

**Welcome to 8B ELA live from
Mr. B's music room. Today is
Wed. Nov. 10th.**

**Please hit the hands up sign if you are
here/present. And Mute your microphone.**

Take pictures and
send your AOW
completed
assignment please

Please show me it is
completed on your
video?

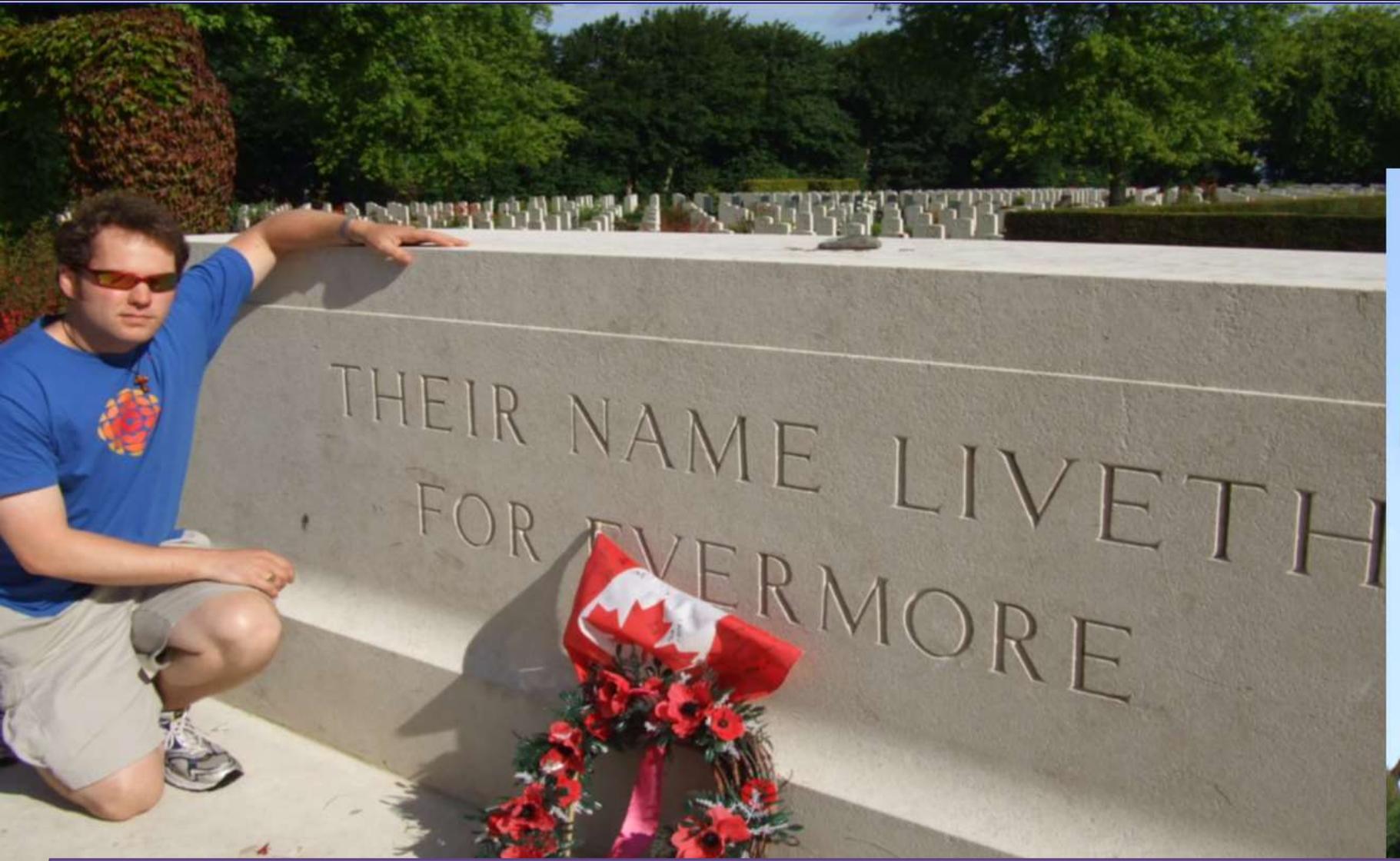
Word of the day

lucent (adjective)

/lu-sent/

Sunlight shone through the lucent crystal on the table, displaying all the colours of the spectrum.

