____

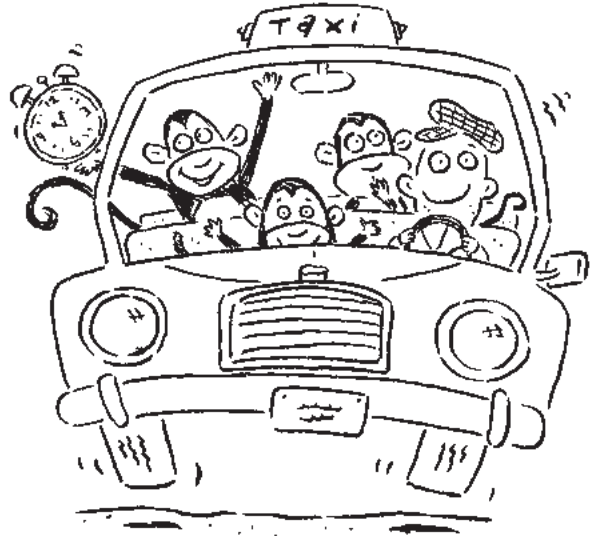
Date _____

Repair a Run-On News Report

Help! Nellie the news reporter wrote this report. She forgot to break her report into sentences. Rewrite Nellie's report on the lines below. Use a capital letter to start each sentence and punctuation to end each sentence.

Monkeying Around

Three monkeys escaped from the city zoo Tuesday morning around 10 o'clock the monkeys took a taxi to the grocery store, where they bought 12 bunches of ripe bananas, then they walked to the park downtown and spent the rest of the day swinging from tree branches and entertaining people who passed by the three creatures headed back to the zoo around dinnertime.





Compound-Sentence Sandwiches

My name is Ellen.

I like books.

I am eight years old.

I hate video games.

Earth has water.

In spring the weather
turns warm.

Saturn does not have water.

Plants start to grow.

Darren cleaned
his room.

I am going to Florida.

Isaac left his toys
on the floor.

I hope to visit Disney World.

Compound-Sentence Sandwiches

(continued)

I like that song.

I want to play soccer.

I hope he sings it again.

I must finish
my chores first.

We are out of cereal.

I live on Cedar Avenue.

We have plenty of oatmeal.

My cousin lives next door.

and

but

and

but

and

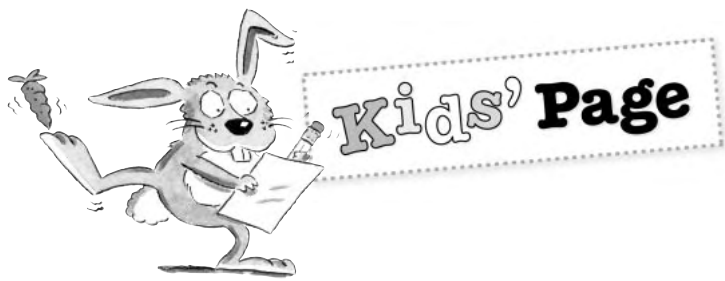
but

and

but

and

but



Sentence Scramble

Rules and Word Cards

How to Play

- 1 Choose a playing piece.
- 2 Decide who will go first.
- 3 Put all playing pieces on **START**.
- 4 The first player tosses the penny. If it lands heads up, the player moves one space. If it lands tails up, the player moves two spaces.
- 5 When it's your turn, look at the word on the space where you land. Write it down on your Word Card.
- 6 The game ends when all players reach **FINISH**. Each player then tries to make a sentence from the words on his or her Word Card. The winner is the player who makes a complete sentence. (There can be more than one winner.)

Cut out these word cards.
Give one to each player. ►

Sentence Scramble

Word Card

Sentence Scramble

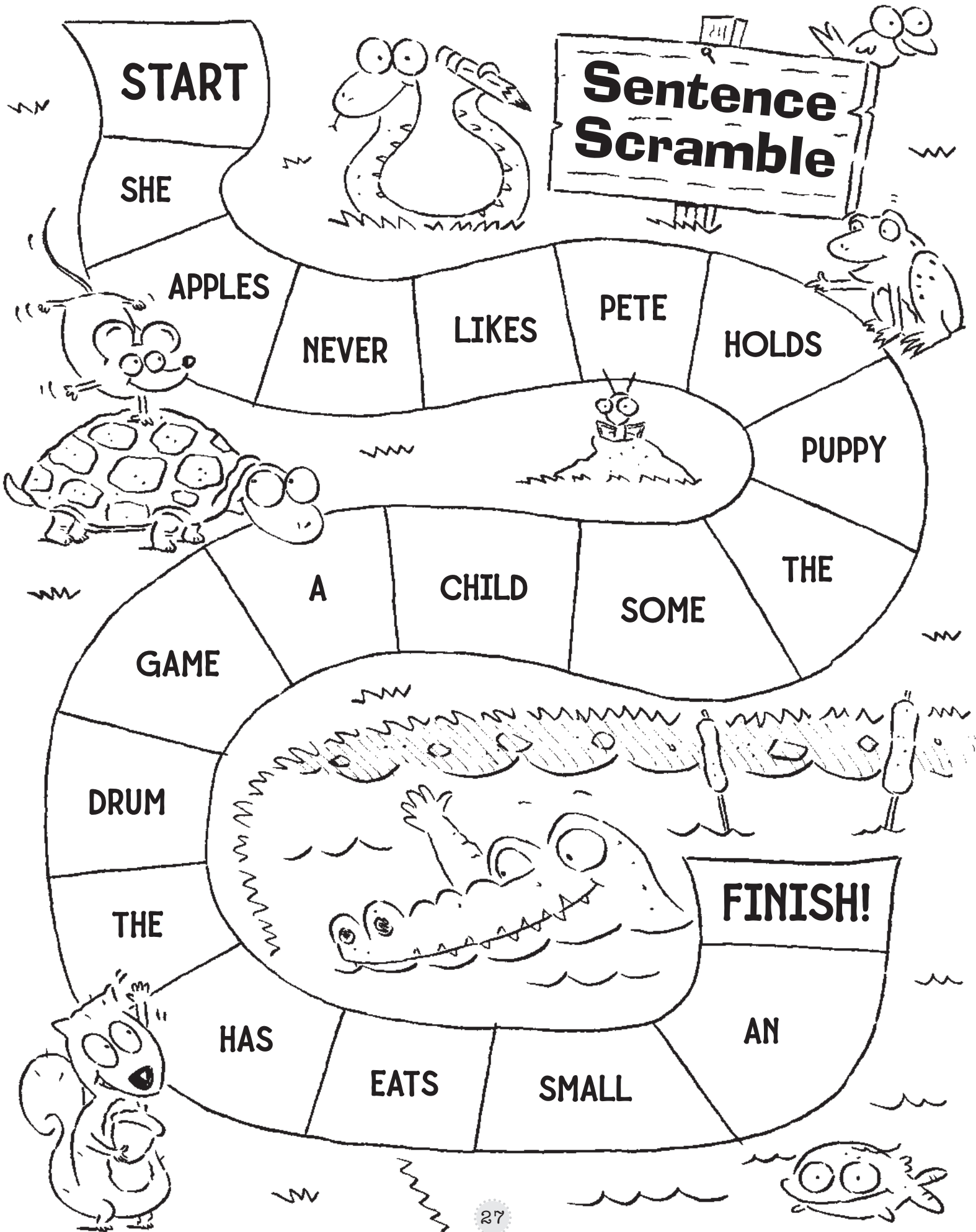
Word Card

Sentence Scramble

Word Card

Sentence Scramble

Word Card



Paragraph Workshop



A paragraph is a group of sentences that describe the same idea. A good paragraph has several key elements:

