



WELCOME

GRADE 9 & 10 WRITING

CLASS I



COURSE OUTLINE

- **Course Outline (posted on school's website)**
- **Course Description & Learning Goals**
- **Assessment & Evaluation**
- **Schedule**
- **Homework**

THE ONTARIO CURRICULUM

- Looking at the Ontario Curriculum, what are our Learning Goals for this course?

Grade 10, Academic

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

HOUSE RULES



- Be punctual.
- Submit homework on time.
- Share your assignments for constructive peer feedback.
- Offer only supportive, constructive feedback!
- Ask questions. Take notes. Stay organized.

FORMAT OF A TWO-HOUR LESSON

- Grammar/editing exercise
- Essay-writing skill
- Review last week's homework
- Instructions for this week's assignment

ICEBREAKER

If you were marooned on a [deserted island](#), which three people would you want with you? They can be dead, alive, or imaginary. Share your choices with the group.




ICEBREAKER

Think	If you were marooned on a deserted island , which three people would you want with you and why? They can be dead, alive, or imaginary.
Pair	Share your choices with the person next to you. Listen to their choices as well.
Share	Introduce the person next to you and the three people that they would want to be stranded on an island with.

SURVEY

1. **What are your strengths as a writer?**
2. **What are some areas of improvement in your writing?**
3. **Describe the ideal writing class.**
*Teaching materials? PowerPoint slides? Model answers? Grammar exercises? Peer- editing? Teacher? Movies? Music? YouTube? Group discussion? Lectures? Vocabulary exercises? In-class assignments? Candy?


DIAGNOSTIC TEST



The icon depicts a white medical document with a dark blue border and a folded bottom-right corner. At the top center is a red heart with a white ECG line. Below this, on the left, are two square checkboxes: the top one contains a red checkmark, and the bottom one is empty. To the right of each checkbox is a dark blue rectangular field.



BREAK



COFFEE BREAK

38 images, 0.667 dm by dm 1.5 cm

COFFEE BREAK



SWootAngel0467.d@vcontact.com

IS SOMETHING WRONG?

- ☐ Where is my shoes?
- ☐ I have so many homework to do.
- ☐ The school were open over the weekend.

SUBJECT-VERB AGREEMENT

GRAMMAR

WHAT IS A SUBJECT?

WHAT IS A SUBJECT?

- The **WHO** or **WHAT** the sentence is about.

WHAT IS A VERB?

WHAT IS A VERB?

➤ An **ACTION** word

SUBJECT-VERB AGREEMENT

RULE 1

I. When the **subject** of a sentence is composed of **two or more nouns** or **pronouns** connected by **and**, use a **plural verb**.

SUBJECT-VERB AGREEMENT

RULE 1

She and her friends **is / are** at the fair.

1. Is the subject singular or plural?
2. Do we use **is** or **are**?

SUBJECT-VERB AGREEMENT

RULE 2

2. When **two or more singular nouns** or pronouns are connected by **or** or **nor**, use a **singular verb**.

SUBJECT-VERB AGREEMENT

RULE 2

The book or the pen **is / are** in the drawer.

1. Is the subject singular or plural?
2. Do we use **is** or **are**?

SUBJECT-VERB AGREEMENT RULE 3

3. When a **compound subject** contains both a **singular** and a **plural noun** or pronoun joined by **or** or **nor**, the **verb** should agree with the part of the **subject** that is **nearer the verb**.

SUBJECT-VERB AGREEMENT RULE 3

The boy or his friends **run / runs** every day.

SUBJECT-VERB AGREEMENT

RULE 3

Her sisters and her dad **eat/ eats** everything.

SUBJECT-VERB AGREEMENT

RULE 4

4. **Doesn't** should be used only with a **singular subject**. **Don't** should be used only with a **plural subject**.

However, with **I** and **you don't** should be used.

SUBJECT-VERB AGREEMENT RULE 4

- They **don't** / **doesn't** like school.
- She **don't** / **doesn't** have to go to school.

SUBJECT-VERB AGREEMENT RULE 5

5. Do not be misled by a phrase that comes between the subject and the verb. The verb agrees with the subject, not with a noun or pronoun in the phrase.