What does the word mean?



No Home Learning Tomorrow due to Remembrance Day community ceremonies.

**Literacy Action
Nelson Raider
Fundraiser**

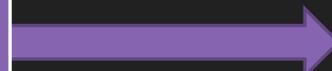
**Big Money for
GRADE 8s Year
End Activities**

**\$30 or more
chance to Pie
Mr. B, Mr. Page,
Mr. Methot**

**\$100 You
automatically
get to pie all 3
(no draw)**

**** Top Level –
Teachers will do
a Tiktok dance**

****** Top Class
Pizza Party and
this guy will dye
his beard pink**



**Please take out your writing
folder and notebook.**

If you don't have them:

Write with loose leaf or on a device.

Thanks

The following sheets are in your writing folder.

If you do not have them at home I will share my screen of the copies you need.

Persuasive Writing Strategies for Success

- Use **examples** to prove your point
- /Your own **personal expression/enthusiasm** about your topic
- /Use **anecdotes/stories** to support your ideas.
- /Using a **comparison**. Example: Taking summer break away from students is like taking coffee away from adults. Adults are stuck on Facebook like students are stuck on Snapchat.
- /Use of **Similes and metaphors** to compare.
Example: I feel the seriousness of the environment is tossed out the window like piece of old gum.
- /Using **quotes of statistics and facts** that back up what you are saying.
- /Using **reasons and possible consequences(warnings)** to support your idea.
- /**Quotations from those with expertise or experience** that help support your idea.
- Ask an **important question** about your issue.

Form: Persuasive

Purpose: to discuss and/or debate ideas developing an argument to convince the reader to agree with the writer's premise

Opening Statement: provides an overview of the topic and states the writer's position (e.g. *Racial slurs are damaging and should not be permitted.*)

Arguments and Reasons: provides three or more arguments or assertions that have supporting statements (*I believe...because...*) drawn from facts or personal experience; begins to identify other points of view and counter-arguments

Conclusion: includes a statement to reinforce or summarize position

Special Features

- persuasive devices (quotes from experts, examples, anecdotes, flattery, authorial intrusion, irony, wit, humour)
- linking words/phrases (*because, however, also*)
- present tense
- first person singular or plural (*I, we*)
- persuasive adjectives/adverbs (*most, must, strongly*)
- technical terms which are often verbs changed into nouns (e.g. *new comers* becomes *immigrants*)

Form : Explanatory Report

Purpose: to tell how/why something came to be or to explain how something works

Statement or definition: identifies topic with a statement, question or definition

Explanation or how or why: to analyze a process (movements in the earth's crust) showing the relationship among the parts including cause and effect connections

Summary: can state unusual features of the phenomenon and/or reiterate the main points

Special Features

- may include a title, illustrations or diagrams
- connecting words to signal cause-effect (*if, because, then*) and/or sequence (*next, then, when*)
- present tense with some passive verbs (e.g. *are folding/faulting*)
- technical, subject-specific vocabulary

Form: Memoire

Purpose: to capture a defining personal memory

Orientation: begins with a purposeful lead, identifies the personal event

Form: Descriptive Report

Purpose: to describe a topic

Introduction: introduces a manageable topic with a definition or a classification (*Three types of soil are*)

Description of Topic: includes factual details, from a variety of sources (books, photographs, websites), to support sub-topics (e.g., attributes, weather systems) sequenced in a specific way

Conclusion: summarizes, or restates, key ideas; may include an impersonal evaluative comment

Special Features

- includes a title, headings, illustrations, maps, or photographs with labels or captions
- connecting words and phrases (*also, many other, has a variety of*)
- present tense
- language to show comparisons/contrasts (*as hard as*), definitions (*are called*), classification (*belong to*)