- * A paragraph should have a **topic sentence**, or main idea. The topic sentence tells what the paragraph is mainly about. It usually appears at the beginning of the paragraph but can also appear at the end.
- * A paragraph has **detail sentences**, or supporting sentences. These sentences tell more about the main idea. A paragraph can have any number of detail sentences. A paragraph should not have any sentences that do not support the topic sentence.
- * The sentences in a paragraph should appear in an **order** that makes sense. This order depends on the subject. For example, when writing a paragraph describing how to ride a bike, the writer should probably put the sentences in chronological order, starting with what the rider should do first. When writing a paragraph on why kids should help the environment, the writer might put the reasons in order of importance.
- * A paragraph should be **indented** to show where it begins.

Here's an example of a well-written paragraph:

Our library is a great place to learn. It has computers to help you find information. It has thousands of books and magazines to read. Best of all, it has smart librarians who can help you answer any question.

Paragraph Activities

What's the Big Idea? (Use with Kids' Pages 32 and 33.)

The trademark of a well-written paragraph is an identifiable main idea. With this exercise, students will get practice locating the main idea of a paragraph. This practice will help them learn to write solid paragraphs of their own; it will also help students boost their reading comprehension skills.

Explain to students that they will become detectives in search of the main idea of each paragraph. The main idea is usually found toward the top of a paragraph, although it can also be found at the end. Very rarely is a main idea found in the middle of a paragraph. To find the main idea, students should ask themselves the following questions:

- * What is the paragraph mostly about? Which sentence says it best?
- * If I were going to write a title for this paragraph, what would it be?
- * If the writer had room for only one sentence, which sentence would he or she pick from this paragraph?

Although in practice a main idea can consist of two or more sentences, the main ideas in this exercise are all single sentences. Distribute the reproducibles. Have students write the number of the main-idea sentence in the box to the right of each paragraph. Then demonstrate how to use the code at the bottom of the page to solve the riddle. If a student does not get the correct answer, "BOO-berries," he or she may have incorrectly identified one of the main ideas, or may simply have had trouble using the code. Check student work to see which is the case. Afterward, invite students to explain how they were able to locate each main idea.

The worksheet consists of two pages, 32 and 33. Page 32 has two paragraphs with multiple-choice questions. Paragraph A is about animal groups, and Paragraph B is about signs. Page 33 has a paragraph about dinosaur periods and a riddle about a ghost's favorite fruit. A key for the riddle is provided at the bottom of page 33.

Page 32: What's the Big Idea?
 What's the main idea of each paragraph? In the box next to each paragraph, write the number of the sentence that gives the main idea.

A You probably know that a group of sheep is called a flock. But did you know that a group of gazelles is a band, or that a group of whales is a pod? A group of bees is a swarm, and a group of lions is a pride. As these examples show, many groups of animals have special names.

B Signs give information at a glance. Some signs tell where things can be found. For example, a sign with a large H points the way to a hospital. Other signs tell us what to do. A STOP sign tells drivers to stop.

Page 33: What's the Big Idea?
 (continued)

C The time of the dinosaurs is divided into three periods. The Triassic Period was from 225 to 195 million years ago. Many small dinosaurs lived then. The Jurassic Period lasted from 195 to 135 million years ago. Giant dinos such as the Tyrannosaurus and Megalosaurus roamed the earth. The last period, the Cretaceous Period, was from 135 to 65 million years ago. By the end of that period, the dinosaurs had died out.

Now crack the code! Look at the numbers you wrote in the boxes. Use the Key at right to find the letter that goes with each number. This will help you find the answer to this riddle:

Key
 1 = O 3 = K 5 = S
 2 = A 4 = B

What's a ghost's favorite fruit?
 _____ berries!


... moved into our new house, the weather was rainy and cold. ... I could not play outside, I decided to explore the attic. It was mostly empty, but a few dusty boxes sat in the corner. They belonged to

Page _____
Name _____
Date _____

Which Sentence Comes Next?

Read each main idea. Choose the sentence that would come next in the paragraph. Fill in the bubble next to your answer.

- Main Idea:** Every 10 years the U.S. government counts the number of people in the country.
The next sentence would probably be:
 A. This counting is called a census.
 B. The U.S. has 50 states.
 C. A century is 100 years.
- Main Idea:** If you ever visit Egypt, you can see the Great Sphinx.
The next sentence would probably be:
 A. Egypt is a delta.
 B. Wilks of ancient Egypt were called pharaohs.
 C. The Sphinx is a carved stone figure in the desert.
- Main Idea:** People should choose pets carefully.
The next sentence would probably be:
 A. People with allergies may not want to get a cat.
 B. Cats are popular in France.
 C. I have a goldfish named Oscar.
- Main Idea:** Making rice is simple.
The next sentence would probably be:
 A. Serve it with chicken.
 B. First, you just steam water.
 C. Then you add the rice.



Which Sentence Comes Next? (Use with Kids' Page 34.)

In the previous activity, students practiced finding the main idea in a whole paragraph. Now challenge them to do the reverse—to identify which detail sentence best supports a stated main idea. Distribute the reproducible and have students read each main idea. Remind students to say to themselves, “This paragraph will be about . . .” Then ask students which of the multiple-choice sentences makes the most sense with the main idea. Have them fill in the bubble next to their answer.

Build a Paragraph Puppet

(Use with Kids' Pages 35 and 36.)

You Will Need

- * copies of pages 35 and 36
- * scissors
- * glue sticks

To make a paragraph clear and easy to understand, a writer should put his or her sentences in an order that makes sense. For beginning writers, it can be difficult to master this skill in a first draft. Students are eager to get their ideas on paper, and the order in which the ideas occur is the order in which they are written! Encourage students to look at—and, when necessary, rearrange—sentence order when editing their work.

This hands-on activity will get students thinking about the importance of sentence order. Although the activity uses the metaphor of a Chinese New Year dragon, you can use it at any time of year. Distribute the reproducible and have students cut out the dragon segments. Then instruct them to put the sentences in the order that makes the most sense. When students feel that they have completed the task, have them tape or glue the dragon together, then tape pencils to the ends for easy carrying.

