

Important Concepts . . .

Preview Review



Language Arts Grade 5 TEACHER KEY

W1 - Lesson 3: Paragraphs

Important Concepts of Grade 5 Language Arts	Materials Required
W1 - Lesson 1 Sentence Structure W1 - Lesson 2 Sentence Types W1 - Lesson 3 Paragraphs W1 - Lesson 4 Narrative Paragraphs W1 - Lesson 5 Review W1 - Quiz	Textbooks <i>Collections: Tales– Clever, Foolish, and Brave</i>
W2 - Lesson 1 Poetry 1 W2 - Lesson 2 Poetry 2 W2 - Lesson 3 Narrative Elements 1 W2 - Lesson 4 Narrative Elements 2 W2 - Lesson 5 Review W2 - Quiz	
W3 - Lesson 1 The Writing Process 1 W3 - Lesson 2 The Writing Process 2 W3 - Lesson 3 The Writing Process 3 W3 - Lesson 4 Spelling W3 - Lesson 5 Review W3 - Quiz	

Language Arts Grade 5
 Version 5
 Preview/Review W1 - Lesson 3 Teacher Key

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Preview/Review Concepts for Grade Five Language Arts

TEACHER KEY



*W1 - Lesson 3:
Paragraphs*

OBJECTIVES

By the end of this lesson, you should

- recognize the parts of a paragraph
- write a paragraph that has unity and coherence

GLOSSARY

coherence - the arrangement of ideas in a logical order in a paragraph

paragraph - a group of sentences that explains one main idea

unity - the relationship of all sentences in a paragraph to the topic

TO THE TEACHER:

Lesson 3: Paragraph

Review the concepts from Lesson 2 by asking students for the four main types of sentences.

Have students give one or two examples of each.

Review reasons for varying sentences when they are writing. (10 min.)

Read and discuss pages 1-3 of the student booklet. (10 min.)

W1 - Lesson 3: Paragraphs

What is a paragraph?

A paragraph is a group of sentences that work together to explain one main idea.

Paragraphs may describe people or things (descriptive paragraphs), give information or opinions (expository paragraphs), or move along a story plot (narrative paragraphs).

A paragraph usually contains several sentences, but the number of sentences may vary. The first word of a handwritten paragraph is always indented. It should be indented approximately 2 cm.

What are the parts of a paragraph?

A paragraph has three parts:

1. The **topic sentence** introduces the main idea of the paragraph.

The topic sentence is usually the first sentence in the paragraph. It is very important because it tells the reader what the paragraph will be about. A good topic sentence does two things:

- It gives the topic of the paragraph (the main idea). All sentences in the paragraph should be about only that topic.
- It captures the reader's attention.

2. The **body** is several sentences that support the topic sentence. These sentences explain or give more information about the main idea.

Supporting sentences can

- state facts about the topic,
- give examples to explain the topic, or
- describe details about the topic.

3. The **concluding sentence** ends the activity of the paragraph or summarizes the details about the topic. It reminds readers of what the paragraph was about.

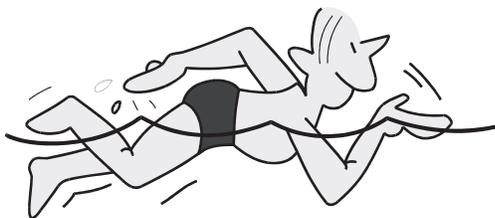
Here is an example of a paragraph with topic sentence, body, and concluding sentence:

(topic sentence) The children suddenly spotted through the trees the campsite of the hunters. (body) In the middle was a large canvas tent supported by poles. A large fire pit and pile of wood faced the front of the tent. Ropes were strung between nearby tree trunks. (concluding sentence) These items of shelter and work suggested that the campsite was well organized and recently used.

What is unity?

A paragraph has **unity** when all the sentences are related to the topic sentence. The following paragraph has unity.

Swimming is good exercise. It allows you to exert all your muscles. Your arms get toned because they are swinging with the strokes. Your legs also get limber because they are kicking to help move you through the water. Finally, your heart and lungs are strengthened because they are pumping oxygen to help you move. Swimming is a great way to work out!



The next paragraph does **not** have unity. Pick out the sentence that does not belong.