Form: Instructions/Procedures

Purpose: to tell how to do something

Goal or aim: identifies topic by title or opening statement(s)

Materials/ingredients: lists materials

Method/process – includes key steps in correct order with adequate details focusing on how/when

Conclusion or Evaluation: includes a closing statement or an evaluation which may be a photograph or drawing of the completed item

Special Features

- may include headings, illustrations, diagrams or labels
- numbered-steps or words showing sequence (*first, next, then*)
- point form or full sentences starting with sequence words or verbs
- present tense often written as commands
- technical language- verbs, adverbs and adjectives (e.g., *whip the cooled creme vigorously*)

Form: Narrative (short story)

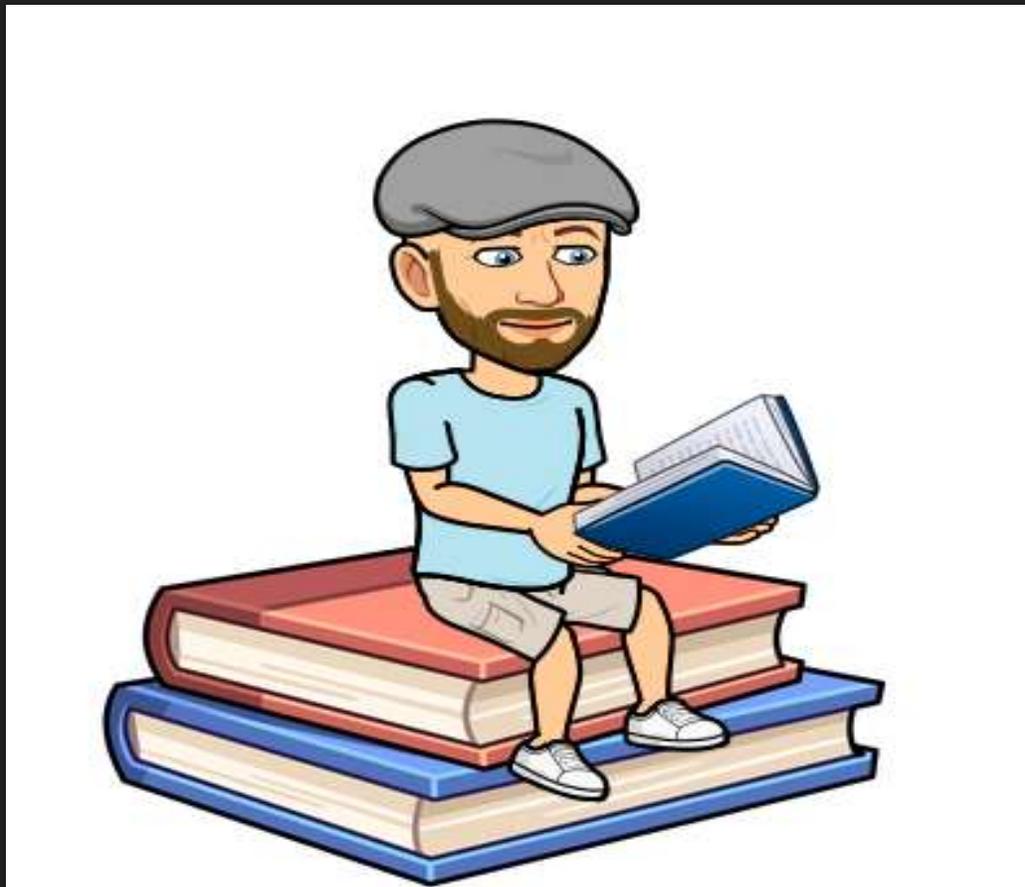
Purpose: to entertain with an imaginative experience

Orientation (time, place and characters): attempts to establish an emotional response through the development of character, setting, and plot and setting the mood or tone (e.g. humor, personalization, sarcasm)

Events: involve the main character development, including insights into their actions and feelings, and building the tension that leads to the climax

Resolution: the complication is generally resolved and the loose ends are tied up

Are you reading at home?



of Sixer gunships filled the sky like an angry swarm of metal wasps. The ships were separating into small groups as they descended, heading off in different directions, as if to blanket the entire surface of the planet.