Page _____

Build a Paragraph Puppet

Each part of the Chinese dragon has one sentence. Cut out the parts and put them in order to make a paragraph. Glue the parts and tape them together. It's your turn to put a pencil in each end of the dragon. Hold one part and have a partner hold the other. Show your own Chinese New Year puppet!

These foods are supposed to bring good luck.

A colorful parade is also part of the New Year celebration.

The Chinese New Year is one of the world's most exciting celebrations.

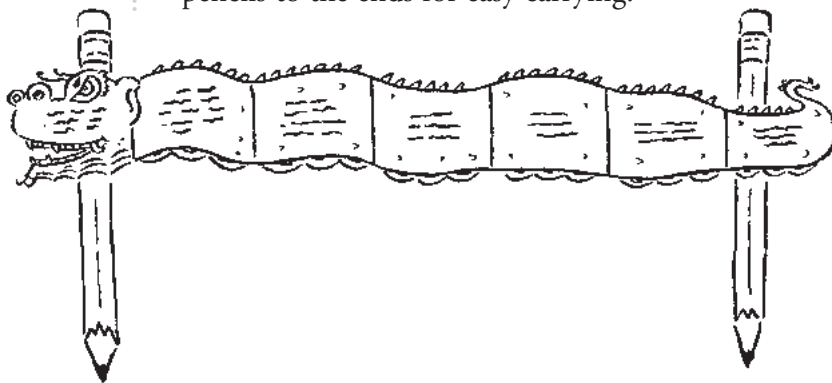
Build a Paragraph Puppet

They eat sticky rice cakes and tangerines.

Everyone watches the dancing dragons and lion parade through the streets.

To celebrate, Chinese families visit one another and share special meals.

The celebration begins on the first day of the Chinese calendar and lasts 15 days.



next day was sunny. Once I finished breakfast, I set out to search for the spot marked on my map. Before I had gotten very far, I heard a voice say, "I'm Kate. You must be the new kid." I said "hello." Should I

All Aboard the Topic Train!

(Use with Kids' Pages 37 and 38.)

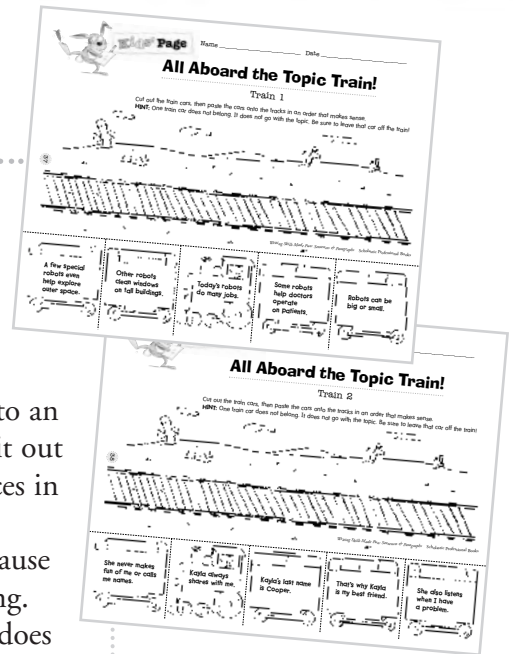
You Will Need

- * copies of pages 37 and 38
- * scissors
- * glue sticks or tape

Sometimes even the most experienced writers let a stray thought wander into an otherwise cohesive paragraph. In this exercise, students will identify and edit out those sentences that do not belong. They'll also get practice putting sentences in a logical order to form paragraphs.

Students are often reluctant to edit sentences from their own writing because they like the way the sentence reads or they think it is particularly interesting. You might point out to students that deleting a sentence from a paragraph does not necessarily mean you are getting rid of the idea altogether. If the idea is a solid one that supports the theme of the story or report, it probably belongs in a different paragraph.

You have two versions of this activity from which to choose: one in which the main idea comes at the beginning of the paragraph, and another in which the main idea appears at the end of the paragraph. Try to use both versions at some point, since it is important for students to realize that main ideas can appear in either location. To start this activity, choose one of the two reproducibles, distribute copies, and review the directions. Provide glue sticks or tape for students to use. Then check to see whether students' trains are "on track" or "derailed" by a detail that does not belong!



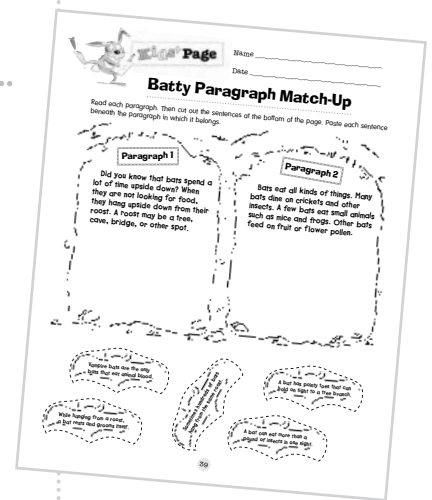
Batty Paragraph Match-Up (Use with Kids' Page 39.)

You Will Need

- * copies of page 39
- * scissors
- * glue sticks

Here's an activity that will not only make kids better writers but also improve their thinking skills. Distribute the reproducible. Students first read two paragraphs about bats. Then they read a list of sentences and decide in which paragraph each sentence belongs. Students will cut out each new sentence and paste it beneath the appropriate paragraph.

Follow up the activity by inviting students to rewrite each paragraph with the new sentences in place. Remind them to indent at the beginning of each paragraph.



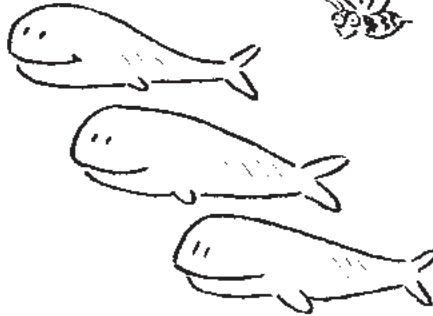


What's the Big Idea?

What's the main idea of each paragraph? In the box next to each paragraph, write the number of the sentence that gives the main idea.

A

1. You probably know that a group of sheep is called a flock.
2. But did you know that a group of gorillas is a band, or that a group of whales is a pod? 3. A group of bees is a swarm, and a group of lions is a pride. 4. As these examples show, many groups of animals have special names.



B

1. Signs give information at a glance. 2. Some signs tell where things can be found. 3. For example, a sign with a large H points the way to a hospital. 4. Other signs tell us what to do. 5. A STOP sign tells drivers to stop.

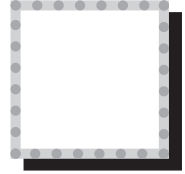


What's the Big Idea?