SUBJECT-VERB AGREEMENT

RULE 5

The team captain, as well as his players, **is / are** anxious.

SUBJECT-VERB AGREEMENT

RULE 6

6. The words **each, each one, either, neither, everyone, everybody, anybody, anyone, nobody, somebody, someone, and no one** are singular and require a **singular verb**.

SUBJECT-VERB AGREEMENT RULE 6

- Each of these hot dogs **is** / **are** juicy.

SUBJECT-VERB AGREEMENT RULE 7

7. Nouns such as civics, mathematics, dollars, measles, and news require singular verbs.

SUBJECT-VERB AGREEMENT

RULE 7

Seven dollar **is** / **are** not enough.

SUBJECT-VERB AGREEMENT

RULE 8

8. Nouns such as **scissors**, **tweezers**, **trousers**, and **shears** require **plural verbs**. (There are two parts to these things.)

SUBJECT-VERB AGREEMENT

RULE 8

These scissors **are** / **is** dull.

SUBJECT-VERB AGREEMENT

RULE 9

9. **Collective nouns** are words that imply more than one person but that are **considered singular** and take a **singular verb**, such as **group, team, committee, class, and family**.

SUBJECT-VERB AGREEMENT RULE 9

That class **is** / **are** so noisy.

PATTERNS OF ESSAY DEVELOPMENT

INTRODUCTION

ESSAY WRITING

What is an essay?

How does one produce an essay?

LEARNING GOALS

- 1. Understand Writing as a Process**
- 2. Understand the various essay methods and patterns of development**

HOW MIGHT THIS BE RELATED TO WRITING?



