

Term 2B PLAR English class 7: Monday, May 15th, 2017

We are now starting on Lesson 3!

Preparing to Write:

1. Discuss assignment 17: brainstorming, idea web
2. Discuss assignment 18: purpose of writing
3. Discuss assignment 19: organize your ideas
4. Do one example for assignment 20: write a paragraph

NOTE: I will share more examples of paragraphs next class.

## Assignment 17: Brainstorming and idea web

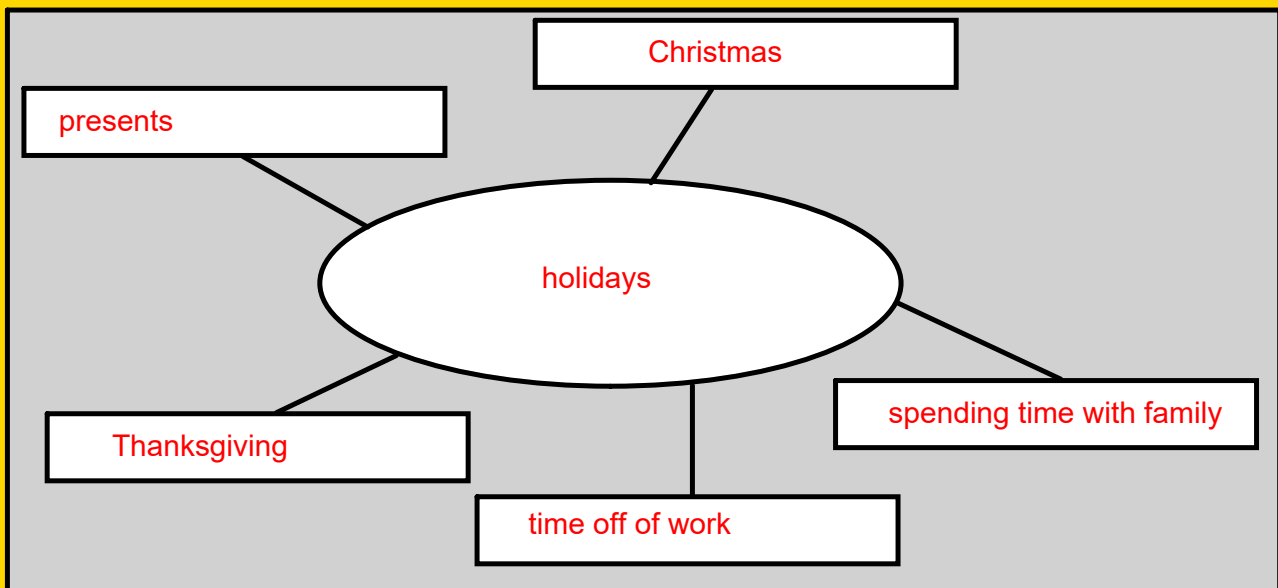
Let's brainstorm a few topics (or pull them out of a box).

1. sports
2. holidays
3. family
4. spring
5. hobbies

Now choose one topic.

holidays

Make an idea web using the topic that we chose.



Also see an example using the topic, "summer," on page 38 of your textbook.

## Assignment 18: Purpose of writing

### PURPOSE OF WRITING

textbook page 39

With the idea web, you can focus on one topic and jot down all the sub-topics that are related in some way. You can jot them down in question format, in sentences or just in point form.

But even with the idea web, the topic, "Summer" is too general. You could write a whole book on this one topic! To write an effective paragraph, you need to make your topic more specific. So, from the idea web on "Summer," choose one of the sub-topics.

For example, let's choose the sub-topic, "outdoor activities".

Now we must decide if we want to tell our readers what our favourite outdoor activities are, or to convince our readers why children need to be involved in outdoor sports, or to describe an amazing sport event you once saw. We must decide on the purpose for writing.

Your purpose could also be to entertain the reader with a story.

Paragraphs without a clear purpose are confusing to read and may contain many extra details that aren't necessary. For this reason, it's important to decide why you want to write about a certain topic.

Some of the different purposes that people write for are:

- to entertain      Example: a paragraph that shares a funny story
- to inform        Example: a paragraph that explains how to do something
- to describe     Example: a paragraph that shares details about an activity
- to persuade  
or convince      Example: a paragraph shares and gives reasons for an opinion

After you finish brainstorming, make sure that you know your purpose for writing.

