

*Important Concepts . . .*

# Preview Review



*Language Arts*

*Grade 6*

*W2 - Lesson 1: Prewriting 1*

## Important Concepts of Grade 6 Language Arts

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### W3 - Quiz

## Materials Required

### Textbooks

*Cornerstones Anthologies  
6A and 6B*

Language Arts Grade 6

Version 5

Preview/Review W2 - Lesson 1

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# Preview/Review Concepts for Grade Six Language Arts



*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

## 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!

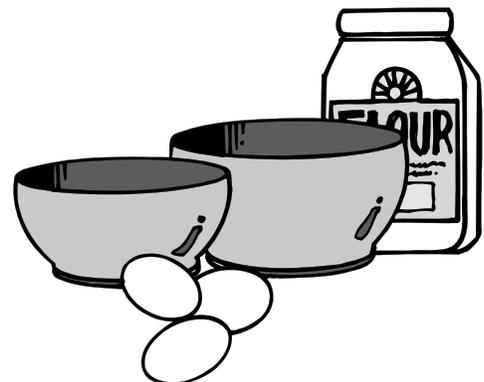
**Basic Steps (Ingredients) in the Writing Process**

- 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.

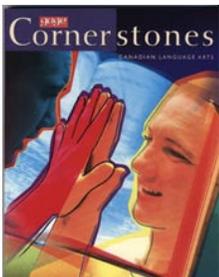
**STOP! STOP! Too much information – I want a recipe for fudge... NOW!**

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: \_\_\_\_\_

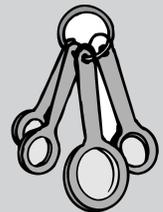
Your purpose: \_\_\_\_\_

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: \_\_\_\_\_

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

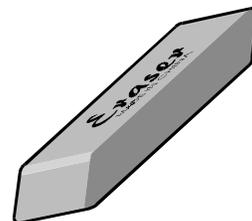
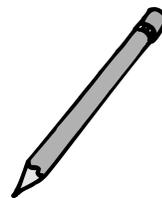
Turn to “How Monkeys Make Chocolate” once more in *Cornerstones 6a*, page 60. Read the second paragraph, and then return here.

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: \_\_\_\_\_

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?

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2. What is her purpose in writing?

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3. Who is her audience?

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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: \_\_\_\_\_

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. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_  
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