PLANNING STAGE



BUILDING STAGE

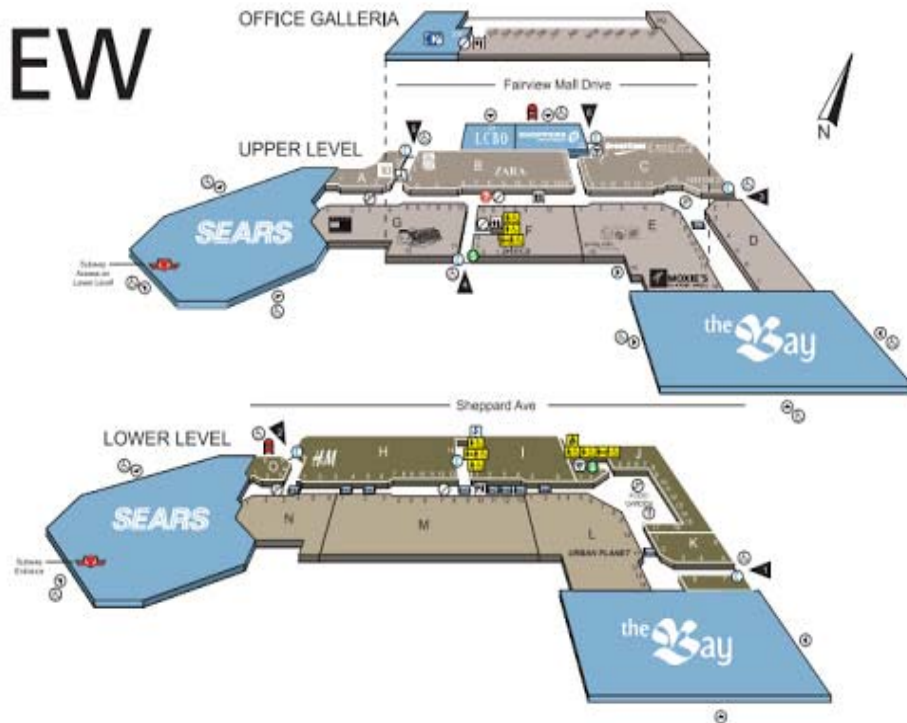


FINAL PRODUCT



FAIRVIEW

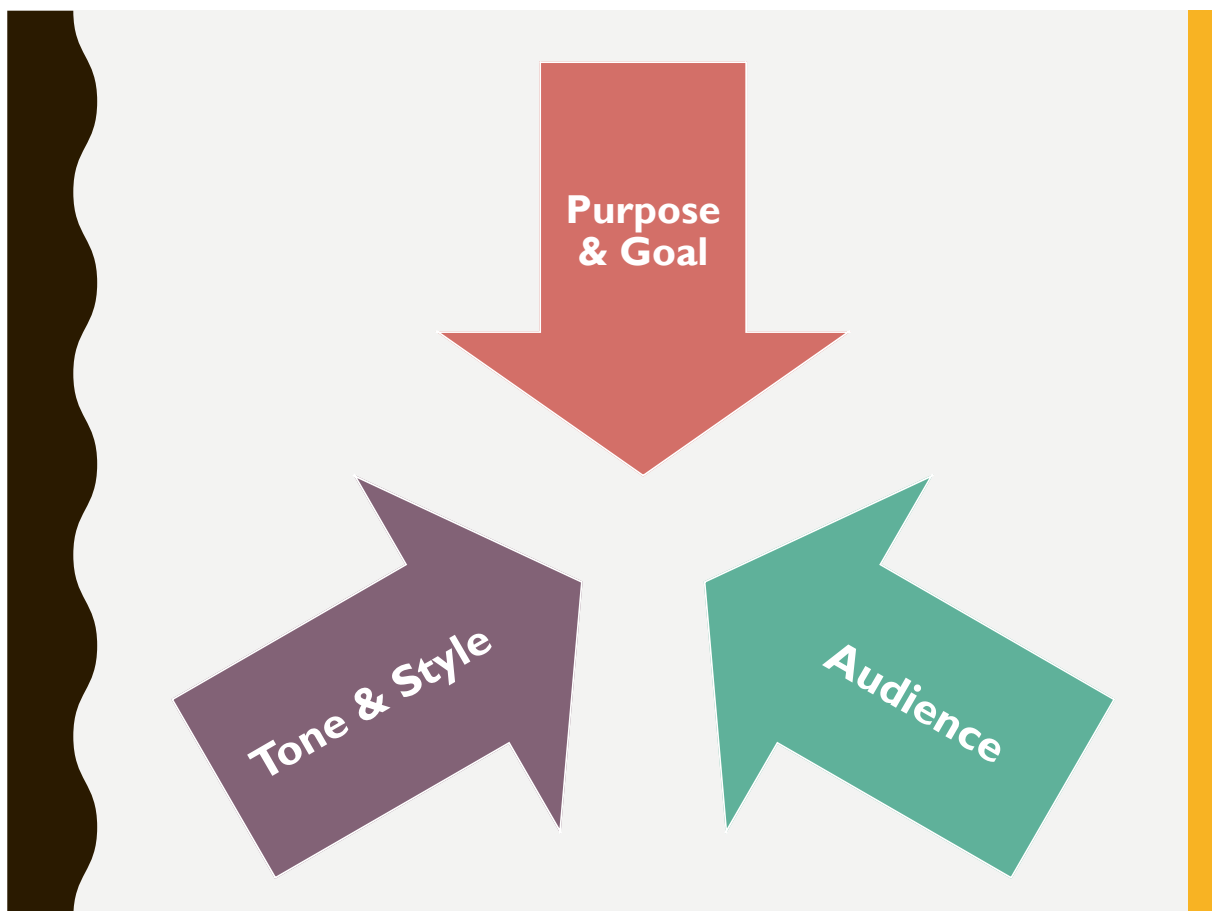
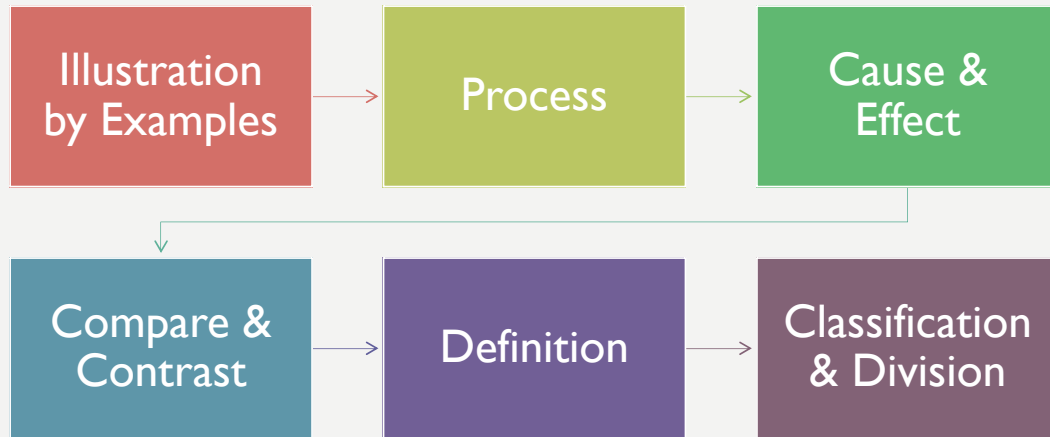
- Administration Office
- ATM
- Elevator
- Entrance
- Escalator
- Family Washrooms
- Food Garden
- Guest Services
- Nursing Room
- Post Office
- Security
- ServiceOntario Kiosk
- Stairs
- Subway Entrance
- Telephones
- Vending Strollers
- Washrooms
- Wheelchair Accessible



