

Sentence to Paragraph Writing Success

Lessons 1-15

- ➡ Build Strong Sentences
- ➡ Improve Grammar: Nouns and Verbs
- ➡ Master the Art of Writing Well

SAMPLE

The workbook
belongs to:



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Much appreciated!

Gina@SanAntonioReadingCamps.com

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Content Order: Reading Passages and Scratch Outlines

1. Question and Answer
 - A. Farm
 - B. Library

2. The Example Paragraph (easiest to write; specific, concrete examples)
 - A. Life of a Rain Drop-Things I Could Do in a Rainstorm
 - B. The Journey of a Sea Turtle-Ways of Keeping Beaches Clean
 - C. The Silent Work of Earthworms-Useful Habits to Help Nature Flourish

3. The Process Paragraph (written in time order; describes steps in the process)
 - A. Precise Power from Above-How to Get Rid of Mice
 - B. The Flight of a Monarch Butterfly-Packing for a Trip
 - C. The First Spark-How Fire Changed the World--How to Build a Campfire

4. The Classification Paragraph (decide on what basis to classify, e.g., poisonous/nonpoisonous snakes, and provide several examples of each)
 - A. The Great Pyramid Rises-Kinds of Monuments
 - B. The Lone Star State-Texas
 - C. The Unseen World of Coral Reefs-Ocean Life

5. The Reason Paragraph (state belief/opinion & support your idea with reasons)
 - A. The Long Winter of the Woolly Mammoth-Why I Enjoy Winter



Lesson

5

Educator note:

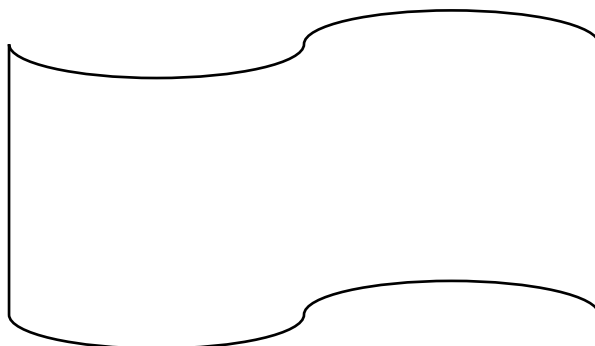
Ask student: What is going on in these pictures?

Have student write 3 action verbs on the blank lines provided for each picture.

In the banner, have the student write: verb







Label and illustrate your own verbs:



Reading Practice: Verbs

Underline the verbs in this passage:

The textile factory impounded a shipment of wool after a recent inspection revealed defects. Workers cared deeply about quality, so they carded the fibers carefully before feeding them into the spindle, ensuring each strand was smooth and strong. One worker accidentally touched boiling water and screamed a cry as it scalded his hand. Despite the setback, the team worked efficiently to stay on schedule. The factory produced a wide range of fabrics, and their work was always interesting to visitors. In another part of the facility, a squadron of workers focused on precise cutting, dividing fabric into sections that matched each quadrant of the design.

Written Expression: Verbs

A verb shows action or helps make a statement

Using the nouns and verbs below,
write a sentence with at least 2 nouns and 2 verbs:

waitress

fell

tree

smiled

playground

crushed



Verb List:

List verbs to go with each of these activities

in a museum

a day at the beach



at school

in the grocery store

Use 2 of the verbs you wrote above in your own sentence:

Verb List:

List verbs for each of these people

grandfather

baby sister



teacher

engineer

Use 2 of the verbs you wrote above in your own sentence:

The Silent Work of Earthworms

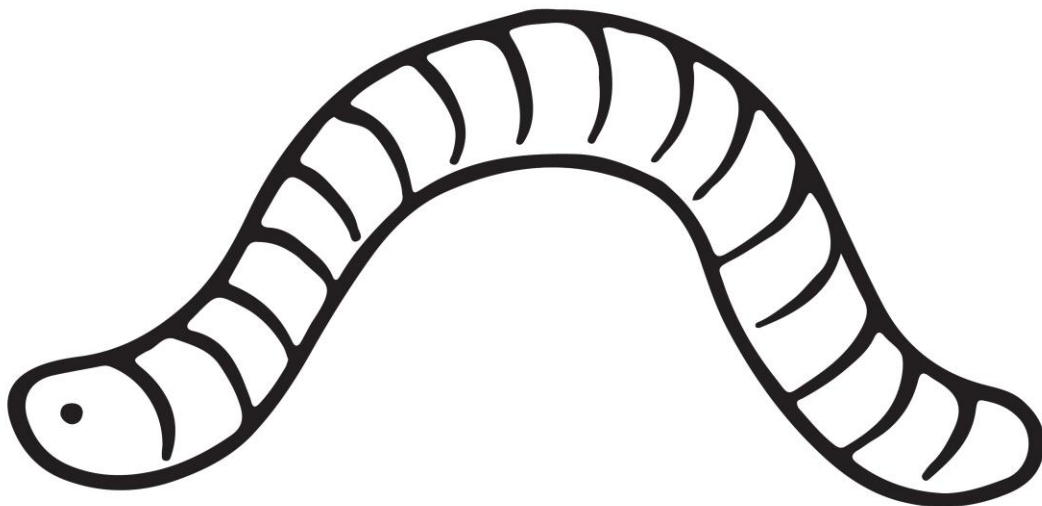
Deep beneath the soil, hidden from sight, tiny creatures moved with quiet determination. Earthworms wriggled through the darkness, tunneling their way through damp earth, their soft bodies stretching and contracting as they worked.

They left a network of tiny tunnels in their wake, loosening the soil and making space for air and water to flow. Their journey was slow but purposeful. Each movement helped the earth above breathe, allowing plants to grow strong and healthy.

As they wriggled through the soil, the worms consumed tiny bits of decaying leaves and roots. Their bodies broke down the nutrients, turning waste into rich, fertile soil. Without them, the ground would become hard and lifeless.

Above the surface, trees stretched toward the sky, flowers bloomed in brilliant colors, and grass swayed gently in the breeze—all thanks to the silent, unseen labor of earthworms. They worked without rest, never knowing how much the world depended on them.

As the sun rose and set, and seasons changed, the earthworms continued their quiet task. And while no one might ever see them, their work would always be felt, shaping the world beneath our feet.



Scratch Outline: Example Paragraph

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

Useful Habits to Help Nature Flourish

<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: _____

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Lesson 9

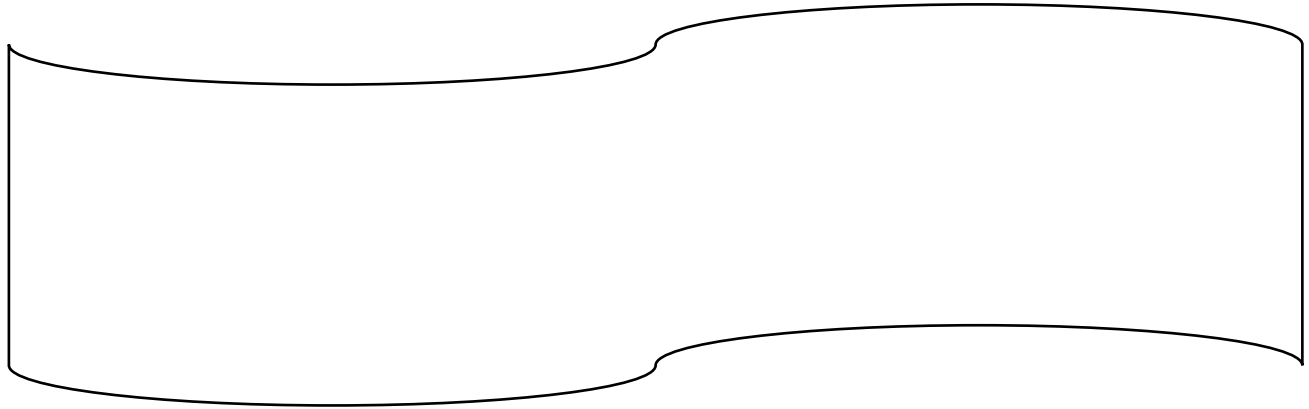
Educator note:

Read the following sentences and ask student:
What kinds of verbs are these (is, am, are)?

In the banner, have student write: linking verb

Linking verbs can often be replaced by an equal sign (=).

She is happy. She = happy.
I am a student. I = student.
They are excited. They = excited.



	<u>to be - past:</u>	<u>present:</u>	<u>future:</u>
I	was	am	will be
you			
he/she/it			
we			
you			
they			

Read these sentences.

Re-write them and substitute “=” for the linking verb.

He was tired. He = tired.

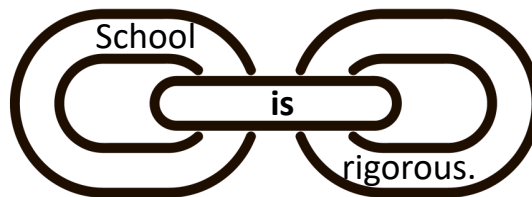
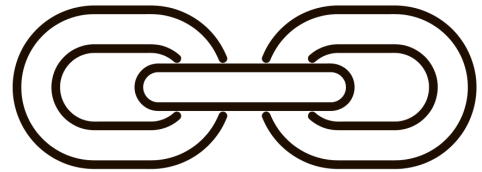
We were late. We = late.

She seems nice. She = nice.

I feel cold. _____

You look beautiful. _____

That sounds fun. _____



Linking verbs that are *not* forms of the verb ***to be*** are harder to find.

Most of the time, you can replace them with a form of the verb ***to be***, and the sentence will still make sense. For example:

The bread **smells** delicious.

The bread **is** delicious.

The practice seemed easy to the athlete.

The practice _____ easy to the athlete.

Those shirts smell really stinky.

Those shirts _____ really stinky.

Their new album will sound cheerful.

Their new album _____ cheerful.

Common
Linking Verbs
besides *to be*:

become

seem

grow

look

prove

remain

smell

sound

taste

turn

stay

get

appear

feel

Linking Verbs: Linking verbs connect or link the subject to more information about that subject.

Circle the linking verbs in each sentence.

The number in parentheses tells you how many to find.

He became famous. (1)

The soup tastes delicious. (1)

The flowers smell wonderful. (1)

He appears nervous. (1)



Read the linking verbs below and use 2 of them in a sentence:

am

smell

feels

taste

Reading Practice: Underline the Linking Verb

Although he was insulted, he remained calm.

As time passed, she grew more confident in her abilities.

Until the end of the meeting, she remained silent.

Since she started her new job, she seems happier.

As the night went on, the streets remained empty.

Although he was exhausted, he looked happy.

Since the accident, he has remained cautious.

Although the weather was harsh, the traffic grew calm.

Unless conditions improve, the roads will remain dangerous.

After the storm passed, the town remained peaceful.

Written Expression: Linking Verbs

Linking verbs connect or link the subject to more information about that subject.

*Include *will* as part of verbs in the future tense.

Underline the linking verb in the phrase:

becomes quiet around bedtime

grows difficult with time

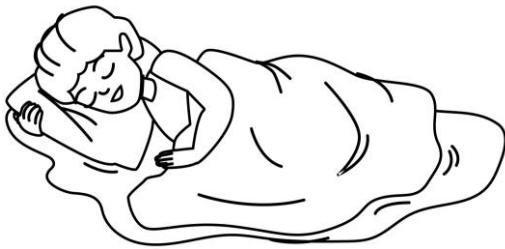
will seem easy for him

Underline the linking verb in the clause:

if Bob is happy with the job

the plan proved successful

although she remained with him



Clauses contain a subject and a predicate.
Some clauses can stand alone as a complete sentence. Some cannot.

