

PARAGRAPH Frames FOR Writing IN SCIENCE

An effective strategy for students with special needs and ELL students.

Conclusion frame

My answer to the investigative question for this lab is _____.

A piece of data from my results table/graph that supports this conclusion is _____.

For example, when _____ then _____.

The data does/does not support my hypothesis for this lab because I thought _____ and it is correct/incorrect. The evidence I have to support my conclusion is that _____ and _____.

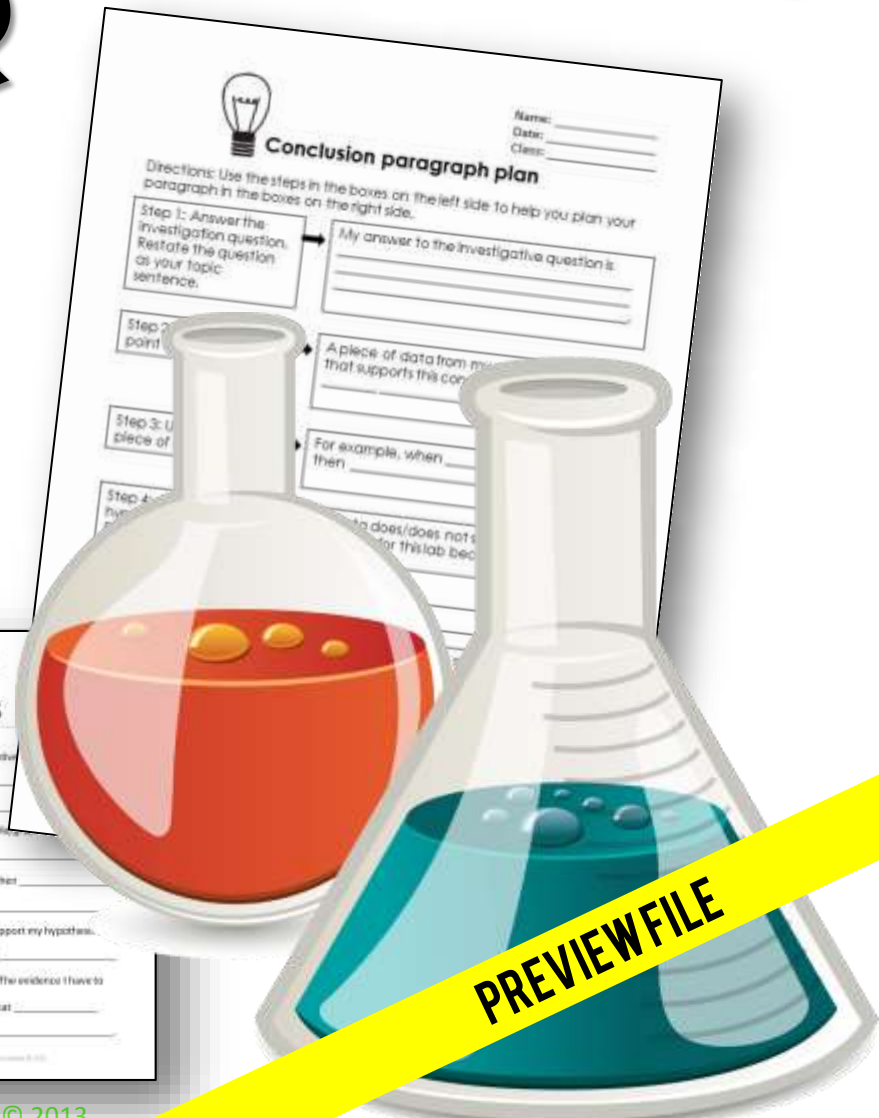
Conclusion frame for interactive notebooks

My answer to the investigative question for this lab is _____.

A piece of data from my results table/graph that supports this conclusion is _____.

For example, when _____ then _____.

The data does/does not support my hypothesis for this lab because I thought _____ and it is correct/incorrect. The evidence I have to support my conclusion is that _____ and _____.



Contents

- **Observation paragraph frames (Pages 3 – 6)**
- **Compare and contrast paragraph frames (Pages 7 – 10)**
- **Conclusion paragraph frames (Pages 11 – 14)**

Each paragraph style has 4 resources:

- Projectable full-screen version for instruction and modeling
- Half-sheet size of frame for interactive notebooks
- Guided paragraph plan, with sentence frames for maximum scaffolding
- Guided paragraph plan without sentence frames for minimal scaffolding

Suggested Use

Guided paragraph frames are a great tool for students who are learning how to write a paragraph but are not writing independently yet. Paragraph frames are useful for students with more significant needs. You may also use the frame as a reference page for student INBs and have them do the writing on another page. This allows for more flexibility in their response and takes away the space limitations of a printable frame.

Observation Paragraph Frame:

1. Projectable Frame
2. Interactive Notebook Size
3. Guided Paragraph Plan (with frame)
4. Guided Paragraph Plan (without frame)

Observation paragraph frame

As we _____, I observed _____

I also noticed _____

_____ reminds me of _____

because _____

When I _____, the _____

_____ At first, _____

but now it _____

It surprised me that _____

because _____

I wonder what would happen if _____

Observation paragraph frames for interactive notebooks

As we _____ I observed _____

I also noticed _____

_____ reminds me of _____

because _____

When I _____, the _____

_____ At first, _____

_____ but now it _____

I think this happens because of _____

Observation paragraph plan

Directions: Use the steps in the boxes on the left side to help you plan your paragraph in the boxes on the right side.

Step 1: Use your four senses (no tasting!) to make basic observations.

