

Important Concepts . . .

Preview Review



Language Arts Grade 6 TEACHER KEY

W2 - Lesson 1: Prewriting 1

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 W2 - Lesson 1 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



*W2 - Lesson 1:
Prewriting 1*

OBJECTIVES

By the end of this lesson, you should

- use the four steps of prewriting
- recognize and use the four basic writing formats

GLOSSARY

descriptive format - writing that describes people, places, objects, or ideas

explanatory format - writing that explains something, or gives information

narrative format - writing that tells a story

persuasive format - writing that gives an opinion, or tries to convince

prewriting - the planning or preparation stage of the writing process

TO THE TEACHER:

W2 - Lesson 1: Prewriting 1

This lesson contains instruction and activities designed to help students understand the concept of prewriting – the four basic writing formats, the audience, and the purpose for writing. This lesson provides students with examples of different writing formats – descriptive, narrative, expository, and persuasive. The students have the opportunity to plan and brainstorm for writing their own paragraphs. The lesson intends to “hook” students with the FUDGE FACTOR! There is a recipe for fudge “hidden” in the lesson instructions and activities. The lesson content is also mainly “chocolate based”!

Resources: *Cornerstones Anthology 6A is the main resource required. Black Line Masters for Cornerstones may also be helpful.*

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:

- *Review 5 basic steps in writing process*
- *Introduce prewriting focus*
- *Explain Fudge Recipe and collection of ingredients. (Teacher may wish to utilize the fudge recipe in an optional homework assignment and have some fun with it! There are 10 ingredients “hidden” in the lesson material – see answer sheet.)*

Instruction:

- *Walk students through material to first example – “How Monkeys Make Chocolate” - first paragraph - (Cornerstones Anthology 6A– page 56)*
- *Model descriptive paragraph – discuss*
- *Brainstorming technique with class (BLM – page 23)*
- *Allow students to select individual topics from those listed and do their brainstorming activity.*
- *Students are also to state the purpose of their paragraph and the specific audience.*

This procedure is repeated throughout the next three examples of writing formats - narrative paragraph, expository paragraph, persuasive paragraph. (The Cornerstones Anthology 6A is used for each example.)

W2 - Lesson 1: Prewriting 1

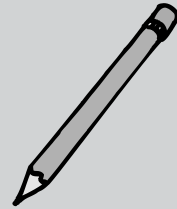
Writing is several different things, and all of them are important!

Writing is like a recipe for fudge – all the ingredients are important. Leave one out and it tastes not that great. We'll eat it because it's fudge, but it won't be the best!

Look at the important ingredients for fudge – oops – writing!

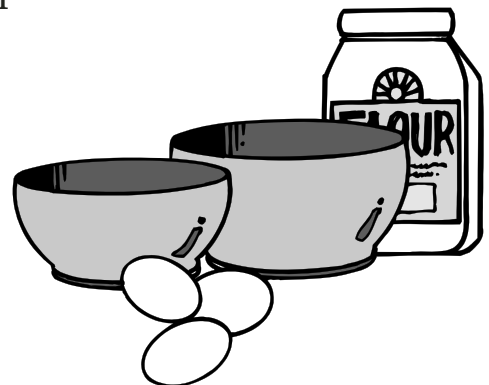
Basic Steps (Ingredients) in the Writing Process

- Prewriting
- Writing the first draft
- Revising and editing
- Proofreading
- Publishing



By the end of this lesson, you will have learned about and practiced one of the important ingredients for writing – **prewriting**.

You will also have an awesome recipe for fudge! Just read carefully, find the ingredients (don't miss any) and directions hidden in your lesson pages, and list them on the "Recipe Page" (back page of this lesson). You need all ten to have a complete recipe.



What is Prewriting?

Prewriting means getting ready to write. But what do you do in this prewriting step?

First: You choose your subject or topic.

Second: You decide the **purpose** for your writing.

- Why am I writing this piece? 1 tablespoon of butter (2)
- Is it for fun, a serious message, to inform someone, to entertain? What feeling or message do I want to give and focus on?
- What is the REASON for me writing this piece – to describe, to explain, to persuade, to tell a story?

Third: You choose the **format** of your writing.

Most writing uses one of the four basic writing formats (types of writing):

1. Descriptive – describes people, places, objects, or things
2. Narrative – tells a story
3. Explanatory – explains ideas
4. Persuasive – states the writer's opinion
5. 2 cups of white sugar (1)

Fourth: You think about the **audience** for your writing.

