

*Important Concepts . . .*

# **Preview Review**



***Language Arts Grade 6 TEACHER KEY***

***W3 - Lesson 4: Enhancing Content  
and Presentation***

## Important Concepts of Grade 6 Language Arts

W1 - Lesson 1 .....	Sentence Structure 1
W1 - Lesson 2 .....	Sentence Structure 2
W1 - Lesson 3 .....	Parts of Speech
W1 - Lesson 4 .....	Sentence Agreements
W1 - Lesson 5 .....	Review

### W1 - Quiz

W2 - Lesson 1 .....	Prewriting 1
W2 - Lesson 2 .....	Prewriting 2
W2 - Lesson 3 .....	Literary Genres 1
W2 - Lesson 4 .....	Literary Genres 2
W2 - Lesson 5 .....	Review

### W2 - Quiz

W3 - Lesson 1 .....	Figurative Language 1
W3 - Lesson 2 .....	Figurative Language 2
W3 - Lesson 3 .....	Writing Dialogue
W3 - Lesson 4 .....	Enhancing Content and Presentation
W3 - Lesson 5 .....	Review

### W3 - Quiz

## Materials Required

### Textbooks

*Cornerstones Anthologies  
6A and 6B*

Language Arts Grade 6

Version 5

Preview/Review W3 - Lesson 4 Teacher Key

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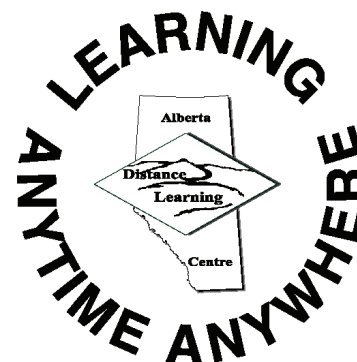
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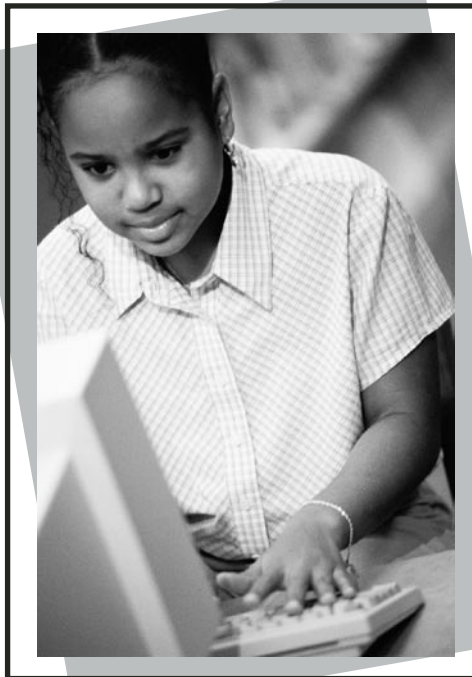
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# Preview/Review Concepts for Grade Six Language Arts

## ***TEACHER KEY***



***W3 - Lesson 4:  
Enhancing Content  
and Presentation***

# OBJECTIVES

By the end of this lesson, you should

- use different writing formats (diary, news report, poster)
- extend your vocabulary

## GLOSSARY

**context clues** - surrounding words that suggest the meaning of an unknown word in a piece of writing

**writing format** - a type of writing presentation, such as letter, journal, or poem

## **TO THE TEACHER:**

### **W3 - Lesson 4: Enhancing Content and Presentation**

*This lesson contains instruction and activities designed to help students enhance the content and presentation of their written work. The students have the opportunity to recognize and practice using extended vocabulary, varied writing formats, fonts, and styles.*

#### **Lesson Procedures:**

##### **1. Individual**

*The lesson format is such that students can work through the material on their own with teacher intervention and/or instruction as requested or required. Generally, the activities are self-directed. Of course, this depends upon the skill levels of the individual students and general class composition.*

**OR**

##### **2. Teacher-Led**

#### **Introduction:**

- *Introduce the topic of learning new vocabulary and the importance of understanding the concept of context. Such knowledge aids the student in writing more expressively and with more energy and accuracy.*
- *Have students complete the first vocabulary activity.*

#### **Instruction:**

- *Read Cornerstones Anthology 6B (“The Painted Caves of Altamira”), page 104.*
- *Read together or assign the story for silent reading.*
- *Lead students through the instruction and activities – explaining, discussing, and correcting the student activities. In this manner, you can control the pace, reinforce the concepts, and assure that students have understanding.*
- *Help students choose their “discovery” and encourage imagination in the selection of formats for telling the story of their discovery.*

*Proceed in this manner through the format examples of diary, news report, and sign and/or poster.*

#### **Extending Yourself Assignment:**

*Discuss with students and modify according to needs.*



## W3 - Lesson 4: Enhancing Content and Presentation

The main goal of writing is communication. Any techniques you can use to make your communication clearer and more interesting for the reader are valuable. Some writing techniques you can use to communicate in more effective and entertaining ways include

- A. using new or extended vocabulary (words)
- B. using different formats of writing (poem, journal, letter, news report, etc.)
- C. using *different* styles and fonts



### Top Three Vocabulary Learning Tips

1. **Read, Read, Read.** The more you read, the more words you will learn and then use. Pay close attention to words you do not know. Listen to challenging material so that you will be exposed to new words.
2. **Practice, Practice, Practice.** It takes about 10 to 20 repetitions to make a word part of your vocabulary. Write the word, say the word, use it in sentences and in conversation. Use it, and it will become yours.
3. Most word meanings are learned from **context**. This means that the words and ideas surrounding the word give clues to the word's meaning.

