

Paragraph Building

Lesson 5: Paragraph Building Teacher Instructions

Learning Focus:

Students develop their understanding of paragraph structure and purpose by recognising how paragraphs are organised in different text types and analysing models of well-constructed paragraphs to identify key features.

Learning Intentions:

- I understand how paragraphs are structured and organised.
- I can identify topic sentences.
- I recognise that supporting details are necessary for strong paragraphs.

Success Criteria:

- I wrote paragraphs that included a topic sentence and supporting details.
- I organised my paragraphs into a logical flow.
- I used varied sentence structures and technical terms to make my writing clear and engaging.

Materials provided:

- Presentation
- Paragraph planning template
- Sentence sorting

Materials not provided:

- Whiteboards or mini writing booklets
- *Optional* - pens, colouring-in pencils, textas, playdough, plasticine
- *Optional* - Poster of Louise, images of a mechanic's workshop

Lesson Sequence:

1. Hook & Introduction (7-10 mins)
2. Individual Work (10 mins)
3. Stretch & Share (15 mins)
4. Wrap-Up Reflection (5 mins)

Assessment Opportunities:

Formative: Recall during Hook, teacher observation during individual and group activities.

Exit ticket: Quick review of individual understanding

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Hook and introduction - Building a burger (7-10mins)

Introduce the lesson: "Today we're learning about burgers."

Ask (*slide 3*): Is this a cheeseburger?

Task: (*slide 4*): Get students to draw a cheeseburger, or create one using playdough or plasticine. This can be done individually, or you can draw it on the board and have students call out the elements of a cheeseburger.

Explain (*slide 5*): We're not actually learning about burgers. We're learning about how to build a paragraph, which is a bit like building a burger.

Run through (*slide 6 - 10*): The hamburger method used to build paragraphs.

Quick check (*slide 11*): Read the paragraphs to the class. Ask them which sounds better.

Explain (*slide 12*): The first paragraph sounds better because it follows the hamburger structure.

Group work - Paragraph Elements (10mins)

Recap (*slide 13*): Remember Louise's job? She writes reports.

Explain (*slide 14*): A report is an informative text.

Show (*slide 15 & 16*): Examples of informative texts and relevant terms, which are a mix of nouns and verbs.

Task (*slide 18*): Students work in small groups (3-4) to sort mixed-up sentences into a correctly structured paragraph.

Give: Each group receives five sentences, one topic sentence, three supporting sentences, and one concluding sentence.

Check (*slide 19 & 20*): Have the students correctly identified the paragraph elements and the technical terms.

Stretch: Students add one more supporting sentence using a technical term.

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Stretch & Share - Paragraph Prep (15mins)

Task (*slide 22*): Students work in small groups (3-4) to sort mixed-up sentences into a correctly structured paragraph.

Give: Each group receives a paragraph planning template, one topic sentence, three supporting sentences, and one concluding sentence with the same focus.

Ask: Using the planning template, identify the topic sentence, the supporting details, and the concluding sentence, then write a complete paragraph.

Show (*slide 23*): Hamburger model to help students identify each sentence.

Check: Students to label their paragraph. Teachers can circulate, prompt thinking, or have groups compare paragraphs.

Stretch (option 1): Rearrange the supporting sentences in a different order and explain why the paragraph still makes sense.

Stretch (option 2): Identify the cohesive devices and dependent clauses in the paragraph. *Key clarification: All dependent clauses are cohesive. Not all cohesive devices are dependent clauses.*

Reflect & Share (5 mins)

Task (*slide 24*): Students to write down one relevant term and one sentence element of a paragraph (topic, supporting, or concluding sentence).

Read: Choose six students at random, ask three of them to read aloud their terms, and 3 to read aloud their sentences.

Ask (*slide 25*): Did anyone else use the same term? Does anyone know which paragraph elements those sentences were?

Name: _____ Date: _____

Paragraph Planning Template

The topic sentence: introduces the main idea

Supporting sentence 1:
facts, reasons, and examples

Supporting sentence 2:
facts, reasons, and examples

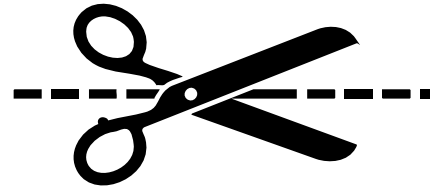
Supporting sentence 3:
facts, reasons, and examples

The concluding sentence: summarises the main point and wraps up the paragraph.

Write a clear paragraph.

Tip: supporting sentences can go in different orders as long as they make sense.

Paragraph elements



Louise is a mechanic who helps farmers keep their trucks safe and reliable.

First, she checks the brakes to make sure the trucks can stop safely.

Then she uses her tools to fix any problems with the engines.

She also changes old tyres to make sure the trucks can grip the roads.

This is why Louise is an important mechanic in her community.

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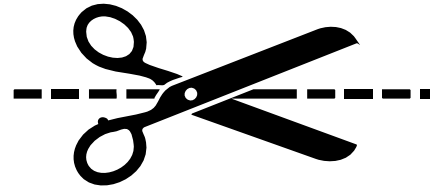
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This is why Louise is an important mechanic in her community.

Sentence sorting



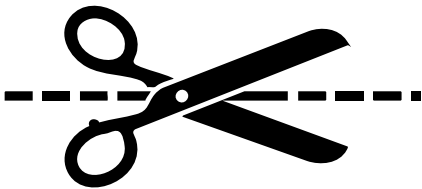
Option 1: Safety focus

Topic sentence
Mechanics keep people safe by making sure vehicles work properly.
Supporting sentences
First, mechanics check the brakes so vehicles can safely stop.
Next, they change old tyres to help vehicles grip the road.
Then, mechanics look for leaks or broken parts that could cause problems.
Concluding sentence
Because of these tasks, drivers and passengers can stay safer on the road.

Option 2: Daily tasks focus

Topic sentence
A mechanic's job includes many important tasks each day.
Supporting sentences
To begin with, mechanics inspect vehicles to find problems.
They also replace worn parts so vehicles run smoothly.
Finally, they talk to customers to explain what repairs are needed.
Concluding sentence
These tasks show how skilled and busy a mechanic's job is.

Sentence sorting



Option 3: Community focus

Topic sentence
Mechanics help their community by keeping vehicles safe and reliable.
Supporting sentences
When mechanics fix vehicles, people can safely travel to work and school.
Because many families and workers rely on vehicles, these repairs are important.
By fixing problems early, they help prevent bigger issues on the road.
Concluding sentence
As a result, mechanics play an important role in keeping the community safe and moving.

Stretch task answer key

Option 1: Safety Focus

Cohesive devices	Dependent clauses
First	to help cars grip the road
Next	that could cause problems
Then	to make sure everything is working
After that	
Because of these tasks	

Option 2: Daily tasks focus

Cohesive devices	Dependent clauses
To begin with	to find problems
also	to fix engines and brakes
In addition	so vehicles run smoothly
Finally	to explain what repairs are needed
Because of these tasks	

Option 3: Community focus

Cohesive devices	Dependent clauses
When	When mechanics fix vehicles
Because	Because many families and workers rely on vehicles,
For example	By fixing problems early.
By	
As a result	