

# Sentence to Paragraph Writing Success

## Lessons 16-30

- ➔ Build Strong Sentences
- ➔ Improve Grammar: Adjectives, Pronouns, Adverbs, Prepositions
- ➔ Master the Art of Writing Well

**SAMPLE** Book 2



*If you are enjoying this book, please consider leaving a review on Amazon.  
Much appreciated!*

**Gina@SanAntonioReadingCamps.com**

*Copyright 2025 Gina Underwood, M.Ed., LDT, CALT, C-SLDI*

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means including photocopying, recording, or other electronic or mechanical methods without the prior written permission of the publisher. Except in the case of brief quotations embodied in certain other non-commercial uses permitted by Copyright law.

**www.SanAntonioReadingCamps.com**

## Content Order: Reading Passages and Scratch Outlines

1. The Example Paragraph (easiest to write; specific, concrete examples)
  - A. The Hidden World Beneath a Pond-Common Fish
  - B. The Great Monarch Migration-Interesting Places to Visit
  - C. The Legend of the Northern Lights-Things that Cause Awe to Me
2. The Process Paragraph (written in time order; describes steps in the process)
  - A. The Towering Power of Redwoods-How to Plant a Tree
  - B. How Robots are Changing the World-How to Load a Dishwasher
  - C. How a Roller Coaster Works-How to Explore an Amusement Park
3. The Classification Paragraph (decide on what basis to classify, e.g., poisonous/nonpoisonous snakes, and provide several examples of each)
  - A. The Power of an Earthquake-Kinds of Natural Disasters
  - B. The Hidden Life of a Cactus-Types of Plants
  - C. The Underground World of Ants-Family Life
4. The Reason Paragraph (state belief/opinion & support your idea with reasons)
  - A. The Fastest Car in the World-Advantages of Driving the Speed Limit
  - B. The Secret Life of Honeybees-The Benefits of Honeybees
  - C. The Secret Life of the Moon-Why People Explore the Moon
5. The Definition Paragraph (define by example, by synonym, by stating what it is *not*, by explaining the distinction between similar terms, or by analogy)
  - A. The Life of a Volcano-Anger
  - B. The Mystery of the Deepest Ocean Trench-Exploration
  - C. The Mystery of Black Holes-Peer Pressure



# Lesson

# 16

*Educator note:*

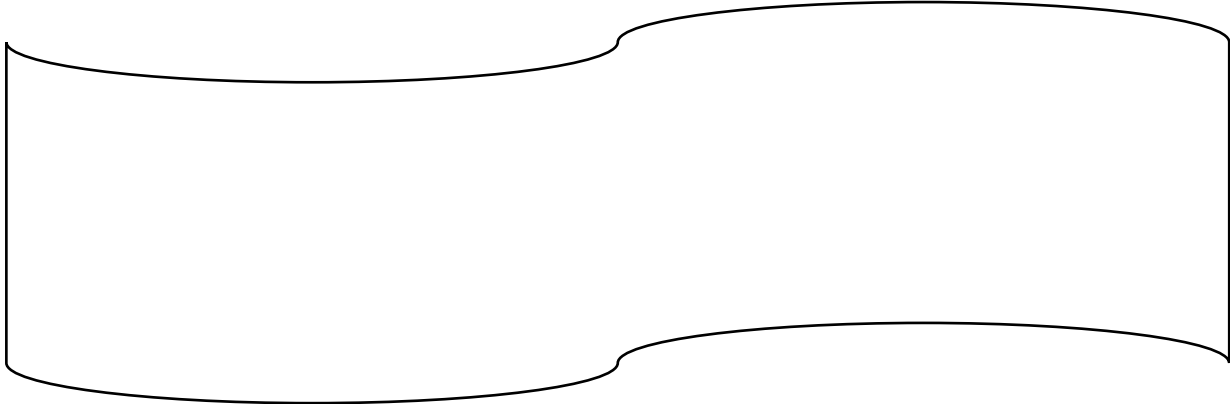
Read the following sentences and ask student:

What do these have in common? (ADJECTIVES)

In the banner, have the student write: adjective

The angry mob stormed the store.  
My cousins gave a loud yelp.  
A big, yellow truck is at the station.

