

Students should now write their own first TOPIC SENTENCE. They include the SUBJECT and their TOPIC I key word.

Then they write the second TOPIC SENTENCE with the SUBJECT and the TOPIC II key word.

They check themselves by circling the SUBJECT and TOPIC in each sentence.

This time they should wait here until you give them directions for their third TOPIC SENTENCE.

Student: Dan D. Example
Teacher: Mr. Eeeee
Room: 222 Date: 4-1-05

TOPIC OUTLINE
Title: Amazing Deserts
Subject: Deserts

TOPIC I. Land → I. Topic Sentence
NOTE #1: Deserts are made of more than one kind of land.

TOPIC II. Location → II. Topic Sentence
NOTE #2: Deserts are located in different kinds of places.

TOPIC III. Weather → III. Topic Sentence
NOTE #3: _____

TOPIC IV. Life → IV. Topic Sentence
NOTE #4: _____

TOPIC V. _____ → V. Topic Sentence
NOTE #5: _____

SCRIPT CARD 13: [Grades 3-4]

REQUIRES: completed TOPIC OUTLINE from SCRIPT CARD 11

Step 6.2: Write Topic Sentences

Lead students into their own first TOPIC SENTENCE.
Say:

Look at your OUTLINE. Point to your circled SUBJECT and TOPIC I's circled KEY WORD. Make a sentence with these two words or words with their meanings.

Write your sentence in the TOPIC SENTENCE box next to TOPIC I. Now circle the two key words to prove that you've included them.

If their sentences are very simple, don't worry. Over time, with experience, student fluency and elaboration improve.

If students simply cannot grasp the strategy for writing topic sentences, refer to the bottom of Step 6.3 for a suggestion that might help them.

Have students write TOPIC SENTENCE II.
Say:

Point to your subject and your key word in TOPIC II. Write a sentence in the TOPIC II box. Remember, circle your two key words to prove that you've included them.

[Continue on Step 6.3]