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Practising Paragraphs - Year 3

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PARAGRAPH POWER

Preview



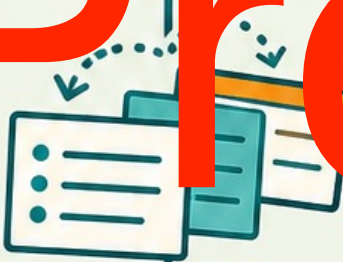
1. ONE MAIN IDEA

Keep every sentence focused on the same topic.



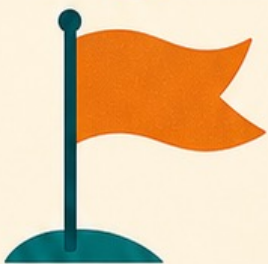
2. TOPIC SENTENCE

Introduce what the paragraph is about.



3. SUPPORTING DETAILS

Add facts, examples or events in a logical order.



4. CONCLUDING SENTENCE

Finish the idea or link to what comes next.



Quick check: Does every sentence belong?



PARAGRAPH PURPOSE SORT

Cut out the six cards. Sort each paragraph under IMAGINATIVE, PERSUASIVE or INFORMATIVE.

IMAGINATIVE

Entertains with
events and descriptions



PERSUASIVE

Convinces with
reason and evidence



INFORMATIVE

Explains with facts



A Ava crept towards the alligator. He growled at the wind and pushed it open.

B Our school needs more shade because students need a cool place to rest and play.

C Bilbies are nocturnal marsupials with long ears, strong legs and soft grey fur.

D The tiny boat bounced over the waves while Kai held the map tightly.

E Every class should grow vegetables so students can learn about healthy food.

F Rainforests receive heavy rainfall and are home to many different plants and animals.



PEEL PARAGRAPH BUILDER



Choose a topic. Move through P-E-L and say one sentence for each part.



TOPIC: Our school should have a garden.

P

POINT

State your opinion.



E

EVIDENCE

Give a reason, fact or example.



E

EXPLAIN

Show how the evidence supports your point



L

LINK

Conclude or link back to the topic.



I believe...



One reason is...



For example...



This shows...



Therefore...



It is clear that...



★ Challenge: Build a second PEEL paragraph with a different reason.



PARAGRAPH DETECTIVE



Work with a partner. Read each case file and answer the blue questions aloud.

CASE 1

The old floorboard creaked beneath Mia's foot. She froze and listened as a key turned in the door.

Purpose? What happens first?



CASE 2

Our oval needs more trees because shade keeps students cooler and gives birds a place to rest.

Purpose? Which sentence part gives a reason?



CASE 3

Platypuses are mammals that lay eggs. They have waterproof fur, webbed feet and a broad bill.

Purpose? What is the main idea?



CASE 4

First, the sun disappeared. Next, rain drummed on the roof. Finally, the sun appeared again.

Purpose? Which words show order?



DETECTIVE CHECK



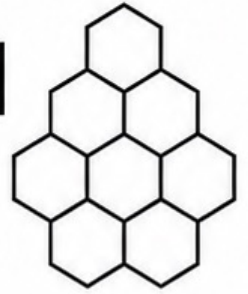
Does every sentence match the main idea?

Can you name the paragraph structure?





BUILDING A PARAGRAPH 1



Name: _____

Read the paragraph. Complete the tasks below.

Honey bees are important insects in our environment. They carry pollen between flowers, which helps many plants grow fruit and seeds. Bees also make honey and wax inside the hives. Some people enjoy riding bicycles on weekends. Without honeybees, many plants would struggle to reproduce.

1. Underline the topic sentence.
2. Circle the concluding sentence.
3. Cross out the sentence that does not belong.
4. Write two supporting details from the paragraph.

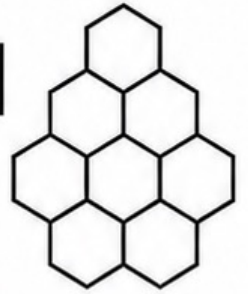
Detail 1: _____

Detail 2: _____

5. Why does the crossed-out sentence weaken the paragraph?



BUILDING A PARAGRAPH 1



Name: _____ **ANSWERS**

Read the paragraph. Complete the tasks below.

Honey bees are important insects in our environment. They carry pollen between flowers, which helps many plants grow fruit and seeds. Bees also make honey and wax inside their hives. ~~Some people enjoy riding bicycles on weekends.~~

Without honeybees, many plants would struggle to reproduce.

1. Underline the topic sentence.
2. Circle the concluding sentence.
3. Cross out the sentence that does not belong.
4. Write two supporting details from the paragraph.

Detail 1: They carry pollen between flowers, helping plants grow fruit and seeds.

Detail 2: They make honey and wax inside their hives.

5. Why does the crossed-out sentence weaken the paragraph?

It is about bicycles, not honeybees, so it distracts from the main idea.

BUILDING A PARAGRAPH 2

Name: _____

Number the sentences from 1 to 5 to build a clear informative paragraph. Then rewrite the paragraph in the correct order.



☐ Wombats also dig long burrows where they sleep and stay safe.

☐ These strong features help wombats survive in their Australian habitats.

☐ Wombats are sturdy marsupials with bodies built for digging.

☐ Their powerful legs and sharp claws move soil quickly.

☐ They have tough skin on their backs that helps protect them underground.

REWRITE YOUR PARAGRAPH

Preview



Check: topic sentence - logical order - concluding sentence

BUILDING A PARAGRAPH 2

Name: **ANSWERS**

Number the sentences from 1 to 5 to build a clear informative paragraph. Then rewrite the paragraph in the correct order.



3

Wombats also dig long burrows where they sleep and stay safe.

5

These strong features help wombats survive in their Australian habitats.

1

Wombats are sturdy marsupials with bodies built for digging.

2

Their powerful legs and sharp claws move soil quickly.

4

They have tough skin on their backs that helps protect them underground.

REWRITE YOUR PARAGRAPH

Wombats are sturdy marsupials with bodies built for digging.

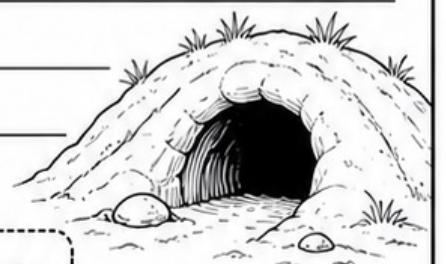
Their powerful legs and sharp claws move soil quickly.

Wombats also dig long burrows where they sleep and stay safe.

They have tough skin on their backs that helps protect them

underground. These strong features help wombats survive in

their Australian habitats.



Check: topic sentence - logical order - concluding sentence

PEEL PRACTICE 1

Name: _____

TOPIC: Everyone should help keep our school tidy.



Plan one persuasive paragraph using PEEL. Then write the complete paragraph.

P POINT
State your opinion.
Remember...

Preview

E EVIDENCE

Give a reason, fact or example.

One reason is... For example...



E EXPLAIN

Show how the evidence supports your point.

Remember...

Preview

P LINK

Conclude or link back to the topic.

