

Lesson 8: You Will Learn about the Prewriting Process

Purpose of Lesson 8: You will learn about the prewriting process.

Skills: Critical thinking, reading comprehension, self-reflection, vocabulary, and writing.

Words to Learn:

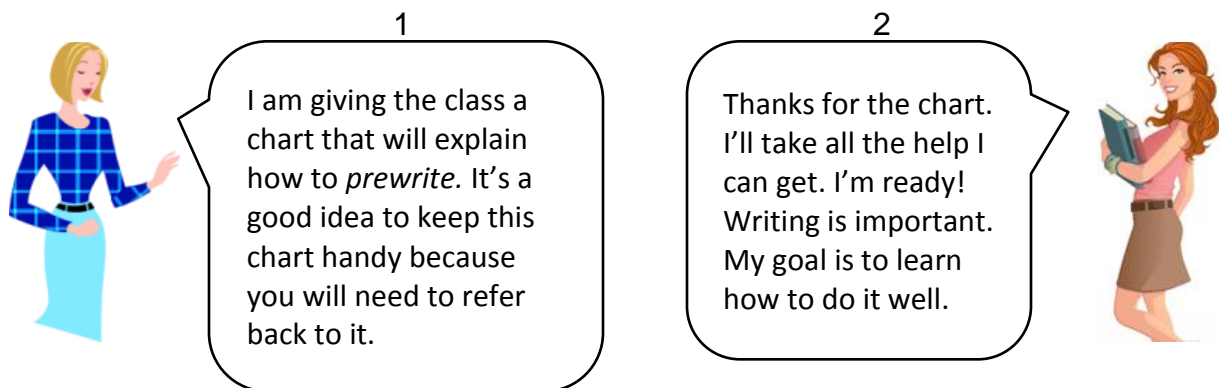
brainstorm - writing a quick list of everything you can think about the topic: *Ana and Olivia have fun as they practice how to brainstorm for their essay.*

cluster drawing - a chart using circles to help organize your thoughts and ideas: *Cluster drawings are useful tools when you write.*

grouping - organizing information, putting similar information together in a list or cluster drawing. We are putting similar ideas together in a list or cluster: *Grouping is important and helps the writer to make a useful list or cluster.*

topic - what you are going to write about: *You can discover an essay topic from your journal or get help finding one from your teacher.*

w/h questions - question words such as who, what, where, when, why and how: *When you are preparing to write an essay, a good way to gather information is to ask w/h questions.*



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The ABC's of Prewriting

Part A. Select your topic and decide on the reason for writing your essay

- How to get started: How can you choose a topic to write about?
 - **Write** down several **ideas** you would like to write about.
 - Think about **why** you want to write about these topics.
 - Think about **who** will read your work and **what** you want to tell them.
 - You can be assigned a topic by a teacher.

Part B. Research: Get information and develop your topic

- There are several ways to get information. You can use all of them or choose the ones that work best for you.
 - Make a list using "who," "what," "where," "when," "why" and "how" questions.
 - **Brain storm.**
 - Interview your friends and family.
 - Research by using the library and/or Internet.


Part C. Organize your ideas and information

- Decide your main idea: Review the information you gathered and ask yourself, "What is it mostly about?" *This question will help you discover the main idea of your essay.*
- **Grouping**
 - Make lists of similar information.
 - Make a **cluster drawing**.
 - Review the information in each list/cluster drawing and ask yourself, "What is this list/cluster drawing mostly about?" *This will help you find the main idea of that group.*
 - Use the main idea of each list/cluster drawing to help you title/name that group.

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Continued after Lesson 8 Quiz 1

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Now that we have gone over **The ABC's of Prewriting**, let's practice. Look at part A.

4



OK, Part A says pick a topic. I enjoyed writing in my journal about my new dog. I think I would like to use that for the topic of my essay.

5




How does this sound?

Part A – Pick a topic to state my reasons for writing about this.

I would like to write about my new dog. My purpose is to tell a story about her.

6



Good. The journal is a great place to get ideas for an essay topic. Let's review your journal and get ready for **Part B** of **The ABC's of Prewriting**, which is gathering information.

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Part B – I have to get information and develop the topic. I don't need the Internet or to do research at the library for this essay. I'll ask the w/h questions.

- Who? I saw the dog.
- What? She followed me home. I decided to help her. I named her Lucy.
- Where? In my neighborhood.
- When? February.
- Why? I felt sorry for her. She was lovable.
- How? I brought Lucy home to feed her. Later, I took her to the veterinarian.



8



It sounds great. I like what you did with the w/h questions.

9

Thanks. I like using them. It's an easy way to gather facts. I must say my journal helped, too. It gave me a lot of ideas.



Later... Dora and Ms. Shine have a conference.

10



I'm glad that you found the w/h questions work well for you. Another good tool is brainstorming. I'd like to see you use it, too.

11

I don't know how to brainstorm.



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12



Let's try it. We'll use the same topic.

13

How do I get started?



14



Get a pen and some paper and write down anything that comes into your mind about the dog. Don't think about spelling or writing in sentences. Just make a quick list of whatever you think. It is a good job to spend only a few minutes on this quick list.

15

Okay, here it is: small, cute, old, female, dirty, hungry, hurt, needs a home, friendly, brown, cold, lost, scared, expensive, responsibility, floppy ears, Lucy. There, I'm done, and it was easy. I just wrote down everything I thought about.



16



That's the way to do it. That's an impressive list.

17

I am beginning to get it.

- Pick a topic
- State my purpose
- Gather and develop my information

I just followed the chart. Is that correct?



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You are correct! The chart is helpful, as you can see.

19



Now, what do I do with my **w/h questions** and my brainstorming list?

20



Review your list, and remove anything you think might not go with the topic. Sometimes you might think of something else to add.

21

Brainstorm List

small, cute, old, female, dirty, hungry, hurt, needs a home, friendly, brown, cold, lost, scared, expensive, responsibility, floppy ears, Lucy.

22



I want to keep all of it. This is Lucy!

23



You are doing well. Before I take you on to **Part C of The ABC's of Prewriting**, I want the rest of the class to practice Part A and Part B of the writing process. They can refer to your work as an example.

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Continued after Lesson 8 Quiz 2

Part B of The ABC's of Prewriting – I have to get information and develop the topic. I don't need the internet or to do research at the library for this essay. I'll ask the w/h questions.

- Who? I saw the dog.
- What? She followed me home. I decided to help her. I named her Lucy.
- Where? In my neighborhood.
- When? February.
- Why? I felt sorry for her. She was lovable.
- How? I brought Lucy home to feed her. Later, I took her to the veterinarian.

