

**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.**

**Did you remember to
have your AOW
completed for today?**

**Can you show me it
is completed on
your video?**

Word of the day

phenomenon (noun)

/fen-nom-uh-nen/

Tik Tok video trends are a relatively new media phenomenon which people have really noticed the last 3 years.

What does the word mean?

Quick Write Section

Date: Nov. 3 – Use office word if you don't have your notebook.

Please take out your writing folder and notebook.

If you don't have them:

Write with loose leaf or on a device.

Thanks

**Title: Home learning or in
class
learning(Persuasive)**

Date: Nov. 3



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

Choose ONE

1. Use persuasive strategies to explain why home learning is better with proof, examples, (your personal ones too) support etc.

Give yourself 7 minutes to write (or more) and 3 minutes to revise.

2. Use persuasive strategies to explain why learning at school is better with proof, examples (your personal ones too) support etc.

3. **Persuasive Argument: Argue the positives and negatives of home learning? Think about personal benefits, but also students who: don't have devices, proper internet for teams, no guardians to help them at home. Explain both sides.**

Revise – STAR and CUPS

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

Mr. B Persuasive QW on Home Learning – Spot the errors (mainly in punctuation- commas and periods)

Remember Using Commas sheet , FANBOYS and AAAWWUBBIS

As I type on a Microsoft Teams chat to make sure a student understands I see my son out of the corner of my eye slowly emerging to the bottom step. I take a closer gander. Immediately I notice he is in fact repelling from a rope down from the top floor.

“Thomas I scold,” with my teacher voice cue the Imperial March Theme.

Next I turn my focus back to my teams meeting with 8B once again the Barnaby Wi-Fi is lagging and my screen won't share. Not one student can see my lesson. Although what I told you seems humorous this is| the nightmare of teaching from home I get to be comfortable wearing a sweatshirt jogging pants and teaching from my music room (a.k.a. my happy place) but everything else is what the kids say “dog water” My internet connect isn't strong enough so I can't even imagine what many of my students are going through. Until we can guarantee every student suitable internet connection device and guardian support during the day home learning doesn't work.

For the rest of this class you will:

- **1. Complete Quick Write and finish the Article of the Week(should be done)**
- **2. Complete the Spot the Errors Page**
- 3. Work on your Website Evaluation activity we worked on Thursday.(attached to Mr. Bosma teacher and Teams pages)
- **4. Read 30 minutes**