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Paul Baumann

Write to Live and Live to Write

Objective: Teach other teachers how to elicit a powerful emotional response from their students with the intention of creating a desire to express their emotion through writing. Teachers will take a virtual cemetery walk tour.

Method: Beginning with an explanation of the failure of teachers to inspire students to be writers, and the need to connect on the level of the modern student, an eight to ten minute instructional period will culminate in the idea “write to live and live to write”, not the generally accepted adage, “read to write and write to read”.

I will read a personal writing piece that sums up many of our students feelings on writing.

“Oh...my mind is soooo tired. This class has about caused me to go into hibernation mode. And it's not even winter. I get home and don't want to think about writing, so in effect the Writing Project is creating an anti-writer. If you were to distil a fetid concoction from my veins, and inject it into the anxiously waiting veins of teenagers everywhere, the level of creative writing would plummet precipitously. Hmmm... I wonder if that wouldn't be something from which I could **actually** make a living.’

‘Come one, come all! The cure for writing, now only \$9.95 plus tax! Marketing costs would be minimal due to word of mouth exposure to the anti-writer. Obviously texting, emails, blogging and the like would no longer be viable. Oh, what a world it would be! No more secret messages, or selling or distributing of state secrets by some form of electronic medium. Instead the sharing can take place face-to-face, or by handshake, like some deliciously insidious communicable disease.”

Give examples of famous works of literature used in the classroom, and discuss the setting that is being described in words. Demonstrate the ability to utilize virtual tours to enliven the students understanding of the text, and focus the lens through which the student views the piece of literature.

Prior to showing the Power Point explain to teachers that they will need to select three slides that they found interesting and write four to six descriptors for each slide.

Show the PPT to the teachers.

Have the teachers use the descriptors they wrote down to write a short paragraph about how each of the slides for which they wrote descriptors made them feel.

The teachers will then pass what they have written to a person nearby and the teacher who receives the work will write about how the author's words make them feel.

Have teachers share what they wrote out loud by asking for volunteers.

If there is time have the teachers do a free-write about one of the three slides they selected.

The summary of the lesson will be given with an emphasis on inspiring teachers to not re-invent the wheel, but to show the wheel to their students

Remind teachers you can't change the way a student views the world necessarily, but you can change what they see, what they hear, what they touch, smell, and most importantly, what they live!

Materials Used: A Power Point presentation that includes forty-eight slides will be shown varying in length from six seconds to 30 seconds, total running time 8:29. Teachers will need paper and a writing implement with which to express their emotions.

Results: The presentation of the material seemed to really get the teachers to think. Positive reactions were noted in the stars and wishes that were given to me, but more importantly the teachers enjoyed what they were doing!

“I Remember” Poem Lesson Plan

Debbie Bower

Learning Goal:

Common Core Standard Writing Grades 9-10 students # 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured even sequences.

- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Materials: Paper and writing utensil/Computers

Objective: Students will develop written sensory description, including sequencing events in a developed parallel structure, to convey a vivid picture of an experience and reflect on the personal meaning of the experience.

Rationale: Many students struggle with three areas of narrative writing: how to sequence events in writing (what written structure to use even if events will go in chronological order), conveying a vivid picture through words, and providing a reflective conclusion at the end. This activity provides a very structured opportunity for students to practice those three elements of writing.

Activities:

1. Brainstorm descriptive words in groups (one group per sense).
2. Share with class examples—write on board and have students identify the adjectives that strike them as particularly strong.
3. Give students the handout with description of poem, example, and grading rubric. Go over expectations for form and content, emphasizing vivid word pictures, use of the provided structure (including formatting and the use of at least two details per indent), and a reflective concluding stanza.
4. Give students time to complete a draft that includes ALL FIVE SENSES, plus reflective concluding stanza.
5. Exchange draft with peers. Peers will highlight adjectives in poem and choose three to make suggestions for stronger word choices.
6. Peer will also answer the questions (written out for them on board or worksheet), “What is especially powerful about the poem? What could be stronger? What is the final impression or thought that the writer is trying to give? Which, if any, of the stanzas could/should be left out?”
7. Students will prepare final draft for reading to the class, as well as for a grade over written form.

Assessment: Students will receive a few completion points for rough draft, read their final poems to the class as well as turn in a final typed draft to be graded according to the rubric.

Adaptations:

- Instead of opening up the topic of the poem to any (appropriate) personal experience, have the students reflect on a specific school experience common to them all (1st day of school, last day of school, semester exams, etc.).
- Focus on vivid word pictures relating to the five senses, but for a prose narrative (see “The Best Day or the Worst Day?” handout).
- These poems would be good examples of student writing to put on public display (only with the students knowledge, of course), for example, at the junior/senior high fine arts show and concert.

The "I remember" poem

Use parallel opening phrases for each stanza. Options include

I remember

I know

I can see

I can hear

I can taste

I can feel

I can smell

There might be other opening phrases you could use, but you should run them by me for approval.

Example stanzas:

I remember

the anticipation of new experiences,
the excitement of a predawn meeting,
the nervousness about the unknown.

I can feel

the embrace of the sun's warmth,
the nervous twitches in my shoulders
as I get my possessions
and find my way to the bus.

I can smell

the diesel of the buses and cars,
the wood smoke of the cooking fires outside each home and
the faint mix of freshly made corn tortillas and flowers.

I can see

the children
in brightly colored dresses
or white shirts with navy pants,
the bright flowers and
the streets of dust and stone.

I know

I will never smell diesel
without suddenly seeing and feeling
the joy and sadness of
abundant love and overwhelming poverty.