ELEGANCE AND SIMPLICITY



ESSAY DEVELOPMENT – TYPES & METHODS



CHALLENGE

What is the best way to explain and support the following statement?

“The first day of classes was frustrating.”

ILLUSTRATION BY EXAMPLES

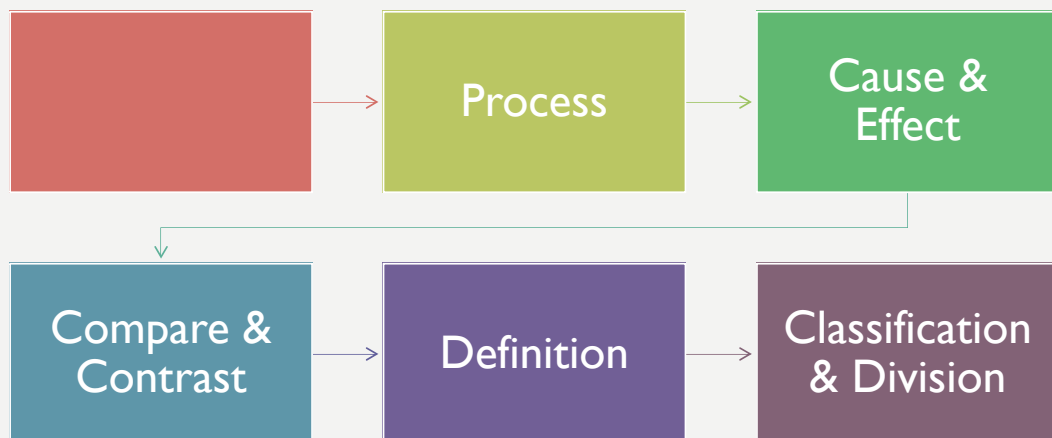
The first day of classes was frustrating. First, my marketing class was cancelled. Then, I couldn't find the Mac lab. The lines at the bookstore were so long that I went home without buying my textbooks.

ILLUSTRATION BY EXAMPLES

- Use specific facts, observations, or scenarios to make your points and details concrete for readers.

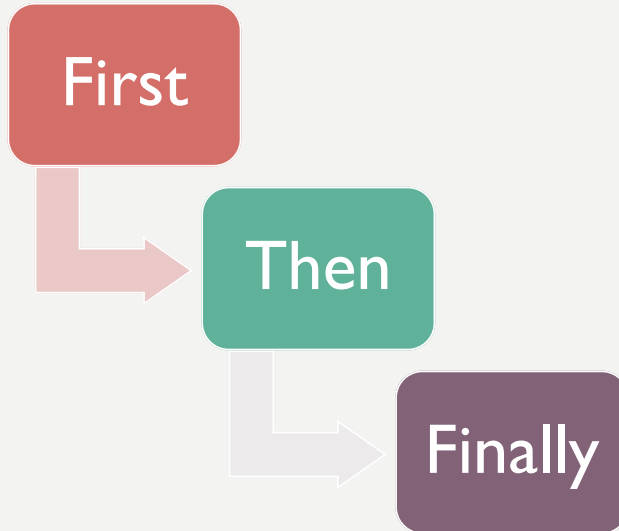


ESSAY DEVELOPMENT – TYPES & METHODS



PROCESS

When would you need to write a process essay?