Therefore...



MY PEEL PARAGRAPH



Check: clear point - useful evidence - explanation - strong ending

PEEL PRACTICE 1

Name: ANSWERS

TOPIC: Everyone should help keep our school tidy.



Plan one persuasive paragraph using PEEL. Then write the complete paragraph.

P **POINT**
State your opinion.
I believe everyone should help keep our school tidy.

E **EVIDENCE**

Give a reason, fact or example.
One reason is... For example...

One reason is that litter can harm wildlife.
For example, birds may swallow plastic scraps.

E **EXPLAIN**

Show how the evidence supports your point.

This shows that putting rubbish in bins protects animals and makes the grounds safer.

LINK

Conclude or link back to the topic.

Therefore...

Therefore, every student should help keep the school clean.



MY PEEL PARAGRAPH



I believe everyone should help keep our school tidy. One reason is that litter can harm wildlife. For example, birds may swallow plastic scraps. This shows that putting rubbish in bins protects animals and makes the grounds safer. Therefore, every student should help keep the school clean.



Check: clear point - useful evidence - explanation - strong ending



PEEL PRACTICE 2



Name: _____

TOPIC: Year 3 students should have longer playtime.



Useful evidence, plan a PEEL paragraph and write it below.

EVIDENCE BANK

- ☐ Play gives students time to exercise.
- ☐ A break can help students return to class ready to learn.
- ☐ Outdoor games build teamwork and friendships.
- ☐ Some students prefer apples to bananas.

P My point: _____

E My evidence: _____

L My explanation: _____

C My link: _____

WRITE YOUR PERSUASIVE PARAGRAPH



Challenge: Add a second example without losing the main idea.



PEEL PRACTICE 2



Name: ANSWERS

TOPIC: Year 3 students should have longer playtime.



Useful evidence, plan a PEEL paragraph and write it below.

Preview

EVIDENCE BANK

- ☒ Play gives students time to exercise.
- ☒ A break can help students return to class ready to learn.
- ☒ Outdoor games build teamwork and friendships.
- ☒ Some students prefer apples to bananas.

P My point:	Year 3 students should have longer playtime.
E My evidence:	Play gives students time to exercise and build teamwork.
My explanation:	This helps students feel refreshed and ready to learn.
My link:	Therefore a longer playtime would benefit Year 3 students.

Preview

WRITE YOUR PERSUASIVE PARAGRAPH

Year 3 students should have longer playtime. Play gives students time to exercise, and outdoor games build teamwork and friendships. A longer break can also help students return to class refreshed and ready to learn. This shows that extra playtime supports both wellbeing and learning. Therefore, a longer playtime would benefit Year 3 students.



Challenge: Add a second example without losing the main idea.

INFORMATIVE PARAGRAPHS 1

Name: _____



TOPIC: Dolphins

Read the fact bank. Number the facts in a logical order, then write an informative paragraph.

FACT BANK

☐ Dolphins breathe air through a blowhole on top of their heads.

☐ They live in oceans and some rivers around the world.

☐ Dolphins are intelligent mammals that live in groups called pods.

☐ They communicate using clicks, whistles and body movements.

☐ Their streamlined bodies help them swim quickly through water.

MY SUBHEADING: _____

TOPIC SENTENCE: _____

FACTS IN A LOGICAL ORDER: _____

CONCLUDING SENTENCE: _____

WRITE YOUR INFORMATIVE PARAGRAPH



Check: facts only - logical order - topic vocabulary - clear ending

INFORMATIVE PARAGRAPHS 1

Name: **ANSWERS**



TOPIC: Dolphins

Read the fact bank. Number the facts in a logical order, then write an informative paragraph.

FACT BANK

3 Dolphins breathe air through a blowhole on top of their heads.

2 They live in oceans and some rivers around the world.

1 Dolphins are intelligent mammals that live in groups called pods.

5 They communicate using clicks, whistles and body movements.

4 Their streamlined bodies help them swim quickly through water.

MY SUBHEADING: **Amazing Dolphins**

TOPIC SENTENCE:

Dolphins are intelligent mammals with features that help them live in water.

FACTS IN A LOGICAL ORDER:

habitat - breathing - streamlined bodies - communicating

CONCLUDING SENTENCE:

These features make dolphins well suited to life in oceans and rivers.

WRITE YOUR INFORMATIVE PARAGRAPH

Dolphins are intelligent mammals that live in groups called pods. They live in oceans and some rivers around the world. Dolphins breathe air through a blowhole on top of their heads. Their streamlined bodies help them swim quickly through water, and they communicate using clicks, whistles and body movements. These features make dolphins well suited to life in oceans and rivers.



Check: facts only - logical order - topic vocabulary - clear ending

INFORMATIVE PARAGRAPHS 2

Name: _____

TOPIC: Tropical Rainforests

Choose a subheading. Organise the facts and write one clear informative paragraph.

FACT BANK



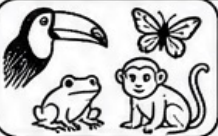
Rainforests are warm, wet forests found near the equator.



All trees form a leafy canopy that blocks much of the sunlight.



Vines and smaller plants grow beneath the canopy.



Rainforests are home to toucans, frogs, insects, monkeys and many other animals.



Frequent rainfall helps the forest stay green throughout the year.

CHOOSE YOUR SUBHEADING:

PLEASE REARRANGE THE FACTS IN ORDER TO COMPOSE

WRITE YOUR INFORMATIVE PARAGRAPH

Extension: Use the words canopy, equator and rainfall accurately.

INFORMATIVE PARAGRAPHS 2

Name: **ANSWERS**

TOPIC: Tropical Rainforests

Choose a subheading. Organise the facts and write one clear informative paragraph.

FACT BANK



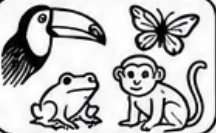
Rainforests are warm, wet forests found near the equator.



Tall trees form a leafy canopy that blocks much of the sunlight.



Vines and smaller plants grow beneath the canopy.



Rainforests are home to toucans, frogs, insects, monkeys and many other animals.



Frequent rainfall helps the forest stay green throughout the year.

MY SUBHEADING: **Layers and Life**

PLAN: introduce - facts - order - conclude
location - canopy - plants - animals - rainfall

WRITE YOUR INFORMATIVE PARAGRAPH

Tropical rainforests are warm, wet forests found near the equator. Tall trees form a leafy canopy that blocks much of the sunlight, while vines and smaller plants grow beneath it. Rainforests are home to toucans, frogs, insects, monkeys and many other animals. Frequent rainfall helps the forest stay green throughout the year. Together, the canopy, plants, animals and rainfall make rainforests rich living environments.

Extension: Use the words canopy, equator and rainfall accurately.



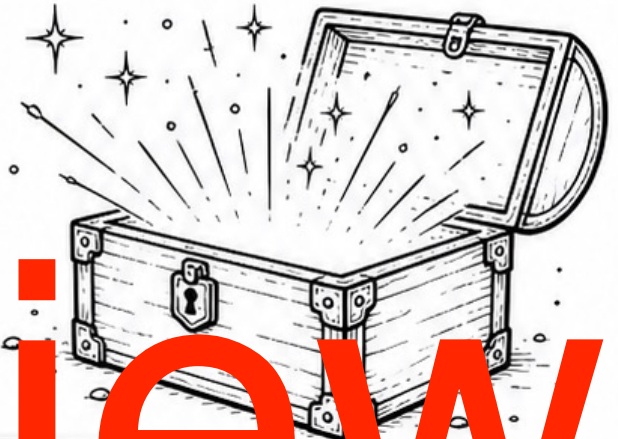
IMAGINATIVE PARAGRAPHS 1

Name: _____

STORY STARTER

When I opened the dusty box,
a tiny golden light floated into the room...

Plan your paragraph using the Hamburger Method



TOP BUN TOPIC SENTENCE

Introduce what happens next.

FILLING EVENTS IN ORDER

First... _____

Next... _____

Then... _____

Use linking verbs and sensory details.

BOTTOM BUN CONCLUDING SENTENCE

Summarise the event or create a link
to the next paragraph.

WORD BANK

glimmered trembled whispered suddenly cautiously mysterious

MY IMAGINATIVE PARAGRAPH



Check: one event - chronological order - descriptive language - clear ending

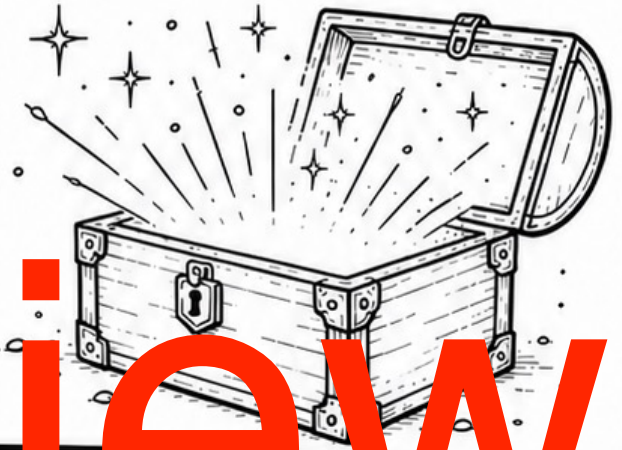
IMAGINATIVE PARAGRAPHS 1

Name: _____ **ANSWERS**

STORY STARTER

When I opened the dusty box,
a tiny golden light floated into the room...

Plan your paragraph using the Hamburger Method



TOP BUN TOPIC SENTENCE

Introduce what happens next.

The golden light suddenly darted towards the window.

FILLING EVENTS IN ORDER

First... First, I cautiously followed it across the room.

Next... Next, it glimmered above the locked window latch.

Then... Then, a tiny voice whispered my name.

Use action verbs and sensory details.

BOTTOM BUN CLOSING SENTENCE

Conclude the event or create a link
to the next paragraph.

My hands trembled as the window slowly opened.

WORD BANK

glimmered trembled whispered suddenly cautiously mysterious

MY IMAGINATIVE PARAGRAPH

The golden light suddenly darted towards the window. I cautiously followed it across the room as it glimmered above the locked latch. Then a tiny voice whispered my name, so softly that I almost missed it. My hands trembled as the mysterious light touched the latch and the window slowly opened.



Check: one event - chronological order - descriptive language - clear ending

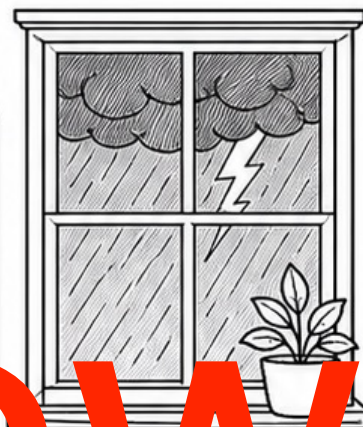
IMAGINATIVE PARAGRAPHS 2

Name: _____



STORMY AFTERNOON

The wind lifted the leaves into the air.
A low rumble rolled across the sky...



Write the next paragraph. Focus on one event and place the actions in chronological order.

PLAN YOUR EVENT

TOPIC SENTENCE:

What happens next?

FIRST:

NEXT:

THEN:

CONCLUDING SENTENCE:

How will this event finish?

SENSORY BANK

saw heard felt

PRECISE VERBS

rained swept flashed clattered howled

WRITE YOUR IMAGINATIVE PARAGRAPH

Check: one event - clear order - sensory detail - precise verbs - strong ending

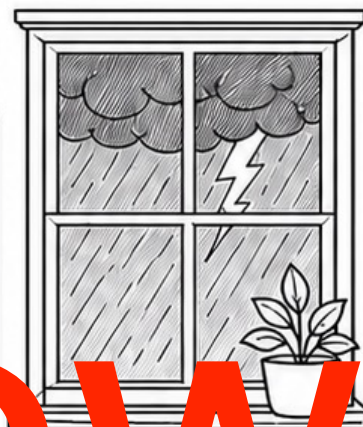
IMAGINATIVE PARAGRAPHS 2

Name: **ANSWERS**



STORMY AFTERNOON

The wind lifted the leaves into the air.
A low rumble rolled across the sky...



Write the next paragraph. Focus on one event and place the actions in chronological order.

PLAN YOUR EVENT

TOPIC SENTENCE:

What happens next?

A bright flash suddenly lit the whole room.

FIRST:

The window rattled as the wind howled outside.

NEXT:

I dashed over and pulled the curtains closed.

THEN:

Rain clattered against the glass and the lights flickered.

CONCLUDING SENTENCE:

How will this finish?

At last, the storm swept past and the room became quiet.

SENSORY BANK

saw heard felt

PRECISE VERBS

rained swept flashed clattered howled

WRITE YOUR IMAGINATIVE PARAGRAPH

A bright flash suddenly lit the whole room. The window rattled as the wind howled outside, and I felt the cold air slipping through the frame. I dashed over and pulled the curtains closed. Then rain clattered against the glass and the lights flickered. At last, the storm swept past and the room became quiet.

Check: one event - clear order - sensory detail - precise verbs - strong ending



PARAGRAPH EDITING CLINIC



Name: _____

Read the draft. Use the five editing tools to improve it.

DRAFT

Preview

Last Saturday my family went to the beach we built a sandcastle near the water. Then we were splashed over it and the wall collapsed. My favourite fruit is mango. we laughed and started building again it was fun.

EDITING TOOLS



- ☐ 1. Add missing capital letters.
- ☐ 2. Add missing punctuation.
- ☐ 3. Mark where a new paragraph should begin.
- ☐ 4. Cross out the sentence that does not belong.
- ☐ 5. Replace the weak ending with a stronger concluding sentence.

NOT EDITED PARAGRAPH

Preview



Stronger ending: _____



Check: capitals – punctuation – paragraph break – relevance – ending



PARAGRAPH EDITING CLINIC



Name: _____ **ANSWERS**

Read the draft. Use the five editing tools to improve it.

DRAFT

Last Saturday my family went to the beach we built a sandcastle near the water. Then a wave splashed over it and the wall collapsed. ~~My favourite fruit is mango.~~ we laughed and started building again. It was fun.

EDITING TOOLS



- ☒ 1. Add missing capital letters.
- ☒ 2. Add missing punctuation.
- ☒ 3. Mark where a new paragraph should begin.
- ☒ 4. Cross out the sentence that does not belong.
- ☒ 5. Replace the weak ending with a stronger concluding sentence.

NOT EDITED PARAGRAPHS

Last Saturday, my family went to the beach. We built a sandcastle near the water.

Then a wave splashed over it, and the walls collapsed. We laughed and started building again. By sunset, our new sandcastle stood proudly above the waves.



Stronger ending: By sunset, our new sandcastle stood proudly above the waves.

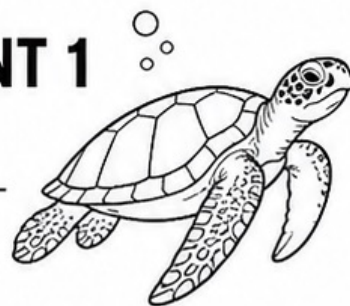


Check: capitals - punctuation - paragraph break - relevance - ending

PRACTISING PARAGRAPHS ASSESSMENT 1

Name: _____

Date: _____

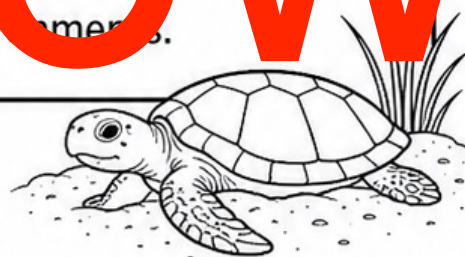


PART A PARAGRAPH PARTS

Read the paragraph.

Sea turtles spend most of their lives in the ocean. Their flippers help them swim long distances and their hard shells protect their bodies. Female turtles return to beaches to lay their eggs. These features help sea turtles survive in marine environments.

1. Underline the topic sentence.
2. Circle the concluding sentence.
3. Write one supporting detail.



PART B LOGICAL ORDER

Number the sentences from 1 to 4.

Finally, the class displayed the finished posters in the library.

First, each group chose an animal to research.

Next, students collected facts from books.

Then, they organised the facts under clear subheadings.

4. Rewrite the four sentences as one paragraph.

Teacher use: Knowledge and understanding ____ / 4

Application ____ / 4

PRACTISING PARAGRAPHS ASSESSMENT 2

Name: _____

Date: _____

PART C INDEPENDENT PARAGRAPH

Choose ONE purpose and write one complete paragraph.

IMAGINATIVE



Continue:

The small door in the tree slowly opened...

PERSUASIVE



Convince a reader:

Every classroom should have a reading corner.

INFORMATIVE



Use the fact bank to

explain how penguins stay warm.

PENGUIN FACT BANK

thick feathers layer of fat huddle together waterproof outer feathers

MY CHOICE: imaginative / persuasive / informative

PLAN

Topic sentence:

Supporting details or events:

Concluding sentence:

WRITE YOUR PARAGRAPH

SELF-CHECK

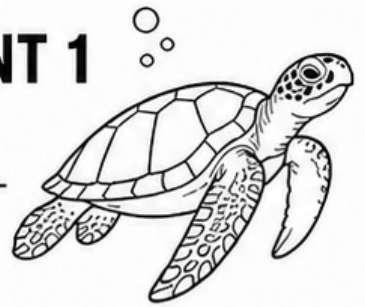
☐ one main idea ☐ clear structure ☐ logical order ☐ correct sentences ☐ edited spelling and punctuation

Teacher use: Paragraph writing ____ / 12

PRACTISING PARAGRAPHS ASSESSMENT 1

Name: ANSWERS

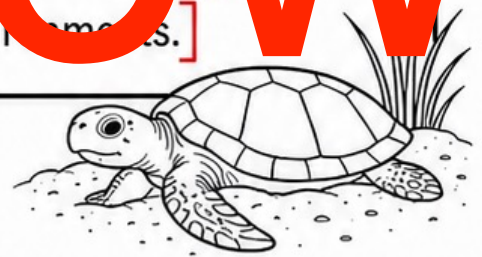
Date: _____



PART A PARAGRAPH PARTS

Read the paragraph.

Sea turtles spend most of their lives in the ocean. Their flippers help them swim long distances and their hard shells protect their bodies. Female turtles return to beaches to lay their eggs. [These features help sea turtles survive in marine environments.]



1. Underline the topic sentence.
2. Circle the concluding sentence.
3. Write one supporting detail.

Their flippers help them swim long distances.

LOGICAL ORDER

Number the sentences from 1 to 4.

4

Finally, the class displayed the finished posters in the library.

1

First, each group chose an animal to research.

2

Next, students collected facts from books.

3

Then, they organised the facts under clear subheadings.

4. Rewrite the four sentences as one paragraph.

First, each group chose an animal to research. Next, students collected facts from books. Then, they organised the facts under clear subheadings. Finally, the class displayed the finished posters in the library.

Teacher use: Knowledge and understanding ____ / 4

Application ____ / 4

PRACTISING PARAGRAPHS ASSESSMENT 2

Name: ANSWERS

Date: _____

PART C INDEPENDENT PARAGRAPH

Choose ONE purpose and write one complete paragraph.

IMAGINATIVE



Continue:
The small door in the tree slowly opened...

PERSUASIVE



Convince a reader:
Every classroom should have a reading corner.

INFORMATIVE



Use the fact bank to explain how penguins stay warm.

PENGUIN FACT BANK

thick feathers layer of fat huddle together waterproof outer feathers

MY CHOICE: imaginative / persuasive / informative

PLAN

Topic sentence:

Penguins have several body features and behaviours that help them stay warm.

Supporting details or events:

They have thick feathers, a layer of fat and waterproof outer feathers. Penguins also huddle together.

Concluding sentence:

Together, these adaptations protect penguins from the cold.

WRITE YOUR PARAGRAPH

Penguins have several body features and behaviours that help them stay warm.

Thick feathers trap warm air close to their bodies, while a layer of fat adds insulation. Waterproof outer feathers help keep cold water away from their skin.

Penguins also huddle together to share body warmth. Together, these adaptations protect penguins from the cold.