Evaluation for "I remember" poem

_____/1 Poem is typed neatly

_____/4 Poem is in the correct format (indented correctly, etc.)

_____/6 Poem uses effective words to describe stimulating experiences for (at least three) senses

_____/2 Poem clearly tells the story of a memory

_____/1 Title is interesting and fits topic of poem

_____/2 Poem has resolution (wrap-up) that fits with the content of the other stanzas

_____/12 Poem has good description (i.e. not just "snow", but "softly falling snow")

The Best Day or the Worst Day?

First, name the five senses:

1. _____
2. _____
3. _____
4. _____
5. _____

Now, what's an adjective?

List three adjectives

Now that we remember what good description usually includes (adjectives), your job today is to describe the ideal day or the worst day ever (real or fictional). For right now, I don't want a list of what you did or didn't do—set up the day for me. Was it hot? Were you inside or outside? Think along those lines.

First, please list adjectives to describe the day (yes, it's ok to put them with their nouns). Give at least two for each of your five senses.

Now, below, or, if you need lines, on your own paper, write a paragraph setting the scene for the ideal day or the worst day ever. Please use as many of the adjectives from above as you can reasonably work in, but you are not required to use them all. Feel free to add any others that come to you—make the reader feel like he or she is there!

Teaching Demonstration
EIWP 2011
Megan Davis

You Can't Handle the Truth!!!

Learning Goal:

IL.16 GOAL:

Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

IL.16.A STANDARD:

Apply the skills of historical analysis and interpretation.

IL.16.A.4a

> Analyze and report historical events to determine cause-and-effect relationships.

IL.16.A.5a

> Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

2.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W. 9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W. 9-10.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Purpose:

Many students struggle with telling historical fact from fiction. Too often students get lost in “faction.” This lesson is designed to help students know that they do not have to just accept the media presented to them as truth, but instead that they can easily evaluate it on their own. Also, students will work on evaluating media through words and writing, focusing on expressing thoughts on paper, not just mentally or vocally.

Material:

- *Pearl Harbor* movie
- Writing Utensil
- Paper
- Space in the room
- “Thinking Questions” PPT

Objective:

By the end of the lesson, students will learn effective ways to view a form of media and evaluate, through reasoning of previous knowledge, material taught, and common sense, what is truth and validity and what is fiction and simple add-ins.

Preparation:

- Introduce Pearl Harbor lesson to students. (prior to this lesson)
- Discuss the impact that the attack at Pearl Harbor had on WWII. (prior to this lesson)
- Prepare video player and sound.

Activities:

- Give students 3-4 minutes to create their own “2 Truths and a Lie.”
- Pair students up to play the game. (4-5 minutes)
- Have students stay in groups, but take 2 volunteers to share theirs. (Write these examples on the SmartBoard)
 - If you think #1 is the lie, hide under your desk.
 - If you think #2 is the lie, stand up.
 - If you think #3 is the lie, stay seated.
- Discuss the game:
 - Why were these particular lies used?
 - Did the lies make things more exciting or more boring?
 - Other than class, where do you get accounts of historical events?
 - Why would Hollywood change some of these accounts?
- Show questions on PPT for students to answer in notebook.
 - What did you find interesting about the scenes?
 - Did it interest/excite you? Why or why not?
 - What were 2 truths and a lie about this clip? (use the best guess you can!)
 - Why did you think the producers decided to “Hollywoodize” this event?

- Write then discuss this with the person to your right.
 - Discuss as class
 - Is “Hollywoodizing” of pieces right or wrong? Ethical? Offensive?
 - Write then discuss this with the person to your right.
 - Discuss as class
- To end the activity, have students go back to their 2 Truths and a Lie for the movie.
 - Read the Pearl Harbor synopsis.
 - Discuss what students think are “truths” and what are “lies.”
- Instruct students to meet in computer lab the next day to research the fact vs. fiction of the movie.
- To close the lesson, have students hand in their writing journals for the day as their “exit slip.”

Assessment:

Students will be expected to submit their notebooks as an “exit slip” for class. In order to receive credit for the days work (most likely 20 points), students will have had to respond in some way to the prompts.

Extension:

In the computer lab, students will play “2 Truths and a Lie” for the movie. Using online research (NO Wikipedia!!!) students will research the 2 truths and 1 lie that they made an educated guess about. Telling if they were or were not correct in their guesses. Once this is done, students will research 3 more “truths” about the movie and actual Pearl Harbor events, as well as research 2 “lies” that were used in the movie clip we viewed. For the “lies” students need to give a 3-sentence rationale for each lie as to why these were placed into the Hollywood’s version of this historical event. This must be TYPED in 12-pt, Times New Roman font with sources of information given.

Sources:

Yee, Eric and Greg Bradner. *Historical Inaccuracies in Film*. 12 July 2011.

<http://sites.google.com/site/apusmoviereview/pearl-harbor---eric-yee-greg-bradner>

Kathy Habing
Eastern Illinois Writing Project
July 21, 2011

Transitions with Goldilocks **(grade 4-8)**

Overview: Transitions are words or phrases that link ideas together in writings. They make writing smooth to read. Transitions serve many purposes. They can prepare readers to add information, give examples, emphasize a point, sum up their writing, etc. They give cohesion to writing.

Rationale: For some students, especially elementary & middle age students, incorporating transition does not come naturally or easily. They need direct instruction to become familiar with transitions. Not only should they be familiar with them, but they need also know when and how to use transitions appropriately. This means choosing the correct transition for the situation (like using *furthermore* to add information or *similarly* to compare). It also means choosing transition words intentionally to convey the message they intend.

Furthermore, Illinois is one of 48 states in the United States to adopt the new common core curriculum. These standards are to be in place by 2012 and will be tested in 2014. Transitions or using cohesion in writing are in the core standards from grade three to twelve as indicated by the list of standards that follow:

3.W.1C, 4.W.1C, 5.W.1C, 6.W.1C, 7.W.1C, 8.W.1C, 9.W.1C, 10.W.1C, 11.W.1C, 12.W.1C,
3.W.2C, 4.W.2C, 5.W.2C, 6.W.2C, 7.W.2C, 8.W.2C, 9.W.2C, 10.W.2C, 11.W.2C, 12.W.2C,
3.W.3C, 4.W.3C, 5.W.3C, 6.W.3C, 7.W.3C, 8.W.3C, 9.W.3C, 10.W.3C, 11.W.3C, 12.W.3C

Objectives: Students will learn to use transitions by inserting them in the story Goldilocks and the Three Bears. The goal is to select the transition that appropriately fits the meaning of the sentence and to continue the flow of the story. Next students practice writing essays with the transitions they have learned.

Materials:

- 3 x 5 index card
- Glue
- Scissors
- Photo copied list of transitions words for activity 1, 2, & 3
- Disconnected train picture
- Goldilocks story below

Preparation: Collect supplies and make photocopies

Activities:

1st – Introduce transitions with picture of an unconnected train.

- Have students look at train.
- Ask: “What is wrong with the train? What would happen if the train tries to go?”
- Tell the students: “The thing that connects train cars is a coupler”.
- Connect train to writing and a string of ideas. Explain that the coupler of the train is like transitions and necessary to pull thoughts together.

2nd – Practice picking appropriate transitions with Goldilocks Activity

- Step 1
 - Give each student a copy of the *Goldilocks and the Three Bears*
 - Tell the students “ Follow along as I read you this story.”
 - Ask “Did you notice that certain words were missing? The missing words are transition words. They are the ‘couplers’ between ideas. We use transition words to help make our ideas more clear to the reader and to develop the story in an organized manner.”
 - Break students into groups of 2 or 3
 - For each group, hand out the transition words for step 1, scissors, glue & a note card
 - Have the student glue the transition words on the note card
 - Cut out each word to make “couplers”
 - Tell students: I want you to choose the appropriate transition or “coupler” word from your list for each of the blanks on your copy of the story I just read. Please work together to decide which “coupler” to use. You can place your “coupler” on the blank lines. When you are finished, we will share your selections with the larger group.
 - Ask: “Does any group want to share what transition you put in the story? Did anyone else do something different? Why did you choose the put those words in?”
- Step 2
 - Say: “I’m going to hand out another list of transition words /“couplers” for you to put in the same story. Pay attention to how these words are similar but may bring a slightly different meaning. (for example Next vs. Immediately)
 - Follow the directions for step 1
 - Distribute 2nd set of transition words
- Step 3
 - Encourage students to come up with their own transition word to put in the story.
 - Tell Students: “Try not to use words on the previous two lists”
 - If students struggle they may use the 3rd set of transition words
- Wrapping up Goldilocks
 - Ask: What group of “couplers”/ transitions do you think worked best? Why?”

Assessment: Periodic questions throughout the instruction.

Extension: Have students write an essay with this prompt:

The Three Bears have sued Goldilocks for breaking and entering, as well as damage to property. You are the judge who must decide whether she is innocent or guilty.

State your opinion as to whether you think Goldilocks is innocent or guilty and use examples in the story to provide support.

Other Applications: Instead of the Goldilocks story higher grades could pick a short social justice story or a passage about a controversial school issue.

Additional Information:

<i>Suggested Key to activity 2-4 (answers in order of appearance in the story)</i>		
Step #1	Step #2	Step #3
So	Consequently	Because of this
Meanwhile	Simultaneously	At the same time
First	Initially	First
Next, Then, or Lastly	Immediately	Then or Very soon afterwards
Next or Then	Initially	Next
Then or Lastly	Not surprisingly	However or But
Next or At this	By this time	By now
By now	Finally or Immediately	Suddenly, or Just then
Then or Suddenly		

References:

Idea adapted from Linda Cox

<http://www.siu.edu/SIPDC/Library/lesson%20plan/Science%20Session%20CD/ABE-GED%20Activity%2017--Building%20Bridges%20with%20Transitions-A%20writing%20activity.pdf>

Goldilocks step 1 – Transition Words

So Meanwhile Next Suddenly
Then By now Lastly At this First

Goldilocks step 2 – Transition Words

Consequently Simultaneously Immediately
By this time Not surprisingly Initially Finally

Goldilocks step 3 – Transition Words

Because of this At the same time Very soon afterwards
By now Next Suddenly Just then However But First Then

GOLDILOCKS AND THE THREE BEARS
as retold by Professor Pen

Once upon a time there were three bears: Papa Bear, Mama Bear, and Baby Bear. They lived in a quaint little cottage in the middle of the forest.

One beautiful spring morning, the bears sat down to eat their porridge. “It’s too hot!”

squealed Baby Bear.

“Ouch! This porridge needs to cool off a bit,” agreed Papa Bear.

_____, the three bears decided to go for a stroll in the woods while their porridge cooled.

_____, a curious little girl named Goldilocks was out walking in the woods. She saw the bears' cute little house and couldn't resist meeting its occupants. She went straight to the door and knocked. No one answered.

So Goldilocks went right in!

Goldilocks saw the three bowls of porridge and decided to have a taste.

_____, she took a taste from the great big bowl. “Too hot,” she cried.

Next, she tried the middle-sized bowl. “Too cold!”, she said.

_____, she had a taste from the wee little bowl. “Yum! Just right!” she said, and ate every last bit of Baby Bear's porridge.

After she had eaten, Goldilocks saw three chairs. She sat down in the great big Papa Bear chair. “Too hard!” she thought.

_____, she tried the middle sized chair. “Too soft!” she said, sinking into the chair.

Finally, she tried the little chair. _____, when Goldilocks sat down, the chair collapsed into pieces.

_____, Goldilocks was starting to get very sleepy. She climbed up the stairs and found three beds. First, she tried the great big Papa Bear bed. “Too hard!”

Next, she tried the middle-sized bed. “Too soft!”

Then, she tried the little Baby Bear bed. “Just right!” She fell fast asleep.

When the three bears came back from their walk in the woods, they were in for a big surprise. Papa Bear said in his great big voice, “Someone's been eating my porridge!” Mama Bear said in her middle-sized voice, “Someone's been eating my porridge!” Then Baby Bear said in his tiny little voice, “Someone's been eating my porridge—and now it's all gone!”

Papa Bear went into the living room. He said in his great big voice, “Someone's been sitting in my chair!”

Mama Bear said, in her middle-sized voice, “Someone's been sitting in my chair!”

Baby Bear said in his tiny little voice, “Someone's been sitting in my chair—and broke

it to pieces!”

Then they went upstairs.

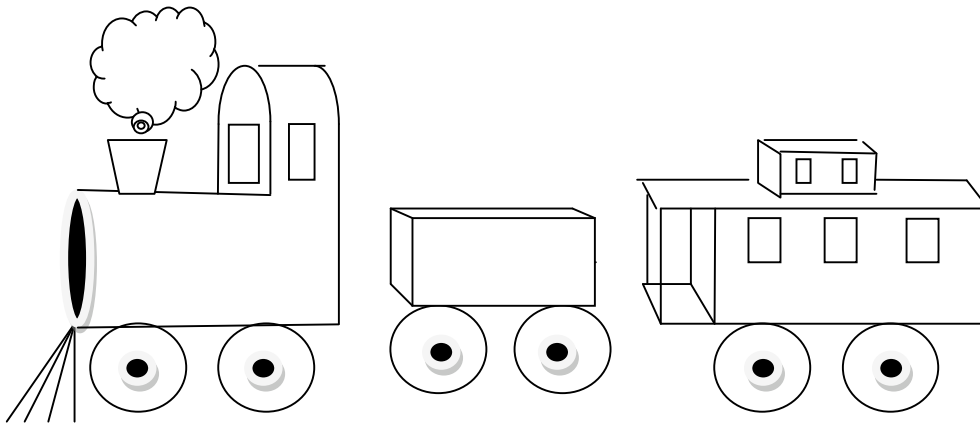
“Someone's been sleeping in my bed!” said Papa Bear in his great big voice.

“Someone's been sleeping in my bed!” said Mama Bear in her middle-sized voice.

“Someone's been sleeping in my bed, and there she is!” cried Baby Bear in his tiny little voice.

_____, Goldilocks woke up. She ran out of the cute little house as fast as she could, never to return.

The End



WRITING PROMPT

The Three Bears have sued Goldilocks for breaking and entering, as well as damage to property. You are the judge who must decide whether she is innocent or guilty.

State your opinion as to whether you think Goldilocks is innocent or guilty and use examples in the story to provide support.

Creative Writing : Just Picture It!

Ashton Harwood

Purpose:

When writing creatively, students often struggle with developing voice and personality in their writing. This lesson is designed to help students find interesting and descriptive ways to tell their stories. It primarily focuses on expanding their vocabulary when it comes to verbs and adjectives.

Materials:

- Writing journal or piece of paper
- Writing utensil
- Lots of space to spread out

Objective:

By the end of the lesson, students will transform their mundane journal entry into a descriptive and creative passage that provides the reader with vivid images and voice.

Activities:

- ✓ Journal prompt will be on the board for the students to write about. (Ex: *Write a brief story that includes the following items: a pencil, a kitten, a watering can, a wizard, and Robin Murray!!*)
- ✓ Give the students about 5-7 minutes to write in their journals. You can have the students share now or later, it's up to you.
- ✓ Discuss with them the need for voice and personality in writing and how every student has a different picture in their mind and it's up to them to bring that picture to life for us!
- ✓ Have the students stand up an circle around the room. There are 2 rules to this game: 1) No touching other students during this activity. 2) No talking. This should be silent movie style!
- ✓ Have the students start walking in a circle around the room. Tell them to model each word you are about to say. They are to demonstrate the word through body movement and gestures. Ask them to watch those around them to see how each person interprets the words. Go through the series of words and watch the fun!! 😊
- ✓ Once done with the words, students should return to their seats to discuss the different things they saw/noticed.
- ✓ To end the activity, expand this discussion to adjectives and how important it is to create interesting and descriptive adjectives.
- ✓ Pass out the nouns worksheet face down. Students will have approximately 3 timed rounds where they will be asked to add an interesting adjective to each of the words on their page. Do not repeat your adjectives and try not to repeat others' adjectives either. Once the time is up, they will pass their papers and add on to the sheet they receive. Do this 2 more times.
- ✓ Students should return the sheets and have fun looking over what others came up with and sharing with the class.
- ✓ To close the lesson, have students return to their earlier journal entry. They should take 5-7 minutes to rewrite their story, this time using interesting words to add flavor to their story.

Assessment:

Students earn points for their journal entries and participating in sharing their work. The teacher may assign points for the transformation of the prior entry.

Standards:

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Engaging with Cause-and-Effect Relationships: Through Creating Comic Strips

By Robbie Kline (adapted from Deb Hamilton)

Overview: In order to fully comprehend reading materials, students need to understand the cause-and-effect relationships that appear in a variety of fiction and non-fiction texts. In this lesson, students learn cause-and-effect relationships by reading, “If You Give a Mouse a Cookie.” Using a printed template, (an online comic program may be used if available), students create an original comic strip via the writing prompt, “If you take a (?) grader to . . .” Students use various kinds of art to illustrate their strip and publish and present their completed piece to peers in a read-aloud format.

COMMON CORE STANDARDS

Readiness Anchor Standards for Reading

- *Key Ideas and Details 3:* Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- *Craft and Structure 4:* Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- *Craft and Structure 5:* Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.
- *Integration of Knowledge and Ideas 7:* Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.

Readiness Anchor Standards for Writing

- *Text Types and Purposes 3:* Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- *Production and Distribution of Writing 4:* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- *Production and Distribution of Writing 6:* Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
- *Range or Writing 10:* Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

RESOURCES AND PREPARATION

Materials and Technology

- Any of the following Laura Joffe Numeroff picture books: *If You Give a Mouse a Cookie*, *If You Give a Pig a Party*, *If You Give a Cat a Cupcake*, *If You Take a Mouse to School*, *If You Take a Mouse to the Movies*
- Computers with internet access and printer(s) if available and using an interactive tool
- Comic Strip Planning Sheet, colored pencils, crayons, fine tip markers
- Comic Strip Checklist, Comic Strip Rubric, and Comic Strip Template

Preparation

1. Gather your selection of Laura Joffe Numeroff picture books and familiarize yourself with the various cause-and-effect relationships in each book.
2. If you want students to use the interactive tools Comic Creator or Comic Life or another creator, review and bookmark the tool on the computers the students will be using. If you'd prefer to provide students with a preprinted template, select one of the attached templates and make the appropriate number of copies for students.
3. Review the Comic Strip Checklist and the Comic Strip Rubric. Print out one copy of each for every student.

INSTRUCTIONAL PLAN

Student objectives

Students will:

- Develop reading comprehension skills by identifying cause-and-effect relationships from sample book texts and in other students' original works
- Formulate cause-and-effect relationships using an online or worksheet tool to organize and create a comic strip
- Enhance listening and oral presentation skills through presentation of their completed comic strip
- Develop skills in narrative writing and story illustration by independently creating an original story via a supplied writing prompt
- Identify and interpret cause-and-effect relationships of peers' original works

SESSION 1: IDENTIFYING CAUSE-AND-EFFECT RELATIONSHIPS

1. Introduce the concept of cause-and-effect with some simple sentences. On the board, write the following two sentences.
 - a. The students stayed in and played board games during recess.
 - b. It was raining outside during recess time.

Explain to students that the cause of something is always what happens first and the effect is the resulting outcome (or what happens second). Have a student volunteer go to the board and label which event he or she thinks happened first and which happened second. Once the student has successfully identified that sentence *b* happened first and was the cause of the students staying inside and playing board games during recess, explain that sentence *a* is the effect of sentence *b*.

2. Ask a student volunteer to write a new, action-oriented sentence on the board. (You may want to instruct the student to finish a prompt, such as "The dog...") Next, invite another student to go to the board and write an effect to go with the first sentence. For example, the first student might write, "The dog ran across the street," and the second student could write, "The car hit its brakes and honked at the dog." Note that for younger students, you may need to provide the prompts on the board and have students complete the sentences.
3. Invite students to write one cause and one effect sentence on their individual dry erase boards, on notebook paper, or in their reading journals, and turn and share with the person sitting directly beside them. At this time, it is imperative that you circulate among the students and offer assistance if and when a student is demonstrating difficulty understanding the concept.
4. After the pair-and-share session, invite one or two student volunteers to share their sentences with the entire class, and reinforce which is the cause and which is the effect.
5. Tell students that often an author uses cause and effect as an element of story writing and that cause-and-effect relationships are used to explain many science and social studies concepts. Explain that today students are going to listen to a read-aloud and determine the multiple cause-and-effect situations that the main character encounters.

6. Gather students together and share the picture book *If You Give a Mouse a Cookie*. Ask student volunteers to share what they may already know about this book (i.e., Who is the main character? What types of things happen in the book?). Explain to students that you are going to read the book aloud and identify the cause-and-effect relationships throughout the book.
7. Use a think-aloud after each cause-and-effect relationship to model and identify the relationship to the students. For example, read the first two pages of *If You Give a Mouse a Cookie* and say, “I gave the mouse a cookie, and this caused him to want a glass of milk. So, I’m thinking that eating the cookie caused him to get thirsty and getting the glass of milk was the effect.” Alternatively, have student volunteers identify the relationships as you stop during the think-aloud.
8. If students are using Comic Creator or Comic Life, access the bookmarked website and display it on a Smartboard or projector. If you are using printable templates, display a sample template on a document camera or overhead and project it for the entire group to see. Explain to students that they will be creating their own cause-and-effect story in the form of a comic strip, meant to be shared in a read-aloud format with the class when completed.
9. Based on the format or website you have selected, model the creation of a comic strip with the following prompt, “If you give a teacher a…” Model the steps to complete a six-panel comic strip. (This results in three cause-and-effect relationships). Model how to write captions and drop art and illustrations into each panel. Explain to students that once they print their comic strips, they can use art materials to add additional drawings and colors. Be sure to emphasize this so that students don’t get concerned if their comic strip calls for an illustration that isn’t available.
10. After completing the teacher modeling process, introduce the prompt that students should use to build their strip, “If you take a (?) grader to…” Explain to students that they need to brainstorm three cause-and-effect relationships to create their six-panel strip. (Note that older students may want to create longer strips.)
11. Distribute the Comic Strip Planning Worksheet, Comic Strip Checklist, and the Comic Strip Rubric to students. Review the Planning Worksheet and explain that students will be planning the scene and actions that occur, the characters present, the landscape and props, and the caption of each panel. Review the checklist and explain that students need to check off each section as they complete it. Review the rubric and explain that their comic strips will be evaluated and graded based on this rubric. Tell students that their planning worksheet, checklist, completed comic strip, and rubric should be turned in after their oral presentations.
12. Have students use their planning worksheet to brainstorm their story. Upon completion, instruct students to share their story with you for approval prior to beginning their work on the computers.
13. Have students access Comic Creator or Comic Life and then create and print their six-panel comic strip, or have them take their template and create their comic strip.