*What is another name for these underlined words?*



Now, underline the adjective and draw an arrow to the noun that is being described.

An orange ball was kicked into a busy street.



On the concrete bridge, there was a major collision.

After our lively walk, we sipped sweet lemonade.

When we were driving the grey car, we saw an abandoned building.

Write a phrase with the provided adjective:

devastating	
optimistic	
controversial	
excited	

Latin origin of the word *adjective*:

ad = to, toward + jacere = to throw

The adjective “throws meaning” to its noun.

Now, underline the adjective and draw an arrow to the noun that is being described. The number of adjectives is in parentheses.

At the birthday party, they ate chocolate cake, vanilla cupcakes, and lemon tarts. (4)

Our history teacher asked our disorganized class to bring yellow pencils and green spirals. (4)

After the Thanksgiving feast, the large family played a football game outside. (3)

Where was the red, sports car when it drifted around the tight corner and landed in the muddy ditch? (4)

# Adjective Sort: Comparative (-er) or Superlative (-est)

thirsty	bright	evil	considerate
thirstier	brighter	more evil	more considerate
thirstiest	brightest	most evil	most considerate

Adjective

Comparative

Superlative

---

---

---

---



---

---

---

---



---

---

---

---

most honest	stinky
hungriest	more deafening
stinkier	hungry

hungrier
deafening
more honest

most deafening
honest
stinkiest



Adjective

Comparative

Superlative

---

---

---

---



---

---

---

---



---

---

---

---

## Adjective Sort: Smell/Sight/Touch/Sound/Taste

stinky

rough

squeaky

blurred

ugly

loud

velvety

bitter

rotten

creamy

flavorful

transparent

spicy

odorous

slippery

delicious

**Smell**

**Sight**

---

---

---

---

**Taste**

---

---

---

---

---

---

---

---

---

---

---

**Sound**

---

---

---

---

## The Hidden World Beneath a Pond

To most people, a pond is just a small body of water, calm and still. Beneath the surface, a hidden world teems with life.

Tiny insects skate across the water, their legs barely making a ripple. Below them, tadpoles wiggle through the weeds, slowly growing into frogs. Further down, fish dart between plants, searching for food. At the very bottom, crayfish scuttle over the muddy floor, their claws raised in defense against any intruders.

Even the water itself is full of life—microscopic creatures too small to see, working to keep the pond clean. Every drop is like its own tiny universe, full of movement and survival.

As the sun sets, fireflies flicker at the edges of the pond, and frogs begin their nightly chorus. The world beneath the water may go unnoticed by most, but for those who stop to look, it's a place full of wonder.

Write a sentence with at least 10 words with at least 2 adjectives to describe a pond.

Adjectives describe:

observation, size, shape,  
age, color, origin, material

Observation: stunning, hideous, peaceful

Size: grand, tiny expansive

Shape: circular, flat, box-like

Age: ancient, young, modern

Color: turquoise, beige, transparent

Origin: Egyptian, American, Martian

Material: wooden, concrete, plastic

---

---

---

---

---



# Scratch Outline: Example Paragraph

1. **Supporting Ideas**: Jot down a list of supporting ideas, given the topic:

## Common Fish

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

2. **Best supporting ideas**: Select at least 3 that you want to use.

3. **Order**: Decide on their best order. Arrange them in *chronological* order (first to last) or in order of *importance* (least important to most important). Write the numbers in the above boxes.

4. **Supporting sentences**: Turn your list of specific examples into sentences that support the topic.

---

---

---

---

---

5. **Transition Words**: To keep your ideas apart, utilize transition words such as:

for example	for instance	in particular
another example	the last example	first
next	then	finally

6. **Topic sentence**: Write a topic sentence (very important first sentence to your paragraph). It is your argument or point you are trying to make. It could begin with “There is....” or “There are....”

7. **Concluding sentence**: Write a concluding sentence to complete your paragraph. Express your feelings or judgment about the topic. Give your opinion. Suggest some action that might be taken to solve the presented problem. Offer a way to change the situation. (*Do not simply restate the Topic Sentence.*)

8. **Title**: Write an appropriate title for your paragraph, capitalizing the first word and all of the important words in the title. Indent the first line of your paragraph.