- Texture, color, weight, size, shape, smell, sound, behavior/actions

Step 2: Make connections. What do you already know?

Step 3: Cause and effect

Step 4: What changes over time?

Step 5: Investigate! Ask questions.

Step 6: Use your plan to write a paragraph. Include the information from Steps 1 - 5 in your paragraph.

Observation paragraph plan

Name: _____

Date: _____

Class: _____

Directions: Use the steps in the boxes on the left side to help you plan your paragraph in the boxes on the right side.

Step 1: Use your four senses (no tasting!) to make basic observations.

I observed _____

I noticed _____

This reminds me of _____

because _____

When _____ happens,

then _____ happens.

At first, _____

but now _____

I wonder what would happen if _____

I was surprised by _____

because _____

How does _____ affect _____?

Use your plan to write a paragraph. Include the information from Steps 1 - 5 in your paragraph.

PREVIEW FILE

Compare & Contrast Frame:

1. Projectable Frame
2. Interactive Notebook Size
3. Guided Paragraph Plan (with frame)
4. Guided Paragraph Plan (without frame)

Compare and Contrast frame

_____ and _____ are
because they both _____. In addition,
_____ while _____
is/does/acts _____
They are different because _____
is/does _____
but _____. Also, _____
while _____
These are the significant similarities and differences
between _____ and _____

 **Compare and Contrast frame for interactive notebooks** 

_____ and _____
are similar because both _____
_____. In addition, _____
_____ They are different because _____
is/does/acts _____
but _____ is/does _____
_____. Also, _____
while _____

 **Compare and contrast paragraph plan**

Name: _____
Date: _____
Class: _____

Directions: Use the steps in the boxes on the left side to help you plan your paragraph in the boxes on the right side.

Step 1: State what you are comparing and how they are the same or similar. Add more as needed.

_____ and _____
are similar because they both _____
In addition, _____ is/does/acts _____

Step 2: Explain the differences. Compare the same property or characteristic in the same sentence. (Lemons taste sour while sugar is sweet.) Add more as needed.

They are different because _____ while _____
is/does/acts _____ while _____
is/does/acts like _____
Also, _____ but _____

Step 3: Write a short conclusion statement

In conclusion, _____ and _____
have several similarities and differences, including _____ and _____

Step 4: Use your plan to write a paragraph. Include the information from Steps 1 – 3 in your paragraph.



Revised November 9, 2015

 **Compare and contrast paragraph plan**

Name: _____
Date: _____
Class: _____

Directions: Use the steps in the boxes on the left side to help you plan your paragraph in the boxes on the right side.

Step 1: State what you are comparing and how they are the same or similar. Add more as needed.

_____ and _____
are similar because they both _____
In addition, _____ is/does/acts _____

Step 2: Explain the differences. Compare the same property or characteristic in the same sentence. (Lemons taste sour while sugar is sweet.) Add more as needed.

They are different because _____ while _____
is/does/acts _____ while _____
is/does/acts like _____
Also, _____ but _____

Step 3: Write a short conclusion statement

In conclusion, _____ and _____
have several similarities and differences, including _____ and _____

Step 4: Use your plan to write a paragraph. Include the information from Steps 1 – 3 in your paragraph.



Revised November 9, 2015

PREVIEW FILE

Conclusion Frame:

1. Projectable Frame
2. Interactive Notebook Size
3. Guided Paragraph Plan (with frame)
4. Guided Paragraph Plan (without frame)

Conclusion frame

My answer to the investigative question for this lab is _____

A piece of data from my results table/graph that supports this conclusion is _____

_____. For example, when _____ then _____

_____. The data does/does not support my hypothesis for this lab because I thought _____

and it is correct/incorrect. The evidence I have to support my conclusion is that _____ and _____

© 2013 by The Science Education Resource Project

Conclusion frame for interactive notebooks

My answer to the investigative question for this lab is that _____

_____. A piece of data from my results table/graph that supports this conclusion is _____

_____. For example, when _____ then _____

The data does/does not support my hypothesis for this lab because I thought _____

My answer to the investigative question for this lab is that _____

Conclusion paragraph plan

Directions: Use the steps in the boxes on the left side to help you plan your paragraph in the boxes on the right side.

Step 1: Answer the investigation question. Restate the question as your topic sentence.

My answer to the investigative question is _____

Step 2: State a data point

A piece of data from my results table/graph that supports this conclusion is _____

Step 3: Use another piece of data

For example, when _____ happens, _____ then _____

Step 4: Is your hypothesis correct? Explain why or why not.

The data does/does not support my hypothesis for this lab because I thought _____, and the data shows _____

Step 5: State the evidence you have to back up your conclusion

The evidence I have to support my conclusion is _____ and _____

Step 6: Use your plan to write a paragraph. Include the information from Steps 1 – 5 in your paragraph.

© 2013 by The Science Education Resource Project

Conclusion paragraph plan

Directions: Use the steps in the boxes on the left side to help you plan your paragraph in the boxes on the right side.

Step 1: Answer the investigation question. Restate the question as your topic sentence.

Step 2: State a data point

Step 3: Use another piece of data

Step 4: Is your hypothesis correct? Explain why or why not.

Step 5: State the evidence you have to back up your conclusion

Step 6: Use your plan to write a paragraph. Include the information from Steps 1 – 5 in your paragraph.

© 2013 by The Science Education Resource Project

PREVIEW FILE

THANK YOU FOR PREVIEWING!

Please contact me at activatededucation@gmail.com or via my store Q&A if you have any questions, concerns, or feedback.
Thank you!



Click for my
TpT Store!



Click for my
Pinterest boards

Other Engaging Materials You May Be Interested In:

