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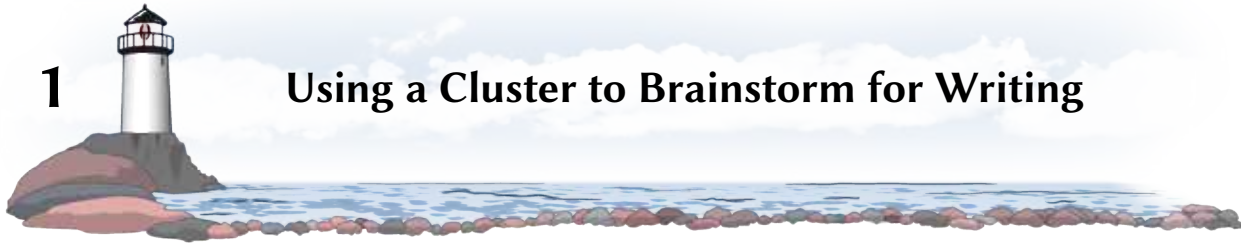
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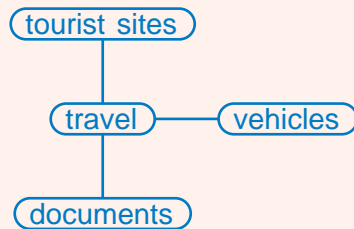
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## Using a Cluster to Brainstorm for Writing

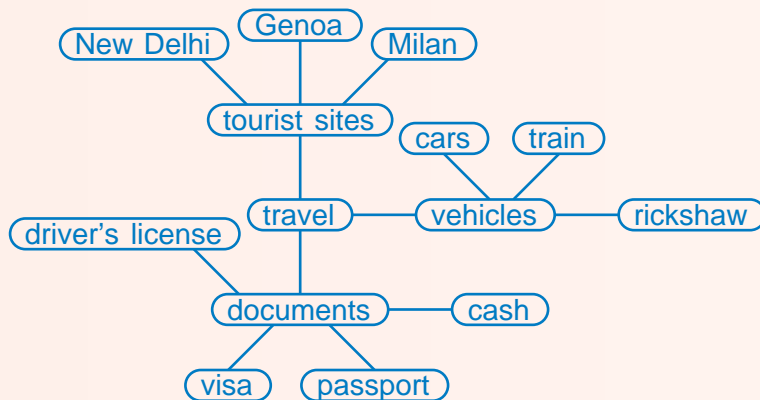
### Using a Cluster to Brainstorm for Writing

Clusters, also called mind maps, can be used to brainstorm for writing.

To use a cluster as a prewriting tool, write the main topic in the center of a piece of paper. Then circle it. Around the circle, write the first several related ideas that come to your mind. It is important to write quickly, without stopping to think. Then circle them and draw lines from each related idea to the main idea.



Continue the process even further.



Each set of circles could be an entire paper, if the writer wishes to expand the ideas. For instance, he could write about the importance of having all your documents when traveling. He could just as well write about three famous cities to visit. Clusters help writers brainstorm for compositions.

- **A** Write a cluster. Show it to your teacher. Then save it for later. Use this list of topics to help you get started. Remember to move quickly; do not pause for long to think.

farms

relationships

space/astronomy

hope

government

education



## Review

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- B** Underline each interrogative, demonstrative, or compound pronoun. Label it *i* for interrogative, *d* for demonstrative, or *c* for compound.

1. Boast not thyself of tomorrow; for thou knowest not what a day may bring forth.
2. Who moved the papers with the calculations for the new building?
3. The library books in the bag are due today, but those on the table are not due until next Tuesday.
4. That is not the shortest route to Indiana, but it is the least mountainous.

- C** Write *demonstrative*, *interrogative*, or *compound* to label each description or set of pronouns.

5. \_\_\_\_\_ *who, whom, whose, which, what*
6. \_\_\_\_\_ *this, that, these, those*
7. \_\_\_\_\_ *themselves, yourself, himself, ourselves*
8. \_\_\_\_\_ used to point out something
9. \_\_\_\_\_ used to ask questions
10. \_\_\_\_\_ personal pronouns combined with *-self* or *-selves*

- D** Underline each subject once and each verb twice. Write *do* or *io* to label each complement.

11. Ferdinand and Isabella promised Columbus the money and resources for a voyage to the Far East.
12. Carolyn handed Ashlyn a book about Saint Patrick of Ireland.

- E** Circle each adjective. Draw an arrow to the word it modifies. Write *P* above each proper adjective.

13. Celtic languages are still spoken in some parts of Europe.
14. The Irish culture has influenced various aspects of our world today.

- F** Write the two adverbs used in Part E.

15. \_\_\_\_\_



**G** Put parentheses around each prepositional phrase. Draw an arrow from each phrase to the word it modifies. Write *adj* or *adv* to label each phrase.

16. During the summer, the employees in the shipping department are extra busy.
17. They are grateful for extra helpers.
18. The box of books for Lighthouse School was accidentally shipped to the wrong address.
19. Because of his handicap, Wilson has special braces for his feet.

**H** Diagram each sentence.

20. Wayne doesn't usually arrive at school so late.
21. Many wealthy businessmen loaned Edison money for his experiments.
22. Edison attained his achievements through hard work and patience.

## Penmanship

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**I** Using your best handwriting, copy the quote.

The larger the island of knowledge, the longer the shoreline of wonder. —Ralph W. Sockman



## Spelling – Patterns

### Spelling Words

abhor	absence	absurd	depletion	detract
abject	absorption	deactivation	depreciate	extraction
abnormal	abstain	decompose	depressurize	protracted
abolish	abstract	dehydration	desensitize	retractable

The root *tract* carries the idea of drawing or pulling.

**J** Write the spelling word that fits each description. Circle each *tract* root.

23. \_\_\_\_\_ the act of taking something out of something else
24. \_\_\_\_\_ referring to ideas or qualities rather than concrete people or things
25. \_\_\_\_\_ able to be pulled back
26. \_\_\_\_\_ to draw attention away from something more important
27. \_\_\_\_\_ long and drawn-out

The prefix *de-* means “undo; the opposite of; not.”

**K** Write the spelling word that fits each description.

28. \_\_\_\_\_ to undo the act of pressurizing something
29. \_\_\_\_\_ the opposite of appreciating, or rising in price
30. \_\_\_\_\_ the act of lessening or emptying something
31. \_\_\_\_\_ the act of un-activating something
32. \_\_\_\_\_ the act of removing water
33. \_\_\_\_\_ to break something down into the parts that make it up; to rot
34. \_\_\_\_\_ to make something less sensitive

△ **L** Write the Section 1 spelling words in your notebook.