(continued)

C

1. The time of the dinosaurs is divided into three periods.
2. The Triassic Period was from 225 to 195 million years ago.
3. Many small dinosaurs lived then.
4. The Jurassic Period lasted from 195 to 136 million years ago.
5. Giant dinos such as the Tyrannosaurus and Megalosaurus roamed the earth.
6. The last period, the Cretaceous Period, was from 136 to 65 million years ago.
7. By the end of that period, the dinosaurs had died out.



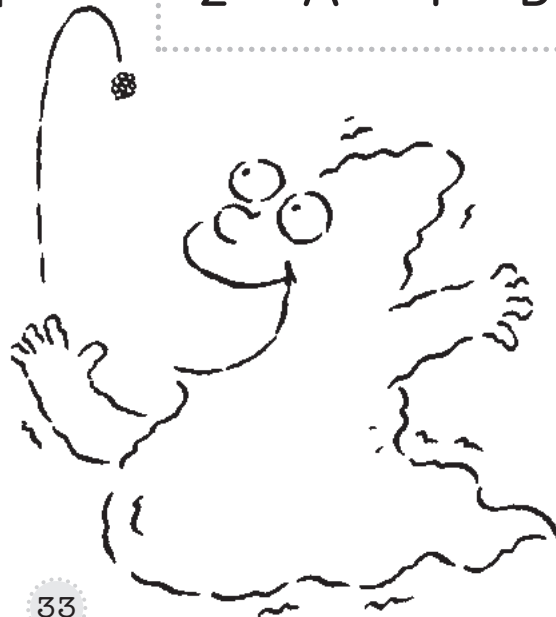
Now crack the code! Look at the numbers you wrote in the boxes. Use the Key at right to find the letter that goes with each number. This will help you find the answer to this riddle:

Key

- | | | |
|-------|-------|-------|
| 1 = O | 3 = K | 5 = S |
| 2 = A | 4 = B | |

What's a ghost's favorite fruit?

_____ **berries!**





Which Sentence Comes Next?

Read each main idea. Choose the sentence that would come next in the paragraph. Fill in the bubble next to your answer.

1. Main Idea:

Every ten years the U.S. government counts the number of people in the country.

The next sentence would probably be:

- A. This counting is called a census.
- B. The U.S. has 50 states.
- C. A century is 100 years.

2. Main Idea: If you ever visit Egypt, you can see the Great Sphinx.

The next sentence would probably be:

- A. Egypt is in Africa.
- B. Rulers of ancient Egypt were called pharaohs.
- C. The Sphinx is a carved stone figure in the desert.

3. Main Idea: People should choose pets carefully.

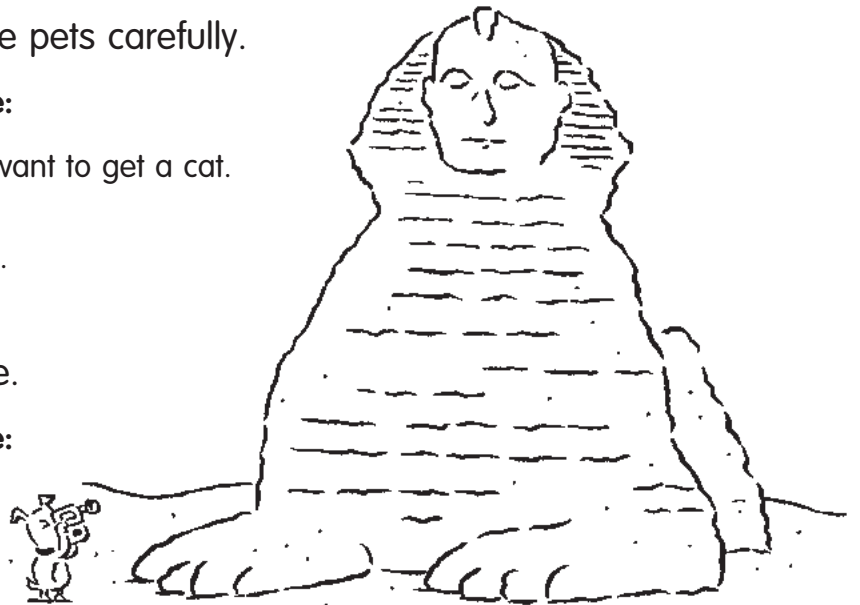
The next sentence would probably be:

- A. People with allergies may not want to get a cat.
- B. Cats are popular in France.
- C. I have a goldfish named Oscar.

4. Main Idea: Making rice is simple.

The next sentence would probably be:

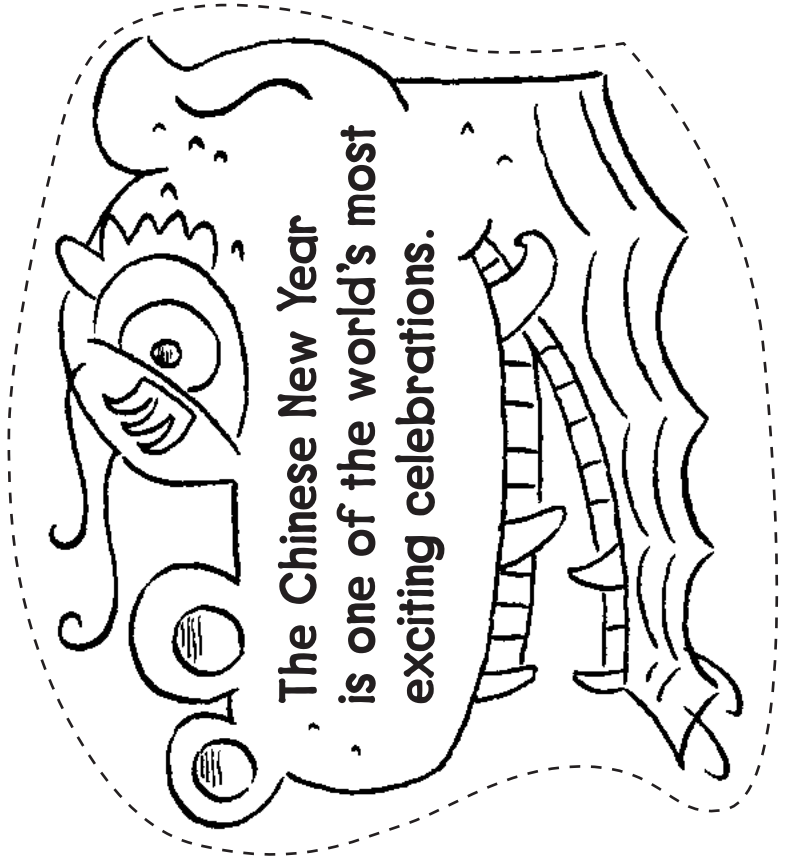
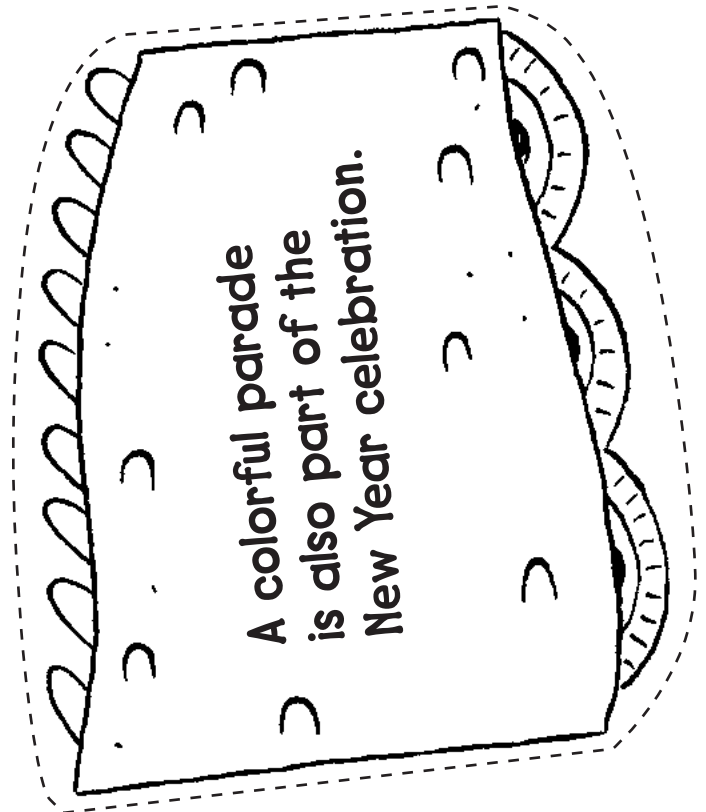
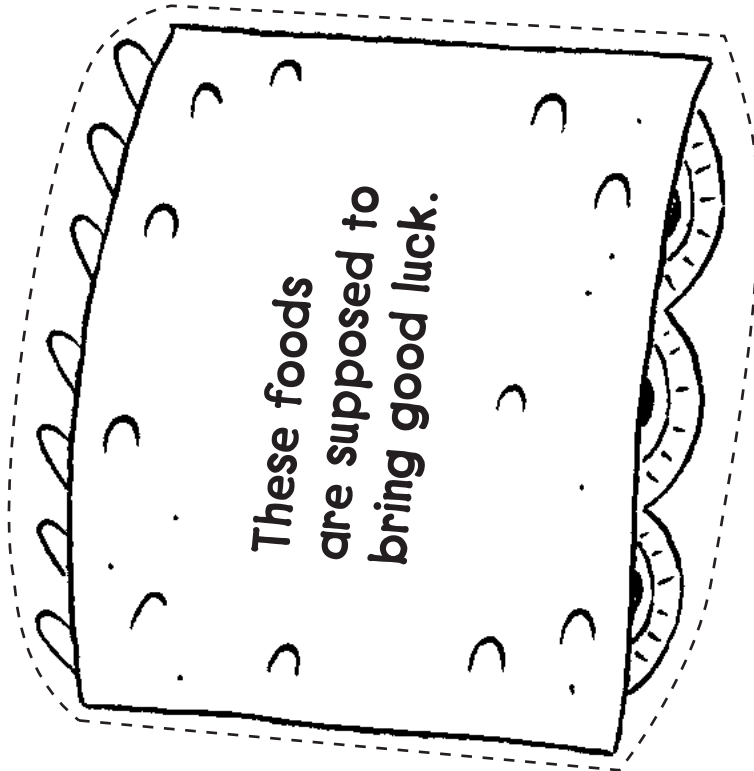
- A. Serve it with chicken.
- B. First, you boil some water.
- C. Then you add the rice.





Build a Paragraph Puppet

Each part of this Chinese dragon has one sentence. Cut out the parts and put them in order to make a paragraph. Color the parts and tape them together. If you'd like, tape a pencil to each end of the dragon. Hold one pencil and have a partner hold the other. Have your own Chinese New Year parade!



Build a Paragraph Puppet

(continued)



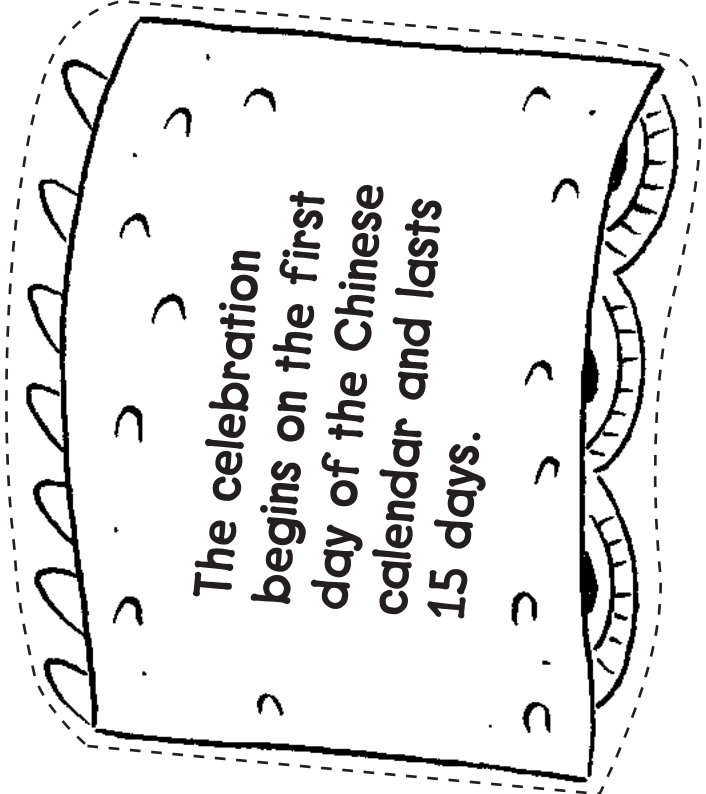
They eat sticky rice cakes and tangerines.



Everyone watches the dancing dragons and lions parade through the streets.



To celebrate, Chinese families visit one another and share special meals.



The celebration begins on the first day of the Chinese calendar and lasts 15 days.