My dog is a real princess. She will eat only table food. If you give her dog food, she just turns up her nose. In addition, if the water in her dog bowl is not cold, she will whine until someone changes it. My friend's cat does this, too. My dog also refuses to go outside if it is too cold. She has to be carried to her spot in the yard so she can do her business. My dog is spoiled!



What is coherence?

A paragraph is **coherent** when all the ideas are arranged in a logical order.

The following paragraph is coherent.

Making a cake is fun. First, you gather all of the utensils you need. Then, you open the cake mix box and pour it into a large bowl. Next, you add eggs, water, and oil. After that, mix up the batter until there are no lumps in it. Finally, pour the batter into a greased cake pan and bake it. Once the cake has finished baking and has cooled, you get to decorate it. Cake making is a blast!



The next paragraph is **not** coherent. Suggest a reason.

It is easy to get to my house from the school. Go two blocks to the west. Before you do that, go one block south. Turn left at the grocery store. After you leave the school, make sure you are facing south. Then walk one block and find the brown house. I told you finding my place was easy.

To help link the sentences in order, you can use words such as *first*, *then*, *next*, *before*, *after*, *suddenly*, *also*, *in addition*, and *finally*.



Let's Try It!

Have students complete and discuss "Let's Try It!" on pages 4-5 (15 min.) Answers will vary. Sample answers are given.

A. Explain what is wrong with the following paragraphs. Then, tell how you could fix each one.

1. I hate spiders. They are creepy and crawly and make my skin shiver. Cockroaches are also gross. They scuttle across the floor and have hard, disgusting bodies. Ants make me crazy. They always come out when we are trying to have a picnic.

All the body sentences do not relate to the topic sentence. There is no concluding sentence. A better topic sentence is "I hate insects." Concluding sentence "Bugs are annoying!"

2. Science is a terrific subject! In this class, we get to do all kinds of fun things. I really enjoy doing experiments. I also like constructing things like weather vanes and wind socks. When we made crystals, it was awesome. Math is also a fun subject.

The paragraph is not unified. The last sentence does not support the topic sentence. It should be omitted. There is no concluding sentence. A possible concluding sentence is "I look forward to science class all week."

3. Christmas time is exciting. We get a long vacation from school. We get to have a Christmas concert. I get lots of presents on Christmas morning. Our class has a Christmas party. I play outside every day. I love Christmas!

This paragraph is not coherent. The ideas are not in logical order. A better paragraph reads: "Christmas time is exciting. Before the vacation, our school has a Christmas concert and then we have a party. Also, we get a long vacation from school and I play outside every day. When Christmas morning comes, I get lots of presents. I love Christmas!"



Read, discuss, and complete pages 6-7 of the student booklet. (15-20 min.)

How do I write a good paragraph?

To write a great paragraph, you should follow the steps below.

1. Choose a topic. For example, *pets*.
2. Select the focus of your topic. This means narrow your subject. You could write a long time on the topic of pets. No one wants to write forever, no matter how much fun writing is. You could narrow your subject to *why dogs make good pets*. (However, you must choose a different topic sentence than the example.)
3. Write a topic sentence that tells the main idea of your paragraph. For example, *Dogs make terrific pets*.

4. Plan your supporting sentences. Listed below are five examples of reasons dogs make terrific pets. Now, you list your five supporting sentences.

- *Dogs are cuddly.*
- *Dogs lick you.*
- *Dogs greet you at the door.*
- *Dogs show their love by wagging their tails.*
- *When dogs cuddle, they keep you warm.*

5. Organize your supporting sentences. Number them to show the order that they will appear in your paragraph. Be sure similar ideas are kept together. The examples from the last question have been numbered. Now, you can number your supporting sentences.

- *Dogs are cuddly.* (#1)
- *Dogs lick you.* (#5)
- *Dogs greet you at the door.* (#3)
- *Dogs show their love by wagging their tails.* (#4)
- *When dogs cuddle, they keep you warm.* (#2)—*This goes with sentence number one, which also talks about dogs being cuddly.*

6. Write a concluding sentence. It should sum up your paragraph and should restate the idea expressed in your topic sentence. For example: *I love my dog!* or *Dogs make wonderful pets.*

7. Use the lines below to write your complete paragraph.

Have students complete and discuss “Let’s Try It” on pages 8-10 in the booklet.

Let’s Try It!

