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UNIT V WRITING PARAGRAPHS

Lesson 37: ORDER IN A PARAGRAPH

A PARAGRAPH IS A GROUP OF SENTENCES THAT TELLS ABOUT ONE MAIN IDEA. EVERY SENTENCE IN A PARAGRAPH SHOULD TELL ABOUT THE MAIN IDEA.

A. Read this paragraph. Find the main idea. Then decide which two sentences do not keep to the main idea. Cross out the sentences that do not belong in the paragraph.

You don't need to be a smart cook to make a toasted cheese sandwich. All you need is a frying pan, some sliced cheese, butter, and two slices of bread. First, melt the butter in the frying pan. Frying pans come in many sizes, and some are not round! Put a slice of cheese between the slices of bread. Bread is often called "the staff of life". Put your sandwich in the frying pan and fry it until the bottom is nice and brown. Then flip it over and brown the other side. When both sides are toasted, the cheese should be melted. Now your sandwich is ready for you to enjoy.

B. Underline the word group below that tells the main idea of the paragraph above.

- 1. The staff of life
2. When to melt cheese
3. How to make a toasted cheese sandwich

Guidelines for Writing a Paragraph

- 1. In your first sentence, tell what the paragraph is about.
2. Arrange your facts in an order that makes sense.
3. Have every sentence tell something about the main idea.
4. Indent the first word of the paragraph.

C. Write a paragraph explaining something you know about. Follow the guidelines above. One of the following topics may give you an idea.

- 1. What dogs like to eat
2. How firemen help us
3. How different animals protect themselves

Handwriting practice lines consisting of multiple horizontal dashed lines.

A PREFIX IS A SYLLABLE PLACED BEFORE A WORD TO MAKE A NEW WORD.

The word **prefix** has a prefix. What is it? The root word **fix** means put, or place. The prefix **pre-** means before, or in front.

Here are some common prefixes and their definitions.

pre- means before, or in front

mis- means bad or wrong

re- means again or back

bi- means two or twice

dis-, **un-** mean not

tri- means three

D. Complete each sentence with one of the seven prefixes above.

1. Katie's story had too many errors, so she had to ___ write it.
2. It was not my intention to be ___ kind when I took the knife from the child.
3. A cycle with two wheels is a ___ cycle, and one with three wheels is a ___ cycle.
4. Dogs that are ___ handled become bad and vicious.
5. That picture is for ___ school children.
6. That road is ___ familiar to me.
7. A person who stretches the truth is ___ honest.
8. Old planes with two pairs of wings were called ___ planes.

E. Draw a ring around the prefix in each word. On the blank line tell what the word means.

1. unkind not kind ----- 5. preview -----
2. disagree ----- 6. biweekly -----
3. misprint ----- 7. tricolor -----
4. retrace ----- 8. reload -----

Lesson 38: TIME ORDER IN INSTRUCTIVE PARAGRAPHS

The facts in a paragraph should be arranged in good order. Some words that help make order clear are **first**, **then** or **next**, and **finally**.

A. Arrange the sentences below by numbering them in the order you think makes sense. Then write them in paragraph form. The topic sentence is given first.

1. ___ You may have to repot a plant that gets too big for its pot.
___ Set the plant into the prepared larger pot.
___ First spread newspaper where you're going to work.
___ Finally fill it with soil and water it well.
___ Then fill a larger pot about half full with potting soil.
___ Next take the plant out of the smaller pot.

2. ___ It is easy to make instant oatmeal.

___ Now pour the boiling water into the bowl with the oatmeal.

___ While the water is heating, pour one packet of instant oatmeal into a cereal bowl.

___ Finally add fruit and milk, and it's ready to eat.

___ First heat a cup of water to the boiling point.

___ Stir quickly until all the oatmeal is mixed with the water.

B. Now write your own paragraph explaining how to do something. Choose something you know how to do. Here are some ideas:

1. Building a snow fort

2. How to make a cake

3. How to milk cows

A SUFFIX IS A SYLLABLE PLACED AFTER A WORD TO FORM A NEW WORD.