Some of the different purposes that people write for are:

- to entertain
  - to inform
  - to describe
  - to persuade
- Pick one of these reasons for writing about your topic.**

### Assignment 18: Purpose of writing examples

**Practice: Match each statement below with the correct purpose for writing.**

1. Thanksgiving is the best holiday.  
*-opinion*

The purpose of this sentence is to persuade the reader that Thanksgiving is the best holiday.

2. There are so many wonderful things that I could say about my best friend.

The purpose of this sentence is to inform the reader about your best friend.

3. She had never seen a more colourful, vibrant sunset, and the frozen landscape shimmered in the distance.  
*notice the adjectives - adjectives describe*

The purpose of this sentence is to describe the landscape.

4. I think you'll enjoy the story that I am about to tell you.

The purpose of this sentence is to entertain the reader with a story.

A. to inform

B. to entertain

C. to persuade

D. to describe

Remember to write out the answers in full sentences.  
This is what you need to do for assignment 18.

## Assignment 19: Organize your ideas

### Here is an example for assignment 19:

**not needed**

Sometimes, an outline might have extra details that are extra or unnecessary.

In your workbook, for assignment 19, you will need to pick out the extra details.

Let's do a few extra examples to practice.

Read the following outlines and write down the detail that is extra or unnecessary.

#### Extra detail

**How to boil eggs** Find the detail that DOES NOT explain how to boil eggs.

- place eggs in a saucepan
- add cold water to cover eggs
- heat until boiling
- eggs have a lot of nutrients
- remove from stovetop and cover pan
- cool under cold running water
- ~~refrigerate~~

eggs have a lot of nutrients

**My house** Find the detail that DOES NOT describe my house.

- tall, wooden fence around yard
- I am afraid of the bees
- flowers planted in the back right corner
- large trees along the left-hand side
- a small garden near the shed

I am afraid of the bees.

**Remember:** For assignment 19, you are choosing the detail that DOES NOT belong.

**NEW: Practice with this quiz:**

<https://acolewahsa.wordpress.com/quiz-organize-your-ideas/>

**Assignments 17, 18, and 19 help prepare you to write a paragraph.**

**Here are the steps for writing a paragraph:**

**1. Brainstorm to think of ideas (assignment 17).**

*Remember to list five different topics.*

**2. Choose your specific topic (assignment 17).**

*In the example for this evening, I chose Christmas as my specific topic.*

**3. Make sure you know why you are writing about your topic (assignment 18, purpose for writing)**

*My purpose is to tell you why I enjoyed Christmas as a child.*

**4. Make a quick list of what you are planning to say and in what order (this is just your own little outline that you can use later).**

*This morning, I will share a different example for a paragraph about my brother.*

**5. Make sure that everything you want to say has something to do with your topic. Take out any details that don't make sense (this is what you learned about in assignment 19).**

**6. Complete the paragraph organizer in your workbook**

**(We will do one example today, and another example next class).**

*I will share a different example today, and then I will use this morning's topic for another example on Wednesday.*

## So, what is a paragraph?

According to your textbook, a paragraph "is a group of sentences written about one main idea or topic"

With this definition, it is important to remember:

- you need to have one, clear, main idea
- you need a group of sentences

For this assignment, your paragraph should have at least **eight sentences:**

1. a topic sentence (explains the main idea)
2. the first supporting detail
3. an example to go with the first supporting detail
4. the second supporting detail
5. an example to do with the second supporting detail
6. the third supporting detail
7. an example to go with the third supporting detail
8. a concluding sentence (reminds the reader of the main idea)

After we finish making an outline, we will write an 8-sentence paragraph that has all of these things.

**ALSO, TRANSITIONS ARE IMPORTANT:**

- **Transitional expressions** guide the reader from one idea to the next. Transitional expressions are usually followed by a comma.

