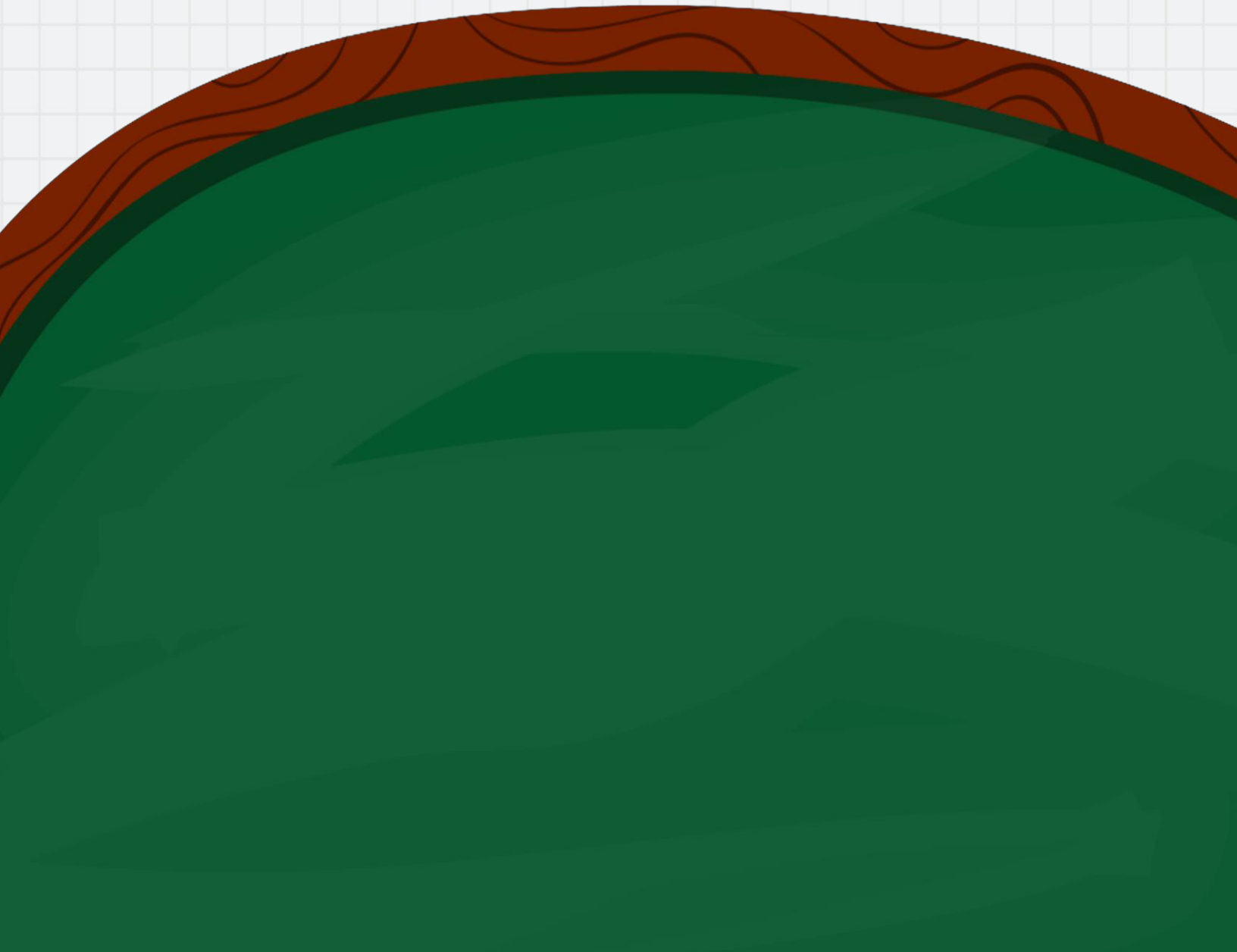




# schoolio

GRADE 8 LANGUAGE





# SCHOOLIO ONTARIO CURRICULUM GRADE 8 LANGUAGE – TABLE OF CONTENTS

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Language	<ol style="list-style-type: none"><li>1. Reviewing Poetry</li><li>2. Comparing Themes</li><li>3. Limericks</li><li>4. Persuasive Writing</li><li>5. Outline Reading Comprehension</li><li>6. Explanation Writing</li><li>7. Outline Reading Comprehension</li><li>8. Language Skill Practice</li></ol>
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## Lesson # 1 –Reviewing Poetry

