

Excerpt from *Children of the Storm* by Natasha Vins

A JourneyForth book from BJU Press

At school, preparations for the anniversary of the Revolution began that year well in advance. Our class was assigned to do reports on the lives of the Young Pioneer heroes. Mrs. Alekseeva announced that the best report would be read in front of the school assembly. She handed us the assignments, and I ended up with Pavlik Morozov.

I knew his story well. Pavlik informed the police that his father had hidden a portion of his own crop before all the grain was taken from peasants by the collective farm. Thirteen-year-old Pavlik showed the police where the grain was hidden, and they confiscated it. Pavlik's father, who had hidden the grain to protect his family from starvation, was arrested. A few days later a neighbor killed Pavlik for betraying his father.

Our textbooks portrayed Pavlik as a hero and his act of reporting on his father as an example to be imitated. I knew why the teacher had assigned me this story. If I wrote that Pavlik's example was one we all should follow, then I would be expected to report on my own father. But to betray Papa was unthinkable! I did not approve of Pavlik Morozov's act, even though I felt sorry for him that he was killed. But I could never call him my hero. . . .

The next day I told the teacher why I could not do the report. She became very angry. After class began, she announced, "Natasha Vins has let you all down again! But what's even more terrible, she has shown disrespect to the memory of Pavlik Morozov, who died as a hero serving the cause of the Soviet State!"

The reaction of my classmates was extremely negative. No one would speak to me during recess, not even Tanya. I felt terribly alone, but knew I could not act against my conscience. While walking home after school, some boys

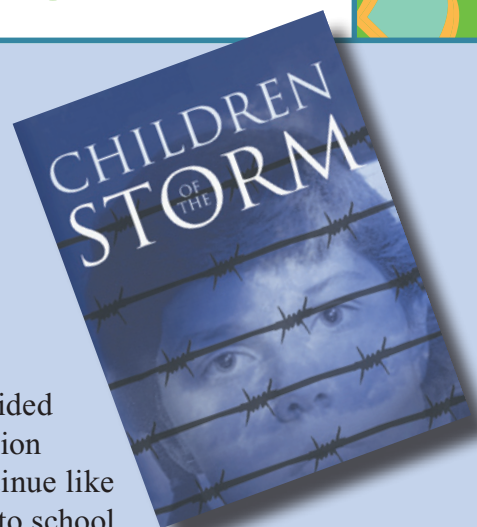
from class attacked me and beat me up.

Babushka decided that this situation could not continue like this and went to school with me the next morning.

At that time much was written in the Soviet newspapers about the lack of civil rights for blacks in the United States. One article told of a boy who was not permitted to ride the school bus with white children. His parents intervened for him with the school administration and were successful. But then white children started beating him up. As a result, a policeman was assigned to accompany the black boy to school. The Soviet papers expressed great shock over such terrible discrimination against the rights of blacks in the United States.

Babushka took this article with her when she went to talk to my principal. During their discussion she stated, "I will not permit such humiliations against Natasha to continue. I am convinced that the children ridiculed her and beat her up because of what the teacher said in class. Just look at this article! Do you realize that the discrimination experienced by a child from a Christian family in a Soviet school is quite similar to the discrimination against blacks in the United States? Unless I hear from you today that you guarantee Natasha's safety at school, I will be forced to demand that a policeman accompany her to school, just like that black boy in America."

The principal agreed to look into this problem and somehow resolve it. As a result of Babushka's visit with the principal, I was left alone for a while.



Chapter 12

Writing a Compare-Contrast Essay

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	257	218			<i>compare-contrast essay</i>	<ul style="list-style-type: none"> Analyze a student model of a compare-contrast essay Insert comparing and contrasting words at appropriate places in an essay Recognize two different ways to organize ideas in a compare-contrast essay Learn advantages of each method of organization Identify the method of organization used in an essay Choose a science-related topic for a compare-contrast essay Research the two subjects of a compare-contrast essay Organize details from research into a Venn diagram Make an outline for a compare-contrast essay Analyze a student model of a compare-contrast essay Draft, revise, proofread, and publish a compare-contrast essay Recognize errors using a <i>Proofreading Checklist</i>
111	A Compare-Contrast Essay	260–61	219–20			<i>comparing words</i>	
112	Organizing Your Essay	262–63	221–22			<i>contrasting words</i>	
113	Researching Your Subjects	264–65	223–24		<ul style="list-style-type: none"> Informational non-fiction books Encyclopedias Scientific magazines (optional) CD-ROMs about possible topics (optional) Internet access for each student (optional) Several 4" × 6" lined index cards (optional) 	<i>outline</i>	
						<i>Venn diagram</i>	
						<i>Writing Process</i>	
						<i>planning</i>	
						<i>drafting</i>	
						<i>revising</i>	
						<i>proofreading</i>	
						<i>publishing</i>	
114	Compare-Contrast Essay: Planning	266–67	225–26				
115	Compare-Contrast Essay: Drafting	268–69					
116	Compare-Contrast Essay: Revising	270–71	227–28				
117	Compare-Contrast Essay: Proofreading	272–73	229–30				
118	Compare-Contrast Essay: Publishing	274–75			<ul style="list-style-type: none"> Science magazines Materials for publishing 		
119	Chapter 12 Review	276–77, S30	231–32	71–72	<ul style="list-style-type: none"> Two stories for each student for optional Literature Connection 		
120	Cumulative Review	278–79	233–34				

Comparing and Contrasting



Cover the bulletin board with a bright color and border it with a dark color. Use bright letters for the title "Comparing and Contrasting." Use black electrical tape to make a large grid as shown. Mount pictures that represent people, places, or items around a school or use real photographs. (**Note:** For people, try to use personal photographs from your own school.) Label each picture on the grid. Direct each student to choose two pictures from the grid to use as topics in a compare-contrast essay.

Writing Process	Points
Planning: chose a method of organization; completed a Venn diagram; wrote an outline	
Drafting: wrote the first draft	
Revising: improved the first draft	
Proofreading: marked mistakes and corrected them	
Publishing: prepared the final draft and shared it with others	
Writing Process Total	

Content & Format	Points
Has a title	
Compares and contrasts two science-related subjects	
Has a clear method of organization	
Has an introduction that leads into the main part of the essay	
Gives adequate details about each subject	
Uses comparing and contrasting words	
Uses descriptive words	
Has a conclusion that sums up the major points of the essay	
Handles paragraphing correctly	
Content & Format Total	

Mechanics	Points
Uses punctuation correctly	
Uses capital letters correctly	
Uses correct grammar	
Spells words correctly	
Mechanics Total	
Total Score = Writing Process + Content & Format + Mechanics	

Add the following words to your personal spelling list:

Comments:

Scoring Key

3 points complete and correct
 2 points complete and partially correct
 1 point partially complete and partially correct
 0 points not attempted or unacceptable



➤ Worktext pages 218–20

Objectives

- Analyze a student model of a compare-contrast essay
- Insert comparing and contrasting words at appropriate places in an essay

Note

This interactive lesson incorporates Worktext pages 219–20 into the Teach for Understanding section.

Literature Link

Discuss comparing and contrasting in the Literature Link. Before reading the Literature Link on Worktext page 218, explain that Miss Vins grew up in Kiev during the years of the Communist-controlled government of the Soviet Union. Her father, Georgi Vins, was a Christian minister who was often imprisoned for his involvement in the underground church. Explain that the Russian word *babushka* means “grandmother.” Read aloud the excerpt from *Children of the Storm* by Natasha Vins.

- To what does Babushka compare her granddaughter’s problem at school? (*to the discrimination against black people in the United States*)
- How is the young Natasha’s experience like that of the black children in the United States in the 1960s? (*Natasha is treated much as the black children were: she is made fun of at school because of her family’s Christian faith; she is verbally and physically abused by her classmates.*)
- What are some differences between Natasha’s experience and that of some black children of her day? (*The Soviet people are shocked at the treatment of black children in America but not at their own treatment of Christians; the basis for the ill treatment is religion—a choice—rather than race—something beyond one’s control.*)

Teach for Understanding

- A Discuss the structure of the model compare-contrast essay.

1. Read aloud the paragraph at the top of Worktext page 219.

An essay that tells how two things are alike and how they are different is a **compare-contrast essay**. In this compare-contrast essay, Devin dealt with a science topic. He knew that he wanted to write about birds, and his favorite kinds of birds were eagles and penguins. But eagles and penguins have too many differences and too few similarities, so

he knew that they would not be good subjects to compare and contrast in his essay. He needed to narrow his topic to two birds that were similar in many ways, but different enough to contrast. After doing some research on different birds, he became especially interested in eagles. He decided to compare and contrast two kinds of eagles.

