FACILITATION GUIDE · 60-MINUTE LESSON · GRADE 6 · 6.W.2 · 6.W.6 · 6.W.7

The Paragraph Bakery

Grammar, Sentence Structure & Paragraph Structure: Organize informative writing with a clear topic, relevant details, transitions, and a concluding statement; use subject, object, and possessive pronouns correctly; write simple, compound, complex, and compound-complex sentences and correct fragments and run-ons; and use commas, semicolons, and colons correctly.

Learning target: I can write complete, correct sentences and organize them into a well-structured paragraph.

Success looks like: Students use the vocabulary correctly, complete the escape room, and score 80% or higher on the evidence-based exit ticket.

Materials: Student devices, the printed lesson worksheet (one per student), projector for the mini-lesson presenter.

LESSON AT A GLANCE — 60 minutes

Time	Part	Teacher does	Students do
0:00-0:08	Warm-up	Project the warm-up. Circulate, then call on 2-3 students. Save question 3 for the debrief.	Answer Part 2 of the lesson worksheet; share with a partner.
0:08-0:20	Mini-lesson	Teach with the 4-step presenter. Run each quick check with the whole class.	Complete worksheet Parts 4-11 as each slide appears; answer checks with fingers.
0:20-0:48	Escape Room	Launch The Paragraph Bakery. Assign mission levels; circulate with the answer key.	Play solo or in pairs; record code pieces; complete any written evidence task.
0:48-0:52	Debrief	Ask 2 debrief questions and revisit warm-up question 3.	Finish worksheet Part 13 (prediction check + one thing learned).
0:52-1:00	Exit ticket	Hand out the exit ticket. Collect and sort with the mastery guide.	Answer with evidence independently.

Key vocabulary

Word	Student-friendly definition
Fragment	An incomplete sentence missing a subject, a verb, or a complete thought.
Run-on	Two complete sentences joined with no punctuation or with only a comma.
Compound sentence	Two independent clauses joined by a comma and a conjunction (FANBOYS) or a semicolon.
Complex sentence	An independent clause plus a dependent clause that begins with a word like because, when, or although.

Word	Student-friendly definition
Topic sentence	The sentence that states the main idea of a paragraph.
Transition	A word or phrase that connects ideas, like for example, however, or in addition.

1. WARM-UP 0:00–0:08 · 8 min

Warm-up expectations (post these): Answer in Part 2 of the lesson worksheet (or on this sheet). Number each answer to match the question. Answer in complete sentences. For math, show your work. Work silently for 5 minutes, then share with a partner for 2 minutes. Be ready to share one answer with the class.

#	Question	Look for
1	Is "Because the bus was late." a complete sentence? Explain.	No. It is a fragment; it is not a complete thought. Example fix: "I was tardy because the bus was late."
2	Choose the correct verb: "The group of students (is / are) ready." Why?	"Is," because the subject is "group," which is singular.
3	What are the three parts of a paragraph "sandwich"?	Topic sentence (top bun), supporting details (fillings), and concluding sentence (bottom bun).

2. MINI-LESSON 0:08–0:20 · 12 min

Project the Lesson presenter from the room page. It runs the whole hour: target and agenda, warm-up with timer, hook vote, 4 teaching steps (key idea, interactive tool, turn and talk, check for understanding), I do / we do / you do, a work-time screen with a timer and expectations, debrief, and the exit ticket. Press N for teacher notes, T to pause the timer, and P to pick a student.

Hook (1 min): "Went to the store. Bought apples we ate them." What is wrong? Class vote: Missing subjects / Sentences run together / Both

Step 1 (3 min): Grammar tune-up

Teach	A singular subject takes a singular verb, and a plural subject takes a plural verb. Use subject pronouns (I, she, they) for the doer and object pronouns (me, her, them) for the receiver. Keep verb tense the same unless the time changes.
Interactive tool	Board and notes
Students do	Circle the subject and underline the verb in each sentence.
Turn and talk	Why does "Me and Sam went" sound normal when we talk but is incorrect in formal writing?
Worksheet Part 5A	A singular subject needs a SINGULAR verb. Use "I" when the pronoun is the SUBJECT.
Check for understanding	Choose the correct sentence. Answer: (B) My friend and I are going to the game.