BAKING MUFFINS

1. **First**, preheat the oven to 400— F.
2. **Then**, combine the flour, baking powder and salt.
3. **After**, unwrap the butter and heat it in the microwave, in a microwave-safe bowl, for about a minute, until it's thoroughly melted. Set it aside at room temperature to cool, **but don't let it solidify again.**
4. **Next**, beat the eggs in a separate bowl **and then** add the sugar, milk and vanilla to the eggs.

BAKING MUFFINS

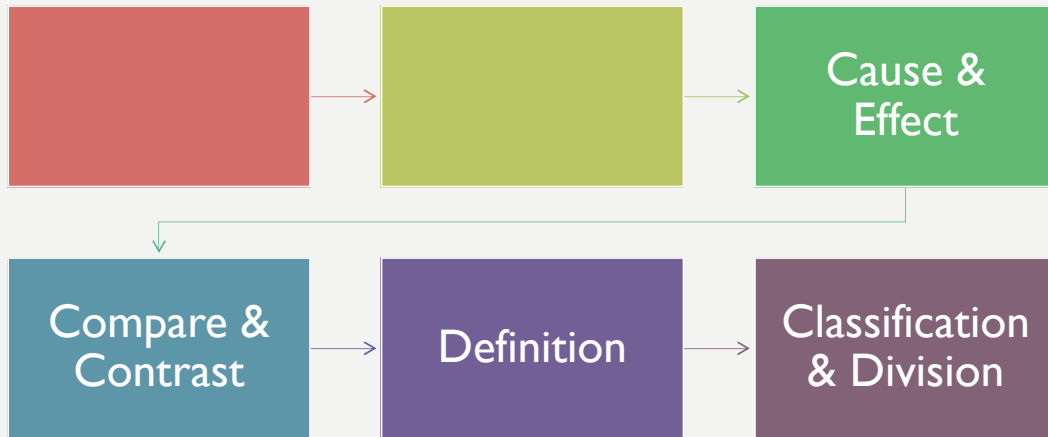
5. **Thoroughly** grease and flour a muffin pan.
6. Pour a **tiny bit** of the melted butter into the egg-vanilla-milk mixture and stir it in. Repeat 3-4 more times, **adding a slightly larger amount** of the liquid butter **each time** until it is all incorporated.
7. Add the liquid ingredients to the dry ones and mix *no more than ten seconds*. The batter should be visibly lumpy, and you may see pockets of dry flour.
8. **Gently pour** the batter into the prepared muffin pan and **bake immediately**.
9. Bake 20 minutes or until a toothpick inserted into the center of a muffin comes out clean.

PROCESS

Demonstrate or break down a process to instruct or show readers how something works, or how something happens.

- **E.g. How do we make friends?**

ESSAY DEVELOPMENT – TYPES & METHODS



CAUSE & EFFECT

1. What does the cause & effect pattern look like?
2. When would you need to use cause & effect or write a cause & effect essay?

TO WHAT EXTENT IS THIS CONVINCING?

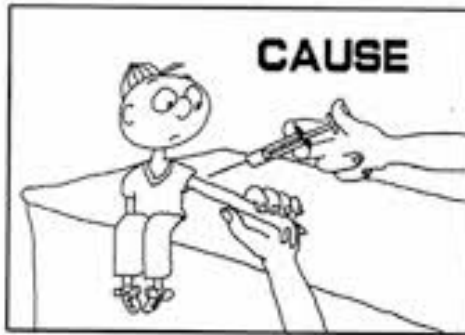
Many new immigrants settle in Scarborough.
It is obvious why this happens.