Our Country’s Eagles

If you see a large bird soaring to its nest high up on a cliff, it is probably an eagle. Eagles are some of God’s most beautiful wild creatures. The American bald eagle and the golden eagle are the only two species of eagles found in the United States. Although they are similar in size and nesting habits, they have differences in appearance and diet.

The bald eagle has become the national symbol of the United States. Its most unusual feature is its white head. The feathers on the rest of its body are dark brown, and its beak and feet are yellow. It is a large bird, weighing anywhere from ten to fifteen pounds. Males have a wingspan of seventy-two to eighty-five inches, and the wingspan of females is even larger. Bald eagles like to nest in tall trees or on cliffs. They usually lay two eggs at a time, and both parents take turns sitting on the nest. The baby eagles fly about ten weeks after hatching. Bald eagles almost always live near water because fish, especially salmon, are one of their favorite foods. They also eat small mammals and water birds.

Unlike the bald eagle, the golden eagle does not have a white head. Its feathers are entirely dark brown with touches of gold at the back of its neck. It has a gray bill and yellow feet. It is similar in size to the bald eagle, weighing between ten and fifteen pounds. The golden eagle’s wingspan is almost exactly the same as the bald eagle’s. Like the bald eagle, the golden eagle also builds its nests in trees or on high cliffs. It takes turns watching the eggs with its mate, and its young also learn to fly after about ten weeks. However, it differs from the bald eagle in its diet. The golden eagle does not eat fish. It feeds on small mammals, insects, snakes, and birds.

Eagles are somewhat rare, so you probably will not see one every day. But if you ever see one of these beautiful birds, you will now be able to tell whether it is a bald or golden eagle. Remember to notice the color of its head—and see what it is having for lunch!

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English 6, Chapter 12, Lesson 111

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- Why is “eagles and penguins” not a good topic for a compare-contrast essay? (*It is too broad a topic, because eagles and penguins have too many differences and too few similarities.*)

Point out that the two subjects being compared and contrasted should have some similarities without being too much alike. They should also have some differences without being too different from each other.

2. Read aloud Devin’s compare-contrast essay about the two types of eagles. Point out that he focused his essay on a few main points of comparison and contrast, or ways the two eagles are alike or different.

- How many points of comparison and contrast does Devin’s essay contain? What are they? (*four; size, nesting habits, appearance, and diet*)
- What is the purpose of Devin’s first paragraph? (*to introduce the two subjects being compared and contrasted; to sum up the points of comparison and contrast*)
- How would you summarize the content of the second paragraph? (*It describes the bald eagle, talking about each point separately.*)
- How would you summarize the content of the third paragraph? (*It describes the golden eagle, telling how it is like or unlike the bald eagle in each of the four points.*)

Notice that Devin used **comparing** and **contrasting words** in his essay to connect ideas in the third paragraph with those in the second. Each time he introduced a new point of comparison between bald eagles and golden

eagles, he would use a comparing or contrasting word to make the relationship clear. Here are some lists of words that can be used to show relationships between like and unlike things. Which of these words did Devin use?

Comparing Words

also
both
like
similar/similarly
in the same way

Contrasting Words

but
however
unlike
differs from
even though
on the other hand

- Use proofreading marks to add comparing or contrasting words to make the following paragraph clearer. **Answers will vary.**

The two types of storms most common in my area are thunderstorms and tornadoes. A thunderstorm usually happens on a hot summer day. **On the other hand,** a tornado happens on a spring day that has been both cool and warm. Thunderstorms are usually accompanied by clouds, rain, and sometimes hail. **Similarly,** thunderclouds and rain often precede a tornado. The main danger in a thunderstorm is from lightning. **However,** a tornado brings with it high, swirling winds that can pick up objects as large as cars and buildings. In a thunderstorm, you are usually safest inside your house. **But** in a tornado, it is important to take shelter underground if possible.

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English 6, Chapter 12, Lesson 111

- What is the purpose of the last paragraph in the essay? (*It is the conclusion, summing up the essay and reminding the reader of the differences between the two eagles.*)
- In which two points are the eagles different? (*in appearance and in diet*)
- B** Discuss comparing and contrasting words.
 1. Direct attention to the comparing words and contrasting words in the boxes on Worktext page 220.
 - In which paragraph did Devin use most of these words? (*the third paragraph*)
 - Which of these comparing words did he use? (*similar, like, also*)
 - Which of these contrasting words did he use? (*unlike, however, differs from*)
2. Read aloud the directions for the paragraph on Worktext page 220. Allow time for each student to read the paragraph silently and work independently to add comparing and contrasting words.
3. Choose volunteers to share which words they inserted; then discuss their answers together.

ESL

ESL students may need assistance determining the choice of a comparing or a contrasting word to match the context on the worktext page. They may also need to have the passage read orally.

- What is the purpose of the last paragraph in the essay? (*It is the conclusion, summing up the essay and reminding the reader of the differences between the two eagles.*)
- In which two points are the eagles different? (*in appearance and in diet*)
- B** Discuss comparing and contrasting words.
 1. Direct attention to the comparing words and contrasting words in the boxes on Worktext page 220.
 - In which paragraph did Devin use most of these words? (*the third paragraph*)
 - Which of these comparing words did he use? (*similar, like, also*)
 - Which of these contrasting words did he use? (*unlike, however, differs from*)
2. Read aloud the directions for the paragraph on Worktext page 220. Allow time for each student to read the paragraph silently and work independently to add comparing and contrasting words.
3. Choose volunteers to share which words they inserted; then discuss their answers together.



Transparency Master page S65

Lesson 111

- Write the sentence using the correct plural form of the noun.
1. Jesus used (stories, storys) to teach a lesson.
Jesus used stories to teach a lesson.
 - Write the sentence. Underline the reflexive pronoun and its antecedent. Draw an arrow from the pronoun to its antecedent.
 2. The prodigal son wanted to spend his inheritance on himself.
The prodigal son wanted to spend his inheritance on himself.
 - Write the indefinite pronoun from the sentence. Write S if it is singular or P if it is plural.
 3. Though the prodigal son wasted everything, his father forgave him. *everything; S*
 - Write the word that correctly completes the sentence.
 4. We (imply, infer) from the parable that God is like the father in the story: *infer*
 - Write the word that makes sense.
 5. hay : barn : _____ : office (work, computer, earn) *computer*



Worktext pages 221–22

Objectives

- Recognize two different ways to organize ideas in a compare-contrast essay
- Learn advantages of each method of organization
- Identify the method of organization used in an essay

Materials

- Overhead transparency of Devin's essay from Worktext page 219 (optional)

Note

This interactive lesson incorporates Worktext pages 221–22 into the Teach for Understanding section.

Introduction

Discuss organization. Explain that a good essay has a logical structure. The information in the essay is presented in an order that makes sense.

- **What problems would result from a lack of organization in an essay?** (*Possible answers: the writer's message would not be clearly communicated; readers would not want to waste their time trying to sort out the meaning of the essay.*)

Explain that there are various ways to organize material in an essay that compares and contrasts.



A Discuss two different ways of organizing a compare-contrast essay.

1. Read aloud the paragraph at the top of Worktext page 221. Direct the students to look at the outline of Devin's essay in the first box.
- **Does the order of Devin's essay make sense?** (*yes*)
2. Display the transparency of Devin's essay or refer the students to the essay on Worktext page 219.
- **What does each main point in Devin's outline represent?** (*a paragraph in his essay*)
3. Point out that Devin's points of comparison and contrast—appearance, size, nesting habits, and diet—were discussed in the same order in each subject's paragraph. Find sentences in the essay that discuss each of these points.

Compare-contrast essays can be organized in different ways. Devin's essay about the two types of eagles described each of his subjects separately.

The essay discussed the same points of comparison about each subject. A simple outline of his essay would look like this:

- I. Introduction
- II. Subject A (bald eagle)
 - A. Appearance
 - B. Size
 - C. Nesting habits
 - D. Diet
- III. Subject B (golden eagle)
 - A. Appearance
 - B. Size
 - C. Nesting habits
 - D. Diet
- IV. Conclusion

Notice that Devin's essay had a separate paragraph about each kind of eagle. He discussed four points of comparison under each subject. To make his essay as clear as possible, he kept these points in the same order each time.

Devin's method of organization is only one way to organize a compare-contrast essay. Another

method is to tell about similarities and differences separately. An essay organized this way would still have the same number of paragraphs, but it would discuss both of the subjects at the same time. Here is how Devin's outline would look if he had organized his essay this way:

- I. Introduction
- II. Similarities
 - A. Size of bald eagle / size of golden eagle
 - B. Nesting habits of bald eagle / nesting habits of golden eagle
- III. Differences
 - A. Appearance of bald eagle / appearance of golden eagle
 - B. Diet of bald eagle / diet of golden eagle
- IV. Conclusion

This essay would discuss the similarities of the two eagles in one paragraph, and then it would discuss their differences in another paragraph.