I didn't think the Sixers would be foolish enough to try to barricade all 512 instances of the white house. That strategy had worked for them on Ludus, but only for a few hours, and they'd only had one location to barricade. The entire planet of Frobozz was in a PvP zone, and both magic and technology functioned here, which meant that all bets were off. There would be hordes of gunters arriving here soon, armed to the teeth, and if the Sixers tried to keep all of them at bay, it would mean war on a scale never before seen in the history of the OASIS.

As I continued running across the field and up the ramp of my ship, I spotted a large squadron of gunships, about a hundred or so, descending from the sky directly above my location. They appeared to be headed straight for me.

Max had already powered up the *Vonnegut's* engines, so I shouted for him to lift off as soon as I was aboard. When I reached the cockpit controls, I threw the throttle wide open, and the descending swarm of Sixer gunships banked hard to follow me. As my ship blasted its way skyward, I began to take heavy fire from several directions. But I was lucky. My ship was fast, and my shields were top-of-the-line, so they managed to hold up long enough for me to reach orbit. But they failed a few seconds later, and the *Vonnegut's* hull suffered an alarming amount of damage in the handful of seconds it took me to make the jump to light speed.

What stands out about the use of commas and word choice of this author.

Date: Nov. 9 –
Use office
word if you
don't have
your
notebook.

Quick Write Section

**Title: Sudden surprise or
story of your choice -
Yesterdays**

Date: Nov. 9



**Tomorrow Mr. B
will share his story
that involves.**



**** Spot the commas, periods and word choice which needs to improve in this.**

If you were not on the video meeting for this class you can correct this on your own. |

Since the last day of March Mr. B has been cycling/biking about 60 kilometers or more a week in fact twice this summer I hit over 50 K in one day All this biking allowed me to hear birds every morning and see foxes, deer, a large moose yet I had not seen a bear. Last week I was on one of my 6 different Barnaby bike routes and was traveling fast As I rounded onto the steep hill after the train bridge it happened. From the woods running at a fast trot toward the road in front of me was a black bear. Because I was on the steep part of the hill I stood on my pedals anyway and began talking loudly. Immediately the black beast put on the breaks. The bear froze and kicked turn the other way While it sprinted back into the woods my heart was beating quickly. I made it to the top of the hill I kept talking out loud. The elders are right as in bears don't like noise or what seems taller than them finally had a squirt of water and kept moving.

Please write a 4-minute Quick Write and 2 minutes of CUPS and STAR Revision. Focus on Word Choice, commas and periods.

- Write a story where you got a sudden surprise, and were either scared, excited, or had to react quickly. (Add exciting details and words)

OR

- Write any story about something you did, or make up a fictional story.

Revise – STAR and CUPS

Share please

Turn to your R8er Section

Special Remembrance Volume

Voice on Remembrance – Choose One and email your sentences to Mr. B (Due today)

Write 3 sentences or 100 words explaining ONE of the following:

1. Why is it important to remember the horrors of war our veterans experienced for when they return home.
2. Why it is so important for your age group/generation to keep talking about and remembering our veterans of war.
3. Why is learning about the history of World War 2 so important to living in our world today?

Remember:

Make sure to use your word list (Big Brain words)

Read your writing out loud, focus on periods and commas, and use CUPS and STAR revision.

If you want to record your voice reading your

Remembrance writing send it to me. (use camera recorder)

**Your writing needs to be sent to Mr. B
by 2 pm today. (DUE Today 2pm)**

For the rest of this class/morning you will:

- **1. Complete AOW(if not done)**
- **2. Voice of Remembrance Piece (DUE Today 2pm)**
Send to Mr. Bosma when finished.
- **3. Your last Raider 8er Piece** – revise and send to Mya and Mr. Bosma if you haven't already.
- Or Work on your **Website Evaluation activity** we worked on Thursday.(attached to Mr. Bosma teacher and Teams pages)
- **4. Read** 30 minutes