

LESSON 6—DRAFTING AND EDITING A PARAGRAPH THAT COMPARES AND CONTRASTS

GUIDED GROUP ACTIVITY

DAY 1

PREPARING TO WORK IN THE WRITER'S WORKSHOP—ACTIVITY

PREPARATION: You will need two sheets of construction paper (one blue and one red), masking tape, twenty strips of chart paper, and ten markers. Write each pair of sentences on a sentence strip as follows:

1. Tía Julia made Marta's dress for the dance. She is a talented seamstress.
2. The bird has bright red feathers. It is a cardinal.
3. The song is a lullaby. It is "Rock-a-Bye Baby."
4. Raleigh is a large city. It is the capital of North Carolina.
5. The computer allows you to find lots of information. It is a great invention.
6. Vern made an apple pie. He is a good baker.
7. Mr. Martinez came to school. He is a substitute teacher.
8. The apples are for the students. They are in the red bowl.
9. Twenty flamingos were in the pool at the zoo. They were eating shrimp.
10. Keshawn made six goals during the game. He is a good soccer player.

Authors know that it is important to understand how words are used in sentences. How words are used in sentences is called... *the parts of speech.*

Conjunctions are one part of speech. What is a conjunction? *A connecting word.*

Tell me two words that are conjunctions.
Ideas: *And, or.*

Sometimes several sentences share information that can be combined in one sentence. When we combine sentences, we take two or more short sentences and make them into one sentence. What do we do when we combine sentences? *We take two or more short sentences and make them into one sentence.*

(Write the following sentences on the board.)

Manuel built this deck. He is an excellent carpenter.

Call on a student to read the example aloud.) **Each of these sentences is a complete sentence. The information in these sentences can be combined in one sentence.** (Write the combined sentence on the board.)

Manuel, an excellent carpenter, built this deck.

Call on a student to read the combined sentence aloud.) **Does this sentence tell that Manuel is an excellent carpenter? Yes. Does this sentence tell that Manuel built the deck? Yes.**

(Point out the use of commas in this sentence.) **When I write about Manuel being an excellent carpenter in the combined sentence, I put a comma before and after the words that tell about Manuel.** (Write the following sentences on the board.)

Tillie is the largest elephant in the zoo. She is an African elephant.

Call on a student to read the example aloud.) **Each of these is a complete sentence. The information in these sentences can be combined in one sentence.** (Write the combined sentence on the board.)

Tillie, an African elephant, is the largest elephant in the zoo.

Call on a student to read the sentence aloud.) **Does this sentence tell that Tillie is an African elephant? Yes. Does this sentence tell that Tillie is the largest elephant in the zoo? Yes.**

(Point out the use of commas in the combined sentence.) **When I write about Tillie being an African elephant in the combined sentence, I put a comma before and after the words that tell about Tillie.**

(Write the following sentences on the board.)

The river had many tributaries. It was rushing down the mountainside.

Call on a student to read the example aloud.) **Each of these is a complete sentence. The information in these sentences can be combined in one sentence.**

(Write the combined sentence on the board.)

The river, rushing down the mountainside, had many tributaries.

Call on a student to read the sentence aloud.) **Does this sentence tell that the river had many tributaries? Yes. Does this sentence tell that the river was rushing down the mountainside? Yes.**

(Point out the use of commas in the combined sentence.) **When I write about the river rushing down the mountainside in the combined sentence, I put a comma before and after the words that tell about the river.**

(Explain to the students that to practice combining short sentences the class will play a game called Sentences Get Together.)

Divide the class into two teams, a red team and a blue team. Tape one square of red construction paper and one square of blue construction paper to the board to represent the two teams. Assign each student a partner within their team. Partner A will be the recorder, and Partner B will bring the sentence to the board for scoring.)

I'll give each pair of partners a sentence strip, a blank strip, and a marker. With your partner, you'll combine the sentences. Partner A will write the combined sentence on the blank strip. Partner B will tape the new sentence to the board and give me the strip that has the two short sentences.

A sentence will earn one point for being a complete thought, one point for starting with a capital letter and ending with the correct punctuation mark, one point for using commas correctly, and one point for each piece of information it contains.

At the end of three minutes, I will begin to call on members of each team to come to the board and tape their combined sentences under their team colors. Where will you tape your combined sentences? Under my team colors.

(Call on each team in turn to bring their sentences to the board. After all the combined sentences are taped to the board, start the evaluation process.) **Once all the combined sentences are taped to the board, the class will evaluate and score the sentences. The team with the most points will win the game.**

(Use the following procedure to evaluate each sentence.) **Is this sentence a complete thought? Yes or no. This sentence earns (does not earn) one point.**

Does this sentence begin with a capital letter and have the correct end mark? Yes or no. This sentence earns (does not earn) one more point.

