

Important Concepts . . .

Preview Review



Language Arts Grade 6 TEACHER KEY

W2 - Lesson 2: Prewriting 2

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 2 Teacher Key

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Preview/Review Concepts for Grade Six Language Arts

TEACHER KEY



*W2 - Lesson 2:
Prewriting 2*

OBJECTIVES

By the end of this lesson, you should

- recognize the characteristics of the prewriting step in the writing process
- use the prewriting techniques of webbing and outlining to organize information

GLOSSARY

outline - a list of main ideas and supporting details, used to organize paragraph writing

web - a cluster of connected shapes and words that shows relationships

prewriting - the first step in the writing process in which information is gathered and organized

TO THE TEACHER:

W2 - Lesson 2: Prewriting 2

This lesson contains instruction and activities designed to help students understand the concept of prewriting – specifically, organizing information. This lesson provides students with examples of different organizational techniques for prewriting – webbing, asking questions, and outlining. The students have the opportunity to practice organizational techniques. The lesson intends to “hook” students with the TV FACTOR. The content and student activities are TV based.

Resource: *Cornerstones Anthology 6B*

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 the five basic steps in the Writing Process***
- ***Discuss the importance of organizing information before writing***
- ***Introduce the graphic organizers***

Instruction:

- ***Explain to students the three organizational techniques presented.***
- ***You may want to do class examples for the techniques, using ideas from the students.***
- ***Proceed to *Cornerstones Anthology 6B* content (page 24), and then allow students time to complete the organizational task based upon their choice of favourite TV character.***
- ***Proceed to *Cornerstones Anthology 6B* content (page 27), and then allow students time to complete the organizational task and paragraph writing based upon “A Kid’s Life 100 Years Ago”.***

Evaluation:

There are no right or wrong student answers in the tasks. Students have a choice of techniques, and evaluation should be based on the appropriateness of the content and the clarity of the presentation.

Extending Yourself Assignments:

Explain the optional tasks the students may choose (based on *Cornerstones Anthology 6B*, pages 28 to 29).

W2 - Lesson 2: Prewriting 2

Sometimes to discover what you have to say and how to say it is a struggle.

This lesson will help you plan what you want to write and how you want to write it!

Writing is a thinking process, and a writer must move through a series of steps to produce good 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 practiced and learned more about the first step and one of the important ingredients for writing – **prewriting**. Prewriting simply means getting ready to write.



Organizing Information

Searching for what you want to say involves asking questions and gathering impressions, thoughts, and facts.

Sorting all this information so that you can get to the writing part requires a few organizational techniques.

Techniques for Organizing Information

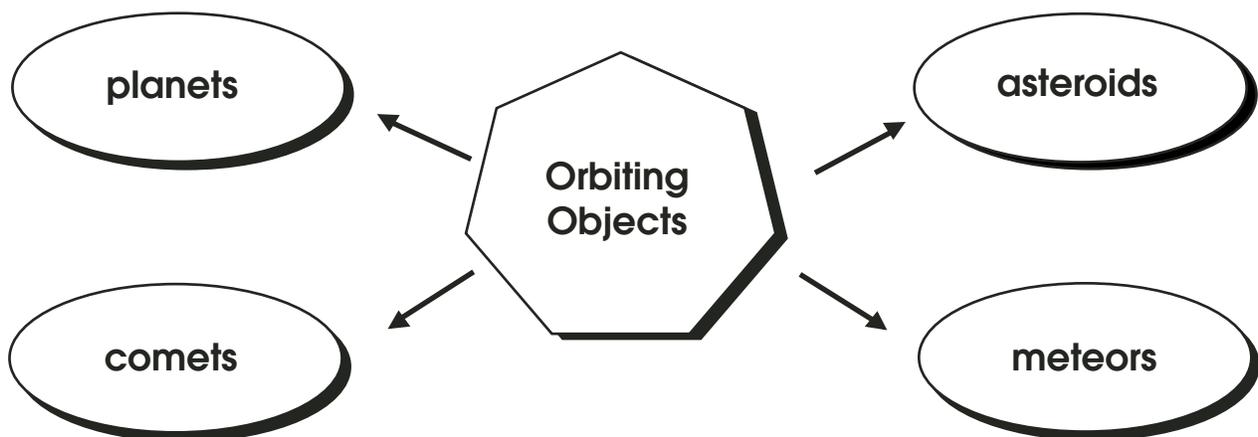
Once you have chosen or been assigned the topic and have selected your audience and purpose for writing, you are ready to start organizing information.