Step 2 (3 min): Complete sentences

Teach	A complete sentence has a subject, a predicate, and a complete thought. A fragment is missing one. A run-on joins two sentences with no punctuation; a comma splice joins them with only a comma.
Interactive tool	Board and notes
Students do	Label each example: sentence, fragment, or run-on.
Turn and talk	Why would a reader get confused by a run-on sentence?
Worksheet Part 6A	A FRAGMENT is missing a subject, verb, or complete thought. A RUN-ON jams two sentences together.
Check for understanding	Which is a run-on sentence? Answer: (C) The rain stopped we went outside.

Step 3 (3 min): Sentence types

Teach	Simple sentences have one independent clause. Compound sentences join two with a comma and FANBOYS (for, and, nor, but, or, yet, so). Complex sentences add a dependent clause that starts with a word like because, when, or although.
Interactive tool	Board and notes
Students do	Combine two short sentences into a compound and a complex sentence.
Turn and talk	Why might a writer choose a complex sentence instead of two simple ones?
Worksheet Part 7A	A COMPOUND sentence joins two independent clauses with a comma and a conjunction. A COMPLEX sentence has a dependent clause.
Check for understanding	Which is a complex sentence? Answer: (C) Although it was cold, we played outside.

Step 4 (3 min): Paragraph structure

Teach	A paragraph has a topic sentence that states the main idea, supporting details that prove it, transitions that connect ideas, and a concluding sentence that wraps it up. Every sentence stays on topic.
Interactive tool	Board and notes
Students do	Number the scrambled sentences to build a paragraph.
Turn and talk	How is a paragraph like a sandwich? Where does the comparison break down?
Worksheet Part 8A	The TOPIC SENTENCE states the main idea. The CONCLUDING SENTENCE wraps it up.
Check for understanding	Which sentence is OFF topic in a paragraph about why reading is important? Answer: (C) My sister has a red bike.

I do: worked example (shown one step at a time)

1. Broken: "Went to the store. Bought apples we ate them."
2. Fix the fragment: add a subject. "My family went to the store."
3. Fix the run-on: "We bought apples, and we ate them."
4. Combine: "When my family went to the store, we bought apples."

What to say on every slide is in the presenter script PDF.

We do: guided practice

Fix and combine: "The storm was loud. We stayed inside. Because we were scared."

1. "Because we were scared." is a fragment: it is not a complete thought.
2. Attach it to a sentence: "We stayed inside because we were scared."
3. Combine with the first sentence using a conjunction: "The storm was loud, so we stayed inside."
4. Final: "The storm was so loud that we stayed inside because we were scared."

Answer: The storm was so loud that we stayed inside because we were scared.

You do: independent check (2 min)

Which is the best topic sentence for a paragraph about school uniforms? (A) Some schools are big. (B) School uniforms can save families money and reduce distractions. (C) My shirt is blue. (D) In conclusion, uniforms are good.

Answer: (B) School uniforms can save families money and reduce distractions.. Students who miss it: 3-minute reteach at the teacher table, then start the room at the Explorer level.

> **Misconception:** "A long sentence is a run-on." Length doesn't matter; a run-on joins complete sentences incorrectly.
>
> **Misconception:** "A comma can join any two sentences." A comma alone creates a comma splice; add a conjunction.
>
> **Misconception:** "Me and my friend" is correct as a subject. Use "My friend and I" when the pronoun is the subject.
>
> **Misconception:** "A paragraph is just five sentences." A paragraph is organized around one main idea, with details that support it.

3. ESCAPE ROOM: THE PARAGRAPH BAKERY — 0:20–0:48 · 28 min

Launch: project the start screen, read the story aloud, and assign mission levels (Explorer = extra support, Agent = on level, Legend = challenge). Students can open Supports any time for read-aloud, bigger text, a word bank, and a scratch pad.

- Locks open in order, so every student moves through the same sequence. Circulate and listen for which lock is causing a traffic jam.
- Pairs work well: one student reads the clue card aloud, the other controls the device. Switch roles at every lock.
- If a group is stuck for more than 3 minutes, ask "What does the clue card say about this?" before giving the hint.