Does this sentence use commas correctly? Yes or no. This sentence earns (does not earn) another point.

(Use a procedure like the following to evaluate the amount of information a sentence contains.) **Does this sentence tell that Tía Julla is a talented seamstress? Yes or no. This part of the sentence earns (does not earn) one point. Does this sentence tell that Tía Julia made Marta's dress for the dance? Yes or no. This part of the sentence earns (does not earn) one point.**

(Repeat this procedure for each sentence. After all the sentences have been scored, total the points for each team to determine the winner. If a sentence is not a complete thought or does not use correct grammar, tell the students the correct form, and ask them to repeat the correct sentence.)

DELVING INTO THE TOOLS— WORKSHEET

PREPARATION: Each student will need a copy of BLM 6A.

(Explain to students that the Delving into the Writer's Tools Worksheet will help them practice various writing skills. Have each student complete BLM 6A to reinforce the concepts of combining sentences and using conjunctions. After the students have completed the worksheet, review and discuss the answers with them. An answer key for the worksheet can be found below.)

Delving into the Tools Worksheet	BLM 6A
Part 1 Combine each pair of sentences in one sentence that contains all the details. Write your new sentence on the line. Use commas correctly in your combined sentence.	
1. Calcium builds strong bones. It is an essential part of the diet.	<u>Calcium, an essential part of the diet, builds strong bones.</u>
2. Vitamin C prevents scurvy. It is found in fruits and vegetables.	<u>Vitamin C, found in fruits and vegetables, prevents scurvy.</u>
3. Alaska has over 100,000 glaciers. It is the largest state.	<u>Alaska, the largest state, has over 100,000 glaciers.</u>
4. Hawaii has five active volcanoes. It is located in the Pacific Ocean.	<u>Hawaii, located in the Pacific Ocean, has five active volcanoes.</u>
5. Basketball is an indoor team sport. It was invented by James Naismith in 1891.	<u>Basketball, invented by James Naismith in 1891, is an indoor team sport.</u>
Part 2 Combine each pair of sentences in one sentence using conjunctions. Write your new sentence on the line. Use commas correctly in your sentence.	
1. Alligators have a U-shaped snout. Crocodiles have a V-shaped snout.	<u>Alligators have a U-shaped snout, but crocodiles have a V-shaped snout.</u>
2. Insects have six legs. Spiders have eight legs.	<u>Insects have six legs, but spiders have eight legs.</u>
3. Omnivores eat plants. Herbivores eat plants.	<u>Both omnivores and herbivores eat plants.</u>
4. Sharks live in the reefs. Manatees live in the reefs.	<u>Both sharks and manatees live in the reefs.</u>
5. Astronauts are from the United States. Cosmonauts are from Russia.	<u>Astronauts are from the United States, but Cosmonauts are from Russia.</u>

DAY 2

APPLYING THE TOOLS TO MY WRITING—WRITER'S WORKSHOP

Getting Started

PREPARATION: You'll need a transparency or Smart Board file of BLM 6B and chart paper or Smart Board file.

We will work together to write a paragraph that compares and contrasts the sun and the moon. When you compare two things, you tell how they're similar. When you contrast two things, you tell how they're different. As the class makes up the paragraph, I'll write it on the chart paper (or the Smart Board).

Many authors use a graphic organizer to collect the information they'll write about. When authors write paragraphs that compare and contrast, they may use a special diagram called a Venn diagram to organize their thoughts.

Brainstorming and Collecting Information on a Venn Diagram

(Display BLM 6B.) You're going to think of details that apply only to the sun, and I'll list them on the left side of the diagram. Then you'll think of details that apply only to the moon, and I'll list them on the right side of the diagram.

What opening sentence can we use to tell what two things are being compared? Part of our sentence must include information about important details we'll discuss in our comparison. Idea: *The sun and moon are the brightest lights in the sky.*

(Point to the left side of the diagram. Ask students for ideas that apply only to the sun.) Ideas: *Shines in the daytime; very bright; provides warmth; flaming ball of gas.* (Write students' ideas on the left side of the diagram.)

Point to the right side of the diagram. Ask students for details that apply only to the moon.) Ideas: *Shines in the nighttime; dim light; gives no warmth; cold and rocky ball.* (Write students' ideas on the right side of the diagram.)

Explain that the information in the middle of the Venn diagram will list details that apply to both the sun and the moon. Ask students to tell how the moon and the sun are alike. Write students' ideas in the middle of the diagram.) Ideas: *Appear in the sky; give light; round.*

We need a closing sentence that summarizes the paragraph. (Ask students for ideas for a closing sentence.) Idea: *These are just some of the ways the brightest lights in our sky are alike and different.*

Drafting a Class Paragraph that Compares and Contrasts

PREPARATION: You'll need chart paper or a Smart Board.