Title: \_\_\_\_\_

[illegible]

# Lesson

# 21

Educator note:

What do all of these sentences contain? (PRONOUNS)

What does a PRONOUN do? (take the place of a noun)

In the banner, have the student write: pronoun

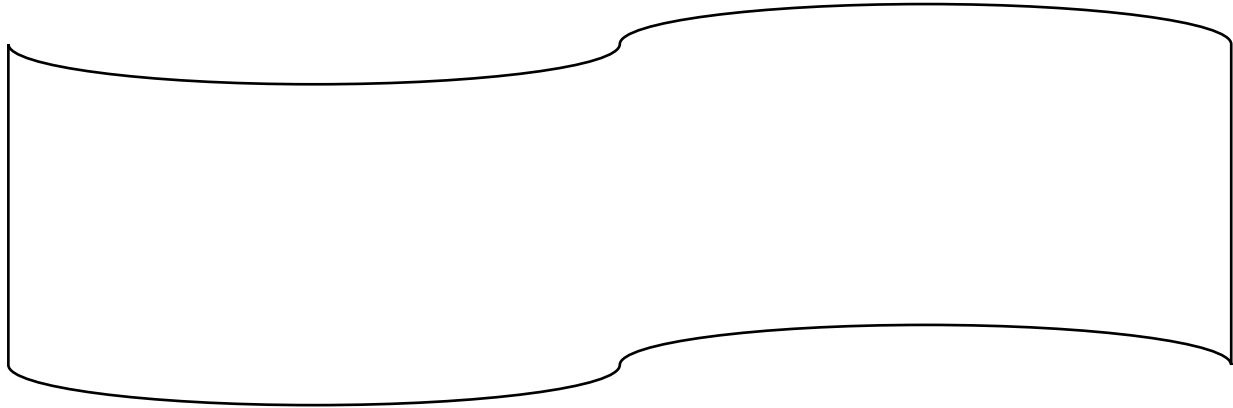
*What is another name for these underlined words?*

Jackson was hungry. He ate a burger.

My family was excited. They chanted.

The bunny was grey. It was cute.

Bonnie and I were together. We enjoyed the movie.



Now, underline the pronoun. The number to find is in the parentheses.

A clown is at the circus. He makes them laugh. (2)

His nose is red. We saw him distract the lions. (3)

After our popcorn, we went to the car. (2)

When we were leaving, I realized I had lost my keys. (4)

We found them on our seats inside the circus. (3)

We waved goodbye to the clown as we left. (2)

Write a phrase with the provided pronoun:

they

I

she

it

Latin origin of the word *pronoun*:

pro = for + nomen = name

So a pronoun stands *for* the *naming* part of the sentence.

## Pronouns

Write a pronoun to replace the noun:

Gabriel \_\_\_\_\_

San Antonio \_\_\_\_\_

Mom and Dad \_\_\_\_\_

the coaches \_\_\_\_\_

bucket \_\_\_\_\_

Paula \_\_\_\_\_

Write a sentence with at least two pronouns from above:

---

---

---

Replace the underlined nouns with a pronoun.

\_\_\_\_\_ Uncle Bob and Dad are cooking steak.

\_\_\_\_\_ Madelyn is funny and energetic.

\_\_\_\_\_ The librarian found the book.

\_\_\_\_\_ Mr. Longfellow parks the car.

\_\_\_\_\_ The aroma smells delicious.

\_\_\_\_\_ The team will be waiting for the umpire.

\_\_\_\_\_ Ahh...the pillow is soft.

\_\_\_\_\_ Mrs. Smith helps me with my sewing.

\_\_\_\_\_ The repairmen have been working all day.

\_\_\_\_\_ My friend and I are playing outside.

## Pronouns: Matching



Match common noun to pronoun:

flower	he	boy and girl	him
grandfather	she	king	it
aunt	it	road	they

Match proper noun to pronoun:

Mr. Smith	them	Chick Fil A	he
Adidas shoes	she	President Lincoln	they
Queen Elizabeth	he	Capt. & Mrs. Adams	it

Place the pronoun in the appropriate category:

mine	theirs	I
he	him	yours
them	they	us

as subject

as object

possessive

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## How a Roller Coaster Works

The car clicks as it climbs higher and higher, the wind rushing past your face. The moment it reaches the peak, there's a pause—then a sudden, stomach-dropping rush downward! Have you ever wondered how a roller coaster works?

It all starts with potential energy. When the ride climbs that first hill, a chain or cable lifts the cars to the top, giving them stored energy from gravity. The second the car tips over, that stored energy turns into kinetic energy—the energy of motion!

Here's something interesting—most roller coasters don't have engines! Once the first drop happens, the ride coasts through the rest of the track, using the energy from that first hill to keep going. That's why the first hill is always the tallest—so the coaster has enough speed for the loops, twists, and turns!

Next time you ride a roller coaster, think about how physics is at work, keeping you flying through the air at thrilling speeds!





# Scratch Outline: Process Paragraph

1. **Supporting Ideas**: Jot down a list of supporting ideas, given the topic:

## How to Explore an Amusement Park

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

2. **Best supporting ideas**: Select at least 3 that you want to use.

3. **Order**: Arrange them in *chronological* order (first to last). Write the numbers in the above boxes. May begin by listing materials and supplies needed before the process begins.

4. **Supporting sentences**: Turn your list of specific steps into sentences. Point of view must be consistent...do not change from *I* to *you* midstream.

---

---

---

---

---

5. **Transition Words**: To keep your ideas apart, utilize transition words such as:

first	second	third	then	next	also	at last
moreover			before	when	last	furthermore
to begin with			finally	afterwards	after	at this point

6. **Topic sentence**: Write a topic sentence (very important first sentence to your paragraph). It is your argument or point you are trying to make. It could begin with "There is...." or "There are...."

7. **Concluding sentence**: Write a concluding sentence to complete your paragraph. Express your feelings or judgment about the topic. Give your opinion. Suggest some action that might be taken to solve the presented problem. Offer a way to change the situation. (*Do not simply restate the Topic Sentence.*)

8. **Title**: Write an appropriate title for your paragraph, capitalizing the first word and all of the important words in the title. Indent the first line of your paragraph.

Title: \_\_\_\_\_

[illegible]

# Lesson

# 25

## Adverbs: Matching

Match verb to adverb:

snore  
tiptoe  
eat

quietly  
loudly  
voraciously

think  
thank  
dodge

carefully  
skillfully  
gratefully

---

Fill in the blanks with an appropriate adverb:

\_\_\_\_\_ sleep (how)

\_\_\_\_\_ run

\_\_\_\_\_ answer

\_\_\_\_\_ scrub

\_\_\_\_\_ search

\_\_\_\_\_ pull (when)

\_\_\_\_\_ smile

\_\_\_\_\_ trip

\_\_\_\_\_ park

\_\_\_\_\_ walk

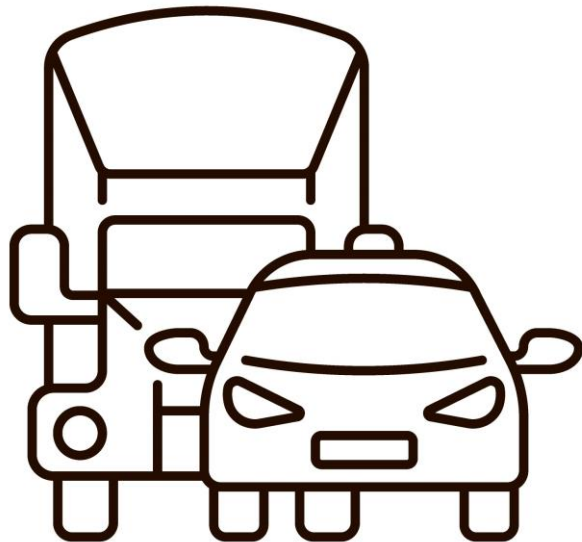
\_\_\_\_\_ turn (where)