- You should write according to who will be reading or listening to what you write.
- Are you writing your piece to share with first graders in a reading buddy program? Are you writing for your teacher or to be marked? Are you writing for your journal or for a junior high newspaper?
- The audience you are writing for will help you choose your vocabulary and decide how much information you need.

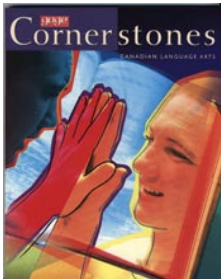
STOP! STOP! Too much information – I want a recipe for fudge... NOW!

Patience . . . read and look carefully for ingredients. Let's now look more closely at these four formats and give you the opportunity to practice prewriting planning and activities.

Descriptive Format

- If you describe something, you are using the descriptive paragraph format.
- A descriptive paragraph describes a person, place, object, or idea.
- In a descriptive paragraph, you use words that help your writers see, hear, smell, taste, and feel what you are describing.
- In a descriptive paragraph, you tell your readers colours, sizes, shapes, and sounds.

Model Descriptive Paragraph



Turn to “How Monkeys Make Chocolate” (Yum.... is that like fudge?) in *Cornerstones 6a*, page 56. Read the first paragraph, and then return here.

The paragraph you just read can be described in the following way.

Format: descriptive paragraph

Purpose: to describe the rain forest along the Manu River in the Amazon
1 cup milk (3)

Audience: adults and children everywhere

Work time! Do the following prewriting activity for a descriptive paragraph. You will not actually write the paragraph.

Choose a topic from the following.

- **People:** Describe a relative, teacher, classmate, neighbour, someone who bugs you, someone you admire, someone famous, or someone of your choice.
- **Places:** Describe your room, garage, basement, a store, the school, a barn, a river, a camping spot, a zoo, a holiday spot, or a place of your own choice.
- **Objects or things:** Describe a poster, stuffed animal, toy, video game, book, junk drawer, pet, dream, prized possession, or something of your own choice.

Your topic: *Answers will vary.*

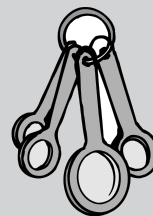
Your purpose: _____

Your format: **descriptive paragraph**

Your audience: _____

Narrative Format

- When you choose to tell a story by sharing the details of an experience, you are writing a narrative paragraph.
- A narrative paragraph pulls your readers in and keeps them wondering what will happen next.
- Including colourful details to make the experience come alive for the reader is important.
- 1 ½ tablespoons of cocoa (4)



Model Narrative Paragraph

Turn to “How Monkeys Make Chocolate” *Cornerstones 6a*, page 58. Read the second paragraph, and then return here.

Format: narrative paragraph

Purpose: to tell a story about eating cocoa pods

Audience: adults and children everywhere



Work time! Complete the following prewriting activity for a narrative paragraph. Do not write the paragraph.

Choose from the following topics.

- making a mistake, being scared, a moment with a friend or family, getting caught, getting lost, being surprised, winning, losing, an embarrassing time, an exciting time, an unexpected adventure, a learning experience, or an event of your own choice
- 1 teaspoon vanilla (5)

Your topic: Answers will vary.

Your purpose: _____

Your format: **narrative paragraph**

Your audience: _____

Explanatory Format

- When you give information about a topic or explain something, you are using the explanatory format.
- An explanatory paragraph may explain ideas, give directions, or show how something works.
- An explanatory paragraph may use linking words such as *first*, *next*, and *most importantly*.
- Words that guide the reader are required.
- Grease an 8 inch square tin. In a saucepan, mix the sugar and cocoa. (6)

Model Explanatory Paragraph

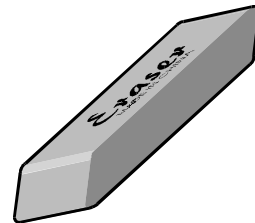
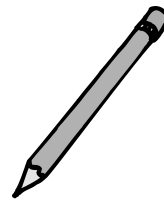
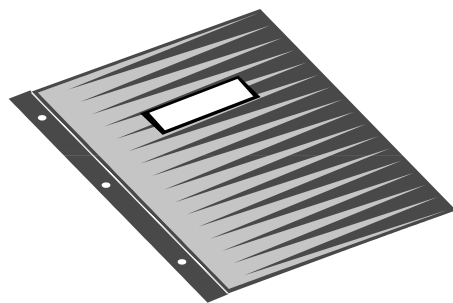
Turn to “How Monkeys Make Chocolate” once more in *Cornerstones 6a*, page 60. Read the second paragraph, and then return here.

