

Name: _____

Date: _____

Unit 3 ~ Writer's Notebook

Student Instructions:

Complete the following learning guide as you work through the related lessons. You are required to **have this unit completed BEFORE you go on to the next unit**. Do your best. Ask your home facilitator for help as needed and contact your teacher if you have further questions. See below for the Learning Guide marking rubric.

Home Facilitator Instructions:

As soon as the student has completed a worksheet or two, please go over the responses together. Talk about sections where the student excelled and sections where the student had any difficulty. Encourage proper capitalization, usage, punctuation, and support the student with spelling. Students learn more if they can get feedback as they progress through the course.

<p>Completion and effort</p>	<p>Incomplete / Not submitted 0 points</p>	<p>Overall, a minimal effort was made to complete the tasks and/or it appears the selections were not all read or viewed. 1 points</p>	<p>While there is evidence of effort, one or more of the following is noted more than once or twice: 1. More detail is needed. 2. Readings and/or tasks were not understood. 3. Directions were not followed properly. 2 points</p>	<p>Most or all of the work is completed and accurate, and shows evidence of analysis and thought. 3 points</p>	<p>Work shows evidence of careful analysis and thought. 4 points</p>
<p>CUPS (Capitals, usage, punctuation, spelling)</p>	<p>Any of the following: No effort to check over for capitals, usage, punctuation, spelling. Messy work. 0 points</p>	<p>A few errors or parts that are difficult to read; mostly do not distract from meaning. Almost always uses complete sentences where expected. 1 points</p>	<p>Consistent effort in neatness. Very few errors; do not distract from meaning. Complete sentence responses where expected. 2 points</p>		

1. Strong Position

Read the weak and wishy-washy writing. Your job is to create strong persuasive sentences out of the weak sentences. Take out the weak wording. Add and make up information to make it persuasive.

1. I believe this might be an orange juice you'd like. I heard a lot of people like Orette's Orange Juice.

2. Maybe you would be interested in a Zoomy vacuum cleaner. It's got a lot of buttons, but it's very expensive.

3. I think you should get a Sleepy Time bed. People sometimes say they like them.

2. Specific Audience

Directions: Look at who the audience is for each situation and provide examples that they could best relate to. Point form answers may be given.

Example: You are making a speech about reading to preschoolers. You need some book examples. Name two.

Answer: *The Very Hungry Caterpillar* and *The Zoo*

1. You are talking to an audience at a science fiction convention about plots. What movie examples would work well for this group? Name and explain at least two.

2. You are making a speech to British Columbians about going on vacation in your own province instead of somewhere else. You want to use examples of good places to visit in BC. Name and explain at least two.

3. You are writing an article about famous Canadian people for magazine. Who would make good examples? Name and explain at least two.

3. Make It Formal

Directions: Change these informal passages to formal ones. They are both email messages for the student's teacher named Mr. Ulorta.

1. Hey,
Jus lettin' U know that I'm gonna go on vacation for a week, and I won't B doing work. I'll work SUPER hard when my fam gets back from Calgary.

2. Yo U,

Ummm....I totally lost a book from the scool library. So my bad. I looked like crazy for it, but can't find it. Do I gotta pay 4 it?

4. Convincing Reasons: Heart & Mind

Directions: For each of the topics, provide writing that appeals to the heart and the mind. You can research or make up stories and examples to appeal to the heart. Research online (with home facilitator approval) to find facts and evidence that appeal to the mind.

1. Drunk-driving laws need to be tougher.

Heart:

Mind:

2. Everyone should have the opportunity to travel the world.

Heart:

Mind:

5. Counterarguments

Directions: Finish the opposing argument for each question. It should be a convincing reason. Next, provide the counter attack. Give evidence and reasons to address the opposing side's concerns.

1. My Position: Kids should be able to play video games whenever they want.

Counterargument: Playing video games all the time is a bad idea because...

My Rebuttal:

2. My position: Dogs make better pets than cats.

Counterargument: Cats actually make better pets because...

My Rebuttal:

6. Brainstorming Letter Ideas



Write down issues you see in each of the categories. Think of how they could be solved and who you could contact to help you with that.

Home: ***
Community: ***
Province: ***
Country: ***
World: ***

7. Research and Planning: Arguments For & Against

The topic or idea I have chosen to research so that I can convince others to do something about it is: ***

Arguments For	Arguments Against
***	***
***	***
***	***
***	***
***	***
***	***
***	***
***	***
***	***
***	***

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My position is *** (for or against).

8. Persuasive Planning

Reason#1:

Supporting Details (At least one: Fact, Quote, Statistic, Appeal)

1. ***

2. ***

3. ***

Reason#2:

Supporting Details (At least one: Fact, Quote, Statistic, Appeal)

1. ***

2. ***

3. ***

Reason#3:

Supporting Details (At least one: Fact, Quote, Statistic, Appeal)

1. ***

2. ***

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3. ***

Counterargument(s): Some people may say/think/believe.....

Rebuttal:

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