USE CAUSE & EFFECT TO PERSUADE & CONVINCE

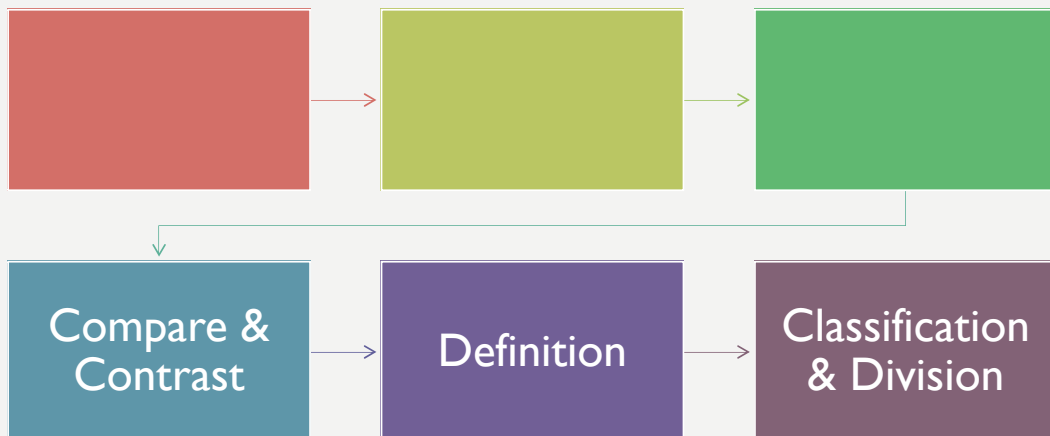
Many new immigrants settle in Scarborough **because** this city has affordable housing and accessible transportation.

CAUSE AND EFFECT

Essays that **show** or **analyze** causes and effects to break down and **explain** either the reasons for (causes) or the consequences (effects) of some situation or issue.



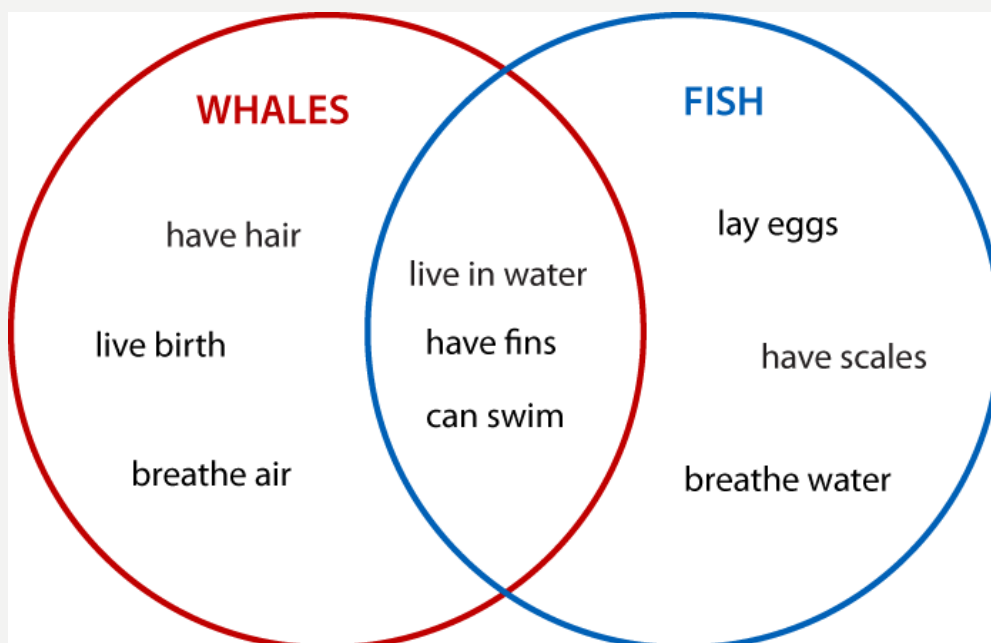
ESSAY DEVELOPMENT – TYPES & METHODS



COMPARE & CONTRAST

1. What does the compare & contrast pattern look like?
2. When would you need to use compare and contrast or write comparatively?