### Discussion:

Day 1:

Last year we looked at poetry and where it can be found. This year we are going to do something similar. On the following page is a poem. We are going to look at it line by line to see what you think it's about. You will notice that there is a line vertically down the page. This is for a reason. What I want you to do is mark this page up. You are going to highlight the words that you think are clues, you are going to underline if there are any words you don't know. If you find a clue, you draw an arrow from the poem to the other side and explain why you think that. At the end, you will complete a reflection sheet where you explain who the poem is referring to and how you know that (what textual information gave you this idea).

### Activity:

Day 1 – Activity 1.1 – Marking Poem to Understand

Day 2 – Activity 1.2 – Questions

I have included some examples of 'marking up' the poem. It does have some (not all answers) Please don't tell your child this is a song. If they know, that's fine. But continue to call it a poem. It is.

The reason we use the marking up of the poem like this is to get children in the habit of analyzing poetry. By the end of the unit, they need to be ready to analyze a poem that isn't a song that they are able to read. However, until then, they need to practice with songs that will be easier for them to understand because they refer to popular culture. In high school, poems will NOT be familiar.

Yes, these are songs! Please don't play them for your child yet.

## Activity 1.1 – Marking Poem to Understand

I can't stand to fly  
I'm not that naive  
I'm just out to find  
The better part of me  
I'm more than a bird, I'm more than a  
plane  
I'm more than some pretty face beside a  
train  
And it's not easy to be me  
I wish that I could cry  
Fall upon my knees  
Find a way to lie  
About a home I'll never see  
It may sound absurd, but don't be naive  
Even heroes have the right to bleed  
I may be disturbed, but won't you concede  
Even heroes have the right to dream  
And it's not easy to be me  
Up, up and away, away from me  
Well, it's all right, you can all sleep sound  
tonight  
I'm not crazy or anything  
I can't stand to fly  
I'm not that naive  
Men weren't meant to ride  
With clouds between their knees  
I'm only a man in a silly red sheet...

## Lesson # 2 –Comparing Themes

### Discussion:

Last year, we also looked at theme and tone in poems. Remember, we talked about the fact that the theme is what the poem is about. The tone is how the author or poet feels about the theme. Read the poem in Activity 2.1, and employ the same strategy of marking one side of the page to help you understand it. Make sure you note what you think the poem is about, and what you think the author’s feelings are.

### Activity:

Day 1 – Activity 2.1 – Marking Poem to Understand

Day 2 – Activity 2.2 – Questions

This poem is also a song. Both song links are included for after the work is finished on Day 1 and Day 2.

Superman – poem 1 – Crash Test Dummies

<https://www.youtube.com/watch?v=EeyhKWjQaKk>

Superman – poem 2 – Five for Fighting

<https://www.youtube.com/watch?v=GRz4FY0Zcwl&list=RDme1LDVCXyts&index=17>

## Activity 2.1 – Marking Poem to Understand

Tarzan wasn't a ladies man  
He'd just come along and scoop 'em  
Up under his arm like that  
Quick as a cat, in the jungle  
Clark Kent, now there was a real gent  
He would not be caught sittin' around in  
no jungle scape  
Dumb as an ape, doin' nothing  
Superman never made any money  
Savin' the world from Solomon Grundy  
And sometimes I despair  
The world will never see another man like  
him  
Hey Bob, Supe had a straight job  
Even though he coulda smashed through  
Any bank in the United States  
He had the strength but he would not  
Folks said his family were all dead  
Planet crumbled, but Superman he forced  
himself  
To carry on, forget Krypton, and keep goin'  
Superman never made any money  
Savin' the world from Solomon Grundy  
And sometimes I despair  
The world will never see another...

## Activity 2.2 – Questions

Who was the poem referring to? How do you know that? Explain.

Was the tone different in this poem than the last one? Explain.

## Lesson # 5 –Persuasive Writing (6 – 7 days)

### Discussion:

Have you ever argued with a friend, a sibling, maybe even (ahem) a parent? If you have, you need to know persuasive writing. Persuasive writing is arguably one of the most used forms of writing. You will use it when you want a job, when you want to convince a boss your idea is correct, or even just to ask a grandparent for something you feel is needed. At this level, your persuasive writing needs to actually be persuasive, because you are at an age where you may want a job, a better deal on a car, or even to go to that friend’s house overnight. Whatever it is, you NEED this skill!

