

## INGREDIENTS OF A **T E A** PARAGRAPH



THE **TOPIC SENTENCE**, THE FIRST SENTENCE, INFORMS:

WHO: NOUN

WHERE: PLACE

WHAT: VERB

WHEN: TIME

THE **MIDDLE**, **SUPPORTING SENTENCES** CONTAIN **EVIDENCE** SUCH AS FACTS, EXAMPLES, AND/OR QUOTATIONS.

- Organize or arrange the **evidence** into three groups or categories.
- Use transition words, such as **first, second, and third** to identify each group and to separate each group.
- Provide two or three essential facts for each of the three groups chosen to verify the content presented.

THE **CONCLUDING SENTENCE**: **ANALYSIS**

- Begins with a transition word or phrase such as **therefore, in conclusion, consequently, or as a result**.
- Communicates the importance of the main idea.
- May include an opinion without the pronouns *I* or *you*.
- May express a one-sentence summary.
- The best and most effective concluding sentence will combine all of these possibilities.

*Watch Sue's Strategies® YouTube video # 28.*

## **MULTI-SENSORY GRAPHIC ORGANIZER**

**FOLD PAPER TO CREATE A GRAPHIC ORGANIZER.  
USE IT FOR HISTORY, SCIENCE, LITERATURE, CURRENT EVENTS.**

**Fold horizontally an 8.5 X 11-inch paper into 3 sections, just as business letters are folded.**

**Then, fold the top of the paper down 1.5 inches and the bottom of the paper up 1.5 inches.**

**LABEL THE 5 SECTIONS OF THE GRAPHIC ORGANIZER.**

**ON THE TOP 1.5 INCH SECTION, LIST INFORMATION  
NEEDED FOR THE TOPIC SENTENCE.**

**WHO: a noun, the subject      WHERE: place, prepositional phrase**

**WHAT: a verb with related      WHEN: time, prepositional phrase  
words for the main idea**

**IN THE 3 LARGE, MIDDLE SECTIONS,  
LIST A TOPIC AND 3 PIECES OF EVIDENCE FOR EACH TOPIC.**

***LIST TOPIC &  
3  
SUPPORTING  
FACTS***

***LIST TOPIC &  
3  
SUPPORTING  
FACTS***

***LIST TOPIC &  
3  
SUPPORTING  
FACTS***

**On the bottom 1.5 inch section, list information needed for the concluding sentence. It may contain a mini summary, an opinion, the importance of the information presented, or all three ideas.  
A combination makes the most powerful ending sentence.**

## USE & ADVANTAGES PARAGRAPH ABOUT BICYCLES

In the modern world, children everywhere love bike riding. First, they enjoy the freedom of moving around on their own and the excitement of rapid speeds. Second, they like the independence of riding with friends to school, parks, athletic fields, and to each other's homes without depending on parents for car rides. Third, bike riding provides a fun way to improve physical fitness. Fourth, some young people participate in cycling races. Therefore, bike riding provides children with transportation, recreation, exercise, and independence.



## DEFINE & EXPLAIN PARAGRAPH ABOUT BALLS

For centuries, children around the world have enjoyed a variety of games with balls that come in different shapes, sizes, and textures. First, children can roll balls on the lawn, at the beach, or on the bowling alley. Second, young people kick balls in soccer, kickball, and football. Third, kids bat balls in baseball, punch balls in volleyball, throw balls in lacrosse, and avoid balls in dodgeball. Fourth, children hit balls with different-sized racquets in tennis, ping pong, badminton, and pickleball. In conclusion, these balls lead to many wonderful hours of joyful activities.

## DEFINE & COMPARE PARAGRAPH ABOUT TREES

Since ancient times, trees that contain a wooden trunk, branches, and often leaves have differed enormously in countries and climates. First, trees vary in size. A tall redwood tree grows 200 to 300 feet high or more, while a bonsai tree can fit in the palm of a hand. Second, the lifespan of a tree diverges. Some trees, like the Great Bristlecone Pine, live over 5,000 years, but a Bradford Pear tree lives less than thirty years. Most trees outlive people. Third, trees serve many purposes. Some trees, like the apple and orange, produce fruit for people and animals to eat. Flowering trees like the Magnolia and Rhododendron add beauty to gardens and landscapes. Many provide wood for builders. Fourth, the Red Maple tree has leaves that change to beautiful colors before falling, but some trees, such as pine trees, keep their green needles all year. As a result, people value trees for their shade, beauty, food, and lumber.

## DESCRIPTIVE PARAGRAPH ON THE STATUE OF LIBERTY

USE OBSERVATIONS FROM SOME OR ALL OF THE FIVE SENSES OF SEEING, HEARING, SMELLING, TOUCHING, TASTING.

- **Visual** stimuli include size, shape, color, location;
- **Auditory** stimuli: sounds, music, rhythm;
- **Kinesthetic** stimuli: soft, hard, smooth, rough;
- **Made of and purpose of**;
- **Taste**: salty, sweet, sour, spicy;
- **Smell**: aromatic, delicious, sickening.

The Statue of Liberty, a French gift to America in 1886, symbolizes liberty and freedom in New York Harbor. First, the impressive statue stands 151 feet tall on a concrete base of 154 feet. Together, the statue weighs 450,000 pounds. Second, the lady's green color comes from oxidized copper, and she was supported inside by iron and later steel frameworks. However, the torch is covered in 24-karat gold to reflect the sun's rays. Third, the base of the sculpture and the lady's flowing robe represent ancient Rome, an early democracy. Fourth, the metal surface feels rough and cold. Fifth, visitors can smell the salty sea air and hear the sounds of waves and ferry horns from the harbor. Sixth, an inside, bronze plaque contains the following sonnet written by Emma Lazarus: "Give me your tired, your poor, Your huddled masses yearning to breathe free, The wretched refuse of your teeming shore. Send these, the homeless, tempest-tossed to me, I lift my lamp beside the golden door!" In conclusion, the Statue of Liberty represents the hope that liberty will enlighten the world.