14. After the comic strips are created, distribute art materials and allow students to add any additional illustrations, colors, and designs to their comic strips.
15. Explain to students that today is when they share their completed strips with their classmates.
16. Gather students to the read-aloud area and have student volunteers take the “author’s chair” and share their comic strips with their classmates. At this time, call on students to identify the different cause-and-effect relationships they have heard during their peers’ stories.
17. Collect completed stories, checklists, and rubrics at the close of class for grading.

EXTENSIONS

1. Gather a collection of comic strips for students to access during free or independent reading time as a reference when creating their own comic strips.
2. Share with students a nonfiction leveled reader that contains cause-and-effect relationships (i.e., science readers about weather or social studies readers about causes and effects of the Revolutionary or Civil Wars.) Use this activity to explain how cause-and-effect relationships exist in the real world through science and history.

STUDENT ASSESSMENT/REFLECTIONS

1. Observe student participation in think-aloud sessions and group work to assess that all students comprehend the cause-and-effect relationships in both story texts and other students' original works.
2. Review each student's Comic Strip Planning Worksheet and Comic Strip Checklist, and make certain all components have been successfully completed prior to accessing the selected interactive tool. Note that successful completion includes accurate cause-and-effect relationships.
3. Observe each student's ability to orally present their comic strips along with their ability to be active listeners while peers are sharing.
4. Use the Comic Strip Rubric to determine and evaluate students' abilities to apply learned information on an independent level.

LIST OF USEFUL WEBSITES

<http://teachinggraphicnovels.blogspot.com/2009/05/nctes-tips-for-teaching-with-graphic.html>

<http://www.ncte.org/magazine/archives/122031>

<http://www.readwritethink.org/classroom-resources/lesson-plans/comics-classroom-introduction-genre-188.html>

<http://www.readwritethink.org/classroom-resources/lesson-plans/engaging-with-cause-effect-30678.html?tab=5#tabs>

<http://www.ncte.org/library/NCTEFiles/Resources/Journals/LA/0853-jan08/LA0853Graphic.pdf>

<http://www.readwritethink.org/classroom-resources/lesson-plans/book-report-alternative-comic-195.html>

http://www.scholastic.com/graphix/Scholastic_BoneDiscussion.pdf

http://www2.scholastic.com/content/collateral_resources/pdf/g/Scholastic_GraphixPages_01.pdf

<http://www2.scholastic.com/browse/collateral.jsp?id=1399>

<http://www.noflyingnotights.com/sidekicks/>

http://www.scholastic.com/bone/comic_maker.htm

<http://www.scholastic.com/graphix/>

<http://free-online-novels.com/graphic.html>

Writing Prompts

- a. The students stayed in and played board games during recess.
- b. It was raining outside during recess time.

Which one happened first?

The dog ...

The car ...

Write 1 cause an effect sentence in your notebook.
When you are finished, share with the person next to you.

If You Give a Mouse a Cookie...

If you give a teacher a

If you take a _____ grader to ...

Name: _____ Date:

Comic Strip Checklist

Comic Strip Name: "If You Take a _____ Grader to _____."

- My comic strip has a title.
- My comic strip has an author.
- My comic strip has three cause-and-effect relationships.
- My comic strip has six panels.
- My comic strip has an illustration on each page.
- All illustrations are colored or decorated.
- My comic strip has a caption on each page.
- I have used a dictionary to make certain all words are spelled correctly.
- All captions are written in complete sentences with appropriate punctuation and grammar.
- I've rehearsed my completed comic strip and am ready to share with my peers.

Comic Strip Rubric

Category	4	3	2	1
Basic elements (title, author, six completed panels)	Comic strip contains all elements in a creative, organized form.	Comic strip contains all elements.	Comic strip is missing one basic element.	Comic strip is missing two or more basic elements.
Panels/layout	All six panels are complete in a creative, organized format.	All six panels are complete with an appropriate cause-and-effect relationship.	Five panels are complete with an appropriate cause-and-effect relationship.	Four or fewer panels are complete with an appropriate cause-and-effect relationship.
Illustration	Strip contains six completed (colored) drawings in a creative, organized format.	Strip contains six completed (colored) drawings.	Strip contains five or fewer completed (colored) drawings.	Strip contains four or fewer completed (colored) drawings.
Grammar/mechanics	There are no more than two errors.	There are no more than three errors.	There are no more than four errors.	There are five or more errors.
Oral presentation	Presentation demonstrates fluency, appropriate rate, pronunciation, and enthusiasm.	Presentation demonstrates fluency, appropriate rate, and pronunciation.	Presentation demonstrates some fluency, appropriate rate, and pronunciation.	Presentation lacks fluency, appropriate rate, and pronunciation.