SELF-CHECK

- ☒ one main idea ☒ clear structure ☒ logical order ☒ correct sentences ☒ edited spelling and punctuation

Teacher use: Paragraph writing ____ / 12



PRACTISING PARAGRAPHS - YEAR 5 WRITING SKILLS

Student: _____

Date: _____

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
Focus	Ideas are unclear or mixed.	One main idea is partly maintained.	One clear main idea is maintained.	Main focus is clear and purposeful.	Focus is precise and sustained.
Structure	Paragraph parts are missing.	Some paragraph parts are present.	Topic, supporting and concluding sentences are present.	Structure suits the paragraph purpose.	Structure is controlled and strengthens meaning.
Order and Cohesion	Sentences are difficult to follow.	Some sentences are logically ordered.	Sentences follow a logical order.	Linking words connect ideas clearly.	Ideas flow smoothly and naturally.
Supporting Detail	Few relevant details are included.	Some relevant detail is included.	Relevant facts, reasons or events support the idea.	Details are specific and well chosen.	Details are precise, engaging and effective.
Sentence Control	Sentences are often incomplete.	Sentences are mostly complete.	Complete sentences communicate clearly.	Sentence choices add clarity and interest.	Varied sentences enhance the paragraph.
Spelling and Punctuation	Frequent errors make meaning unclear.	Some errors remain.	Common spelling and punctuation are mostly correct.	Spelling and punctuation are accurate.	Conventions are consistently controlled.
Editing	Little evidence of checking.	Some corrections made.	Writing is checked and improved.	Editing improves clarity and accuracy.	Thoughtful editing strengthens the final paragraph.

Overall: _____

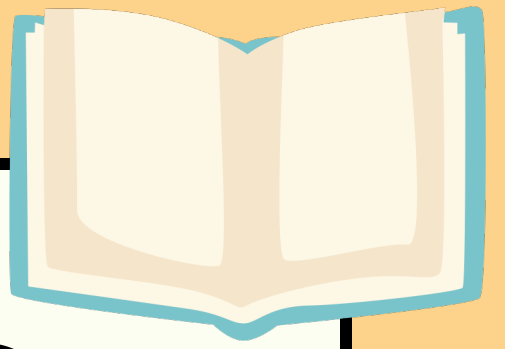
Teacher comment: _____

Preview Preview

Practising Paragraphs

Preview





Why Paragraphs Help Readers

Preview

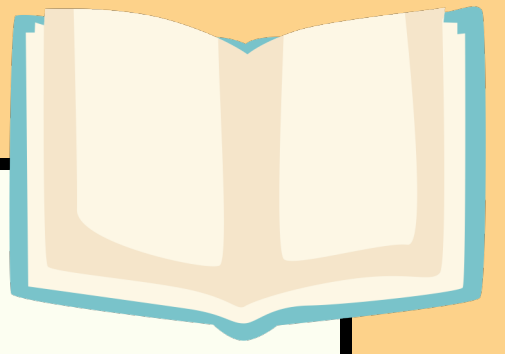
Paragraphs organise writing into manageable parts.

Each paragraph develops one main idea.

This helps readers follow the writer's thinking.



Preview



What Makes a Paragraph?

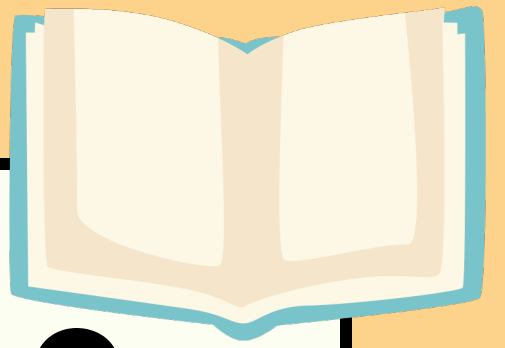
Preview Preview

A paragraph is a group of sentences about one main idea.

The sentences belong together and appear as one block of text.



Preview



When Do We Start a New Paragraph?

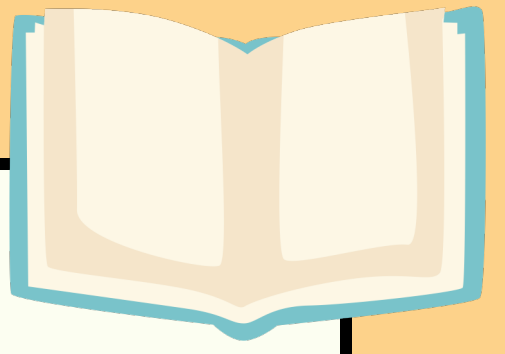
Preview Preview

Start a new paragraph when the topic, time, place or speaker changes.

A new paragraph signals a fresh part of the writing.



Preview



Preview **One Main Idea** Preview

Every sentence should connect to the paragraph's main idea.

Remove a sentence if it wanders away from that focus.



Preview



Three Important Jobs

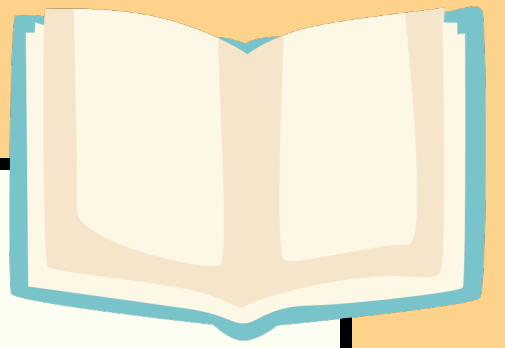
Preview

A strong paragraph often includes:

- a topic sentence
- supporting details

Preview





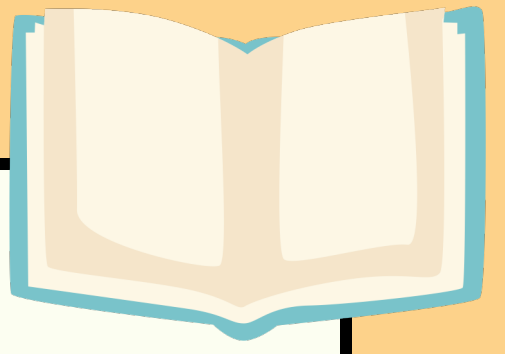
Preview Topic Sentences Preview

The topic sentence introduces the main idea.

It tells the reader what the paragraph will explain, describe or argue.



Preview



Supporting Details

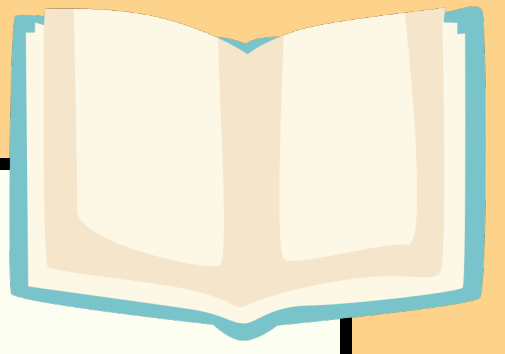
Preview Preview

Supporting sentences add facts, examples, reasons, explanations or descriptive details.

They make the main idea clear and convincing.



Preview



Concluding Sentences

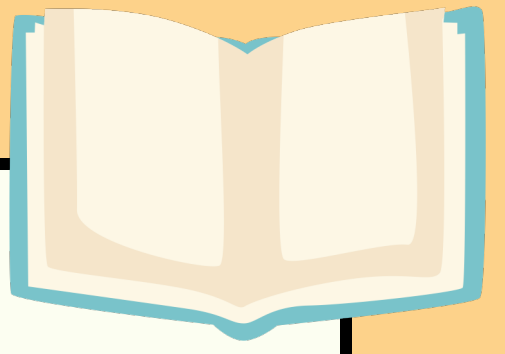
Preview

A concluding sentence brings the paragraph to a satisfying close.

