

**Welcome to 8B ELA live from
Mr. B's music room. (scroll
through to get to QW and more**

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

**Do you finally have
your AOW completed
for today?**

Please show me it is
completed on your
video?

Word of the day

ennui (Noun)

/ahn-wee/

As the end of August neared and soccer and camps were over, the mother sensed a definite ennui in her two children.

What does the word mean?



ME WAITING FOR MY STUDENTS



TO JOIN MY



ZOOM MEETING

Teams



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

Date: Nov. 8 –
Use office
word if you
don't have
your
notebook.

Quick Write Section

Title: Real connection and no Wi-Fi

Date: Nov. 8

A decorative footer at the bottom of the slide, consisting of a solid purple bar with a diagonal hatched pattern. A small, solid purple triangle points upwards from the center of the bar towards the text above.

Real Connection and no Wi-Fi connection – Choose One from below

- 1. If you had several days with No – Wifi (or data, internet period). What old devices, toys, gadgets, games, or outdoor sports and activities would keep you happy. Explain why you enjoy them.

OR

2. Explain why you like doing outdoor or indoor activities with friends IRL (in real life). Is this better than online and explain why?

Revise – STAR and CUPS

**Take time to revise in a
different color – Read it out
loud**

Turn to your R8er Section

Special Remembrance Volume

Voice on Remembrance – Choose One and email your sentences to Mr. B

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.

You can do this.

For the rest of this class/morning you will:

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