English 6, Chapter 12, Lesson 112



4. Read aloud the second part of the page, directing the students to compare the second outline with the first outline.
- **How does the second outline differ from the first one?** (*It organizes the material into similarities and differences, comparing and contrasting both subjects at one time.*)
- **What do the two methods have in common?** (*They are both logical in structure; they both deal with all the same information; they both have an introduction and a conclusion.*)
5. Point out that the writer should rely on comparing and contrasting words in both methods. In the organization by subject method, most of these words will occur in the paragraph about the second subject. It is not

until the point in the essay when a second subject is introduced that comparison and contrast is actually taking place.

B Discuss the advantages of each method.

1. Explain that the most important thing to remember about methods of organization is that whatever method you use needs to be logical and needs to communicate the main idea of your essay.
2. Read and discuss the advantages of each method given in the box on Worktext page 222.

After you have researched and categorized the information about your two subjects, you should choose a method of organization for your essay. How do you decide which method of organization

to use? Is one method better than another? That depends on your essay topic. Here are some of the advantages of each method.

By Similarities and Differences

- provides a concise organization if you have more than four points of comparison to discuss in the essay
- allows readers to get a clear understanding of the similarities and differences of your two subjects
- keeps you from having to repeat points

By Subject

- allows you to discuss more details about each subject and reveal slight differences even in points of similarity
- allows readers to get a clear picture of each subject as a whole in addition to the similarities and differences
- is often easier for readers to follow because it does not switch back and forth between subjects



Choose the method that seems best for you. If one method is easier for you to understand and seems more logical, that is probably the method you should use.

► Each example gives a paragraph from an essay. Identify the method of organization being used in each essay.

B

1.

Like the snail, the clam is a mollusk. It is an invertebrate, and it can live both in the sea and out of it. It also has a shell, but its shell differs from the snail's. The clam has a bivalve shell, divided into two parts and hinged on one side. The clam gets its food by opening and closing its shell with its strong muscles, allowing tiny sea creatures inside. Unlike the snail, the clam cannot extend its body outside of its shell to crawl.

- A. by similarities and differences
- B. by subject

A

2.

There are many similarities between Uranus and Neptune. Both are gaseous planets rather than rocky planets like Mercury, Venus, Earth, and Mars. In size they are both classified as "giant" planets. They are both among the outer planets in relation to the sun. Similarly, they are both considered "superior" planets because they are farther from the sun than Earth is. Both planets were discovered in modern times and are able to be seen only with the aid of a telescope.

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English 6, Chapter 12, Lesson 112

222

C Guide the students in identifying the method of organization in an essay.

1. Read and explain the directions.
2. Allow time for the students to read each paragraph silently and to identify its type of organization.
3. Select volunteers to give their answers; then discuss the following questions:

► How do we know that the first example is from an essay that organizes the information by subject? *(The paragraph discusses only one of the two subjects in detail, and it gives both comparison and contrast at the same time.)*

► How do we know that the second example is from an essay that organizes the information by similarities and differences? *(The paragraph discusses both subjects at once, and it gives only similarities. The differences between Uranus and Neptune will be discussed in another paragraph of the essay.)*

ESL

ESL students may be unable to read the worktext page independently.



Transparency Master page S65

Lesson 112

► Write **PA** if the underlined word is a predicate adjective.
Write **PN** if it is a predicate noun.

1. The discovery was a life-sized clay army in China. **PN**

► Write whether the tense of the underlined verb is past, present, or future.

2. Warriors who fought two thousand years ago are memorialized as statues.

past

► Write the sentence. Underline the pronoun and its antecedent.

Draw an arrow from the pronoun to its antecedent.

3. Shih Huang Ti was the first emperor of China, and he began the Great Wall.

Shih Huang Ti was the first emperor of China, and he began the Great Wall.

► Write the correct verb.

4. These statues (laid, lay) guarding the emperor's tomb for many years.

lay

► Write **Int.** if the underlined word is an interrogative pronoun.

Write **No** if it is not an interrogative pronoun.

5. When did Shih Huang Ti rule? **Int.**



Worktext pages 223–24

Objectives

- Choose a science-related topic for a compare-contrast essay
- Research the two subjects for a compare-contrast essay

Materials

- Informational nonfiction books about the possible topics
- Encyclopedias
- Scientific magazines (optional)
- CD-ROMs about possible topics (optional)
- Internet access for each student (optional)
- Several 4" × 6" lined index cards for each student (optional)

Note

Locating information, reading, and note-taking may take more than one class period. You may want students to work on the report during science time. Students could also work on the research for the essay as a seat-work assignment.

This interactive lesson incorporates Worktext pages 223–24 into the Teach for Understanding section.

Introduction

Review the research process. Write these steps of the research process in order for display:

- locate sources about the topic
- choose a topic
- read and take notes

- In which order should these steps be in the process of researching? (*choose a topic, locate sources about the topic, read and take notes*)

Teach for Understanding

- A Guide the students in choosing a topic for a compare-contrast essay.

1. Explain to the students that they will be writing a compare-contrast essay about a science-related topic. Read the topic suggestions in the box at the top of Worktext page 223, but point out that the two subjects the students compare and contrast could be anything related to science.
2. Emphasize that the students will need to choose subjects that have some

Every compare-contrast essay has two subjects. These are the two ideas or objects being compared and contrasted. You will be writing a compare-contrast essay about two subjects related to science. Choose two subjects that you already know something about and would like to study further. Here are some ideas:

Make sure that you choose two subjects that have some differences but are not so different that they have nothing in common.

After you have settled on your subjects, you will need to find facts about them. You will probably need to research to find information you can use in your essay. Here are some possible sources that you could check:

Nonfiction books
Encyclopedias
Science magazines
Television documentaries
CD-ROMs
the Internet

As you research, take notes on note cards or on the next page so you can remember details about your subjects. Look for areas of similarity

Compare and Contrast:

two mammals	two types of fish
two fruits or vegetables	two habitats
two types of clouds	two chemicals
two reptiles	two minerals
two stars	two types of machines
two plants or trees	two insects



and difference in your two subjects. When Devin researched his two subjects, the bald eagle and the golden eagle, he compiled the following list:

Bald eagle

U.S. national symbol
dark brown with white head
yellow beak and feet
weighs 10–15 pounds
wingspan: 72–85 in.
nests in trees or cliffs
lays 2 eggs, both parents watch nest
eats fish, small mammals, water birds
young fly after 10 weeks

Golden eagle

brown with gold on neck
gray bill and yellow feet
weighs 10–15 pounds
eats small mammals, birds, snakes, insects
nests in trees or cliffs
young fly after 10 weeks
wingspan: 78 in.
lays 2 eggs
both parents watch nest

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things in common as well as some differences. Subjects that are too alike or too different present problems for the writer trying both to compare and contrast them.

- What would be the problem with trying to compare and contrast an elephant and an ant? (*They are too different.*)
 - What would be the problem with trying to compare and contrast a fog and a mist? (*They are too much alike.*)
- B Guide each student in researching the two subjects he chooses for his essay.

1. Read aloud the possible sources listed on Worktext page 223. Explain that the student can use details he remembers about his subjects from

previous reading or from viewing television documentaries. Direct attention to the sources available to the students during class time today. Review how to use the table of contents or the index of a book or media item to locate information.

2. Direct attention to the list of details Devin made about his two subjects. Point out that he did not use complete sentences; he just jotted down ideas that would help him remember what he had found in his research.
3. Direct each student to begin locating information about his two subjects from the sources provided. Tell him to list details he learns about each subject on note cards or on the lines provided on Worktext page 224.

► Use this page to list information you learn from your research about each of your subjects.

Subject A: _____

Subject B: _____



ESL

Assist ESL students in selecting a topic that has several good sources of information and possibly some nonfiction books available at an easier reading level. Note-taking will be difficult for many ESL students. See ESL note in Chapter 7, Lesson 68.



Transparency Master page S66

Lesson 113

- Write the direct object from the sentence.
1. Dylan and John have rowed the canoe out into the lake.
canoe
- Write the sentence. Replace the underlined words with a possessive pronoun.
2. Dylan and John have Dylan's and John's fishing rods with them.
Dylan and John have their fishing rods with them.
- Write Pro. if the underlined word is a demonstrative pronoun. Write Adj. if the word is a demonstrative adjective.
3. This is a good place for trout fishing. *Pro.*
- Write the sentence using the past tense of wear.
4. Dylan and John _____ lifejackets.
Dylan and John wore lifejackets.
- Write the contraction for the underlined words.
5. John has caught a big fish! *John's*



Worktext pages 225–26

Objectives

- Organize details from research into a Venn diagram
- Make an outline for a compare-contrast essay

Materials

- Each student's notes from research from Worktext page 224

Note

This interactive lesson incorporates Worktext pages 225–26 into the Teach for Understanding section.

Introduction

Discuss the planning stage for a compare-contrast essay. Point out that you have already discussed together several parts of the planning stage for the compare-contrast essay: choosing a topic, researching the two subjects, taking notes, and choosing a method of organization. But before the students can compare and contrast the two subjects, there is another step to take.

- **What do you need to do after you have gathered information about the two subjects through research?** (*find out how the two subjects are alike and how they are different*)

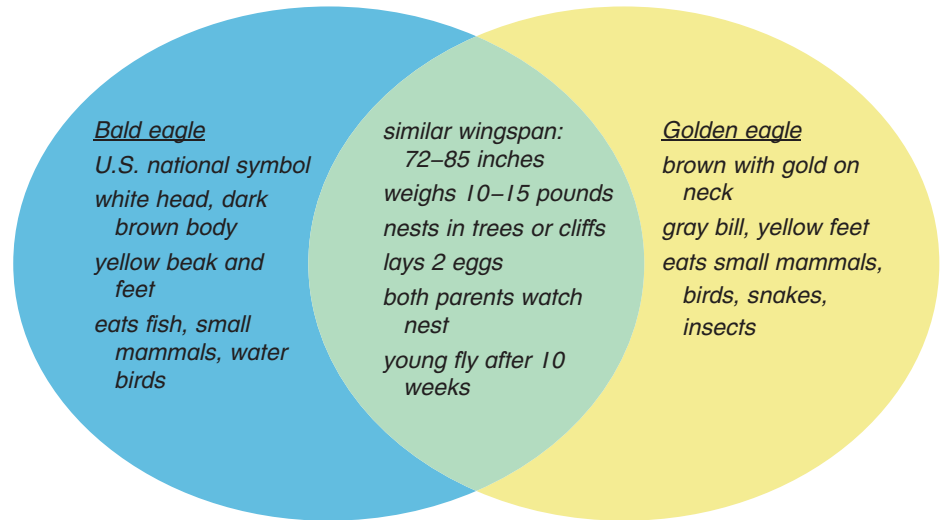
Explain that the students will classify the information about their two subjects into similarities and differences using a Venn diagram.

Teach for Understanding

A Guide in organizing research notes into a Venn diagram.

1. Read aloud the information on Worktext page 225 and discuss the Venn diagram that Devin completed.
- **Where did Devin get the information he wrote in the diagram?** (*from the lists he made while researching bald eagles and golden eagles*)
- **Where in the diagram did he write the similarities between bald eagles and golden eagles?** (*where the ovals overlap*)
- **What did he write in the outer parts of each oval?** (*the differences; the characteristics that are unique to each type of eagle*)
2. Tell the students to check the lists of research information from Worktext page 224. Tell them to ask themselves

Devin used the information he had gathered from his research about bald eagles and golden eagles to complete a Venn diagram. The Venn diagram helped him to organize his information into similarities and differences.



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After completing the Venn diagram, Devin was able to group the differences into two categories, appearance and diet, and the similarities into two categories, size and nesting habits.

Then Devin decided how to organize his essay. He made an outline, showing that he would group his information into two paragraphs, one about each of his subjects, and including the introduction and conclusion as main points. Here is Devin's outline. He used his Venn diagram to find supporting details for each subpoint.

- I. Introduction
- II. Bald eagle
 - A. Appearance
 - B. Size
 - C. Nesting habits
 - D. Diet
- III. Golden eagle
 - A. Appearance
 - B. Size
 - C. Nesting habits
 - D. Diet
- IV. Conclusion

English 6, Chapter 12, Lesson 114

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the following questions as they look over their lists:

- **Are there any characteristics that are the same or very similar for both subjects?**
- **What are the major differences between the two subjects?**
- 3. Allow time for the students to notice similarities and differences between the two subjects and to complete the Venn diagram.

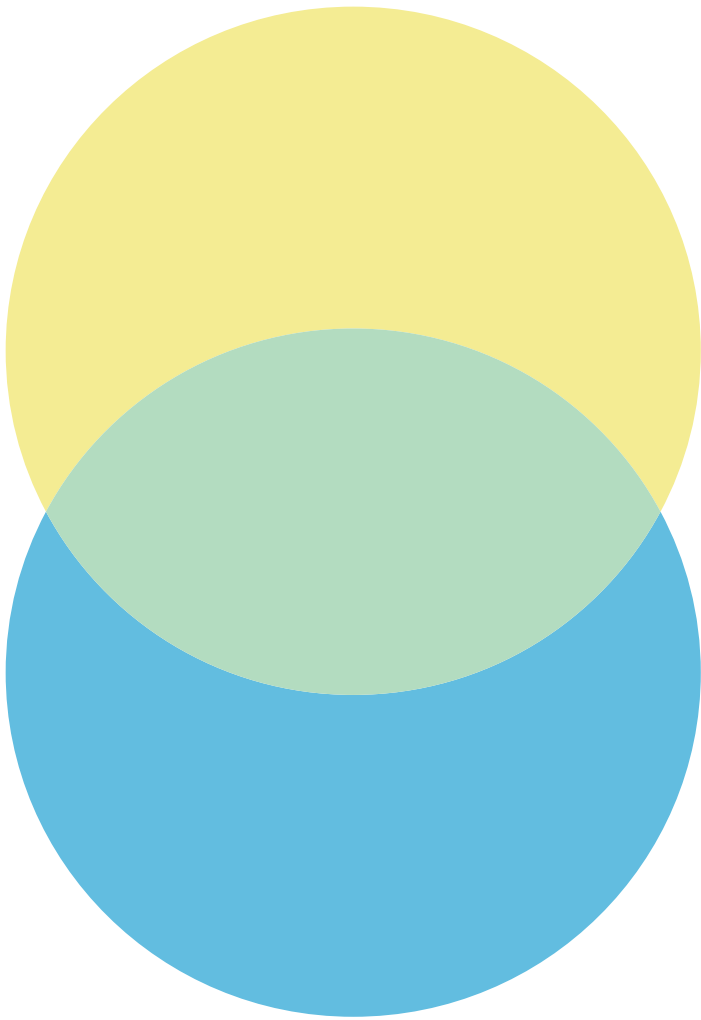
B Guide each student in making an outline.

1. Read aloud the paragraphs about Devin's process of making his outline. Read his outline aloud, pointing out that he grouped the details on his Venn diagram into broader

categories. The broader categories became his subpoints.

2. Remind the students that they need to have a paragraph of introduction at the beginning and a paragraph of conclusion at the end of the essay. Remind them also of the two methods of organization that you discussed together—by subjects or by similarities and differences. The essay would have four paragraphs using either method.
3. Allow time for each student to make his outline on his own paper. Tell him that he can go beyond the level of subpoints by including supporting details on the outline if he would like.

► Use this Venn diagram to organize the details on your chart.



► Now decide which method of organization you will use for your essay. On your own paper, make an outline to plan the order of your points.

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ESL students may lack experience using Venn diagrams and may require oral prompting and discussion with the teacher to classify the details related to their chosen topics.



Transparency Master
page S66

Lesson 114

- Write the sentence. Label the subject, verb, indirect object, and direct object.
1. Fresh vegetables give your body nutrients.
- Fresh vegetables give your body nutrients.*
- Write the word that correctly completes the sentence.
2. (They're, There, Their) are many ways to prepare healthful foods. *There*
- Write the sentence. Underline the reflexive pronoun and its antecedent. Draw an arrow from the pronoun to its antecedent.
3. Joan fixes healthful snacks for herself.
- Joan fixes healthful snacks for herself.*
- Write each sentence with the correct form of the verb in parentheses.
4. She has _____ to take good care of her body. (choose)
- She has chosen to take good care of her body.*
5. Amy _____ exercising regularly last summer. (begin)
- Amy began exercising regularly last summer.*

Objectives

- Analyze a student model of a compare-contrast essay
- Draft a compare-contrast essay

Materials

- Each student's research notes, Venn diagram, and outline from Lessons 113–14
- Overhead transparency of Devin's essay or Worktext page 219
- Overhead transparency of the comparing and contrasting words from Worktext page 220

Note

Students may not be able to complete the drafting of their essays during class. You may want to assign the writing as seatwork or homework, or you may want to spend an additional day writing the first draft during class.