It links back to the main idea without simply repeating the topic sentence.



Preview



Three Paragraph Purposes

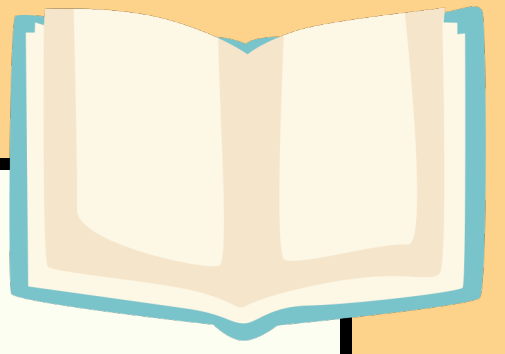
Preview Preview

Paragraphs can have different purposes.

We will practise persuasive, informative and imaginative paragraphs.

Preview





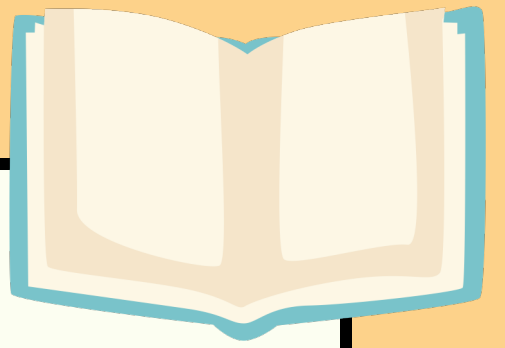
Persuasive Paragraphs

Preview Preview

A persuasive paragraph presents an opinion and reasons.
Its purpose is to convince the reader to agree or take action.



Preview



Preview Meet PEEL Preview

PEEL helps writers organise persuasive paragraphs.

P — Point

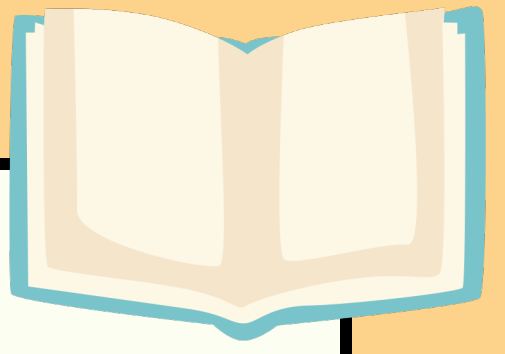
E — Evidence

E — Explain

L — Link

Preview





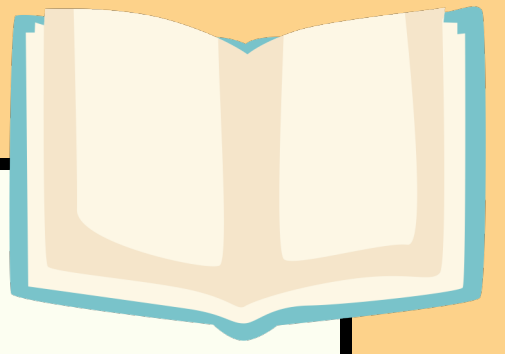
Preview **P Is for Point** Preview

State your opinion clearly in the first sentence.

Example: Every school should have a vegetable garden.



Preview



E Is for Evidence

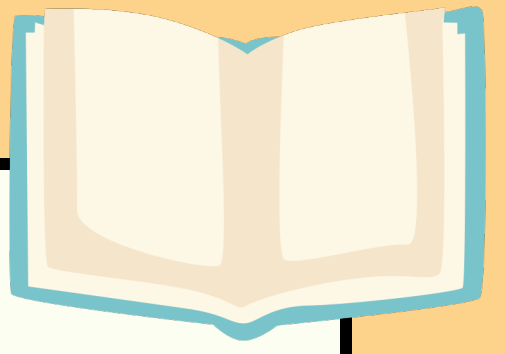
Preview Preview

Support the point with a strong reason, fact or example.

Example: Gardening teaches students where food comes from.



Preview



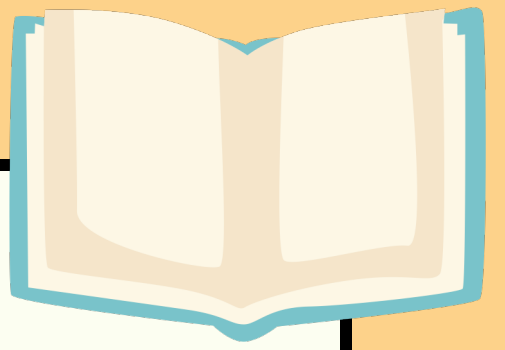
Preview E Is for Explain Preview

Explain how the evidence proves the point.

Example: Growing food makes science learning practical and memorable.



Preview



Preview **L Is for Link** Preview

Finish by linking back to the opinion.

Example: For these reasons, a school garden would benefit every
class.



Preview



PEEL Model

Preview Preview

Point: Lunchtime clubs should be offered every day.

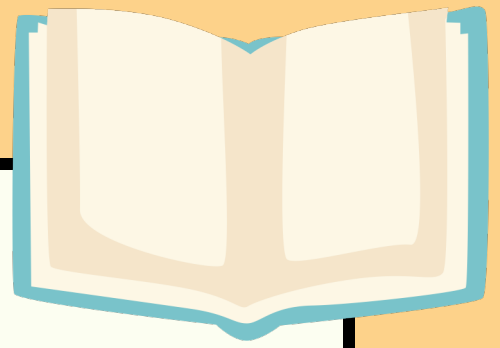
Evidence: Clubs give students safe ways to explore shared interests.

Explain: This helps students build skills and friendships.

Link: Daily clubs would make lunchtimes more positive.



Preview



Build a PEEL Paragraph

Preview Preview

Topic: Our school should create a reading garden.

Think: What is your point? What evidence will you use?

How will you explain it and link back to your opinion?



Preview



Informative Paragraphs

Preview Preview

An informative paragraph explains a topic using accurate facts and details.

Its purpose is to teach the reader.

Preview





Informative Structure

Preview Preview

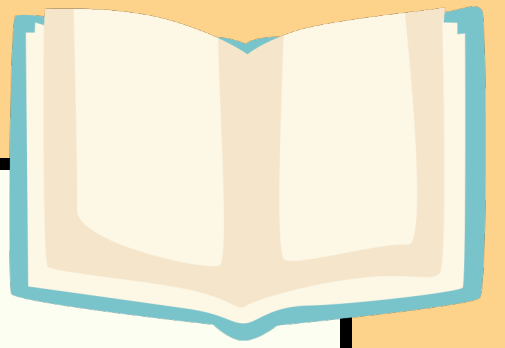
Topic sentence — introduce the topic.

Supporting details — add related facts in a logical order.

Concluding sentence — sum up the key idea.