Name _____

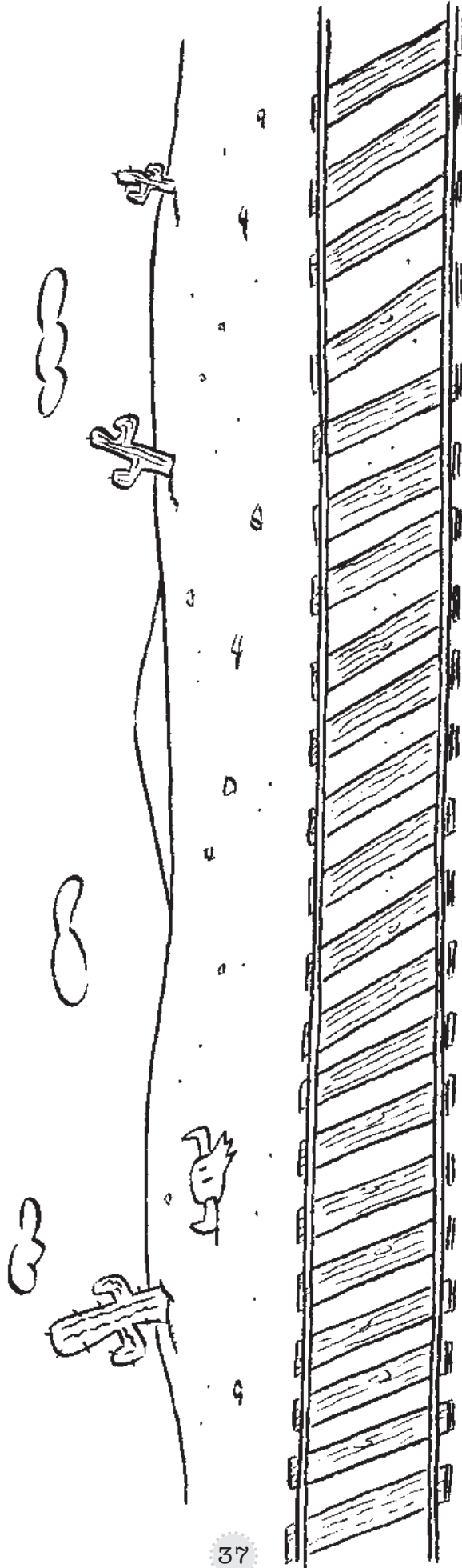
Date _____

All Aboard the Topic Train!

Train 1

Cut out the train cars, then paste the cars onto the tracks in an order that makes sense.

HINT: One train car does not belong. It does not go with the topic. Be sure to leave that car off the train!



A few special robots even help explore outer space.

Other robots clean windows on tall buildings.

Today's robots do many jobs.

Some robots help doctors operate on patients.

Robots can be big or small.



Name _____

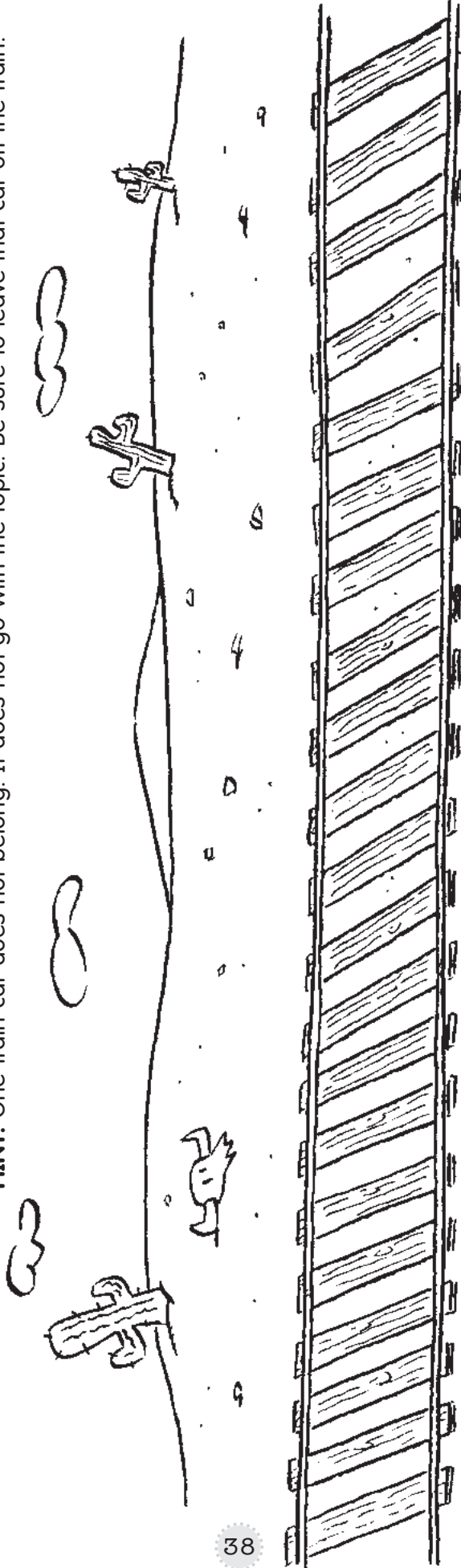
Date _____

All Aboard the Topic Train!

Train 2

Cut out the train cars, then paste the cars onto the tracks in an order that makes sense.

HINT: One train car does not belong. It does not go with the topic. Be sure to leave that car off the train!



Writing Skills Made Fun: Sentences & Paragraphs Scholastic Professional Books

She never makes fun of me or calls me names.

Kayla always shares with me.

Kayla's last name is Cooper.

That's why Kayla is my best friend.

She also listens when I have a problem.



Batty Paragraph Match-Up

Read each paragraph. Then cut out the sentences at the bottom of the page. Paste each sentence beneath the paragraph in which it belongs.

Paragraph 1

Did you know that bats spend a lot of time upside down? When they are not looking for food, they hang upside down from their roost. A roost may be a tree, cave, bridge, or other spot.

Paragraph 2

Bats eat all kinds of things. Many bats dine on crickets and other insects. A few bats eat small animals such as mice and frogs. Other bats feed on fruit or flower pollen.

Vampire bats are the only bats that eat animal blood.

Sometimes hundreds of bats hang from the same roost.

A bat has pointy toes that can hold on tight to a tree branch.

While hanging from a roost, a bat rests and grooms itself.

A bat can eat more than a pound of insects in one night.

Review

Wrap up your unit on sentences and paragraphs by engaging students in the following writing activities.

Paragraph Starters

(Use with Kids' Page 42.)

Do your students complain that they don't have anything to write about? Try some of the paragraph starters on page 42. These open-ended writing prompts make the perfect beginnings to interesting paragraphs and can be extended into longer writing assignments, if you wish.