C. Circle the suffixes in these words.

- | | | | |
|----------------------|--------------|---------------|---------------|
| 1. wonder <u>ful</u> | 4. hopeless | 7. boldest | 10. visitor |
| 2. sleepy | 5. softly | 8. eatable | 11. banker |
| 3. shipment | 6. blindness | 9. temptation | 12. clearance |

D. Add one of the above suffixes to each root word to fit into the sentence. Each suffix is used only once.

1. My cousin Annie is a talented _____ . (paint)
2. The policeman needed more _____ to help the lost child. (inform)
3. _____ is a Christian virtue. (kind)
4. Laura liked the soup, but I thought it was too _____. (salt)
5. The day was ideal for a hike because the sky was _____. (cloud)
6. The children watched the dirigible in _____. (amaze)
7. When George Washington was a young man, he was a _____. (survey)
8. Ben hadn't caught any fish yet, but he was still _____. (hope)
9. To be able to see deer in the woods you must walk _____. (quiet)
10. Of all the winter birds we see, the cardinal is the _____. (bright)
11. Many mountain roads are not _____ after heavy snows. (pass)
12. The flies that buzzed around my head were a great _____. (annoy)

Lesson 39: PROOFREADING

When you have written a paragraph, go back over it and read your writing again. This is called **proofreading**. As you proofread your first copy, check your paper carefully. Ask yourself these questions:

1. Did I spell all the words correctly?
2. Did I use capital letters where needed?
3. Did I punctuate correctly?

Using a red pen, mark any changes you should make. Then recopy the paragraph, making all necessary corrections.

A. Proofread this paragraph. Find and mark the mistakes. Recopy the paragraph so that it is correct. (You should find nine mistakes.)

A good cook does more than jest prepare food responsible cooks also keep their kichens clean. They wipe up any food that has spilled on the floor or the counter. then they wash all pots pans, and silver-ware carefule. finally they put each thing away in its proper plase.

Write a paragraph about one of the topics below, or one of your own. Then proofread your paragraph. Use a dictionary to help with spelling.

1. Every family needs a pet.
2. Swimming is my favorite sport.
3. What a good farmer does.

LESS AND MUCH REFER TO THINGS YOU CANNOT COUNT.
FEWER AND MANY REFER TO THINGS YOU CAN COUNT.

- Examples:
1. Put less sugar on your cereal.
 2. Too much sugar isn't good for you.
 3. February has fewer days than March.
 4. How many pages do we have in reading?



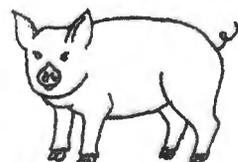
Write *fewer* or *less* in each sentence.

1. My sister weighs _____ than I do.
2. _____ than a hundred people attended the wedding.
3. I got _____ than ten right on my test.
4. My papers have _____ mistakes since I proofread my work.
5. It takes _____ time to do something right than it does to do it over.
6. People who are selfish have _____ friends.