\_\_\_\_\_ drive

\_\_\_\_\_ carry

\_\_\_\_\_ join

\_\_\_\_\_ serve



## List of Adverbs

### How:

quickly  
amusingly  
soothingly  
joyously  
curiously  
calmly  
forcefully  
solemnly  
swiftly  
shyly  
neatly  
honestly

---

---

---

### When:

soon  
immediately  
often  
frequently  
anytime  
afterwards  
almost  
always  
seldom  
sometimes  
yesterday  
tomorrow

---

---

---

### Where:

nowhere  
anywhere  
somewhere  
here  
there  
inside  
outside  
southeast  
up  
around  
close by  
back

---

---

---

-----  
Write a sentence of at least 11 words with at least 2 adverbs.

---

---

---

# Change endings to become Adverbs

Endings often represent a word's part of speech.

Add -ly to change from  
adjective to adverb:

rude \_\_\_\_\_

sad \_\_\_\_\_

violent \_\_\_\_\_

Write a sentence with a word containing an adjective ending in -ly:

---

---

Look at the underlined adverb. Does it answer: How, Where, When?

\_\_\_\_\_ She spoke softly.

\_\_\_\_\_ We will meet inside.

\_\_\_\_\_ He left the party early.

\_\_\_\_\_ She completed the assignment carefully.

\_\_\_\_\_ They went outside.

-----  
Write a sentence with at least 1 adverb about how you did a sport.

---

---

---

---

Underline the adverb in the below sentences.

Honestly, I knew that I would survive the trip yesterday. (2)

I foolishly drove the car and courageously approached it. (2)

Bravely, he started the voyage and leapt to great heights quickly. (2)

Inside, she noticed the enormous lizard lazily sprawled in the cave. (2)

We encountered monsters frequently, and conquered boldly. (2)

Finally, they finished and victoriously raised their flags. (2)

Then, I abruptly got my large backpack. (2)

-----  
*Write sentences that include the provided adverbs.*

**independently**

---

---

**soon**

---

---

**energetically**

---

---

-----  
*Adverbs modify the verb. They answer how, when, where.*

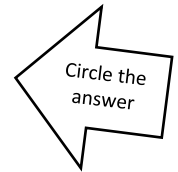
**How**: suddenly, gradually, easily, slowly, forcefully, sadly, loudly

**How much is it done**: almost, little, entirely, much, totally, very, completely, rather

**When**: soon, yesterday, often, sometimes, today, tomorrow, early, never, punctually, annually, daily, hourly, once, usually

**Where**: outside, here, above, everywhere, up, inside, below, wherever

What do these adverbs tell:      How?    When?    Where?



1. She arrived **early** for the meeting.
2. We will leave **soon**.
3. He called **yesterday**.
4. They are practicing **now**.
5. She visits her grandmother **weekly**.

Write 1 sentence with 2 adverbs telling When:

---

---

**Yesterday**, the students **eagerly** gathered **upstairs** in the library, where they **quietly** found seats and **attentively** listened to the teacher's instructions. They knew **exactly** when to begin their research, so they **diligently** flipped through books and **carefully** took notes. Some worked **methodically** at the long tables, while others **comfortably** sat in cozy reading nooks. No matter where they were, they **enthusiastically** explored new ideas and **thoroughly** analyzed the information. When the session ended, they **reluctantly** packed up, wishing they had more time to learn. They would like to meet **frequently**.

How do these adverbs more fully describe the scene?

---

---



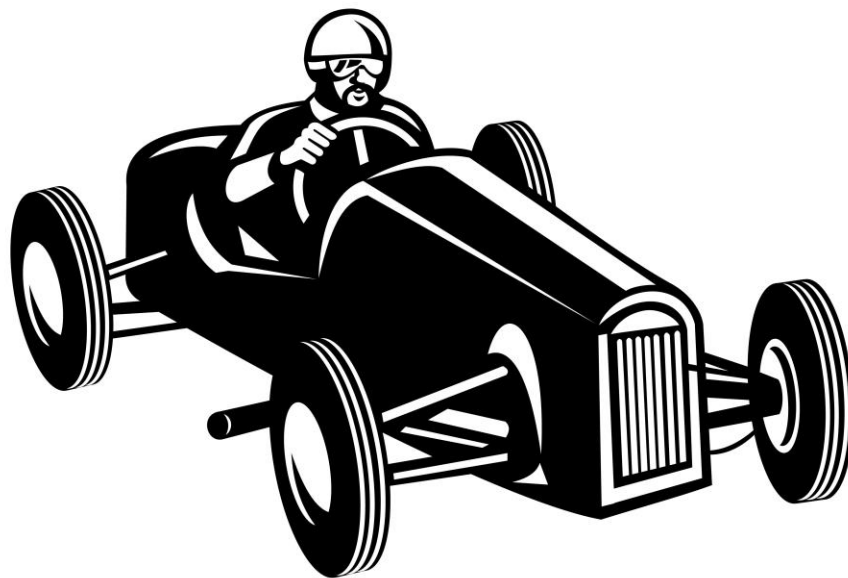
## The Fastest Car in the World

On a long, flat stretch of desert, a team of engineers gathered around a sleek, rocket-like car. It wasn't an ordinary race car—it was the ThrustSSC, the first car to break the sound barrier!

In 1997, this jet-powered car became the fastest land vehicle ever recorded, reaching an incredible 763 miles per hour—faster than a commercial airplane! Unlike normal cars, it didn't have wheels that powered it forward. Instead, it had two jet engines, similar to what fighter jets use.

The driver, Andy Green, wore a high-tech suit and helmet, just like a pilot. As the engines roared to life, the car shot forward, kicking up dust as it sped across the dry lake bed. Within seconds, it was faster than any sports car on Earth. Then, a sonic boom—the sound of the car breaking the sound barrier—echoed across the desert.

The record still stands today. But engineers are already working on new land-speed vehicles, hoping to push the limits even further. Maybe one day, a car will go faster than 1,000 miles per hour!



# Scratch Outline: Reason Paragraph

1. **Supporting Ideas**: Jot down a list reasons: **Advantages of Driving the Speed Limit**


2. **Choose top 3 reasons → then add descriptive details & examples for each**

Reason #	Reason #	Reason #
Example #1:	Example #1:	Example #1:
Example #2:	Example #2:	Example #2:
Example #3:	Example #3:	Example #3:

3. **Supporting sentences**: Order reasons from *least* → *most* important. Write the # by the Reason #.  
Turn the reasons and details/examples into sentences.


4. **Transition Words**: To keep your ideas apart, utilize transition words such as:  
one reason      another reason      the first/second/third reason      the final reason  
the last reason      the most important reason      therefore      as a result      consequently

5. **Topic sentence**: Write a topic sentence (very important first sentence to your paragraph). It is your argument or point you are trying to make. It could begin with “There is....” or “There are....”

6. **Concluding sentence**: Write a concluding sentence to complete your paragraph. Express your feelings or judgment about the topic. Give your opinion. Suggest some action that might be taken to solve the presented problem. Offer a way to change the situation. (*Do not simply restate the Topic Sentence.*)

7. **Title**: Write an appropriate title for your paragraph, capitalizing the first word and all of the important words in the title. Indent the first line of your paragraph.

Title: \_\_\_\_\_

[illegible]

# Lesson

## 29

## Fill in the missing preposition

The book is \_\_\_\_\_ the table.

She walked \_\_\_\_\_ the park.

We sat \_\_\_\_\_ the tree.

He placed his keys \_\_\_\_\_ the drawer.

The cat jumped \_\_\_\_\_ the couch.

They traveled \_\_\_\_\_ the country.



### Reading Practice: Prepositions

Underline the prepositions in this passage:

During the summer, we went to the beach with our friends. We walked along the shore, collecting seashells in our hands. The sun shone brightly above us, and a gentle breeze blew through the palm trees. After swimming in the ocean, we relaxed under the umbrella on the warm sand. Later, we had lunch at a small café near the boardwalk. It was a perfect day for making memories with loved ones.