Halloween Description Activity

Sarah Klinger

Learning Goal: Common Core Standard: Writing Grade 7 students: 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Materials:

Paper

Writing Utensil/Computers

Yucky Halloween items (cooked spaghetti, peas, Jell-O, tomatoes, peeled grapes, etc.)

Objective: Students will use descriptive words and language to strengthen the meaning of sentences. Students will write a paragraph using the newly acquired skill. Students will create a Mad Lib to share with a peer to further advance the skill.

Rationale: The purpose for this lesson is to strengthen students writing. Their writing should include detailed, descriptive words to make the writing seem realistic to the audience. This is a tough skill to acquire and, like all writing, takes time and practice.

Activities:

1. Students will listen to “The Monster Mash” that has all the descriptive words deleted.
2. Students will discuss the effects of using descriptive language.
3. Students will learn about Smiley-face tricks.
4. Students will look, feel, and smell the yucky Halloween items
5. Students will write a few sentences about their experience using detail.
6. Students will get into groups and intensify the descriptions.
7. Students will use the group’s help to write a paragraph about a Halloween topic.
8. Students will delete the descriptive words from their paragraph to create a Mad Lib.

Assessment: Students will share their Mad Libs with the class.

Adaptations:

1. Use different themes to start the writing process for other papers or projects.
2. Create an art project where the students have to draw a Halloween scene and have the students describe their word using descriptive language.

Resources: Ledbetter, Mary Ellen. “Smiley-Face Tricks.”

http://www.smartscion.com/ten_honors/smiley.htm

The Literary Resume Teaching Demonstration

By: Rebecca L. Lawson
The Eastern Illinois Writing Project
Summer Institute 2011

Lesson Descriptor:

Students will learn about resumes and create a resume for a literary character (preferably one from a piece of literature studied during the current school year).

Objectives:

Students will be exposed to technical writing and see an example of writing in the work world

Students will gain and/or demonstrate basic computer skills

Students will obtain resume writing skills which will prepare them for entering the workforce and applying for scholarships

Students will practice following instructions

Students will apply basic writing skills to a technical writing project

Students will demonstrate analytical skills creating a resume for their chosen characters

Students will be able to apply knowledge gained to preparing a personal resume at a later time

Rationale:

As English teachers, we teach students many types of writing. We teach kids how to write poems, book reports, essays, short stories, etc. However, we rarely teach them how to write for the work world. Writing a resume is an important skill for students to learn.

Context:

This lesson is usually taught at the end of the year and requires students to think about characters from the literature we have studied throughout the year. It is then tied in to a short career unit that requires students to apply the knowledge gained in creating this resume to creating a personal and functional resume for themselves. As time allows, students may participate in job interviews either as themselves or as the character for whom they created the literary resume.

Common Core Standards Alignment:

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (This may or may not take place – some students research their character’s career to know what skills to list...)

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Use parallel structure and use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.)

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson Plan:

Materials: Resume sample, Dissection of a Resume Sheet, Literary Resume Instructions, Names and Jobs Sheet, and Prizes (optional)

Activities:

1. Distribute Names and Jobs Sheets. Complete sheet individually. Discuss placements and rationale behind them as a large group. Introduce concept of knowing people/characters and determining what jobs might be appropriate for them based on their traits.
2. Distribute and discuss the sample resume (Ellen Mastriano) and the Dissection of a Resume sheet.
3. Begin Technical Writing Activity – The Literary Resume in SMALL GROUPS
4. Go to lab to type resumes (we will skip this in the SI)
5. Peer editing of resumes and teacher check for RD completion grade (we will skip this in the SI)

6. Revise resumes as needed (we will skip this in the SI)
7. Turn in final draft and post resumes (we will skip this in the SI)
8. Vote for “Most Creative” and “Most Likely to Get Hired”

Assessment:

1. Participation grade for group work
2. Completion grade for rough draft
3. Letter grade for final draft

Extensions and Adaptations:

1. Resumes in other classes: artists, musicians, chefs, scientists, political leaders, mathematicians, etc.
2. Create resumes an alternative to the traditional book report
3. Create a resume of a character from a specific piece of literature to demonstrate understanding of the character and piece
4. Create personal resume
5. Participate in interview as a literary character (both boss and employee)
6. Participate in an interview as self (both boss and employee)
7. Create a “Career I Want” resume using Microsoft templates

Available Jobs:

Train Engineer	Lawyer	Hair Stylist
Soldier	Accountant	Oncologist
Funeral Director	Fast Food Cook	Florist
Talk Show Host	Professional Athlete	Photographer
Tour Guide	Flight Attendant	Plumber
Shoe Salesperson	U.S. Congressperson	Police Officer

Job Placements:

Students	Potential Jobs
1. Sue	
2. Debbie	
3. Robbie	
4. Betsy	
5. Megan	
6. Misty	
7. Mary	
8. Amber	
9. Mark	
10. Kathy	
11. Ashton	
12. Melinda	
13. Robin	
14. Sarah	
15. Becky	
16. Andrea	
17. Paul	
18. Vicki	
19. ???	

Dissection of a Resume

What is a Resume? A resume is a document that provides information about you to a potential employer (or even someone considering giving you a scholarship).