Preview





Choose a Logical Order

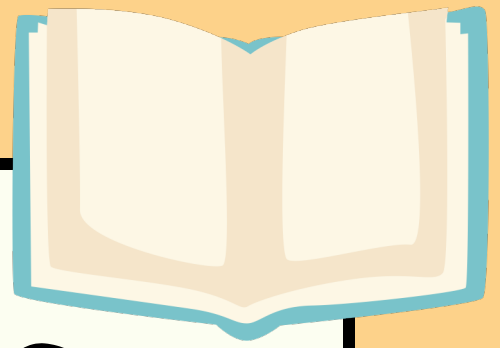
Preview Preview

Order facts so the reader can follow them.

You might use time order, general-to-specific order or a clear
sequence of ideas.



Preview



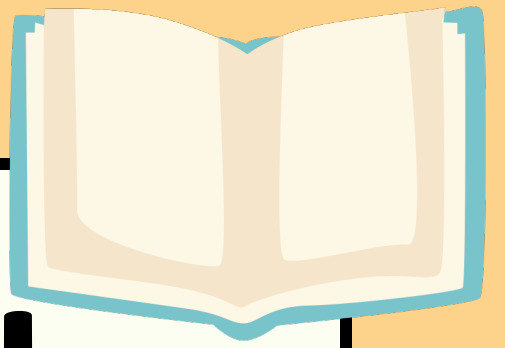
Informative Model: Honeybees

Preview Preview

Honeybees help many plants reproduce. As bees visit flowers, pollen sticks to their bodies. They carry it to other flowers, allowing seeds and fruit to form. This makes honeybees important pollinators.



Preview



Plan an Informative Paragraph

Preview Preview

Topic: How sea turtles survive in the ocean.

Choose one main idea. Add three connected facts.

Then write a conclusion that returns to the topic.



Preview



Imaginative Paragraphs

Preview Preview

An imaginative paragraph creates a scene, event or character for the reader.

Its purpose is to entertain and engage.



Preview



The Paragraph Hamburger

Preview Preview

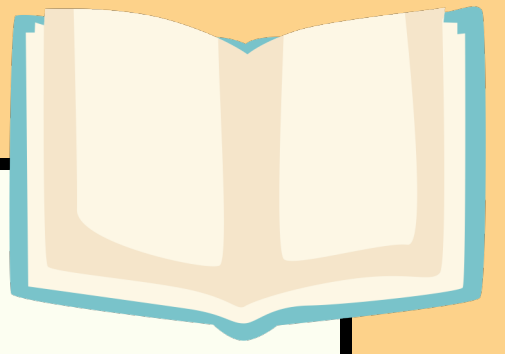
Top bun — introduce the moment.

Fillings — add actions, thoughts, dialogue and sensory details.

Bottom bun — close the moment or lead to what happens next.



Preview



Make Details Do More

Preview Preview

Choose specific verbs and sensory details.

Instead of: The rain was bad.

Try: Rain hammered the roof and rushed along the gutter.



Preview



Imaginative Model

Preview

The old box trembled on the shelf. Mia reached towards it, but a faint scratching sound made her freeze. Slowly, the lid lifted by itself. Two bright green eyes blinked from the darkness inside.



Preview



Your Turn: A Sudden Storm

Preview Preview

Write one focused imaginative paragraph.

Begin as the weather changes. Add actions and sensory details.

End with a sentence that closes the moment or creates suspense.



Preview



Edit Every Paragraph

Preview Preview

Check: Does every sentence fit one main idea?

Is the purpose clear? Are the sentences in a logical order?

Have you checked capitals, punctuation, spelling and complete

sentences?

Preview



Preview Preview



Well Done!

Preview

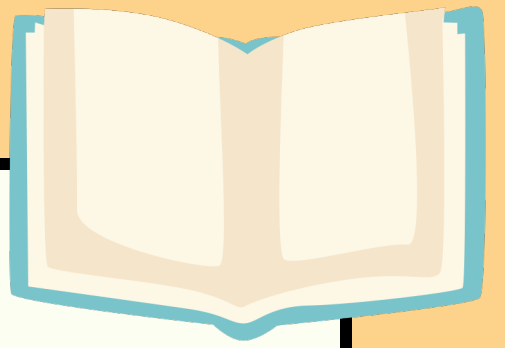


Preview Preview

Practising Paragraphs Quiz

Preview



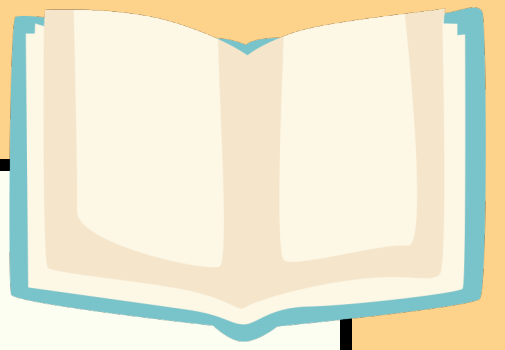


Preview Question Preview

True or false: A paragraph should usually develop one main idea.



Preview



Preview Answer Preview

True. The sentences in a paragraph should connect to one clear main idea.



Preview



Preview Question 2 Preview

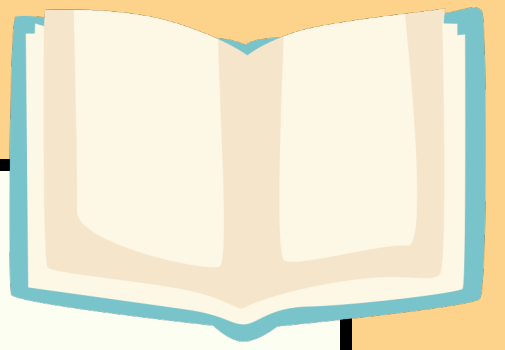
Which sentence works best as a topic sentence?

- A. Penguins slide.
- B. Penguins have several adaptations that help them survive in cold places.

Preview

- C. Cold.
- D. They swim too.



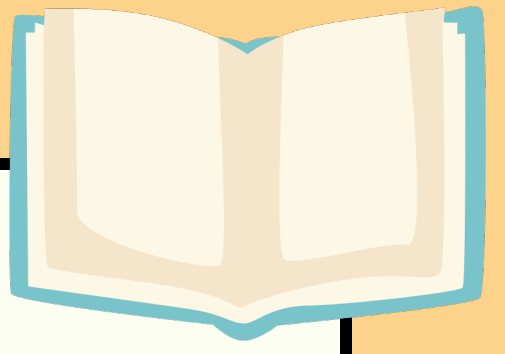


Preview Answer 2 Preview

B. It clearly introduces the main idea that the paragraph can develop.



Preview



Preview

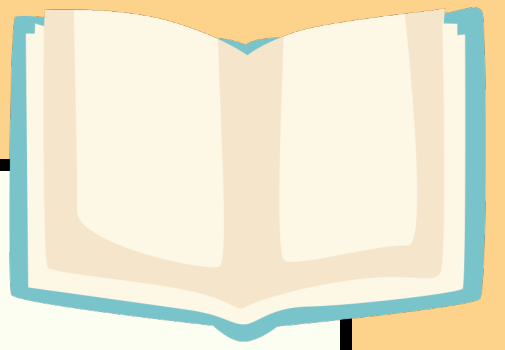
Question 3

Preview

Short answer: Name two changes that can signal the need for a new paragraph.