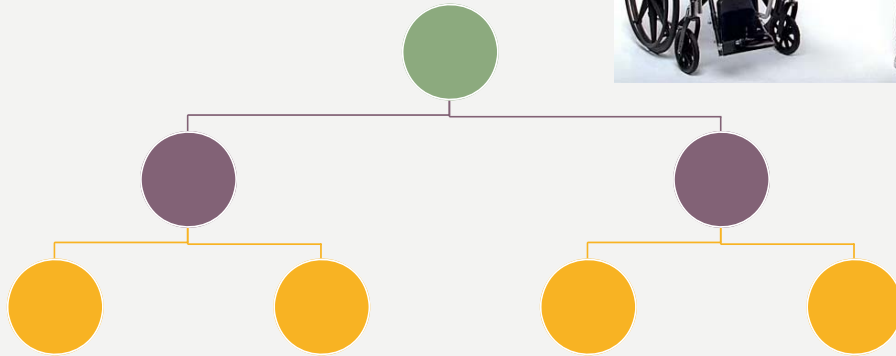
COMPARE & CONTRAST



COMPARE & CONTRAST

Claim:

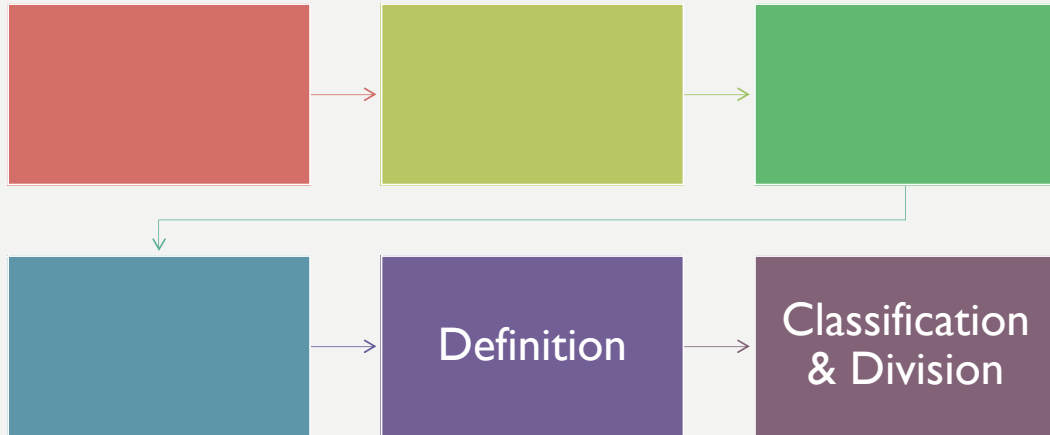
Macs are better than PCs



WHAT DO THESE QUESTIONS HAVE IN COMMON?

1. What is an apple?
2. What is a rot and ruin zombie?
3. What is democracy?

ESSAY DEVELOPMENT – TYPES & METHODS



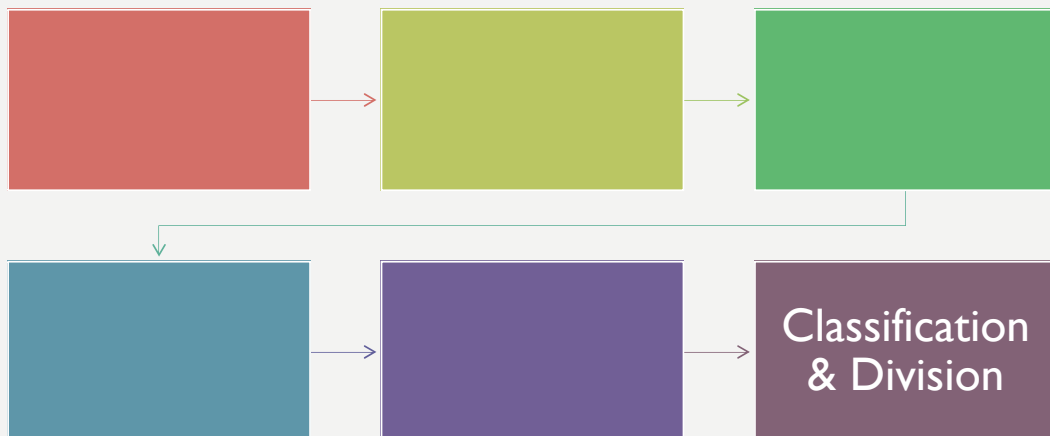
DEFINITION

Essays that explore various meanings of a word or concept.

