Weeks 3 & 4: Multi-Paragraph Animal Report Via KWO

Writing Body Paragraphs From Given Material

1. **Study Skills:** Introducing the Opening and Closing Paragraphs

(1) You have written multiple paragraphs from Key Word Outlines in this book, as well as MC 4+ (if you completed that book).

(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.

<> 1 Weeks 3 & 4: 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.

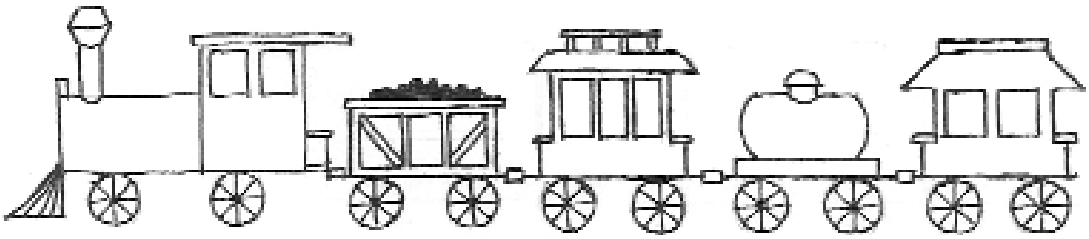
d. It tells you **a train is coming**.

(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.

2. **The Opening Paragraph**

<> 2. Weeks 3 & 4: Plan and outline an opening paragraph for your character in animals 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 form 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 paragraphs

b. **Resourcefulness**--bee and angle 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)

•**Support Sentence:** _____

_____

(What this quality means)

•**Support Sentence:** _____

_____

(When people need to demonstrate this quality)

•**Support/Closing Sentence:** _____

_____

(Two animals that demonstrate this quality)

<> 2b. Weeks 3 & 4: On the lines provided, write your opening paragraph from the notes you created above.

OPENING PARAGRAPH

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3. **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.

<> 3d. Weeks 3 & 4: 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

_____.

•**Support Sentence:** _____

_____.

(EITHER What Bible says about this quality OR benefits of showing it)

•**Support Sentence:** _____

_____.

(More about previous sentence or verse)

•**Closing Sentence:** Animals and people both need the crucial quality of _____

_____.

<> 3b. Weeks 3 & 4: On the lines provided, write your closing paragraph from the notes you created above.

CIOSING PARAGRAPH

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4. **Final Copy Four Paragraph Report**

<> 4. Weeks 3 & 4: 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 show 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 caring as it keeps its young warm.

4. Do the same for your second animal paragraph. You might choose one of the transition sentences given below for the beginning of this paragraph:
    a. The dolphin shows dependability when it helps fellow dolphins.
    b. The angler fish shows resourcefulness in how it catches its food.
    c. The robin must trust God to provide it with food.
    d. The sperm whale mother is another caring animal.

5. Then write your closing paragraph from your notes.