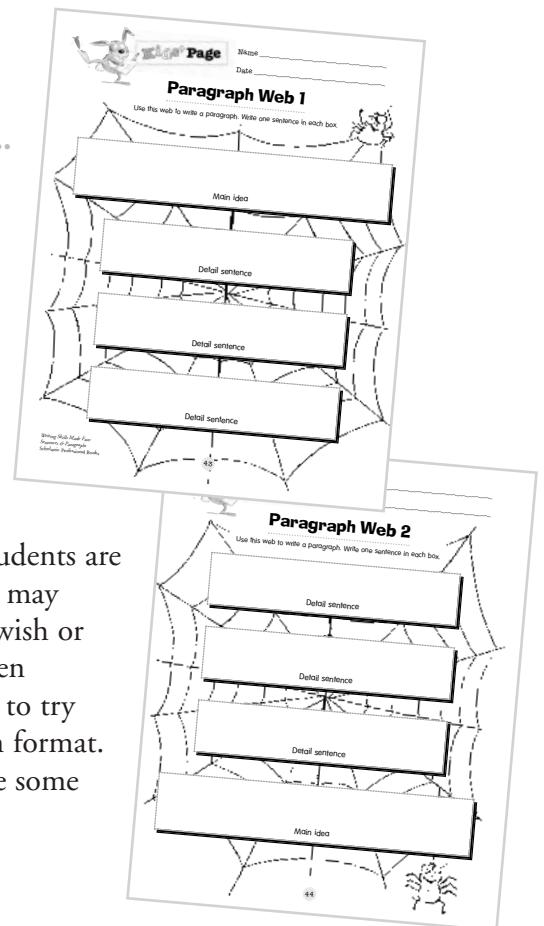
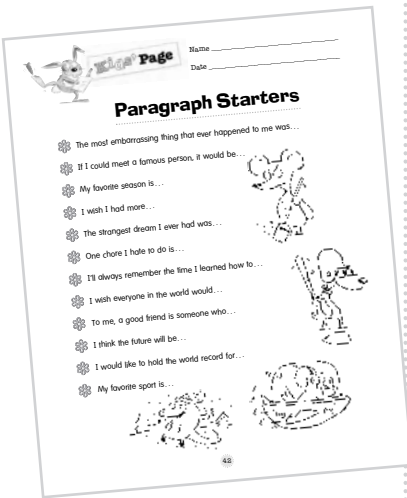
Create a topic "lottery" by putting the paragraph starters in a hat and inviting each student to draw one randomly. Or, to motivate reluctant writers, allow each student to select a paragraph starter based on his or her interests and experiences.

Paragraph Webs

(Use with Kids' Pages 43 and 44.)

Help reinforce the structure of a paragraph by having students write original paragraphs on these paragraph webs. Web 1 sets up a paragraph in which the main idea is the first sentence. Web 2 sets up a paragraph in which the main idea comes at the end. Students should be comfortable writing both types of paragraphs.

Start with Web 1, and use this web for paragraph-writing assignments until all students are able to write an organized paragraph. You may have students write about any topic they wish or use the paragraph starters on page 42. Then introduce Web 2, and encourage students to try their hands at this upside down paragraph format. Mastering this type of paragraph may take some time.



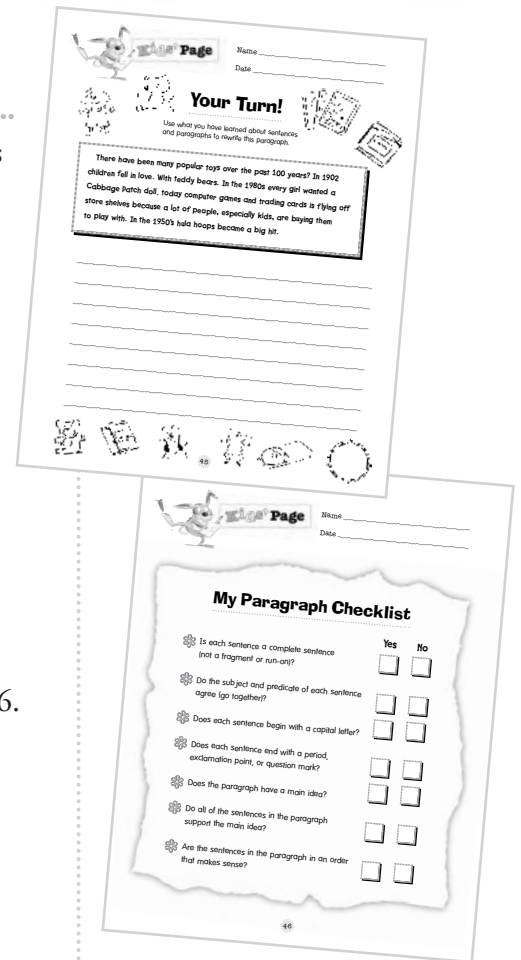
next day was sunny. Once I finished breakfast, I set out to search for the spot marked on my map. Before I had gotten very far, I heard a voice say, "I'm Kate. You must be the new kid." I said "hello." Should I

Your Turn! (Use with Kids' Pages 45 and 46.)

Have students apply all that they have learned about sentences and paragraphs by revising this poorly-written paragraph about popular toys. Remind students to consider all of the following:

- * Is each sentence a complete sentence (not a fragment or run-on)?
- * Do the subject and predicate of each sentence agree (go together)?
- * Does each sentence begin with a capital letter and end with a period, exclamation point, or question mark?
- * Does the paragraph have a main idea?
- * Do all of the sentences in the paragraph support the main idea?
- * Are the sentences in the paragraph in an order that makes sense?

To help students remember these criteria, distribute the checklist on page 46. You may use the checklist again with other writing assignments as a way for students to assess and improve their paragraph-writing skills.





Paragraph Starters

* The most embarrassing thing that ever happened to me was...

* If I could meet a famous person, it would be...

* My favorite season is...

* I wish I had more...

* The strangest dream I ever had was...

* One chore I hate to do is...

* I'll always remember the time I learned how to...

* I wish everyone in the world would...

* To me, a good friend is someone who...

* I think the future will be...

* I would like to hold the world record for...

* My favorite sport is...





Name _____

Date _____

Paragraph Web 1

Use this web to write a paragraph. Write one sentence in each box.



Main idea

Detail sentence

Detail sentence

Detail sentence



Name _____

Date _____

Paragraph Web 2

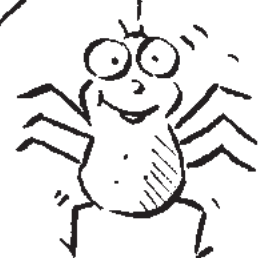
Use this web to write a paragraph. Write one sentence in each box.

Detail sentence

Detail sentence

Detail sentence

Main idea





Name _____

Date _____

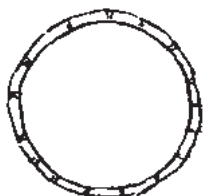


Your Turn!



Use what you have learned about sentences and paragraphs to rewrite this paragraph.

There have been many popular toys over the past 100 years? In 1902 children fell in love. With teddy bears. In the 1980s every girl wanted a Cabbage Patch doll. today computer games and trading cards is flying off store shelves because a lot of people, especially kids, are buying them to play with. In the 1950's hula hoops became a big hit.