By the way, that was a great example of persuasive writing!

- In this grade, you need to ensure you have an introduction (something to hook your reader) and explain what your piece will be about.
- Then you should have 3 topic paragraphs. Each paragraph should have a topic sentence.
- Next, you need a paragraph for a counter-argument. The counter-argument is to explain that you understand why someone doesn’t agree with you, but this is where it’s wrong to disagree. For example, if you want a new game, but your parents are refusing because of the cost, this is where you tell them how inexpensive it is compared to other things.
- Finally, you have a conclusion. In your conclusion, you must state all your reasons again, and then you need to end with very persuasive language.

### Activity:

Day 1 – Review Anchor Chart 5.1 and Anchor Chart 5.2 with your child. Then have them begin on the persuasive writing planning template found in Activity 5.5.

Day 2 – Review Anchor Chart 5.3 and Anchor Chart 5.4 with your child. Have them identify what they feel they could improve on in their writing.

Days 3, 4, 5, and 6 – Have your child write a persuasive paragraph, each day, using one of Activity 5.6, 5.7, 5.8 and 5.9 each day. Planning Template 5.10 can be used by your child for each of these Activities. Use Evaluation Template 5.5 with their writing. Children have no way to improve if they don’t know what they are supposed to be doing. Review the expectations with your child in advance. Then check their writing every day, together. Point out how their writing might not be complete. They should improve every day. I highly suggest you only pick one or two things to work on each day. The goal is not perfection, but rather the gradual learning that happens as they change small items every time.



# Anchor Chart 5.1 Persuasive Writing

## What Is It?

To persuade your **reader** to believe or understand what **you** believe or understand.

### Organization

#### • *Beginning*

- State what you want and the reasons you feel that it's important.
- Make use of a rhetorical question "Don't you want me to be a child that becomes responsible and happy?"

#### • *Middle*

- Identify your reasons – each reason should get its own paragraph.
  - Outline the details that support your reason. For example, I want a puppy as I feel having a puppy would make me more responsible.
  - A strong lead or claim.
  - An argument to support that claim.
  - Quote or reference to support it.
  - Explain the argument.

#### • *End*

- Re-state your reasons and sum it all up.

### Language Features

- Usually told in the present tense.
- Might make use of persuasive features like exaggeration and flattery.
- Often begins with a question.
- Employs multiple reasons with details to support them.
- Makes use of connecting words that are logical like therefore and because.
- Addresses the reader.
- Might use similes or other figurative language.
- Varies sentence length for dramatic impact.

#### Where Do You See Persuasive Writing?

- Editorials
- Radio Commercials
- T.V. Commercials
- Cereal Boxes
- Political Speeches
- Anyone selling something!
- Brochures
- Posters
- Essays

## Anchor Chart 5.2

# Persuasive Techniques

There are various techniques to use when you want to persuade someone. Here are a few:

- Use evidence (statistics, expert opinions, and research)
  - “9 out of 10 doctors agree”
  - “Smoking is fine because my grandmother smoked until she was 90 with no problems.”
- Attacks on opposing views
- “Trump’s beliefs are foolish and unwise”
- Using emotive language (language designed to create an emotional response.)
- “The shooting is both disturbing and distressing.” The words disturbing and distressing make readers feel uneasy.
- Use figurative language like hyperboles
  - “People as skinny as a rail.”
- Rhetorical Questions
  - “What if the world ends tomorrow?”
- Repetition (drawing attention to the repeated words)
  - “We have lowered our prices down, down down!  
Rockbottom!”



## Week #16 –Daily Work

Fix this sentence

By the time I reachd the stream, I feeled a few raindrop's.

Monday

Change each singular noun to its plural form

1. mouse\_\_\_\_\_ 2. foot\_\_\_\_\_

Tuesday

### Scavenger

Definition: one that collects or salvages junk

Example: The scavenger bird picked at the trash on the road. .

Make a sentence using this word.

Wednesday

The word band can have two meanings. Write two sentences that use the word appropriately.

Thursday

The snowmen are staging a protest. What are their demands and why?

Friday