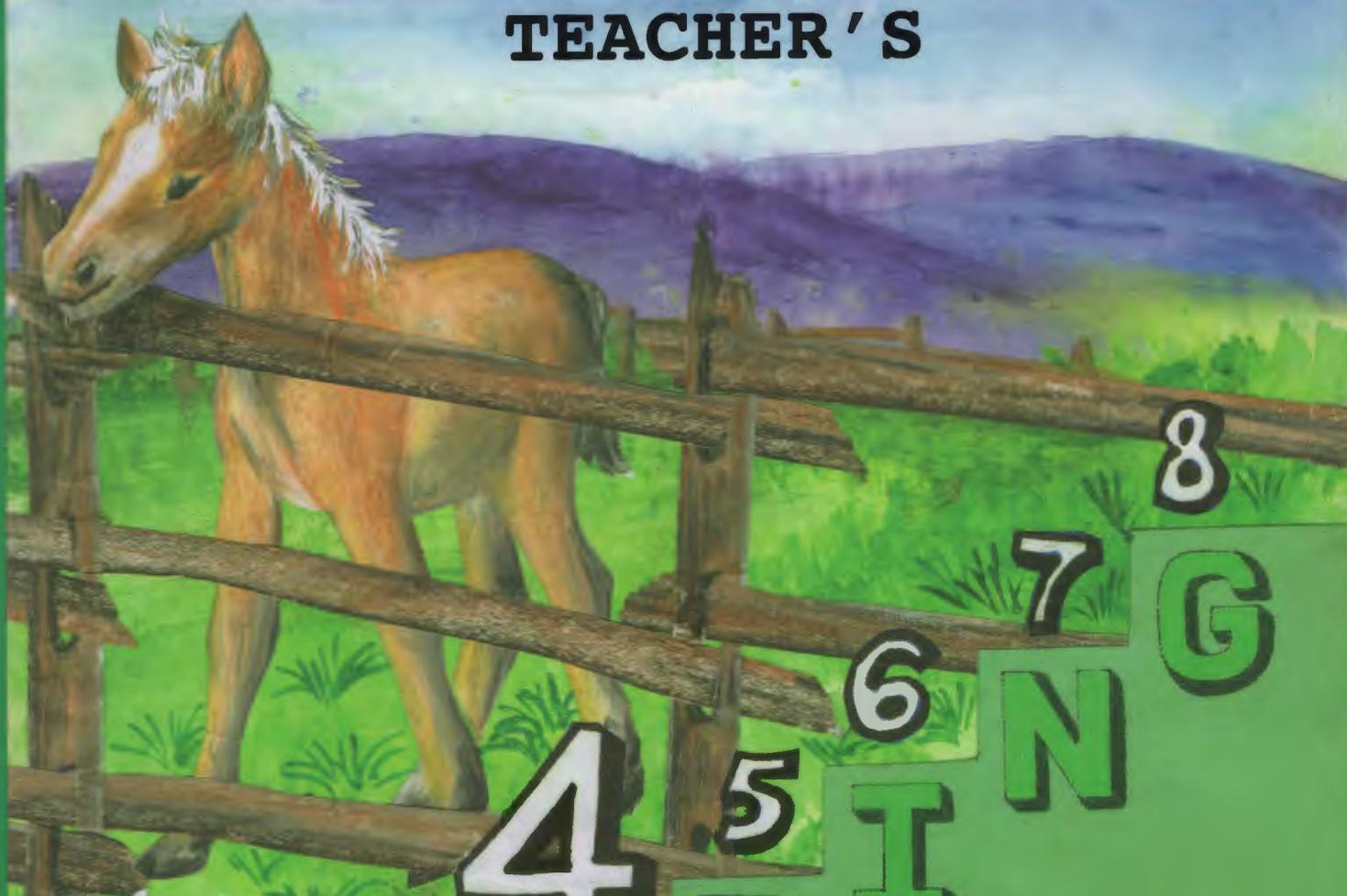


Write *much* or *many* in each sentence.

1. How _____ first graders are there next year?
2. It takes _____ patience to teach an animal tricks.
3. Eva had _____ cards she wanted to show to her aunt.
4. See how _____ cookies Mother baked today.
5. How _____ potatoes shall I bring for supper?
6. One kind word can bring _____ comfort.



TEACHER'S



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UNIT V WRITING PARAGRAPHS

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2. How firemen help us
3. How different animals protect themselves

SUGGESTIONS FOR GRADING FOURTH GRADE COMPOSITIONS

Grading composition is very much up to the individual teacher. Are you grading for the thought content of the composition, or the use of clear and descriptive wording, or correct order and necessary facts, or the use of grammar, capitalization, punctuation, etc.? The fourth grade level of composition is rather simple and therefore must be graded on a simple level. Following are a few suggestions that may help you.

Sometimes you may want to figure so many points per sentence. For example, four points per sentence would count for beginning capital letter, end mark, and two extra for such things as wording, commas, and so on. Count wrong only those things they've already had, though you might show other corrections. If the overall composition showed extra good thinking but was poor in following grammar rules, you might add a few bonus points to the score. Naturally, a composition can't be given an exact percentage score; the point is to try to give as fair a score as you can. If you write a few comments on the pupil's paper, it encourages him to do his best.

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Here are some common prefixes and their definitions.

- | | |
|--|--|
| pre- means <u>before</u> , or <u>in front</u> | mis- means <u>bad</u> or <u>wrong</u> |
| re- means <u>again</u> or <u>back</u> | bi- means <u>two</u> or <u>twice</u> |
| dis- , un- mean <u>not</u> | tri- means <u>three</u> |

D. Complete each sentence with one of the seven prefixes above.

- Katie's story had too many errors, so she had to re write it.
- It was not my intention to be un kind when I took the knife from the child.
- A cycle with two wheels is a bi cycle, and one with three wheels is a tri cycle.
- Dogs that are mis handled become bad and vicious.
- That picture is for pre school children.
- That road is un familiar to me.
- A person who stretches the truth is dis honest.
- Old planes with two pairs of wings were called bi planes.