The paragraph on page 60 can be described as follows:

Format: explanatory paragraph

Purpose: to explain how the author made chocolate

Audience: adults and children everywhere



Work Time! Do the following prewriting activity for an explanatory paragraph. Do not write the paragraph.

Choose from the following topics.

- **how to** make fudge (oops!), make a sandwich, tie a shoelace, blow a bubble, earn extra money, stop hiccups, be a friend, saddle a horse, build something, fix something, or do something of your own choice
- **the causes of** hurricanes, rust, colds, happiness, or something of your own choice
- **the definition of** love, friendship, a team, courage, a good teacher, or something of your own choice
- Add the milk and butter. Heat the mixture gently, stirring constantly until the sugar has completely dissolved. (7)

Your topic: *Answers will vary.*

Your purpose: _____

Your format: **explanatory paragraph**

Your audience: _____

Persuasive Format

- When you write your opinion on a topic and try to get your readers to agree with you, you are using a persuasive format.
- In a persuasive paragraph, you give facts and examples to support your opinion. Your goal is to convince your readers that your opinion is the right one.
- Bring to boil, do not stir as this will create sugar crystals. Boil for 6 minutes or until a soft ball is formed when a little drop of mixture is added to a glass of cold water. (8)

Model Persuasive Speech

The following example of persuasive writing is longer and more detailed than the previous examples of different writing formats. However, it is an excellent speech that demonstrates persuasive writing techniques very well.

Remove from heat, cool slightly, and add vanilla. With an electric beater, beat the mixture until it begins to thicken. (9)



“Tell the World” (*Cornerstones 6a*, pages 86-89) is a speech written by Severn Cullis-Suzuki, a Canadian student very concerned about the environment and child poverty. She spoke about her concerns to a large audience of people from around the world at Rio de Janeiro, Brazil. Read the speech, and then return here to answer questions about it.

1. Which writing format is Severn using?

Severn is using the persuasive writing format.

2. What is her purpose in writing?

Her purpose is to convince adults that they must change their attitudes and actions concerning the environment.

3. Who is her audience?

Her audience is adults around the world.

Quickly pour the mixture into the prepared tin. Refrigerate until it has set and cut into small squares OR huge pieces. **Do not** eat it all yourself. Save some for your teacher! (10)

- “Tell the World” is a great example of the **persuasive format**.
- The **purpose** was to persuade or convince the audience that the world (adults) must stop polluting and destroying the world.
- The **audience** was adult leaders gathered from around the world.



Severn took her information and with her purpose and audience in mind wrote a wonderful persuasive speech.

Work time! Complete the following prewriting activity for a persuasive paragraph.

Choose from the following topics.

- school rules, homework, bicycle helmets, curfews, shoplifting, something that needs improving, something that’s unfair, a worthy cause, something that needs changing, or something of your own choice

Your topic: Answers will vary.

Your purpose: _____

Your format: **persuasive paragraph**

Your audience: _____

Congratulations!

You have completed prewriting activities for four great paragraphs. You have a much better idea of **prewriting activities**. You understand four basic writing formats, and that it is important to consider your purpose and audience for writing.

You also have a complete recipe for **fudge**!

Extending Yourself

- Select one of your topics and one of the formats you have studied in this lesson. Write an effective paragraph about your topic, considering your purpose and student audience. Be prepared to share your paragraph with your “audience” in the next class.
- In addition, if you have found all the “hidden” recipe ingredients and instructions for “Awesome Fudge”, try making a batch at home during the evening. Bring some to class the next day and share a little. Wow, if everyone in class brought in some fudge, what an awesome day of school it would be!



Awesome Chocolate Fudge Recipe

1. *2 cups of white sugar*
2. *1 tablespoon of butter*
3. *1 cup of milk*
4. *1 1/2 tablespoons of cocoa*
5. *1 teaspoon vanilla*
6. *Grease an 8 inch square tin. In a saucepan mix the sugar and cocoa.*
7. *Add the milk and butter. Heat the mixture gently, stirring constantly until the sugar has completely dissolved.*
8. *Bring to boil. Do not stir as this will create sugar crystals.*
Boil for 6 minutes or until a soft ball is formed when a little drop of mixture is added to a glass of cold water.
9. *Remove from heat, cool slightly, and add vanilla. With an electric beater, beat the mixture until it begins to thicken.*
10. *Quickly pour the mixture into the prepared tin. Refrigerate until it has set and cut into small squares OR huge pieces. DO NOT eat it all yourself. Save some for your teacher!!*