Underline the linking verbs in the sentences:

If Bob is happy with the job, then he will work.

After discussing all the options, the plan proved successful.

Although she remained with him, his health declined sharply.

Kindergarten will seem easy for him.

Linking Verbs: Matching

Prepositions *show position or relationship between a noun/pronoun and some other word in the sentence.*

Match linking verb to a prepositional phrase:

stays	in the movies	stay	nearby me in the store
appears	inside because of the weather	was	outside in the garden
seems	out of this world	grow	in a cast last month

Sort: Place the linking verbs in the appropriate category

were

was

am

will be

are

will seem

will get

looked

feel

past:

present:

future:

Write a sentence with a linking verb in the present tense about school:

Linking Verbs

Linking Verbs: Linking verbs connect or link the subject to more information about that subject.

Circle the linking verbs in each sentence.

The number in parentheses tells you how many to find.

She remains calm. (1)

An enormous task grows difficult. (1)

They stay quiet. (1)

The sky turns dark. (1)

Read the linking verbs below and use 2 of them in a sentence:

grow

look

remain

get

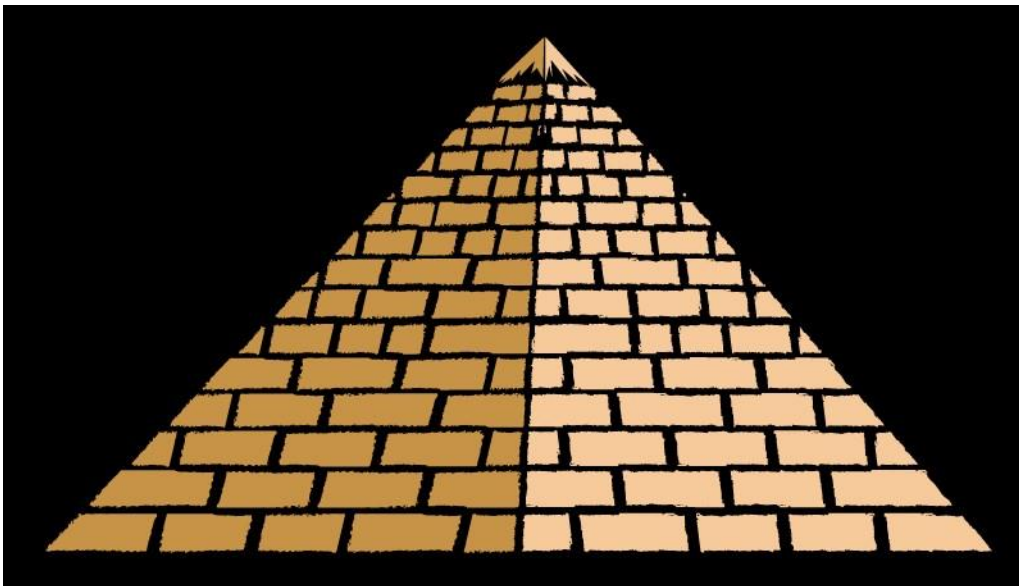
The Great Pyramid Rises

The scorching Egyptian sun beat down on the desert as workers hauled massive limestone blocks across the sand. They groaned under the weight, pulling ropes, rolling stones over logs, and slowly inching each piece closer to its final place.

For years, thousands of workers labored to build a monument unlike any before. The Great Pyramid of Giza would stand taller than anything they had ever seen, meant to honor Pharaoh Khufu and carry him to the afterlife.

Brick by brick, ramp by ramp, the structure rose. Skilled craftsmen carved hieroglyphics, while architects carefully planned each step to ensure the pyramid's stability. Day after day, the desert echoed with the sounds of chisels and hammers.