# Prepositions

List nouns/pronouns that could go with the following prepositions:

above

---

---

---

beneath

---

---

---

in front of

---

---

---

through

---

---

---

among

---

---

---

near

---

---

---

beyond

---

---

---

upon

---

---

---

within

---

---

---

atop

---

---

---

next to

---

---

---

toward

---

---

---



Write a sentence with a preposition as its first word.

*Example: During the night, the snow fell.*

---

---

---

# Prepositions

List nouns/pronouns that could go with the following prepositions:

across

---

---

---

below

---

---

---

at

---

---

---

beneath

---

---

---

on

---

---

---

far from

---

---

---

throughout

---

---

---

aboard

---

---

---

close to

---

---

---

near to

---

---

---

until

---

---

---

underneath

---

---

---



Write a sentence using the preposition *under* about a camping trip.

*Example:* On a cold night, our family slept *under* the stars.

---

---

---

# Preposition: Matching

Match preposition to the rest of the phrase:

under

George Washington

by

the blanket

through

the woods

beside

the corner

around

the night

into

the crying baby



Fill in the blanks with an appropriate preposition:

\_\_\_\_\_ the old bridge

\_\_\_\_\_ the exciting day

\_\_\_\_\_ my nice friend

\_\_\_\_\_ a space suit

\_\_\_\_\_ Mark Twain

\_\_\_\_\_ the soccer team

\_\_\_\_\_ my mean friend

\_\_\_\_\_ the desk

\_\_\_\_\_ the scooter

\_\_\_\_\_ a rubber band

Write a sentence of at least 9 words that includes 1 preposition, 1 adverb, and 1 adjective.

---

---

---



# The Mystery of the Deepest Ocean Trench

Far beneath the ocean's surface, deeper than Mount Everest is tall, lies the Mariana Trench, the deepest place on Earth.

This underwater canyon is so deep—nearly 36,000 feet—that if you dropped the entire Mount Everest inside it, the peak would still be over a mile underwater! At its deepest point, called Challenger Deep, the pressure is over 1,000 times greater than at sea level.

Few humans have ever seen the trench with their own eyes. In 1960, two explorers, Jacques Piccard and Don Walsh, took a special submarine called the Bathyscaphe Trieste down to the bottom. They expected a lifeless world, but to their surprise, they saw a fish! Scientists later sent robots and discovered even stranger creatures—like giant amphipods (shrimp-like creatures the size of a cat) and translucent sea cucumbers.

Even today, scientists believe there are undiscovered creatures lurking in the dark, waiting to be found. The ocean's greatest secrets may still be hidden in the deep.



# Scratch Outline: Definition Paragraph

1. **Supporting Ideas**: Jot down a list of supporting ideas about: **Exploration**  
Define by example, by synonym, by stating what it is *not*, by explaining the distinction between similar terms, or by analogy

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

2. **Best supporting ideas**: Select at least 3 that you want to use.

3. **Order**: Decide on their best order. Arrange them in *chronological* order (first to last) or in order of *importance* (least important to most important). Write the numbers in the above boxes.

4. **Supporting sentences**: Turn your list into sentences that support the topic.

---

---

---

---

---

5. **Transition Words**: To keep your ideas apart, utilize transition words such as:

for example	for instance	in particular
another example	the last example	first
next	then	finally

6. **Topic sentence**: Write a topic sentence (very important first sentence to your paragraph). It is your argument or point you are trying to make. It could begin with “There is....” or “There are....”

7. **Concluding sentence**: Write a concluding sentence to complete your paragraph. Express your feelings or judgment about the topic. Give your opinion. Suggest some action that might be taken to solve the presented problem. Offer a way to change the situation. (*Do not simply restate the Topic Sentence.*)

8. **Title**: Write an appropriate title for your paragraph, capitalizing the first word and all of the important words in the title. Indent the first line of your paragraph.

Title: \_\_\_\_\_

[illegible]

## **Congratulations! You have mastered:**

## ✓ Adjectives

## ✓ Pronouns

## ✓ Adverbs

## ✓ Prepositions

*Keep going to the next  
Student Workbook....*

Sentence to  
Paragraph  
Writing  
Success

- ➡ Build Strong Sentences
- ➡ Improve Grammar
- ➡ Master the Art of Writing Well