Students turn in: the completion code plus their copied "turn in your work" block (Canvas Text Entry).

4. DEBRIEF

0:48–0:52 · 4 min

1. What are three ways to fix a run-on sentence?
2. Why do writers use a mix of simple, compound, and complex sentences?
3. How does a topic sentence help the reader?

Close the loop: return to warm-up question 3. Answer: Topic sentence (top bun), supporting details (fillings), and concluding sentence (bottom bun).

5. EXIT TICKET

0:52–1:00 · 8 min

Print the exit ticket PDF (page 2 is the key and mastery guide). Every item requires evidence: Part A asks students to justify each choice, Part B asks for an explanation, and Part C applies the standard to a new situation using RACE. Sort results into Mastered, Approaching, and Beginning to plan tomorrow's groups.

LESSON RESOURCES

Resource	How it fits the lesson
Warm-up worksheet (PDF)	Optional standalone warm-up (also Part 2 of the lesson worksheet), with a key.
Mini-lesson presenter	Projectable, step-by-step interactive lesson with tools and quick checks (room page).
Lesson worksheet (PDF + key)	One printable packet students complete during the whole lesson: short fill-ins and quick checks in 13 small parts that match the presenter slides.
The Paragraph Bakery (.html)	The escape room for Canvas, with differentiated levels, supports, and a turn-in.
Exit ticket (PDF + key)	Evidence-based check with a rubric and a mastery sorting guide.
NoRedInk (extra)	Adaptive grammar and sentence practice (free version available). https://www.noredink.com/
Purdue OWL: Grammar (extra)	Clear explanations of sentence structure and usage. https://owl.purdue.edu/owl/general_writing/grammar/index.html
Khan Academy: Grammar (extra)	Videos and practice on parts of speech and sentences. https://www.khanacademy.org/humanities/grammar
ReadWriteThink (extra)	Lessons on paragraph structure and writing organization. https://www.readwritethink.org/

ANSWER KEY: THE PARAGRAPH BAKERY

Lock 1: Station 1: The Top Bun (Topic Sentence) (code piece: T)
1. Which is the strongest topic sentence for a paragraph about why students should have recess? -> Recess helps students stay healthy, focused, and connected with friends.
2. What is the job of a topic sentence? -> To state the main idea of the paragraph
Lock 2: Station 2: The Fillings (Supporting Details) (code piece: O)
1. Which details support the topic sentence "Dogs make great pets for families"? -> Supports the topic: Dogs are loyal

and protective of their families., Walking a dog helps everyone get exercise., Many dogs are gentle and patient with children. | Off topic: Cats can be trained to use a litter box., My uncle drives a blue truck.

2. Why should an off-topic sentence be removed? -> It does not support the main idea and confuses the reader

Lock 3: Station 3: The Sauce (Transitions) (code piece: P)

1. Match each transition to its purpose. -> For example = Gives an example; However = Shows a contrast; In addition = Adds another idea; In conclusion = Wraps up the paragraph

2. Choose the best transition: "Dogs need daily walks. ___, they need fresh water and healthy food." -> In addition

Lock 4: Station 4: The Bottom Bun (Concluding Sentence) (code piece: I)

1. Which is the best concluding sentence for a paragraph about why dogs make great pets? -> For all these reasons, a dog can be a loving and helpful member of any family.

2. True or false: A concluding sentence should introduce a brand-new topic. -> False

Lock 5: Station 5: Stack the Sandwich (code piece: C)

1. Put the sentences in order to build the paragraph. -> School gardens teach students valuable lessons. -> First, students learn science by watching plants grow from seeds. -> In addition, they practice responsibility by watering and weeding every week. -> For example, at Sunnyside, sixth graders grow tomatoes for the cafeteria. -> Overall, a school garden helps students learn, grow, and give back.

2. In the paragraph above, which sentence is the topic sentence? -> School gardens teach students valuable lessons.

3. Which sentence would be OFF topic if added to the garden paragraph? -> The school bus is yellow.

Final code: TOPIC