**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_**

**Paragraphs**

**How can learning this help you? Paragraphs** are the writing units that help you organize your sentences into basic topics. Each well-written paragraph is organized into its own mini-paper.

**1. “Topic Sentences” in Paragraphs**

a. The topic sentence states the main/central idea of the *paragraph*.

b. The topic sentence puts boundaries around the topic letting it be broad enough, but not too broad.

c. The topic sentence usually introduces us to what the paragraph will be about. Ninety percent of all topic sentences are the first sentences in the paragraphs. In the following example, the topic sentence is the **first** one.

Ex. 1 **The junior prom was the most wonderful evening of my entire life.** I got a beautiful new pink gown, and my hair looked great. But the best part was my date, Ryan. I think he's the most handsome boy in the whole school. When we got to the dance, everyone said how beautiful I looked, and Ryan said he agreed with them. Ryan and I seemed to really dance well together, too. I felt like Cinderella at the ball. Like Cinderella's ball, our dance ended too quickly, and Ryan took me home, but he asked me for another date. I'll never forget the junior prom as long as I live.

d. If the topic sentence is the *second* sentence, the first sentence usually introduces the topic sentence. In the following example, the topic sentence is the **second** one.

Ex. 2 Of all the exciting evenings I've spent until now, one stands out the most by far. **The junior prom was the most wonderful evening of my entire life.** I got a beautiful new pink gown, and my hair looked great. But the best part was my date, Ryan. I think he's the most handsome boy in the whole school. When we got to the dance, everyone said how beautiful I looked, and Ryan said he agreed with them. Ryan and I seemed to really dance well together, too. I felt like Cinderella at the ball. Like Cinderella's ball, our dance ended too quickly, and Ryan took me home, but he asked me for another date. I'll never forget the junior prom as long as I live.

**2. Supporting Sentences in Paragraphs**

When you are writing a paragraph, develop one topic, the whole topic, and nothing but that topic. Supporting sentences explain, expand, or prove a topic sentence correct with specific details, facts, examples, or reasons. For an example, look at the supporting sentences in the above example paragraph.

**3. Concluding Sentences in Paragraphs**

Like the conclusion of an essay, the concluding sentence in a well-written paragraph brings the paragraph to a close. It summarizes, ties thoughts together, and/or gives the reader food for thought. Look at how the concluding sentence in the above example paragraph works.

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| **Paragraphs Exercise** **1**  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_are the units that help you organize your sentences into basic topics.  2. Each well-written \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is organized into its own mini-paper.  3. The topic sentence states the \_\_\_\_\_\_\_\_\_\_ idea of the paragraph.  4. The topic sentence also \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us to the paragraph's topic.  5. The topic sentence puts boundaries around the \_\_\_\_\_\_\_\_\_\_\_, letting it be broad enough, but  not too broad.  6. Ninety percent of all topic sentences are the \_\_\_\_\_\_\_\_\_\_ sentence in the paragraphs.  7. If the topic sentence is second, the first sentence usually \_\_\_\_\_\_\_\_\_\_\_\_\_ the topic sentence.  8. When you are writing a paragraph, develop one \_\_\_\_\_\_\_, the \_\_\_\_\_\_ topic, and \_\_\_\_\_\_\_\_\_\_ but that topic.  9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentences explain and expand a topic sentence.  10. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence brings the paragraph to a close. |

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| **Paragraphs Exercise** **2**  Read the following paragraph, then answer the questions.  Ex. Nate liked the recognition of being one of the best athletes in the school, and he felt very  confident in his sports abilities. However, he was really nervous about taking the drama  class his friends had talked him into. His friends were good in both sports and singing.  Nate didn't read very well, and he was afraid the other students would laugh at him.  Classes for the first three weeks were mostly boring, but twice he had to read a part from  a play in front of the other students, and he was embarrassed. He was glad that lunch was pizza  today. Then, the school had auditions for a play. On a dare, Nate tried out. He got a small part  that had some really funny lines in it. When they performed the play, Nate did really well. He  decided that drama was a fun class after all.  1. Underline the topic sentence  2. Circle the **two** supporting sentences that don't really fit into the paragraph's topic  3. Put a box around the concluding sentence |

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| **Paragraphs Exercise** **3**  1. Write a five-to-ten sentence paragraph on something you like about our community. It could  be the people, government, sports, arts programs, public library, a park, etc.  a. Write a **topic sentence** that introduces the topic and sets parameters around it.  b. Create several **supporting sentences** that support and develop the topic.  c. Finish with a **concluding sentence** that summarizes and ties together the topic.  2. Get into a small group of three or four students.  a. Pass your paragraph left one.  b. **Read** and **critique** the paragraph passed to you.  c. Pass the paper you just evaluated to the left. Take the next paper.  d. Read and critique the new paragraph passed to you.  3. After each paragraph has been critiqued by everyone in the group, briefly discuss each paper aloud, emphasizing what was good about it. |

Write your paragraph here:

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Group partners’ contributions page

Write at least one suggestion and one positive comment for the author of this paragraph below.

Group Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Label each sentence at the beginning of the sentence as one of the following:

**topic sentence(TS), supporting sentence (SS), or concluding sentence(CS)**

Colors may just seem simple and unimportant, but they affect our daily lives more than we may know. If someone is feeling angry, it could just be because they’re angry, or it could be perhaps that they are surrounded by or looking at the color red. That’s right! People’s moods can change just because they are looking at different colors! There are many theories on how just a simple color can change one’s whole mood.

According to Johnson (2007), color does affect mood by producing certain chemicals and stimulating different feelings such as hunger. For example, blue can make one feel calm because it releases calming chemicals, and red can make one hungry because it is an appetite stimulant. Yellow can make one feel irritated, and it is a fact that people lose their temper most in yellow rooms. However, pink is tranquilizing and can make one feel weak. In conclusion, Johnson says that depending on the color, one’s body can do things (like producing chemicals) that cause a certain emotional reaction (mad, sad, etc.).

Another idea, is that the effect color produces is based on what one’s body does in response. For example, yellow is mentally stimulating, and activates memory, whereas red increases confidence. Also, brown can make a person feel orderly and stable, while a dark blue can make one feel sad. Therefore, Smith says that different colors do in fact change one’s mood and the consequences can be negative or positive.