E. Draw a ring around the prefix in each word. On the blank line tell what the word means.

- | | |
|--|--|
| 1. <u>un</u> kind <u>not kind</u> | 5. <u>pre</u> view <u>view before (look at before)</u> |
| 2. <u>dis</u> agree <u>not agree</u> | 6. <u>bi</u> weekly <u>twice a week or every two weeks</u> |
| 3. <u>mis</u> print <u>wrong print</u> | 7. <u>tri</u> color <u>three-color</u> |
| 4. <u>re</u> trace <u>trace again</u> | 8. <u>re</u> load <u>load again</u> |

Scoring: A-2, B-1, C-variable, D-8, E-8 = 19 + C

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- 3 Then fill a larger pot about half full with potting soil.
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You may have to repot a plant that gets too big for its pot. First spread newspaper where you're going to work. Then fill a larger pot about half full with potting soil. Next take the plant out of the smaller pot. Set the plant into the prepared larger pot. Finally fill it with soil and water it well.

- 1 It is easy to make instant oatmeal.
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- 3 While the water is heating, pour one packet of instant oatmeal into a cereal bowl.
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C. Circle the suffixes in these words.

- | | | | |
|----------------------|----------------------|-----------------------|-----------------------|
| 1. wonder <u>ful</u> | 4. hope <u>less</u> | 7. bold <u>est</u> | 10. visit <u>or</u> |
| 2. sleep <u>y</u> | 5. soft <u>ly</u> | 8. eat <u>able</u> | 11. bank <u>er</u> |
| 3. ship <u>ment</u> | 6. blind <u>ness</u> | 9. tempt <u>ation</u> | 12. clear <u>ance</u> |

D. Add one of the above suffixes to each root word to fit into the sentence. Each suffix is used only once.

1. My cousin Annie is a talented painter. (paint)
2. The policeman needed more information to help the lost child. (inform)
3. Kindness is a Christian virtue. (kind)
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5. The day was ideal for a hike because the sky was cloudless. (cloud)
6. The children watched the dirigible in amazement. (amaze)
7. When George Washington was a young man, he was a surveyor. (survey)
8. Ben hadn't caught any fish yet, but he was still hopeful. (hope)
9. To be able to see deer in the woods you must walk quietly. (quiet)
10. Of all the winter birds we see, the cardinal is the brightest. (bright)
11. Many mountain roads are not passable after heavy snows. (pass)
12. The flies that buzzed around my head were a great annoyance. (annoy)

Scoring: A-36, B-variable, C-12, D-12 = 60 + B

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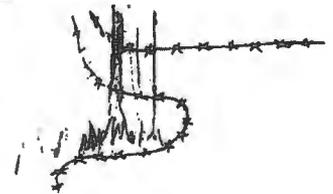
A good cook does more than just prepare food. Responsible cooks also keep their kitchens clean. They wipe up any food that has spilled on the floor or the counter. Then they wash all pots, pans, and silverware carefully. Finally they put each thing away in its proper place.

B. Write a paragraph about one of the topics below, or one of your own. Then proofread your paragraph. Use a dictionary to help with spelling.

1. Every family needs a pet.
2. Swimming is my favorite sport.
3. What a good farmer does.

LESS AND MUCH REFER TO THINGS YOU CANNOT COUNT.
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- Examples:
1. Put less sugar on your cereal.
 2. Too much sugar isn't good for you.
 3. February has fewer days than March.
 4. How many pages do we have in reading?



C. Write *fewer* or *less* in each sentence.

1. My sister weighs less than I do.
2. Fewer than a hundred people attended the wedding.
3. I got fewer than ten right on my test.
4. My papers have fewer mistakes since I proofread my work.
5. It takes less time to do something right than it does to do it over.
6. People who are selfish have fewer friends.



D. Write *much* or *many* in each sentence.

1. How many first graders are there next year?
2. It takes much patience to teach an animal tricks.
3. Eva had many cards she wanted to show to her aunt.
4. See how many cookies Mother baked today.
5. How many potatoes shall I bring for supper?
6. One kind word can bring much comfort.

