

Unit 4

Two things to consider

1) How long the desired paper needs to be - QUANTITY

Number of words - but doesn't help student decide what to include - keeps writing until meets minimum

Number of pages (kids end up messing with font size, margins, etc. to make long enough)

INSTEAD, assign by NUMBER of PARAGRAPHS (helps decipher the number of details, etc. to include)

Number of details in each paragraph = grade child is in

A limit is key

Best to give them a range (3 or 4; 5 or 6)

A paragraph should have a

- topic sentence

- "Concluding" sentence - but ANY sentence at the end of a paragraph would be the "concluding" one. So, IEW calls it the CLINCHER sentence. It does something...

Topic Sentence and the CLINCHER Sentence must repeats or reflects 2 or 3 key words from the Topic Sentence.

repeat = use exact same word

reflect = use synonym

2) Length of the Source material -

there's TOO much information and
need to be accurate

KEY WORDS are from FACTS, not sentences.

IE, a sentence can have more than one fact in it. So, one sentence could make 2 lines in the KWO.

If you can't fit one fact into 3 key words, you can probably divide it into more than 1 fact!

Some facts will be "left behind" - we are summarizing, and not everything can be included. SOME-a-rize

HOW TO CHOOSE? More facts = more difficult

Choose what the student thinks is INTERESTING or IMPORTANT (or Relevant)

I, the teacher, am interested in learning what YOU, the student, find interesting!

EXAMPLE:

Let's list some topics related to Our Classical Conversations Community:

Memory Work, lunch, memorization techniques, tin whistle, Essentials, Foundations, Challenge, etc.

BE willing to change - if you end up with a bunch of facts and are "running out of room" to completely cover the topic, you can

- change / limit topic

- edit the facts down

Details / facts can be moved around in an order different from the KWO