(In this part of the lesson, you'll write the class paragraph on chart paper or Smart Board. As you write, leave space between the lines for editing.)

Now we're ready to begin writing a paragraph that compares and contrasts. I'll indent the first word of our paragraph. (Remind the students that an indent is a small space before the first word that shows a new paragraph. Write the opening sentence from the Venn diagram graphic organizer.)

Some of the sentences in our paragraph will tell how the sun and moon are different from each other. Look at our Venn diagram. What are some ways the sun and moon are different from each other? (If a student gives a response that is not a complete sentence, rephrase the response as a complete sentence, and write it on the chart. Don't be concerned about combining sentences at this point. Repeat for the ways the sun and moon are alike.)

We'll end our paragraph with the closing sentence we chose. (Write the closing sentence from the Venn diagram on the chart paper.)

DAY 2

Editing the Class Paragraph

PREPARATION: You'll need the compare and contrast paragraph prepared on Day 1. You'll need chart paper or a Smart Board to use as an add-in sheet. Each student will need lined paper for writing a corrected copy of the class paragraph.

You're going to learn some things writers do to make their paragraphs that compare and contrast more effective. (Ask a student to read the class paragraph aloud.) **Let's talk about some ways to improve our class paragraph. One way writers improve their writing is by editing.**

Sentence Combining

(Review the following concepts with students:)

Sometimes when authors write a paragraph they combine more than one idea in a... sentence.

What is a conjunction? A conjunction is a connecting word. Give me an example of a conjunction. Ideas: *And, or.* (Accept other conjunctions the students may give).

What part of speech often is used to connect parts of sentences? A conjunction.

Sometimes two or more sentences share information that can be combined in one sentence. Sentence combining helps the author avoid repeating words.

The word but is another conjunction that may be used to connect parts of sentences or to connect two sentences.

(Write the following example on the board.)

Steven doesn't like sweet potatoes. Jackie does like sweet potatoes.

Call on a student to read the example sentences aloud.) **Each of these is a complete sentence. The information in these sentences can be combined in one sentence using the conjunction but.**

(Write the combined sentence on the board.)

Steven doesn't like sweet potatoes, but Jackie does.

Call on a student to read the combined sentence aloud.) **Does this sentence tell what Steven doesn't like? Yes.**

Does this sentence tell what Jackie does like? Yes. Does this sentence contain all the information that was in the first two sentences? Yes.

What conjunction connects the two parts of the sentence? But. (Point to the comma in the sentence.) **When you join two sentences with the conjunction but, you put a comma before the word but.**

(Write the following example on the board.)

Kim did her math homework. Dakota forgot to do his math homework.

Call on a student to read the example sentences aloud.) **Each of these is a complete sentence. The information in these sentences can be combined in one sentence by using the conjunction but.**

(Write the combined sentence on the board.)

Kim did her math homework, but Dakota forgot to do his.

Call on a student to read the combined sentence aloud.) **Does this sentence tell whether Kim did her math homework? Yes.**

Does this sentence tell whether Dakota did his math homework? Yes. Does this sentence contain all the information that was in the first two sentences? Yes.

What conjunction connects the two parts of the sentence? But. What punctuation mark do you use before the word but when you use it to join two sentences? A comma.

Writing Sentences That Tell Similarities

The word **both** is sometimes used as a conjunction when it combines two words or phrases in one sentence.

When **both** is used as a conjunction, you must also use the conjunction **and** between the two words or phrases that are joined. When you use **both** as a conjunction what conjunction must you use between the two words or phrases that are joined? *And*.

(Write the following example on the board.)

Air contains oxygen. Water contains oxygen.

Call on a student to read the example sentences aloud.) **Each of these is a complete sentence. The information in these sentences can be combined in one sentence by using the conjunction both and the conjunction and. What two conjunctions will be used? Both and and.**

(Write the combined sentence on the board.)

Both air and water contain oxygen.

Call on a student to read the combined sentence aloud.) **Does this sentence tell that air contains oxygen? Yes.**

Does this sentence tell that water contains oxygen? Yes.

Does this sentence contain all the information that was in the first two sentences? Yes. What conjunctions connect air and water? Both and and.

(Write the following example on the board.)

Dogs make good pets. Cats make good pets.

Call on a student to read the example sentences aloud.) **Each of these is a complete sentence. The information in these sentences can be combined in one sentence by using the conjunction both and the conjunction and.**

(Write the combined sentence on the board.)

Both dogs and cats make good pets.

Call on a student to read the combined sentence aloud.) **Does this sentence tell that dogs make good pets? Yes.**

Does this sentence tell that cats make good pets? Yes.