Useful Transitional Expressions

Chronology (sequence of ideas)	Showing Differences	Additional Argument	Example	Emphasis	Concluding
<ul style="list-style-type: none"> <li>·first (not firstly)</li> <li>·second</li> <li>·third</li> <li>·in the first place</li> <li>·additionally</li> <li>·next</li> <li>·then</li> <li>·after that</li> </ul>	<ul style="list-style-type: none"> <li>·however</li> <li>·on the one hand</li> <li>·on the other hand</li> <li>·on the contrary</li> <li>·although</li> <li>·even though</li> </ul>	<ul style="list-style-type: none"> <li>·also</li> <li>·as well as</li> <li>·in addition</li> <li>·furthermore</li> <li>·moreover</li> <li>·additionally</li> </ul>	<ul style="list-style-type: none"> <li>·for example</li> <li>·to illustrate</li> <li>·for instance</li> </ul>	<ul style="list-style-type: none"> <li>·surely</li> <li>·clearly</li> <li>·in fact</li> <li>·definitely</li> <li>·undoubtedly</li> </ul>	<ul style="list-style-type: none"> <li>·finally</li> <li>·in conclusion</li> <li>·in short</li> <li>·therefore</li> <li>·thus</li> <li>·to sum up</li> </ul>

**You will need at least two transitions in your paragraph.**

**Practice: Circle the transitions in the sample paragraph (p. 42)**

There are three reasons why Wahsa is the best school to attend. **First,** Wahsa offers a wide range of high school courses. Students can take grade 9 through grade 12 courses in all subject areas. **Second,** Wahsa offers Independent Learning and Radio courses. Students who are self-motivated can take IL courses and work at their own pace for up to 10 months. Students who like more guidance can take radio courses with a teacher on air 4 times per week for 9 weeks. **Finally,** students who take Wahsa courses don't have to leave their homes and families to earn a high school diploma. **In conclusion,** Wahsa meets the needs of all students.



**Remember to use the checklist in your workbook and make sure that you understand how your paragraph will be evaluated.**

**Let's discuss the paragraph evaluation:**

Paragraph Evaluation	Mark
Topic sentence <i>complete sentence, topic is clear</i>	/2
Content: at least three supporting details that clearly link to the topic, <i>providing either specific information or an example(s) 6 sentences in the middle</i>	/6
Concluding sentence that links appropriately to the topic <i>similar to the topic sentence, but not the same</i>	/2
Correct grammar, spelling and punctuation	/4
Correct sentences	/2
Use of transitions <i>You need to have at least two transitions.</i>	/2
<b>Total</b>	<b>/18</b>

### Plagiarism

Plagiarism is a serious offence. Plagiarism occurs when a student borrows words or ideas from a source without giving credit to the source. If you submit another person's work as your own, or if you copy and paste from the Internet without crediting the source, or if you copy your answer directly from the textbook, you are plagiarizing. If you are unsure about what is and is not plagiarism, check with your instructor.

#### Checklist for Paragraph

- Is there a topic sentence?
- Are all sentences in the paragraph related to the topic sentence?
- Have I ended my paragraph with a concluding sentence?
- Have I used a dictionary to check the spelling of any words I am uncertain about?
- Have I checked that all sentences are complete, but not run-on?
- Have I used capital letters and appropriate punctuation where necessary?
- Would my vocabulary and writing be interesting and appropriate for an adult reader?

**Typing a paragraph on computer versus writing it by hand:**

The proper structure of a paragraph is essential in all forms of writing. You use it when you write a letter, send an email, or use summary reports in the workplace. When you write a single paragraph, it should be all about one idea or thought.

A writer can show you the beginning of a new paragraph by **indenting** the left margin if the text is hand written. When it is typed, as you see in this example, the indents are left out. Also, the spacing left between two paragraphs indicates the start of a new paragraph.

Indenting means leaving a space before the first word in the paragraph.

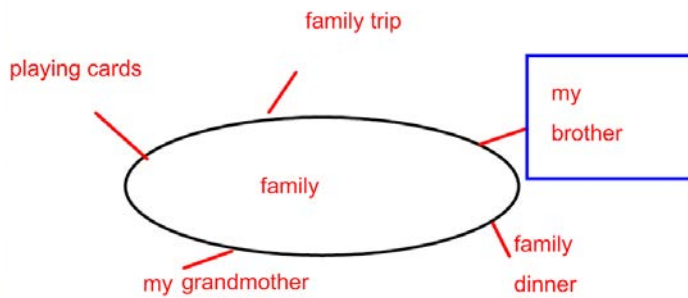
WHEN TYPING ON COMPUTER	WHEN WRITING BY HAND
<p>These are the things to remember when typing a paragraph on the computer. First, notice how I did not leave a space before my first word, "These". When you type out a paragraph, you don't need to indent the first word. Second, notice how each idea that I share to support my topic sentence just starts right away on the next line. The only time that you leave a space is if you start a new paragraph. Third, notice how I am using transitions ("First," "Second," "Third"), and these aren't the only ones. There are lots of transitional words and phrases to help the person reading follow along better. So, try to remember these points the next time that you type up a paragraph on the computer.</p>	<p>Writing a paragraph out by hand is almost the same as typing it, so let me give you some pointers to help. To begin with, you should see that my first word, "Writing," is indented, meaning that there is some space in front of it. This is the only difference between writing a paragraph and typing one. As I mentioned, there are lots of different transitional words and phrases. Also, notice how I always put a comma after a transition ("To begin with," "As I mentioned,"). The last tip that I would like to give you is to look over your work and check for spelling or grammar errors. You might not catch everything, but the more you do this, the better you will get at it. In conclusion, whether you type or write out a paragraph, I hope that my tips will help you.</p>