A. **Underline** the topic sentence in each of the following paragraphs.

1. Shaquille O’Neal has many achievements. He was selected to the All-Star team nine times. He was also a two-time NBA All-Defensive Player. He won a gold medal in the 1996 Olympics. In 1996, he was also named one of the 50 greatest players in NBA history. He won NBA titles with the Lakers in 2000, 2001, and 2002, and he was named MVP of the NBA finals in each of those years. What a great player!

The topic sentence is the first sentence: Shaquille O’Neal has many achievements.

2. I love animals. Koalas are my favorite because they are so interesting. They live in trees and have one main type of food - eucalyptus leaves. What I find especially intriguing is that there are more than 800 species of eucalyptus trees, but koalas are particular. They prefer the leaves from only about 35 species. I also think that it is neat that mature male koalas have a brown scent gland in the centre of their chests. This gland produces a smelly substance that leaves the surrounding fur wet and dark. Males rub this gland on tree trunks and branches, and the scent left behind is used to communicate with other koalas. The koala is certainly a fascinating animal.



This will be tricky for students! The topic sentence is not the first sentence because the rest of the sentences in the body do not deal with all animals. They deal specifically with koalas. Therefore, it is the second sentence that is the topic sentence: Koalas are my favourite because they are so interesting.

B. In each of the following lists of sentences, one or more sentences do not support the main idea given in the topic sentence. Cross out those sentences.

1. Topic sentence: There are many famous cartoon characters.

- Bugs Bunny is a cartoon character.
- ~~Walt Disney created many cartoon characters.~~
- My favourite is Daffy Duck.
- Bart Simpson is loved world-wide.
- The Rugrats were very popular for a while.

2. Topic sentence: A young kangaroo, also called a joey, is a very interesting animal.

- It lives in its mother's pouch.
- It can hop very high.
- ~~Baby opossums ride on their mothers' backs.~~
- The joey drinks its mother's milk for several months.
- ~~Opossums hang from trees by their tails.~~



C. Rearrange the following paragraph so that it shows better coherence.

About 1920, gravel was used on roads. Now, asphalt sometimes contains recycled materials such as glass and rubber. Eventually, gravel was replaced by the asphalt we use today. Many years ago there were no roads in Canada. The first roads were made of dirt.

A better arrangement:

Many years ago there were no roads in Canada. The first roads were made of dirt. About 1920, gravel was used on roads. Eventually, gravel was replaced by the asphalt we use today. Now, asphalt sometimes contains recycled materials like glass and rubber.

Optional: Assign the Extra Practice sheet.

Extra Practice

1. Explain why a paragraph should have both unity and coherence.

Unity and coherence make ideas flow logically and the reader can focus on one main idea at a time.

2. Write a topic sentence and a concluding sentence for the paragraph below.

Possible topic sentence: Disneyland is great place to visit.

There are great rides like *Splash Mountain*, *The Pirates of the Caribbean*, and *Space Mountain*. Even more fun is that many of the Disney characters are wandering around on the streets. You can meet Mickey and Minnie on one corner and Goofy on another. Also, cool shops sell amazing Disney toys such as spinning Mickey tops and glow-in-the-dark Donald Duck yoyos.

Possible concluding sentence: My favourite vacation spot is Disneyland.

3. Read the following paragraph, and cross out the sentences that do not belong.

Fiji is a group of islands that are great for tourists. In 2000, a total of 294,000 tourists visited Fiji because they were attracted to the scenery, fishing, snorkelling, and diving opportunities. The islands are located approximately 3,100 km northeast of Sydney, Australia. The scuba diving is amazing because the islands have one of the largest areas of coral reef in the world. The marine animals living in the coral are amazing to see. Tourists also love the tropical climate. Cyclones occasionally strike Fiji. The first prime minister was Ratu Sir Kamisese Mara. The main industries are mining, manufacturing, and construction. These islands are fascinating to visit. They are considered the world's friendliest paradise!

The following sentences should be crossed out:

*The islands are located approximately 3,100 km northeast of Sydney, Australia.
[This does not explain why Fiji is a great tourist spot.]*

*Cyclones occasionally strike Fiji.
[This would make it a scary tourist place although thrill seekers might like it.]*

*The first prime minister was Ratu Sir Kamisese Mara.
[This does not explain why Fiji is a great tourist spot.]*

*The main industries are mining, manufacturing, and construction.
[This does not explain why Fiji is a great tourist spot.]*