Does this sentence contain all the information that was in the first two sentences? Yes. What conjunctions connect the two parts of the sentence? Both and and. (Ask students to look at the class paragraph that compares the sun and the moon and to make suggestions about any sentences that can be combined.) **I'll use the proofreading mark for deleting a sentence and a caret with a 1 in a circle above it to show where I'll add the new sentence.** (Use the proofreading mark for deleting a sentence to show the students how to eliminate the sentence from the paragraph. Show the students how to use the insertion notation for a new sentence.)

There's not enough room to write a new sentence in our class paragraph, so on my add-in sheet, I'll write a 1 in a circle. Tell me a combined sentence I could write to replace the sentences I deleted. (Write the suggested sentence on the add-in sheet.) **When we write the final copy of our class paragraph, the caret and the 1 in a circle will remind us to look on our add-in sheet for the new sentence to be added.**

(Tell the students to use lined paper to write a corrected copy of the class paragraph. The paragraph may also be word processed. As the students write, circulate among them, giving encouragement and helping them insert the additions in the correct places. Have the students place these paragraphs in their writing portfolios.)

Name _____

Date _____

Delving into the Tools Worksheet

BLM 6A

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1. Calcium builds strong bones. It is an essential part of the diet.

2. Vitamin C prevents scurvy. It is found in fruits and vegetables.

3. Alaska has over 100,000 glaciers. It is the largest state.

4. Hawaii has five active volcanoes. It is located in the Pacific Ocean.

5. Basketball is an indoor team sport. It was invented by James Naismith in 1891.

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2. Insects have six legs. Spiders have eight legs.

3. Omnivores eat plants. Herbivores eat plants.

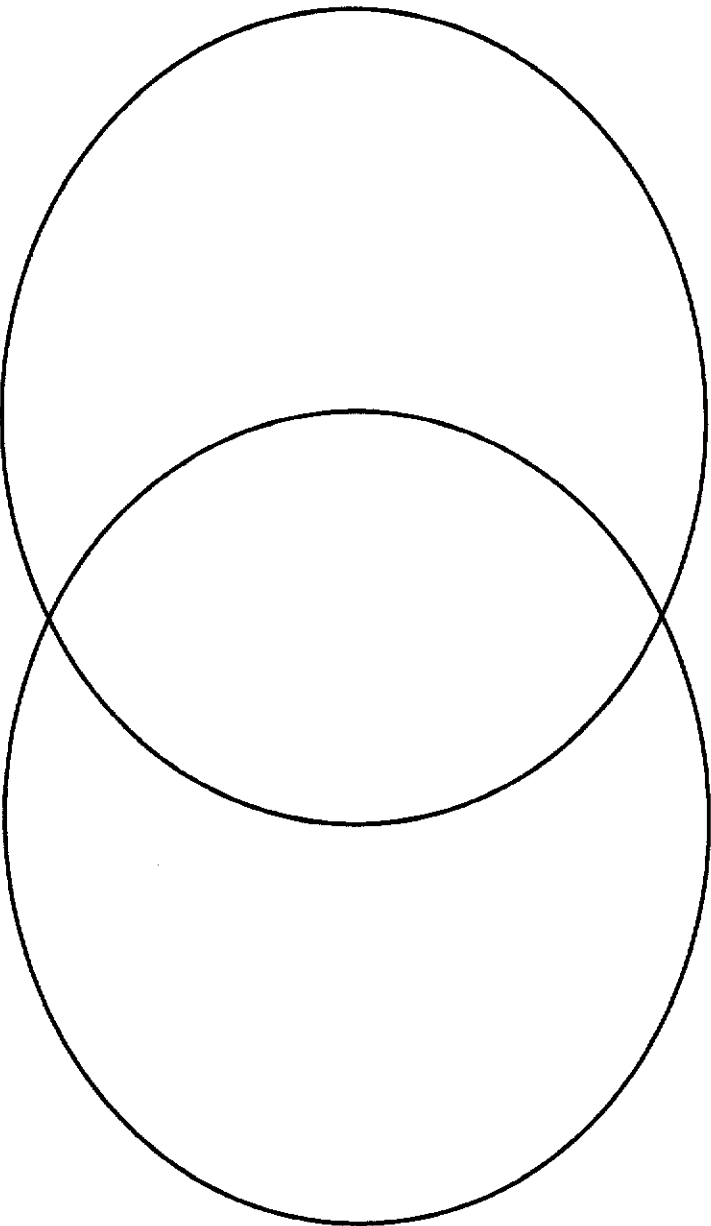
4. Sharks live in the reefs. Manta rays live in the reefs.

5. Astronauts are from the United States. Cosmonauts are from Russia.

Venn Diagram

BLM 6B

Opening Sentence _____



Closing Sentence _____