Name _____

Date _____

My Paragraph Checklist

	Yes	No
* Is each sentence a complete sentence (not a fragment or run-on)?	<input type="checkbox"/>	<input type="checkbox"/>
* Do the subject and predicate of each sentence agree (go together)?	<input type="checkbox"/>	<input type="checkbox"/>
* Does each sentence begin with a capital letter?	<input type="checkbox"/>	<input type="checkbox"/>
* Does each sentence end with a period, exclamation point, or question mark?	<input type="checkbox"/>	<input type="checkbox"/>
* Does the paragraph have a main idea?	<input type="checkbox"/>	<input type="checkbox"/>
* Do all of the sentences in the paragraph support the main idea?	<input type="checkbox"/>	<input type="checkbox"/>
* Are the sentences in the paragraph in an order that makes sense?	<input type="checkbox"/>	<input type="checkbox"/>

Additional Resources

Books

The Amazing Pop-Up Grammar Book by Jennie Maizels, illustrator, and Kate Petty, contributor (Dutton, 1996).

Elementary, My Dear: Caught 'Ya: Grammar With a Giggle for Grades One, Two, and Three by Jane Bell Kiester (Maupin House, 2000).

Grammar Puzzles and Games Kids Can't Resist by Karen Kellaher (Scholastic Professional Books, 2000).

Great Grammar Mini-Books by Maria Fleming (Scholastic Professional Books, 1999).

25 Great Grammar Poems With Activities by Bobbi Katz (Scholastic Professional Books, 1999).

Web Sites

- * Have kids log on to www.mrsabc.com for help with spelling, punctuation, and capitalization.
- * Go to www.scholastic.com for online writing activities, tips from authors, and more. The site features sections for teachers and students.
- * Log on to www.funbrain.com/grammar/ for exciting grammar games.
- * For more suggestions on teaching grammar and other language arts topics, check out the site of the National Council of Teachers of English: www.ncte.org/teach/.



Answers

* Sentences

THE GREAT SENTENCE GAME SHOW: For Game 1, the proper word order is: "My friend has two cats." For Game 2, answers will vary.

SENTENCE OR FRAGMENT?

1. S; 2. F; 3. F; 4. S; 5. S; 6. F; 7. F; 8. S; 9. S; 10. F.

REPAIR A RUN-ON NEWS REPORT:

Monkeying Around

Three monkeys escaped from the city zoo Tuesday morning around 10 o'clock. The monkeys took a taxi to the grocery store, where they bought 12 bunches of ripe bananas. Then they walked to the park downtown and spent the rest of the day swinging from tree branches and entertaining people who passed by. The three creatures headed back to the zoo around dinnertime.

COMPOUND-SENTENCE SANDWICHES:

My name is Ellen **and** I am eight years old.

I like books **but** I hate video games.

Earth has water **but** Saturn does not have water.

In spring the weather turns warm **and** plants start to grow.

Darren cleaned his room **but** Isaac left his toys on the floor.

I am going to Florida **and** I hope to visit Disney World.

I like that song **and** I hope he sings it again.

I want to play soccer **but** I must finish my chores first.

We are out of cereal **but** we have plenty of oatmeal.

I live on Cedar Avenue **and** my cousin lives next door.

* Paragraphs

WHAT'S THE BIG IDEA?

- A. As these examples show, many groups of animals have special names.
- B. Signs give information at a glance.
- C. The time of the dinosaurs is divided into three periods.

Answer to riddle: BOO berries!

WHICH SENTENCE COMES NEXT?

1. A; 2. C; 3. A; 4. B.

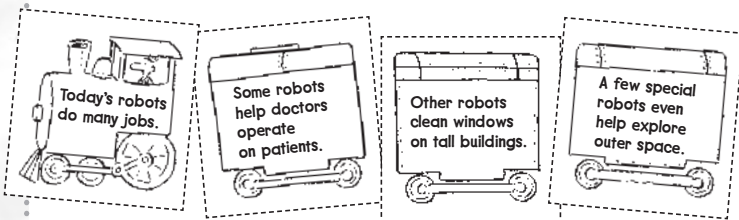
BUILD A PARAGRAPH PUPPET:

One order that makes sense is:

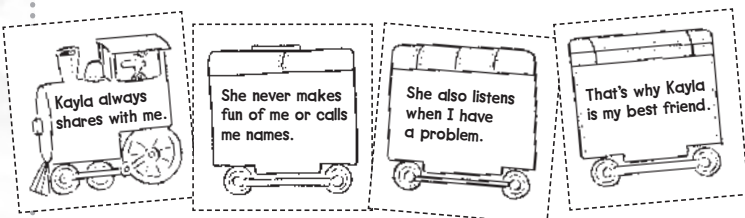
The Chinese New Year is one of the world's most exciting celebrations. The celebration begins on the first day of the Chinese calendar and lasts 15 days. To celebrate, Chinese families visit one another and share special meals. They eat sticky rice cakes and tangerines. These foods are supposed to bring good luck. A colorful parade is also part of the New Year celebration. Everyone watches the dancing dragons and lions parade through the streets.

ALL ABOARD THE TOPIC TRAIN!:

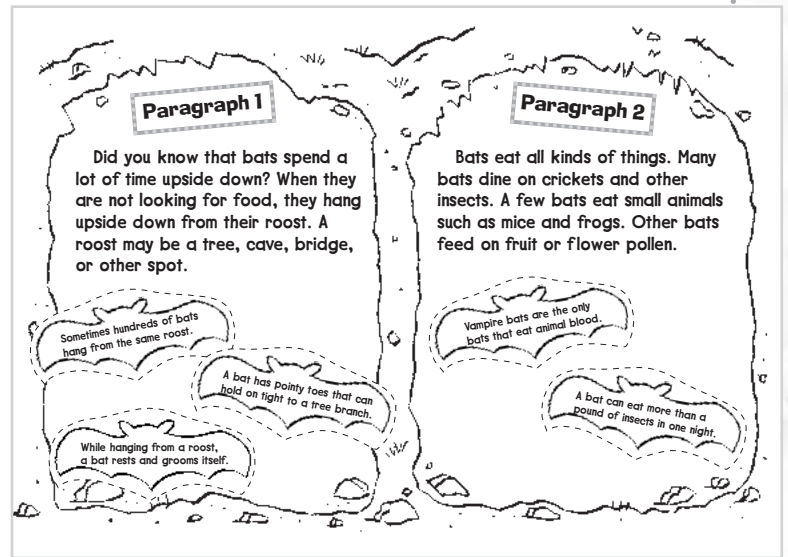
Train 1:



Train 2:



BATTY PARAGRAPH MATCH-UP:



* Review

YOUR TURN! One way to rewrite the paragraph is:

There have been many popular toys over the past 100 years. In 1902 children fell in love with teddy bears. In the 1950s hula hoops became a big hit. In the 1980s every girl wanted a Cabbage Patch doll. Today computer games and trading cards are flying off store shelves.