Example: *The villagers were terrified as the **gargantuan** monster stomped over trees and mountains towards them.*

- **gargantuan** – Using the context of the sentence (terrified, monster, stomped over trees), gargantuan must mean **huge, gigantic, scary**.
- Look it up in the dictionary and you will see it does mean exactly that.
- Use the *clues* you are given, and you can figure out the meaning of words.

A. Write your own definitions of the words or phrases below **without** help or context clues. Use your own knowledge or guesses. You will learn more about these words in the next question.

*Student answers will vary.*

1. prehistory \_\_\_\_\_

\_\_\_\_\_

2. archaeologist \_\_\_\_\_

\_\_\_\_\_

3. geology \_\_\_\_\_

\_\_\_\_\_

4. Stone Age \_\_\_\_\_

\_\_\_\_\_

5. excavate \_\_\_\_\_

\_\_\_\_\_

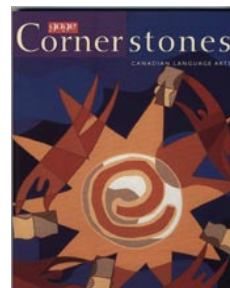
6. three-dimensional effect \_\_\_\_\_

\_\_\_\_\_



B. Now turn to *Cornerstones 6b*, page 104, and read “The Painted Caves of Altamira”. Find each of the words from question A above in the story and use **context** clues to write the meanings of the words again. If you need more help, use a dictionary. Compare your meanings now to those you wrote in question A.

*Answers will vary.*



1. prehistory *e.g., “those thousands of years before written*

*history” - page 105*

2. archaeologist *e.g., “scientists; studying prehistory” - page 105*

3. geology *e.g., “the study of rocks” - page 105*

4. Stone Age *e.g., “early period; stone tools” - page 105*

5. excavate *e.g., “going back to dig” - page 105*

6. three-dimensional effect *e.g., “natural bumps and hollows*

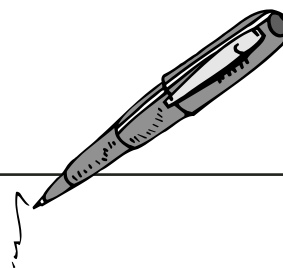
*of the stone” - page 106*

Using **context clues** is a very valuable technique to learn new vocabulary you can use in your writing.

## Using Different Formats of Writing

The writing format you have just read – “The Painted Caves of Altamira” – is called a **historical account**. Other writing formats could tell the story or part of the story in different, unique, and entertaining ways. Here are three examples.

### Diary Entry



Dear Diary,

Today was the best day of my life. I went with my father to a cave at Altamira. He's been digging and discovering old bones and things, and I wanted to go with him.

I got tired of watching him, so I went for a walk through the cave. (He didn't know I was doing this!) After a short while I looked up, and I couldn't believe it – wonderful paintings of bulls, bright and colourful. I called to my father and we explored more – and found more cave paintings.

I was the first one to see these paintings in thousands of years. I had made a great discovery, and my father was so proud. I'll tell you more in the days to come when other people come to explore my discovery. I'm very tired but very happy!

Maria

## News Report

This is James Thornton reporting for CTN News.



Today, a remarkable new discovery was made that gives us great insight into our history. In the northern part of Spain, a young girl went with her father to watch him dig for fossils and bones in a cave discovered some years earlier.

Our little heroine, 12-year old Maria Marcelino, decided to go on her own to do some exploring. What this little girl discovered has archaeologists and historians shaking their heads in disbelief – cave paintings thousands of years old that tell a story never told before about ancient people!

We switch to Spanish National TV for an exclusive interview with young Maria.



## Sign or Poster

**TONIGHT ONLY!**  
**A PERSONAL APPEARANCE . . .**  
  
See and hear 12-year old Maria Marcelino,  
the child discoverer of  
“The Painted Caves of Altamira”.  
  
See never-before released pictures of prehistoric treasures!  
Hear Maria’s story as never told before!  
Share the adventure and the amazing moment of discovery  
with Maria and her father!  
  
**July 14<sup>th</sup>, 8:00 p.m.**  
  
**The Metropolitan Museum of Man & Nature**  
**1877 Broadway Avenue**  
**New York City, New York**  
  
**THE DISCOVERY OF A LIFETIME!**

Notice that the different letter sizes and styles in the poster make it more eye-catching and interesting.

- C. Imagine, like Maria, that **you have made a great discovery** right in your own neighbourhood! This discovery can reveal history, reveal the future, or help mankind in the present.

**Choose your “discovery”.** Brainstorm some ideas and details about the discovery.

Discovery: Student response will vary.

Ideas and details (who was involved, what happened, where/when/why/how did it happen):

*Student response will vary according to choice of discovery.*

Select **two** writing formats from below or from your own imagination. Using your brainstormed ideas and details, write about your discovery in each of the two formats chosen.

- newspaper article
- TV or radio report
- bumper sticker
- diary entry
- postcard
- letter
- interview
- advertisement
- commercial
- cartoon
- autobiography
- poem
- song
- sign/poster

If you choose a visual format such as a poster or ad, use various letter sizes and styles to tell about your discovery. Think about your vocabulary – use new or different words to enhance your writing even further!

**Bolds**, *italics*, CAPITALS, and colours will give your writing even more impact. Choose wisely to enhance your writing! **WOW!**

If you are using a computer to complete this assignment, use the different fonts available. If not, you can still be creative and use different sizes and styles of letters, colour, and pictures.

[illegible]





## Extending Yourself

If you have not completed your two formats telling about your discovery, use your extended learning time to finish them for the next class.

Be prepared to share your discovery with the class.