DEFINITION

1. Do words have more than one meaning?
2. When would you need to define words in a piece of writing or write a definition essay?

ESSAY DEVELOPMENT – TYPES & METHODS



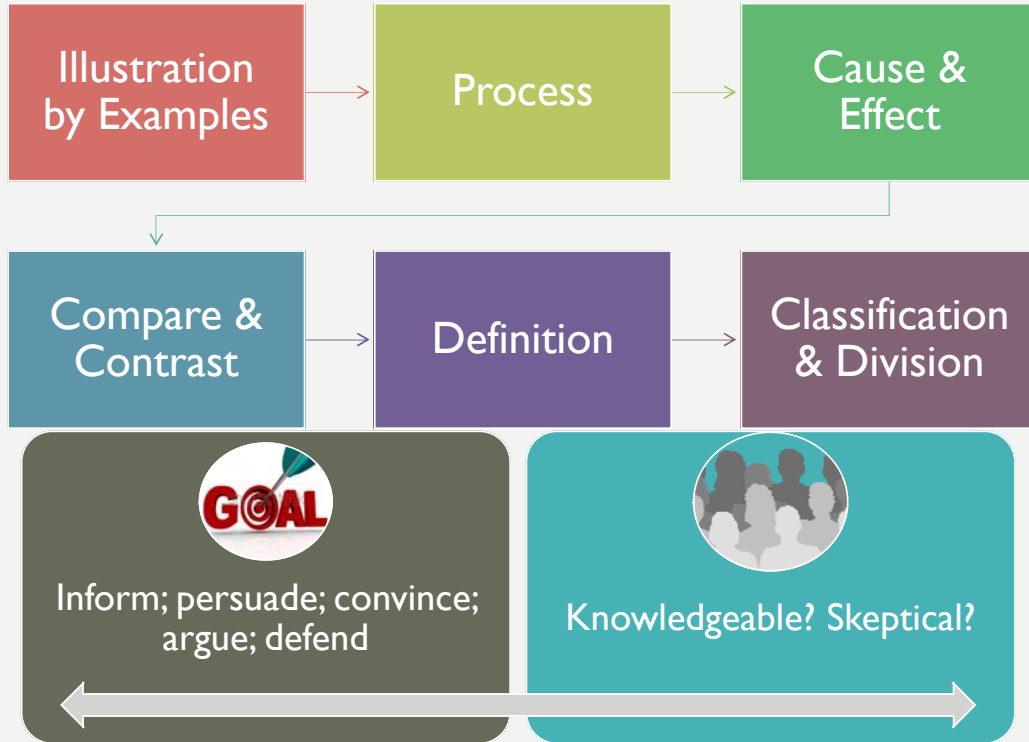
CLASSIFICATION AND DIVISION

Essays that classify or break a subject down into **categories** to help readers grasp different aspects of that subject.

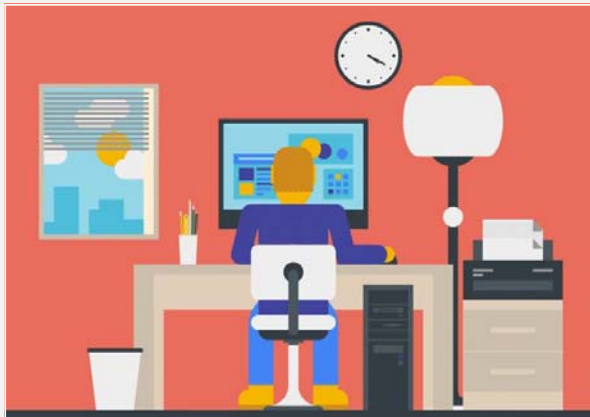
CLASSIFICATION & DIVISION

- I. When would you need to break down a subject into categories or aspects?

BIG IDEA



DRUM ROLL...



Homework 1!