Graphic organizers such as webs and outlines are great ways to organize effectively and plan your writing.

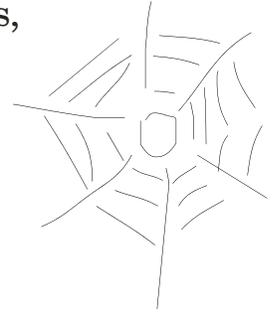
Webs

A web is a cluster of connected shapes that show relationships among ideas or things. Your topic (**main idea**) goes in the middle shape and your **supporting details** go into the outside shapes. Be brief – this is just to get your ideas going and to sort your thoughts! Add more outside ovals, make practice webs on scrap paper, or do whatever works for you to write an effective, organized paragraph.

Example:



To write a story, article, or response of two or more paragraphs, use a web for planning and organizing **each** paragraph. The main idea of each paragraph goes in the middle, and the main supporting details surround it!



Outlines

Sometimes you need an organized list of details. A simple outline can help you.

Put your topic at the top and organize your main ideas and details (supporting ideas) beneath it. Main ideas often become the paragraph topics, and the details become the supporting sentences.

NOTE: Use Roman numerals for main ideas and capital letters for supporting details.

Example:

Milky Way Galaxy

I. **Parts** _____

A. **Stars** _____

B. **Planets** _____

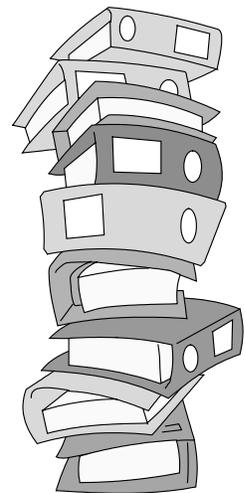
C. **Solar systems** _____

II. **Distances** _____

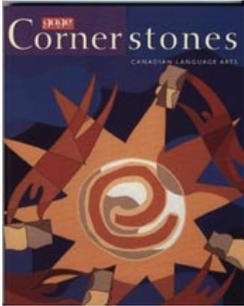
A. **Earth to Sun 8.5 light-minutes** _____

B. **Our solar system 11 light-hours across** _____

C. **Milky Way 100 000 light-years across** _____

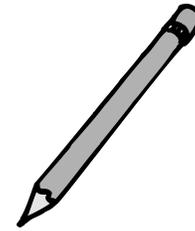


Use the organizing techniques on a writing task.



In *Cornerstones 6b*, turn to “Emily of New Moon” on page 24. Read the part in the green box, titled “Emily of New Moon: The TV Series”. Then return here.

Martha MacIsaac is the star of “Emily of New Moon”. Read “Meet Martha, Star of New Moon” at the bottom of page 24. Then return here.

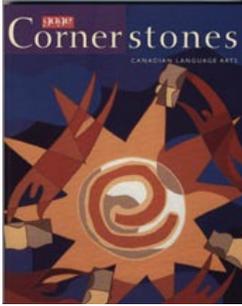


Your Task

Describe your favourite fictional character on TV.

Select one of the graphic organizing techniques discussed already (web or outline).

In the space below, organize your thoughts and ideas in response to the task. (You do **not** have to write the paragraph or response; just complete the organization technique of your choice.)



The character Emily in “Emily of New Moon” lived almost 100 years ago. Learn more about life for young people then by reading “A Kid’s Life 100 Years Ago” in *Cornerstones 6b* on page 27.

Your Task

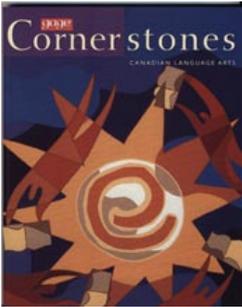
Compare your life today to the lives of young people 100 years ago.

Use an organization technique of your choice to sort your ideas in preparation for a paragraph about the topic. You will **not** write the paragraph; just complete the organization technique below.

Living 100 Years Ago!

Prewriting Organization

Extending Yourself



Read *Cornerstones 6b*, pages 28 and 29.

Family TV Shows

What TV shows does your family like to watch together? What do you expect in a good family show?

Come to your next class prepared to tell about your favourite family TV show. Tell the class about it and why it is your family's favourite.

OR

TV Show Review

Use the Organization Chart on page 29 in *Cornerstones 6b* and complete a TV Drama Review. Choose the show and follow the **charting technique** on page 29. Be prepared to share your review with your classmates at the next class.



