

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

Publisher: Alberta Distance Learning Centre

Author: Gary Miller

In-House Teacher: Bill Peterson

Project Coordinator: Dennis McCarthy

Preview/Review Publishing Coordinating Team: Nina

Johnson, Laura Renkema, and Donna Silgard



The Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

Copyright © 2007, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from the Alberta Distance Learning Centre.

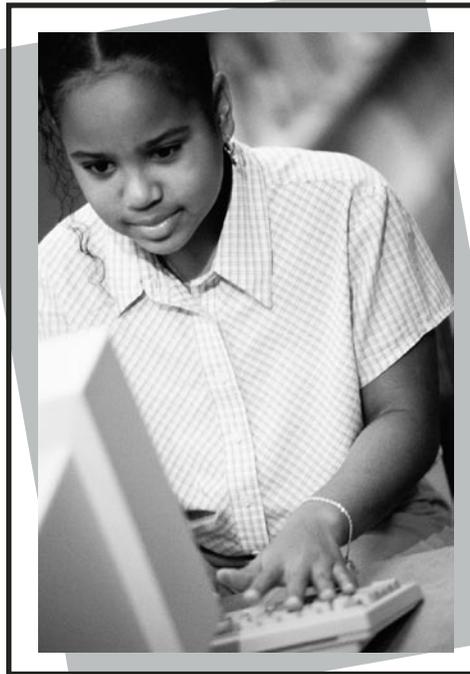
No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.

IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.

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 _____

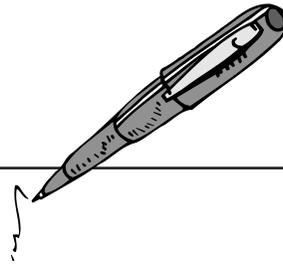
6. three-dimensional effect _____

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!

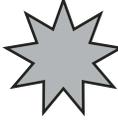
We switch to Spanish National TV for an exclusive interview with young Maria.



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 14th, 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.*

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.

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.