When it was finally complete, the Great Pyramid towered over the landscape, its smooth sides gleaming in the sunlight. It stood as a testament to human ingenuity, lasting thousands of years, a symbol of ancient Egypt's incredible achievements.



Scratch Outline: Classification Paragraph

1. **Supporting Ideas**: Jot down a list/brainstorm, given the topic:

Kinds of Monuments (start by just listing → then create categories)

_____	_____	_____
_____	_____	_____
_____	_____	_____

Example categories: statues, (war) memorials, historical buildings, architectural monuments (Eiffel tower), natural monuments (Grand Canyon), etc.

Category #1: _____

Category #2: _____

Example #1: _____

Example #1: _____

Example #2: _____

Example #2: _____

Example #3: _____

Example #3: _____

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

3. **Supporting sentences**: Turn your list of categories and examples into sentences.

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

the first/the second/the third

one kind/another kind

one type of/another type of

the best/worst type/kind

the last type/kind

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.

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Lesson

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Written Expression: Compound Linking Verbs

Linking verbs connected with a conjunction.

Conjunctions connect words, phrases, or sentences.

- She felt tired but remained focused on her work.
- The sky looked dark and became stormy.
- He was excited yet seemed nervous at the same time.

Fill in the Linking Verbs using the Verb Bank

- The food _____ delicious and
_____ amazing.
- The baby _____ stronger and
_____ more active each day.
- Her voice _____ shaky
but _____ confident
throughout the speech.

sounded, remained

smelled, tasted

grew, became

Underline the Linking Verbs and circle the conjunction

She becomes energetic throughout the day but remains tired at night.

He feels exhausted during the exam and
grows weary.

The weather turned cold yet appeared sunny
outside.

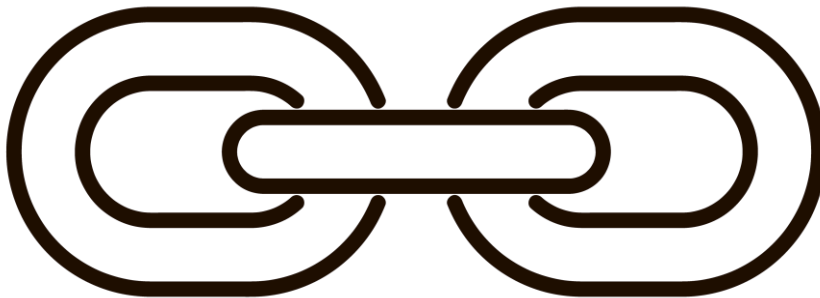
Fill in the blank from the verb bank

Sandpaper _____ rough.
(*present tense*)

was
feels
will be

My cousin _____ brave and ride
every roller coaster. (*future tense*)

Lincoln _____ one of our greatest
presidents. (*past tense*)



Write a sentence with a compound linking verb:

Example: The flowers looked beautiful and smelled wonderful in the garden.

Linking Verbs: Matching

Match concrete noun to a linking verb:

ice cream

feels smooth

roses

tastes delicious

satin

smell refreshing

problem

sounds lovely

stain

remains on the shirt

choir

grows harder

Match linking verb to an adjective:

appears

disgusting

tastes

difficult

grows

beautiful

looks

stinky

smells

harmonious

sounds

attractive

Write a sentence with a linking verb in the present tense about going to the doctor:

The Long Winter of the Woolly Mammoth

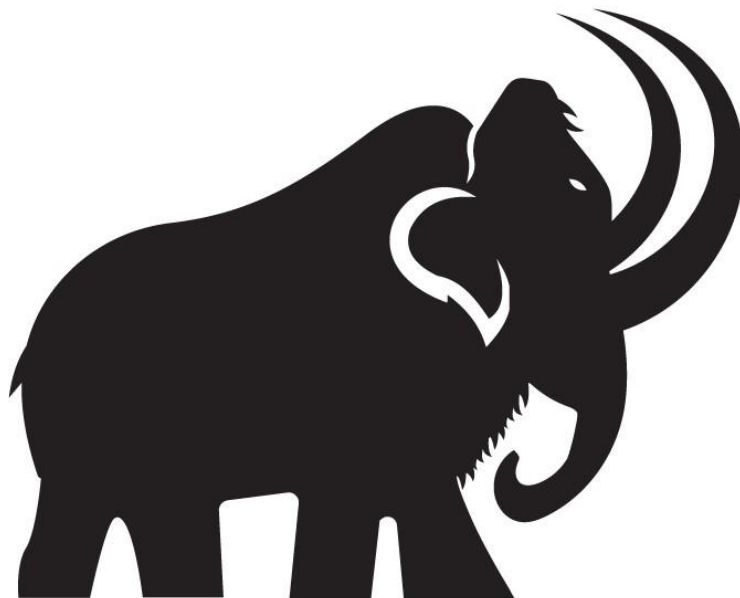
The wind howled across the frozen tundra as a massive shape lumbered through the snow. Its thick, shaggy fur protected it from the bitter cold, and its long, curved tusks scraped at the ice, searching for buried grasses beneath the frost.

This was a woolly mammoth, one of the largest creatures of the Ice Age. It roamed in herds, moving from place to place in search of food. The young mammoths stayed close to their mothers, learning how to survive in a world of endless winter.

Danger lurked. Saber-toothed cats prowled the edges of the herd, waiting for an opportunity to strike. The mammoths, however, were not easy prey. They would form a tight circle around their young, using their massive size to fend off attackers.

For thousands of years, these giants thrived. But as the world warmed, their icy home melted away. With fewer places to roam and less food to eat, the woolly mammoth slowly disappeared, leaving only bones and frozen remains as clues to its past.

Today, scientists study these fossils, uncovering secrets of an age long gone. Some even dream of bringing mammoths back to life, using DNA from frozen specimens to restore them to the world once more.



Scratch Outline: Reason Paragraph

1. **Supporting Ideas**: Jot down a list/brainstorm reasons: **Why I Enjoy Winter**

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: _____

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Lesson

15

Written Expression: Linking and Action Verbs

Sometimes *linking verbs* can be *action verbs*, depending on the context

Linking verbs link a noun with another word that describes it or renames it.

An equal sign (=) can be substituted for the linking verb.

Action verbs show action.

look linking: She *looks* beautiful.
 action: *Look* out the window!

taste linking: The soup *tastes* delicious.
 action: I *taste* chocolate in the recipe.

get linking: It *will get* hot this summer.
 action: We *get* her from practice.

Write a sentence with one linking verb
and a sentence with one action verb
about an umbrella.

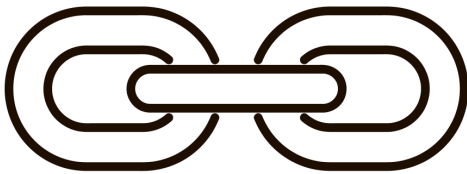


Linking Verbs, Helping Verbs, or Action Verbs

Write **L** for Linking verbs. **H** for Helping verbs. **A** for Action verbs.

Helping verbs help the main verbs.

- ___ We are cooking dinner.
- ___ He is handsome.
- ___ Finish your snack!
- ___ He parks the car.
- ___ The aroma smells delicious.
- ___ The team will be waiting for the coach.
- ___ Ahh...the blanket feels cozy.
- ___ Mrs. Johnson helps me with my project.
- ___ They have been studying all day.
- ___ We did ski down the mountain.
- ___ The pasta appears overcooked.
- ___ The class could recite the poem completely.