Preview



Preview Answer 3 Preview

Any two of: a change in topic, time, place or speaker.



Preview



Question 4

Preview Preview

Which sentence is a supporting detail for 'Our school needs a reading garden'?

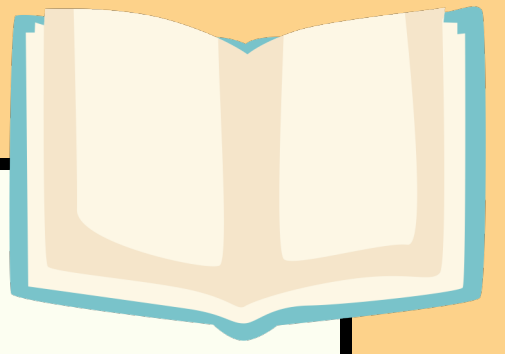
A. Gardens are green.

B. A quiet outdoor space would give students another place to enjoy books.

Preview

C. Reading garden.
D. That is my paragraph.





Preview Answer 4 Preview

B. It gives a relevant reason that supports the main idea.



Preview



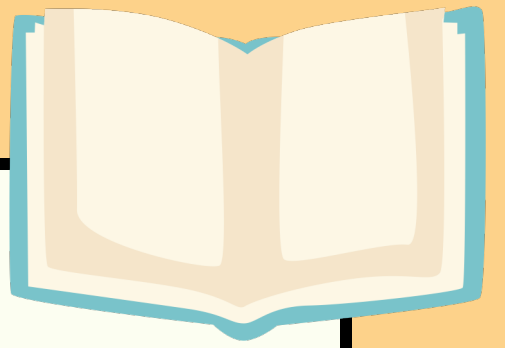
Question 5

Preview Preview

True or false: A concluding sentence should introduce a completely new main idea.



Preview



Preview Answer 5 Preview

False. It should bring the paragraph to a close and link back to the main idea.



Preview



Question 6

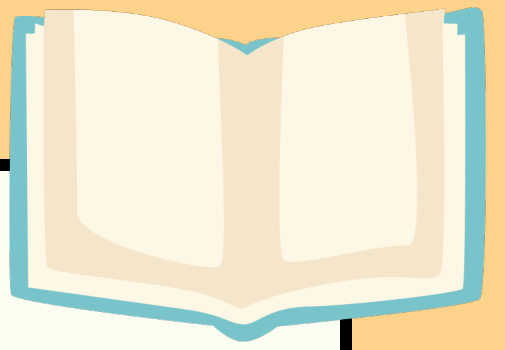
Preview

In PEEL, what do the two Es stand for?

- A. Edit and End
- B. Evidence and Explain
- C. Enter and Exit
- D. Example and Exit

Preview



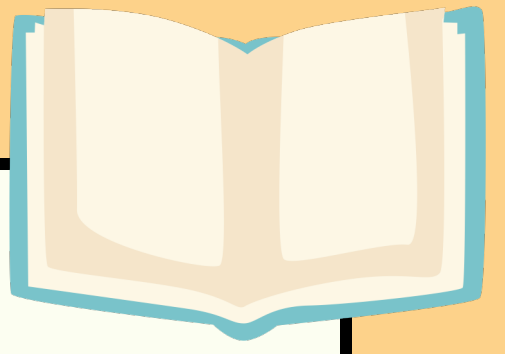


Preview Answer 6 Preview

B. Evidence and Explain.



Preview



Preview

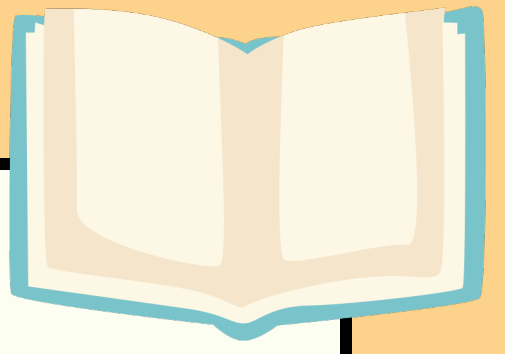
Question 7

Preview

Short answer: What is the main purpose of an informative paragraph?



Preview



Preview Answer 7 Preview

To teach or explain a topic using accurate, relevant facts and details.



Preview



Question 8

Preview Preview

Which order is most logical for an informative paragraph about planting a seed?

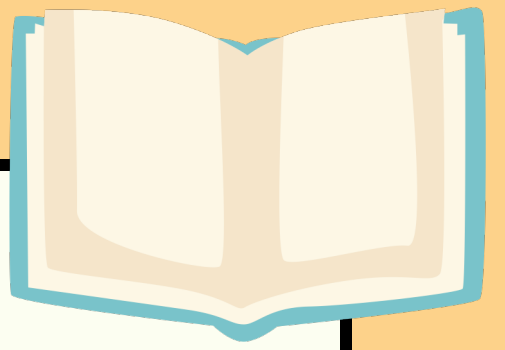
- A. Water it; choose a seed; cover it with soil; dig a hole.
- B. Choose a seed; dig a hole; place and cover the seed; water it.

C. Cover it; water it; choose it; dig.

D. Any order works.

Preview





Preview Answer 8 Preview

B. The steps follow a clear sequence from first to last.



Preview



Preview

Question

Preview

Which detail best strengthens an imaginative paragraph?

A. It was nice.

B. Something happened.

C. Wind rattled the windows while thunder rolled across the dark sky.

D. The paragraph has sentences.

Preview



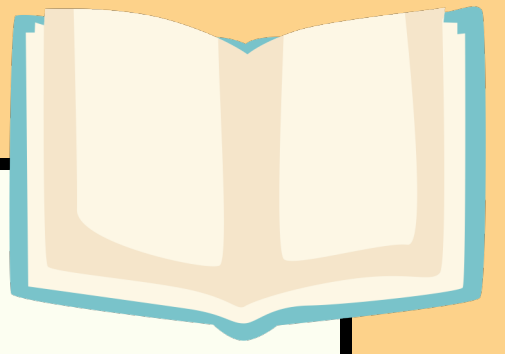


Preview Answer Preview

C. Specific action and sensory detail help the reader imagine the scene.



Preview



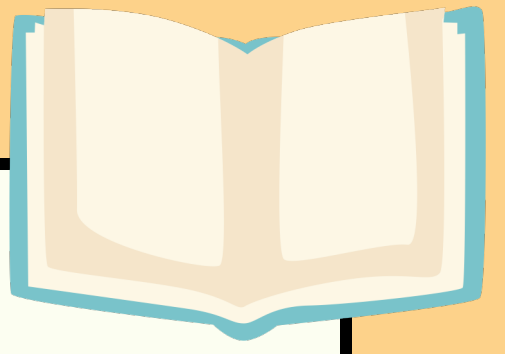
Question 10

Preview Preview

Short answer: List three things to check when editing a paragraph.



Preview



Preview Answer Preview

Possible answers include: one main idea, clear purpose, logical order, complete sentences, capital letters, punctuation and spelling.



Preview

Preview Preview



Well Done!

Preview