Introduction

Guide each student in evaluating his **outline**. Tell each student to look over the outline that he completed in Lesson 114.

- Will your essay tell at least two ways your subjects are alike and two ways they are different?

Explain that if the student answered *no*, he needs to add more details to his notes.

- Do you have more than five similarities or differences that you plan to tell about?

If the student answered *yes*, encourage him to limit the number to five or fewer similarities or differences.

Teach for Understanding

A Analyze the student model.

1. Display the overhead transparency of Devin's essay or direct attention to Worktext page 219. Read Devin's introduction aloud.

- How did Devin begin his essay? (*describing an eagle and something that it does*)

Point out that this opening sentence gets attention because it gives the reader a word picture to see in his mind as he reads.

- What interesting fact about eagles does Devin give in his introduction? (*The American bald eagle and the golden eagle are the only two species of eagles found in the United States.*)

- Where do you think he found this fact? (*in the notes he took from his research about eagles*)

2. Read aloud the last sentence in Devin's introduction.

- What does this sentence do? (*gives the main points of the essay; tells what the essay is going to be about*)

Encourage each student to end his introduction with a sentence like this that leads into the content of the essay.

3. Read aloud Devin's conclusion.

- What is the purpose of this paragraph? (*to sum up the differences between the bald eagle and the golden eagle*)

B Review comparing and contrasting words.

1. Point out the examples of comparing and contrasting words that Devin used in the third paragraph of his essay: *unlike, similar, like, also, differs from*.
2. Display the comparing and contrasting words and remind the students to use them to make transitions between points in their outlines.

C Guide in drafting each compare-contrast essay.

1. Direct each student to have available his research notes, his Venn diagram, his outline, and two or three sheets of notebook paper.

ESL students may need assistance in writing the first draft. Some students may need to dictate the sentences to the teacher or illustrate the two things compared and contrasted. ESL students who are more independent should be monitored frequently for understanding.

2. Tell each student that he might find it easiest to draft his second and third paragraphs, then the introduction, and then the conclusion. Encourage him to leave at least ten blank lines at the top of his first page on which to write the introduction later.
3. Allow time in class for each student to draft his essay, following the outline he made and using the information on his Venn diagram to add supporting details. Remind him to leave a blank line after each line of writing. (**Note:** You may find it helpful for each student to place a small dot or *x* to the left of the margin on every other line. Then instruct him to write only on the lines with the dot or *x*.) When each student has

finished, direct him to read his essay silently to make sure he has included everything he planned to write.

4. Direct each student to think of a title that sums up the ideas in his essay.
5. Remind each student to save his draft to work with further in the next lesson.



Transparency Master page S67

Lesson 115

- Write the indefinite pronoun in the sentence.
Write *S* if it is singular or *P* if it is plural.
1. Many enjoy making their own hand-dipped candles. *Many; P*
- Write the sentence. Replace the underlined words with a possessive pronoun.
2. Those wicks and dyes are mine and yours.
Those wicks and dyes are ours.
- Write the sentence. Label the subject, verb, indirect object, and direct object. Put parentheses around the prepositional phrase.
3. The dye in this wax mixture will give the candles a nice color.
S V IO DO
The dye (in this wax mixture) will give the candles a nice color.
- Write the sentence. Underline the verb in the sentence. Identify the tense as present perfect, past perfect, or future perfect.
4. Our candles have cooled.
Our candles have cooled. present perfect
- Rewrite the sentence correctly.
5. I hadn't never made candles before. *I hadn't ever made candles before.*
or I had never made candles before.



Objectives

- Participate in a writing conference
- Revise a compare-contrast essay

Materials

- Each student's draft from Lesson 115
- Each student's research notes
- Overhead transparency of comparing and contrasting words (optional)

Note

This interactive lesson incorporates Worktext pages 227–28 into the Teach for Understanding section.

Introduction

Discuss specific language. Explain that when writing about scientific topics, a writer should use language that is as specific and precise as possible. Read aloud each of the following sentences and ask the students for ideas about how to word each one more precisely.

- **The hummingbird is a small bird.** (*Possible answers: give its exact weight; tell its length and wingspan; compare it to another familiar object that is similar in size*)
- **The hummingbird has pretty feathers.** (*Possible answer: describe the exact colors or shape of the hummingbird's feathers*)

Encourage the students to look for places in their essays where they can use more precise wording or add more specific description from their research.

When Devin finished writing the rough draft of his essay, he shared it with his classmate Alex. Alex thought that Devin had done a good job of explaining the differences between the two kinds

of eagles. He thought the ending could be made more interesting, and he also suggested combining some of the sentences. Here is Devin's first draft with his revisions marked on it.

Devin changed flying to a more descriptive word.

Devin thought this wording sounded more precise.

He combined short sentences to create more variety in his essay.

Devin found several places where he could add comparing or contrasting words.

Our Country's Eagles

If you see a large bird ~~flying~~ ^{soaring} to its nest high up on a cliff, it is probably an eagle. Eagles are some of God's most wonderful creature, they are beautiful and wild. The American bald eagle and the golden Eagle are the only two species of eagles found in the U.S. Although they are similar in size and nesting habits, they have differences in appearance and diet.

The bald eagle has become the national symbol of the U.S. ~~The~~ ^{Its most unusual feature} about it is its white head. The feathers on the rest of its body are dark brown, ^{and} its beak and feet are yellow. It is a large bird, ^{weighing} anywhere from ten to fifteen pounds. Males have a wingspan of 72–85 inches, and the wingspan of females is even larger. ~~They~~ ^{Bald eagles} like to nest in tall trees or on cliffs. They usually lay two eggs at a time, and both parents take turns setting on the nest. The baby eagles fly about ten weeks after hatching. Bald eagles almost always live near water because fish especially salmon are one of their favorite foods. they also eat small mammals and water birds. ^{Unlike the bald eagle,} the golden eagle does not have a white head. Its feathers are entirely dark brown with touches of gold at the back of its neck. It has a gray bill and yellow feet. It is similar in size to the bald eagle, ^{weighing} between 10 and 15 pounds. The golden eagle's



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English 6, Chapter 12, Lesson 116

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Teach for Understanding

A Discuss the revision of the student model.

1. Read aloud the top of Worktext page 227, pointing out that Alex's suggestions were helpful to Devin as he worked on improving his essay. Explain to the students that sometimes it is hard for writers to find problems with their own writing, but another person can help them see improvements that could be made.
- **Why is *soaring* a better word than *flying* in the first sentence?** (*It gives a more specific picture of the way eagles fly.*)
2. Remind the students of the need for sentence variety in writing. If all the

sentences in an essay are the same length, the writing sounds dull and monotonous. Combining short sentences or dividing several long sentences in a row can create more variety.

- **Where are some examples of combining sentences in Devin's essay?** (*2nd paragraph, sentences 3–4 and 5–6; 3rd paragraph, 5–6*)
- 3. Point out that Devin added comparing and contrasting words to his third paragraph to emphasize the similarities and differences between the two eagles.
- **Why are there not many comparing or contrasting words in his second paragraph?** (*Because Devin chose to organize his essay by subject, his second paragraph*

deals only with his first subject, so there is nothing to compare or contrast it with.)

4. Read aloud the last sentence of Devin's essay as he wrote it at first in his rough draft. Then read it as he revised it.

- **What makes the revised sentence better?** (*It is humorous and more specific.*)

B Conduct writing conferences.

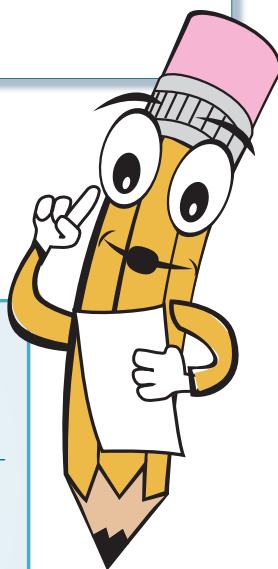
1. Read aloud the items on the *Revising Checklist* at the bottom of Worktext page 228. Explain that each student should think about these items as he reads his own essay and as he listens to his partner's essay.

wingspan is almost exactly the same as the bald eagle's. ^{Like the bald eagle,} The golden eagle also build its nests in trees or on high cliffs. It takes turns watching the eggs with its mate. And its young also learn to fly after about ten weeks. However, it differs from the bald eagle in its diet. The golden eagle does not eat fish. It feeds on small mammals, insects, snakes, and birds. ~~The golden eagle lives in other countries of the world besides the U.S.~~

Devin deleted a sentence that did not fit with his main points.