Linking Verbs, Helping Verbs, or Action Verbs

Write a sentence with one *linking* verb:

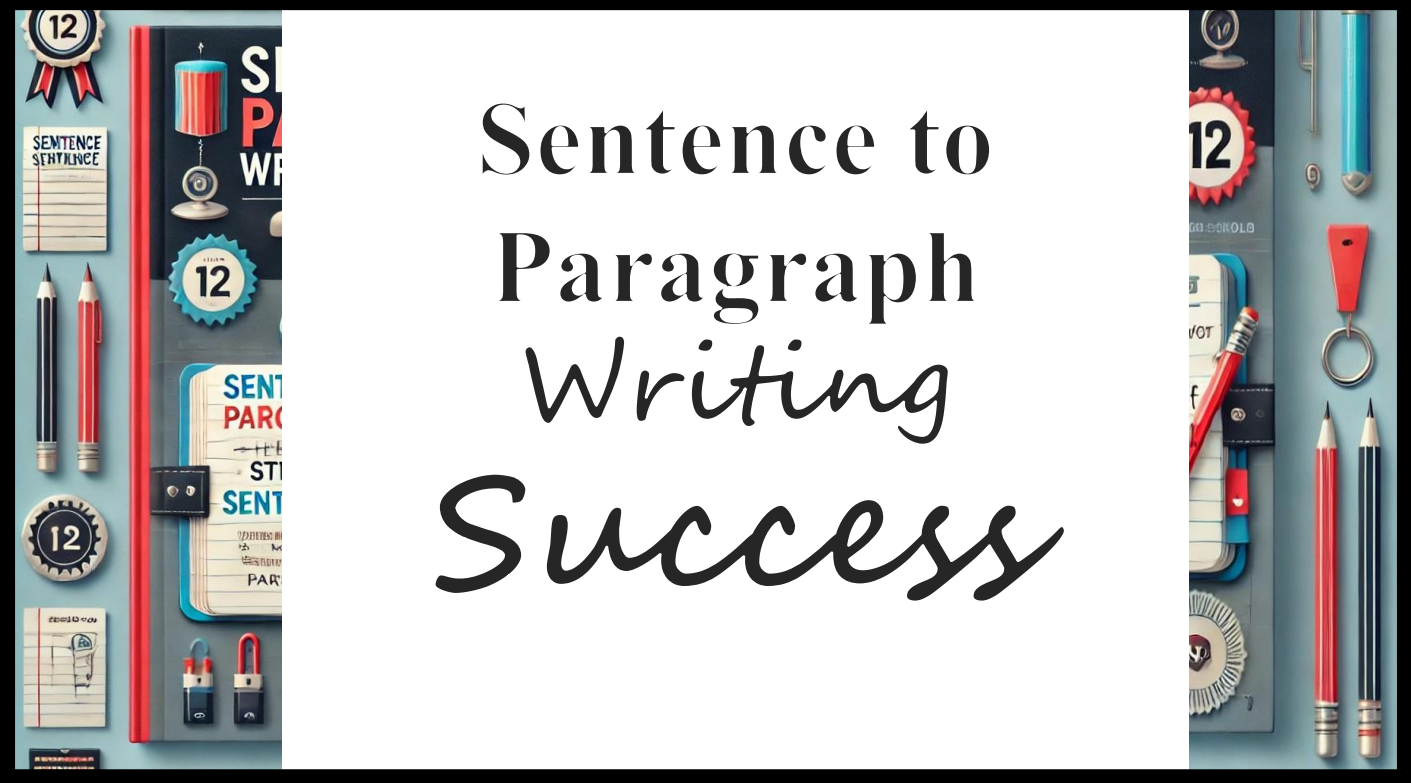
Write a sentence with one *helping* verb:

Write a sentence with one *action* verb:

Congratulations! You have mastered:

- ✓ Nouns: Concrete, Abstract, Common, Proper
- ✓ Verbs: Action, Linking, Helping

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



Sentence to Paragraph Writing Success

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