**Here are the steps for writing a paragraph:**

**1. Brainstorm to think of ideas and choose one topic (assignment 17).**

1. holidays
2. children
3. a sport
4. travel
5. family

**2. Complete an idea web with the topic that you chose (assignment 17).**



Now choose one topic.

**family**

For this example, I chose my brother as my specific topic.

**3. Make sure you know why you are writing about your topic (assignment 18)**

I want to tell you about my brother. My purpose is to inform you about my brother.

**4. Make a quick list of what you are planning to say and in what order.  
\*This is just your own little outline that you can use later.**

**NOTE: This can be in point form. Full sentences are NOT needed.**

- brother is 11/2 years older than me
- nice to have someone to look up to
- was always good at building things
- now works as an engineer
- he taught me many things while we were growing up
- video games, squash, and skiing

Notice how I do not have a topic sentence or a concluding sentence yet, and there are no full sentences either. This is just a quick list, so that is okay.

**5. Make sure that everything you want to say has something to do with your topic. Take out any details that don't make sense. This is what you learned about in assignment 19.**

**6. Complete the paragraph organizer in your workbook.  
\*We are going to go through a paragraph organizer now.**

6. **Look back!** Using the sub-topic you chose in **question 3 of Assignment 19 (page 34)**, complete the following organizer for your paragraph. Remember to include your topic sentence, detail sentences and concluding sentence. (18 marks)

Topic Sentence: \_\_\_\_\_

Let me tell you about my brother.

Supporting Sentence 1: \_\_\_\_\_

My brother is 11/2 years older than me.

Example, proof, evidence: \_\_\_\_\_

It was nice to have someone to look up to while I was growing up.

Supporting Sentence 2: \_\_\_\_\_

My brother was always good at building things.

Example, proof, evidence: \_\_\_\_\_

So, it is no surprise that he now works as an engineer.

Supporting Sentence 3: \_\_\_\_\_

Also, he taught me many things while we were growing up.

Example, proof, evidence: \_\_\_\_\_

For example, I liked watching him play video games, we sometimes played squash, and I also enjoyed skiing with my brother.

Concluding Sentence: \_\_\_\_\_

In conclusion, I am very lucky to have such a great brother.

*Therefore ,  
Thus ,*

Now write the final copy of your paragraph.

**IF YOU TYPED IT OUT ON COMPUTER, YOU WOULD NOT NEED TO INDENT THE FIRST WORD:**

Let me tell you about my brother. He is 1 1/2 years older than me. It was nice to have someone to look up to while I was growing up. My brother was always good at building things. So, it is not surprising that he now works as an engineer. Also, he taught me many things while we were growing up. For example, I liked watching him play video games, we sometimes played squash, and I enjoyed skiing with him. In conclusion, I am very lucky to have such a great brother.

In the paragraph above, I underlined the topic sentence once and the concluding sentence twice. I also circled the transitions. I did this to show you how your paragraph needs to be structured. Also notice that there are six sentences in the middle to support my main idea (it is a paragraph about my brother).

**IF YOU WRITE IT OUT BY HAND, THEN REMEMBER TO INDENT THE FIRST WORD:**

*Let me tell you about my brother. He is 1 1/2 years older than me. It was nice to have someone to look up to while I was growing up. My brother was always good at building things. So, it is not surprising that he now works as an engineer. Also, he taught me many things while we were growing up. For example, I liked watching him play video games, we sometimes played squash, and I enjoyed skiing with him. In conclusion, I am very lucky to have such a great brother.*

This is what you should try to finish before our next class on Wednesday, May 17th:

Assignment 17: textbook page 38      workbook page 35

Assignment 18: textbook page 39      workbook page 36

Assignment 19: textbook page 40      workbook page 37