He revised the conclusion to add interest.

Eagles are somewhat rare, so you probably will not see one every day. But if you ever see one of these ~~great~~ ^{beautiful} birds, you will now ^{to notice the} be able to tell whether it is a bald or golden eagle. Remember ~~that~~ ^{color of its head—and see what it is having for lunch!} the bird's appearance and diet will help you know what it is.



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► Use the *Revising Checklist* to help you revise your essay.

Revising Checklist

- ☐ 1. The essay has a clear method of organization.
- ☐ 2. The essay has an introduction that leads into the main part of the essay.
- ☐ 3. The essay gives just enough details about each subject—not too many and not too few.
- ☐ 4. The essay has variety in sentence length.
- ☐ 5. The essay uses comparing and contrasting words.
- ☐ 6. The essay uses precise, descriptive language.
- ☐ 7. The essay has a conclusion that sums up the major points of the essay.

English 6, Chapter 12, Lesson 116

Teach for Understanding—Continued

draft. Tell each student to save his revised essay for future work. (*Note:* If students do not have time to recopy the essay, they can use the revised copy to proofread in Lesson 117. If many changes are made to a particular paragraph, students may want to make a new copy of that paragraph.)

ESL

ESL students will benefit more from individual or small-group conferences with the teacher than from peer conferences. These students may have difficulty providing understandable, useful feedback to other students because they cannot locate the mistakes in English. The goal is to gradually train these students to be involved in peer conferences. Begin by having students locate mistakes in their own papers. ESL students should sit in on conferences between English-speaking students. Provide ESL students with a short checklist of questions to ask when they begin participating in peer conferences. Remember that it will take a lot longer for them to learn and feel comfortable in a peer conference situation. Assist ESL students in using the proofreading marks.

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2. Encourage the students to use these sentence openers when pointing out problems in someone else's essay:

"I really liked ___, but . . ."

"Could you tell me more about . . ."

"Do you think it would be clearer to say . . ."

"I had a question about . . ."

3. Display the transparency of the comparing and contrasting words from Worktext page 220 or write them for display. Direct attention to these lists and encourage each student to refer to the lists as he revises his essay.
4. Pair each student with a partner. Tell each student to read his essay to his partner. Remind him to use the *Revising Checklist* to help him listen for changes that need to be made in his

partner's essay. Allow time for each set of partners to discuss their ideas. (*Note:* The conferences can also be with small groups or with the whole class meeting with you. Each student would read his essay aloud; then you and the group of students would give suggestions for improvement.)

C Guide in revising the essays.

1. Review the proofreading marks.
2. Direct each student to make revisions to his essay using a colored pencil (optional). Encourage each student to seriously consider his partner's suggestions.
3. Direct each student to write out a new copy of his essay, making the changes he marked on his rough



Transparency Master page S67

Lesson 116

- Write the direct object from the sentence.
1. This lady makes baskets to sell. **baskets**
- Write *Int.* if the underlined word is an interrogative pronoun. Write *No* if it is not an interrogative pronoun.
2. They asked her what materials she uses. **No**
- Write the sentence. Underline the pronoun and its antecedent. Draw an arrow from the pronoun to its antecedent.
3. She uses sweetgrass because it is pliable and fragrant.
She uses sweetgrass because it is pliable and fragrant.
- Write the sentence. Underline the verb in the sentence. Identify the tense as present perfect, past perfect, or future perfect.
4. She will have sold several baskets by noon today. **future perfect**
She will have sold several baskets by noon today, future perfect
- Add a suffix to the base word to fit the meaning in the sentence. Write the new word.
5. Reeds, grasses, or even pine needles are (use) materials for basket weaving. **useful or useable**

Objectives

- Recognize errors using a *Proofreading Checklist*
- Proofread a compare-contrast essay

Materials

- Each student's revised draft from Lesson 116

Note

This interactive lesson incorporates Worktext pages 229–30 into the Teach for Understanding section.

Introduction

Discuss the rules for spelling out numbers. Explain that although we use numerals and abbreviations when taking notes, they should often be spelled out in formal writing such as an essay. Explain that numbers under one hundred should be spelled out, and numbers over one hundred may be written as numerals except when they occur as the first word in a sentence. Abbreviations other than titles for people (Mr., Dr.) and expressions of time (a.m./p.m.; BC/AD) should not be used in formal essay writing.

Write these abbreviations for display. Choose a student to come and write them as they should be spelled in an essay.

6 ft. (*six feet*)

55 mph (*fifty-five miles per hour*)

Dayton, OH (*Dayton, Ohio*)

Teach for Understanding

A Discuss the student model.

1. Read aloud the paragraph at the top of Worktext page 229.
 2. Discuss the corrections Devin made to his essay. Point out the proofreading marks he used to indicate each one.
- Which kind of mistake did Devin correct in the second sentence of the essay? (*a run-on sentence*)

Point out that Devin placed the adjectives from the second part of the run-on into the first part to correct the problem while keeping the same ideas in the sentence.

- What are some other ways that run-on sentences can be corrected? (*The two parts of the run-on can be joined with a comma and*

Compare-Contrast Essay:
Proofreading

Name _____

Devin used the *Proofreading Checklist* to find mistakes in his essay. He read his essay several times, checking for one or two types of mistakes on the list each time. Here is his revised essay showing the corrections he made.

Our Country's Eagles

If you see a large bird soaring to ^{its} nest high up on a cliff, it is probably an eagle. Eagles are some of God's most ^{beautiful wild creatures.} ~~wonderful~~

~~creature, they are beautiful and wild.~~ The American bald eagle and

the golden ^{United States} Eagle are the only two species of eagles found in the ^{habits} ~~U.S.~~

Although they are similar in size and nesting ^{appearance} ~~habits~~, they have differences in ^{appearance} ~~appearance~~ and diet.

The bald eagle has become the national symbol of the ^{United States} ~~U.S.~~. Its

most unusual feature is its white head. The feathers on the rest of its body are dark brown, and its beak and feet are yellow. It is a

large bird, weighing anywhere from ten to fifteen pounds. Males have a wingspan of ^{seventy-two to eighty-five} ~~72-85~~ inches, and the wingspan of females is

even larger. Bald eagles like to nest in tall trees or on cliffs. They usually lay two eggs at a time, and both parents take turns ^{sitting} ~~sitting~~

on the nest. The baby eagles fly about ten weeks after hatching. Bald

eagles almost always live near water because fish ^{especially salmon} ~~especially salmon~~ are one of their favorite foods. ^{they also eat small mammals and} ~~they also eat small mammals and~~ water birds.

Unlike the bald eagle, the golden eagle does not have a white head. Its feathers are entirely dark brown with touches of gold at the back of its neck. It has a gray bill and yellow feet. It is similar

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English 6, Chapter 12, Lesson 117

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a conjunction; they can be made into two separate sentences; sometimes one part of the run-on can be changed into a subordinating clause.)

- Why did Devin spell out the words *United States*? (*In formal writing, abbreviations for names of places should not be used.*)
- Why did he spell out the numbers *seventy-two, eighty-five, ten, and fifteen*? (*Numbers under one hundred are usually spelled out in formal writing.*)
3. Discuss the other corrections Devin made to spelling. Remind the students to consult the list of commonly misspelled words in the Writing Handbook and a dictionary to help them find correct spellings.

4. Discuss the mistakes Devin found in grammar, punctuation, and capitalization. Remind the students that focusing on one of these areas at a time while they proofread will help them catch more mistakes.

B Guide each student in proofreading his essay.

1. Discuss the statements given in the *Proofreading Checklist* on Worktext page 230. Tell each student to proofread his essay, making necessary proofreading marks with a colored pencil (optional). Direct each student to read his essay several times, checking for one or two items on the list each time.

in size to the bald eagle, weighing between ~~10~~ ^{ten and fifteen} and ~~15~~ pounds. The golden eagle's wingspan is almost exactly the same as the bald eagle's. Like the bald eagle, the golden eagle also ~~builds~~ ^{builds} its nests in trees or on high cliffs. It takes turns watching the eggs with its mate. ~~And~~ ^{And} its young also learn to fly after about ten weeks. However, it differs from the bald eagle in its diet. The golden eagle does not eat fish. It feeds on small ~~mammals~~ ^{mammals}, insects, snakes, and birds.

Eagles are somewhat rare, so you probably will not see one every day. But if you ever see one of these beautiful birds, you will now be able to tell whether it is a bald or golden eagle. Remember to notice the color of its head—and see what it is having for lunch!



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► Proofread your essay using the *Proofreading Checklist* as a guide.

Proofreading Checklist

- ☐ 1. I indented the first line of each paragraph.
- ☐ 2. I checked for fragments and run-on sentences.
- ☐ 3. I used capitalization correctly.
- ☐ 4. I used punctuation correctly.
- ☐ 5. I looked for mistakes in grammar.
- ☐ 6. I looked for misspelled words.

Proofreading Marks

- Add
- Delete
- Capital letter
- Lowercase
- Move
- New paragraph

English 6, Chapter 12, Lesson 117

ESL

Display proofreading marks in the classroom on chart paper or poster board. Remember that ESL students frequently have difficulty spelling words in English. They may require help from the teacher or another student to recognize misspelled words or to look up the correct spellings in a dictionary.

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2. Direct each student to save his proofread copy for Lesson 118. (**Note:** If you choose to read each student's essay and mark any of the six types of errors that he did not identify, do so before Lesson 118.)



Transparency Master page S68

Lesson 117

► Write the compound subject or object that correctly completes the sentence.

1. (Todd and I, Todd and me) are both reading in II Chronicles for our devotions.
Todd and I

► Write *Pro.* if the underlined word is a demonstrative pronoun. Write *Adj.* if the word is a demonstrative adjective.

2. I like this story about Josiah. *Adj.*

► Write *PA* if the underlined word is a predicate adjective. Write *PV* if it is a predicate noun.

3. Josiah was very young when he became king of Judah. *PA*

► Write the word that correctly completes the sentence.

4. The Bible says Josiah did what was (write, right) in the eyes of the Lord. *right*

► Write the sentence with the correct form of the verb in parentheses.

5. Josiah down the idols and repaired the temple. (*tear*)
Josiah tore [has torn] down the idols and repaired the temple.

Objectives

- Make a neat final draft
- Publish a compare-contrast essay

Materials

- Samples of science magazines or magazines that publish science-related articles
- Each student's proofread essay from Lesson 117
- One or two copies of page 259, Chapter 12 Rubric for each student (optional)
- Materials for the publishing method of your choice

Introduction

Discuss the publishing stage. Explain that many magazines publish science-related articles. Some magazines are wholly devoted to scientific topics, while others have special sections for science-related information. Display or circulate the sample magazines you brought.

- **What kinds of things are used to enhance these articles and get readers interested in reading them?** (*Possible answers: color photos or illustrations, attention-getting captions or call-outs, interesting computer fonts*)

Point out that if an article is presented on the page in an appealing way, people will be more likely to take the time to read it. Explain that some artists receive special training in page layout and graphic design in order to make magazine articles more appealing to the eye.

Teach for Understanding

A Guide in making the final draft of the essay.

1. Direct each student to read through his essay one more time, making sure it is ready to be copied for the final time. Direct him to add a title to his essay now if he has not already done so.
2. Direct each student to copy his finished essay on his paper or to type it on a computer. Remind him to begin on a new line and indent each time he starts a new paragraph.

B Publish the essays.

1. Allow any student who would like to read his essay aloud to do so.
2. Collect the essays.

3. Use the Chapter 12 Rubric to check the essays (optional). (**Note:** It is not expected that each student's published essay will be free of errors. The proofreading stage teaches students to look for errors and to correct the ones that they notice.)

4. Choose one of the following publishing options:

- Bind the essays together into a class science journal. Choose a student to design a front cover page that includes teasers about some of the essays.
- Direct each student to make a display about his two subjects using hinged pegboard, poster board, and illustrations or photos. Direct him to make a pocket out of con-

struction paper or card stock and attach it to the display to hold a copy of his essay.

- Hold a special Science Forum for the parents where each student reads his essay aloud. You may want to do this activity in conjunction with the display board activity to create a miniature science fair.

Chapter 12 Rubric

Chapter 12 Rubric (p. 259) is a tool to help you evaluate each student's final draft and his use of the Writing Process. The rubric also provides an alternative place in which to indicate errors. To help students maintain a positive attitude toward writing, avoid displaying papers with the errors marked on them. (**Note:** If you would like the students to use this rubric for a self-evaluation of their work, make a copy for each student.)

ESL

In using the rubric for grading, you should consider ESL student ability levels. For beginners, concentrate on serious errors, such as sentence structure, that would interrupt the flow of the piece or on repetitive errors. As the student's English improves, he should be held more accountable to the standard rubric.



Transparency Master page S68

Lesson 118

- Write the sentence using the correct form of the plural noun.
1. Athletes of many (nationalitys, nationalities) compete in the Olympics.
Athletes of many nationalities compete in the Olympics.
- Write the compound subject or object that correctly completes the sentence.
2. Derek told (them and me, they and I) where the Olympics would be held. *them and me*
- Write the sentence with the correct form of the verb in parentheses.
3. This competitor _____ in the freestyle competition four years ago. (swim)
This competitor swam in the freestyle competition four years ago.
- Add a prefix to the base word to fit the meaning in the sentence.
Write the new word.
4. In some ways, the Olympics have remained (changed) since early times. *unchanged*
- Write the word that makes sense.
5. fast : quick powerful : _____ (muscle, strong, ruler) *strong*



➤ Worktext pages 231–32

Objectives

- Recognize elements of a compare-contrast essay
- Identify the steps that come earlier in the Writing Process
- Recognize methods of organization for a compare-contrast essay
- Identify subjects, topics of paragraphs, and details of a compare-contrast essay
- Recognize errors in a compare-contrast essay

Materials

- Two stories for each student for optional Literature Connection

Note

This lesson reviews concepts to prepare students for the Chapter 12 Test (optional). Extra Practice pages 71–72, located on the Teacher's Toolkit CD, make an excellent study guide.

You may choose to evaluate your students by giving them one of the writing prompts (Supplement page S30, "Chapter 12 Writing Prompts") as an alternative to the Chapter 12 Test. Copy and distribute the prompt to the students and allow them forty-five to sixty minutes to complete the assignment. The writing prompts are designed to prepare students for standardized writing tests.

Check for Understanding

Chapter 12 Review

Direct an activity for recognizing comparison and contrast in Scripture.

1. Tell the students that there are many examples of comparison and contrast in God's Word. Divide the students into three groups and assign each group one of the following passages:

Ephesians 2:1–10 (human condition before and after salvation)

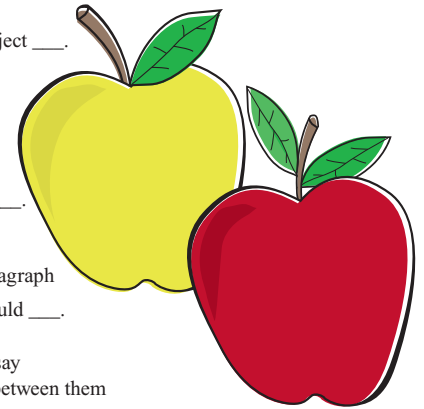
Proverbs 9:1–6, 13–18 (wisdom and folly)

1 Corinthians 12:1–31 (human body and the body of Christ)

2. Explain that these passages will not place equal emphasis on comparing and contrasting. Some will be primarily a passage of comparison, and others will be primarily a passage of contrast. Tell each group to read its passage and write down the following things:
 - Two subjects being compared or contrasted

A. Fill in the circle next to each correct answer.

1. The two subjects for a compare-contrast essay should be _____.
 - ☐ very similar
 - ☐ as different as possible
 - ☒ similar in some ways and different in others
2. Which word or phrase is *not* used to contrast?
 - ☐ however
 - ☒ similarly
 - ☐ on the other hand
3. Compare-contrast essays that are organized by subject _____.
 - ☒ discuss only one of the subjects at a time
 - ☐ discuss only the similarities between the subjects in one paragraph
 - ☐ discuss only the differences between the subjects in one paragraph
4. You should *not* use a method of organization that _____.
 - ☐ switches back and forth between the subjects
 - ☒ is hard for you to understand
 - ☐ tells similarities and differences in the same paragraph
5. While doing research about your subjects, you should _____.
 - ☒ take notes so you can remember details
 - ☐ copy sentences word-for-word to use in your essay
 - ☐ pay no attention to similarities and differences between them



B. Fill in the circle next to the step that comes earlier in the Writing Process for a compare-contrast essay.

6. ☒ choosing subjects for the essay
 - ☐ making an outline to organize the essay
7. ☐ choosing a method of organization for the essay
 - ☒ doing research about the two subjects
8. ☐ making an outline to organize the essay
 - ☒ completing a Venn diagram to classify information gathered from your research
9. ☒ making the outline to organize the essay
 - ☐ writing the rough draft of the essay
10. ☒ getting comments from a partner about things to change in the essay
 - ☐ making revisions to the essay
11. ☐ adding a missing comma
 - ☒ adding some better descriptive words
12. ☒ proofreading the essay
 - ☐ making the final copy of the essay

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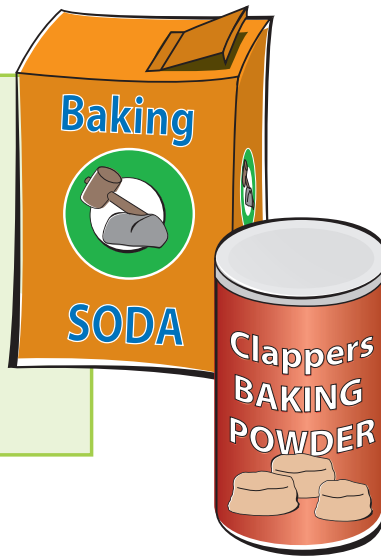
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- Similarities given between the two subjects
 - Differences given between the two subjects
 - Whether the passage is primarily comparing or contrasting
3. Appoint a spokesman for each group and allow him to share his group's findings with the rest of the class.

C. Read this paragraph from a compare-contrast essay and answer the questions.

The major difference between baking soda and baking powder is what they are made of. Baking soda is sodium bicarbonate and it releases carbon dioxide gas as soon as it is moistened. Baking powder is a Mixture of baking soda, acid salts, and cornstarch. Its chemical reaction happens in two stages—the first when it is moistened and the second when it is heated. My mom uses baking soda in her chocolate chip cookies. Because baking soda is about four times stronger than baking powder, batter containing baking soda must be baked right after mixing. However, batter containing baking powder can wait before baking without losing its leaven.



Worktext pages 231–32

Chapter 12 Review

Literature Connection (optional)

Materials

- Two stories for each student (chosen from his reader or from other literature anthologies)

Compare and contrast two stories. Tell each student to choose two stories he has previously read and remembers well. Write the following literary terms for display: *setting*, *character*, *problem*, *solution*, and *theme*. Briefly discuss the definition of each element. Then tell each student to choose one literary element to compare and contrast in each of the two stories. (For example, if he chose *character*, he might compare and contrast the main character from each story.) Encourage him to make a Venn diagram summarizing his ideas and then to write a paragraph that compares and contrasts the two stories.

- What are the two subjects of this essay?
baking soda and baking powder
- Which method of organization did the writer of this essay use?
by similarities and differences
- What is the topic of this paragraph?
the differences between baking soda and baking powder
- Where would be the best place to add another contrasting word or phrase?
at the beginning of the third sentence
- Which detail does not really need to be included?
Mom uses baking soda in her chocolate chip cookies.
- Which word is spelled incorrectly? chemical
- Which sentence is a compound sentence missing a comma?
the second one
- Which word is incorrectly capitalized? mixture

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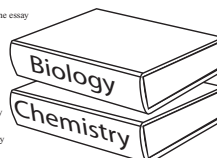
Chapter 12 Review

A. Fill in the circle next to each correct answer.

- Compare-contrast essays _____.
 - ☒ should tell how two subjects are similar and different
 - ☐ should always be related to science
 - ☐ should always be organized by subject
- Comparing and contrasting words are used to _____.
 - ☐ make the essay longer
 - ☐ show the writer's opinion about his topic
 - ☒ make clear connections between ideas
- Which word or phrase is *not* used to compare?
 - ☐ both
 - ☐ in the same way
 - ☒ unlike
- The method of organization you use for your essay should _____.
 - ☐ always discuss the two subjects in separate paragraphs
 - ☒ be clear and understandable to your readers
 - ☐ never switch back and forth between subjects
- Which is *not* a good source of information to use in your essay?
 - ☒ information from outdated science magazines
 - ☐ information from recent nonfiction books about your subjects
 - ☐ information from television documentaries about your subjects

B. Fill in the circle next to the step that comes earlier in the process of writing a compare-contrast essay.

- ☐ making a Venn diagram to classify information about your subjects
- ☒ choosing the two subjects you will write about
- ☐ making an outline for the essay
- ☒ doing research on your two subjects
- ☒ choosing a method of organization for the essay
- ☐ writing the rough draft of the essay
- ☐ writing the rough draft of the essay
- ☒ writing the outline to organize the essay
- ☒ making revisions to the essay
- ☐ proofreading the essay
- ☐ making the final copy of the essay
- ☒ correcting a run-on sentence in the essay
- ☐ displaying the essay in the classroom
- ☒ looking for spelling mistakes in the essay



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Chapter 12 Review

C. Read this paragraph from a compare-contrast essay and answer the questions.

Like sugar maples, silver maples are good shade trees. Their leaves have a distinctive silvery color on the underside. Their leaves, like those of the sugar maple, also turn yellow at the beginning of the fall season, however, their later colors differ from the color of sugar maples and may change from yellow to orange, red, and finally brown. The silver maple is similar in hardness to the sugar maple, but it does not grow as well in the shade. It requires full sunlight to grow best. Silver maples tend not to grow as tall as sugar maples. The average height of a silver maple is 70 to 80 ft.

- What are the two subjects of this essay?
sugar maples and silver maples
- Which method of organization was the writer of this essay using? He organized by subject.
- What is the topic of this paragraph? silver maples
- Name two contrasting words or phrases that this writer uses. however, differs from, but
- Which sentence is a run-on and could be broken up into two or three sentences?
the third one
- Write the fragment found in the paragraph. As tall as sugar maples.
- Describe one way to correct this fragment. Possible answer: combine this fragment with the sentence right before it.
- How would you write "70 to 80 ft." correctly in an essay? seventy to eighty feet



Objectives

- Identify prepositional phrases
- Label simple subjects, verbs, indirect objects, and direct objects in sentences
- Recognize demonstrative pronouns in sentences
- Identify the complete verb in a sentence
- Identify verbs as present perfect, future perfect, past perfect, or past participle
- Write contractions for pairs of words
- Identify the method of organization used in writing a compare-contrast essay

Cumulative Review

Name _____

A. Put parentheses around the prepositional phrases. Label the simple subject *S*, verb *V*, and direct object *DO* in each sentence. Label any indirect objects *IO*. (Chapter 5)

1. I fed the fish (in my aquarium) some fish flakes.
S V IO DO
2. The clownfish hides himself (in the coral).
S V DO
3. Will brought Cassie the new filter (for the tank).
S V IO DO
4. These marine plants give the aquarium an exotic look.
S V IO DO
5. The study (in the back) (of the house) gives the fish a quiet atmosphere.
S V IO DO

B. Underline the demonstrative pronouns. One sentence has more than one. (Chapter 9)

6. These are my tropical fish.
7. Both neon tetras and black mollies can eat this.
8. I got these from Sam's Pet Store.
9. You should never put these and those in the same aquarium.
10. I can scoop debris out of the tank with this.

C. Underline twice the complete verb in each sentence. Write the tense of each verb: *present perfect*, *future perfect*, or *past perfect*. (Chapter 11)

11. The fish will have eaten all of the food in a few minutes. future perfect
12. The fierce betta had tried to fight his reflection. past perfect
13. The snails in the aquarium have kept the tank clean. present perfect
14. The goldfish has grown about a centimeter this year. present perfect
15. By next week, I will have bought two more angelfish. future perfect

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D. Write the correct contraction for each pair of underlined words. (Chapter 11)

16. I am planning to get some guppies. I'm
17. He is looking at some colorful tetras. He's
18. They are native fish of South America and Africa. They're
19. Sarah is showing us the small freshwater sharks in the aquarium. Sarah's
20. She is adding some driftwood so the sharks will have places to hide. She's

E. Each example gives a paragraph from a compare-contrast essay. Identify the method of organization being used in each essay. (Chapter 12)

A 21.

Like the lobster, the crayfish is a crustacean. It is an invertebrate with five pairs of legs, including a set of claws. It has antennae and gills. It is aquatic and prefers cold water. Like their larger counterpart, crayfish are scavengers that are most active at night.

However, unlike the lobster, it lives in fresh water. Unlike lobsters, which are normally about a foot long, crayfish measure only about three inches. Crayfish live only three years, while lobsters live up to forty years.

- A. by similarities and differences
B. by subject

B 22.

Gills function as a breathing apparatus for fish. Water passes over and through the gill slits, filtering oxygen from the water. Then the oxygen is circulated by the blood to different parts of the body. Gills are less efficient than lungs, but they are adequate for cold-blooded fish.

Worktext pages 233–34

Cumulative Review

Use the exercises to review the concepts taught at an earlier time. You may choose to omit certain sections or to use them to reteach concepts to students who are having difficulty.

ESL

ESL students may need assistance with vocabulary on the worktext pages.