It has several parts:

Contact Information: Who you are and how to reach you

- Your name (No nicknames - like Studmuffin or Shorty. Shortened versions of your name are ok – like Bill for William and Ellie for Ellephonra)
- Your address (include all parts that appear on mail that you get)
- Your phone number(s)
- Email address (appropriate only)

Job/Career Objective: What do you want to do?

- Stated in a “To...” statement
- Be sure not to be too specific (unless you want to change your resume a lot – put fast food restaurant not Taco Bell)
- Be sure it is for an appropriate job that you can actually get

Skills: Things that you can do

- Must start with a verb form to stay parallel. To check this, put the word “I” in front of each word. If it sounds ok (like “I KNOW how to...” or “I CAN speak Spanish”), then you’re doing it correctly. Use the same verb form each time. Be sure not to use the word “I” in your list...just use it to check your verb forms...
- Be sure to list skills that fit the job
- Be sure to list skills that you really have and don’t exaggerate your skill level
- Be sure to include skills that you think the employer really wants
- Be sure to include skills that are unique and might help you get the job

Work Experience: Jobs you have had – paid and unpaid (volunteer) – and information about them

- Listed in reverse chronological order (most recent or current to first one you ever had)
- List dates – month and year or season and year started to when ended job (day not needed). (March 2011 to Date {if still have job}, March 2010 to May 2011, or Summer 2010 {if a summer job} – all of these would work)
- Give job title, business name, and location
- List job duties in parallel format using verbs (like: make sandwiches, mop floors, wash dogs, type letters, etc.)
- Use volunteer positions if you need to do so.

Education:

- Put in reverse chronological order (most recent first and then backwards)
- List year in school (or degree and graduation date), name of school, and location of school. (Majors will come when you are in college)
- List any school activities. If you held an office or did something, special list it. Diversity is great here – an athlete who was in school plays and band and also helped with Special Olympics and the Senior Citizens Dance is a great potential employee.
- List school honors (perfect attendance and honor roll are great ones)

Other Activities: Non-school appropriate activities that you do

- Boy Scouts, 4H, church youth group, etc.
- Be careful with what you choose to put and consider how people might react to it (If you are applying for a job with PETA, I don't recommend listing hunting as an activity here)
- Do not list this on your resume if you have nothing to go here

References: People who would recommend you for the job

- Choose wisely
- List at least three people and no more than four
- Follow these rules at this point in your life (They change a little when you are older)
 - No relatives (unless you are desperate and had one as a boss)
 - No friends your age or less than four to five years older
 - No "shady characters"
 - At least one teacher or respected community member
 - At least one family friend
 - At least one boss
- Include name, relationship (optional), complete address, and phone number for each. Be sure these are accurate.
- Be sure to ask for permission to use the person as a reference before ever putting his or her name down

Other Important Information:

1. Be sure it is free of errors
2. Make sure it is easy to read
3. Put it on nice paper
4. Make sure it is not longer than two pages
5. Use black ink
6. Keep it updated and accurate
7. Save it electronically somewhere safe (in an email folder, on a flash drive, etc.)
8. Keep a printed copy somewhere safe
9. Take a copy with you when getting applications or applying for jobs
10. Adapt it as you change to the style your job choice requires

315 North Brown Street
Eggerton, PA 24869
Home: 814-527-1958
Cell: 814-549-2232
Email:Emastriano@yahoo.com

Ellen Mastriano

- Job Objective:** To work at a local nursery or greenhouse taking care of plants and helping people select plants and care for their gardens
- Skills:** Have extensive knowledge of annuals, perennials, shrubs, and trees
Understand basics of garden design
Can explain plant needs and characteristics
Have good speaking skills
Know how to create and maintain a water garden
Know how to run cash register and make change
Can lift heavy objects up to 100 pounds
Have basic greenhouse maintenance skills
Possess basic computer skills
Have experience giving presentations to small audiences
Speak some Spanish
- Work Experience:** May 2011 to Date Clerk for The Flower Shoppe.
Chandlerville, PA. Job Duties: Make plant cuttings, transplant plants, care for plants, create planters, make floral arrangements, take flower orders, run cash register, and help customers.
- May 2010 – May 2011 Employee of McDonald’s. Reed, PA. Job Duties: Take fast food orders, run cash register, clean, cook fast food, and supervise others.
- April 2009 – March 2010 Babysitter for local families. Eggerton, PA. Job Duties: Care for children, cook, clean, supervise parties, and tutor children in math and Spanish.
- Education:** Senior at Eggerton High School, Eggerton, PA.
Activities: FFA, FCCLA, Spanish Club, Service Learning, and Cross Country
Honors: Honor Roll – 4 years, Miss Merry Christmas, and Student of the Month
- Other Activities:** Church choir and youth group, Girl Scouts, and 4-H
- References:** Frank Madlem (Owner, The Flower Shoppe) 715 5th St., Eggerton, PA 24869; Phone: 814-527-8909

Judy Fitzgerald (Neighbor) 567 E. Turnview St., Reed, PA 24870
Phone: 814-568-3232

Fred Dubs (Teacher, Eggerton High School) 478 Main St., Eggerton, PA
24869; Phone: 814-527-1212

Technical Writing: The Resume Activity

1. You have just selected a person from one of these categories:
 - a. Superhero
 - b. Cartoon Character
 - c. Movie/TV Character
 - d. Fictional character from a piece of literatureYou will be creating a resume for this “person”
2. If two or more people in your group picked the same “person”, someone will need to pick an alternate “person” to complete the activity. This might mean that someone will need to change groups...Take care of this quickly...
3. As a group discuss the following questions for each “person” that was selected by your group members for this activity.
 - a. What are five skills the “person” might possess that would be useful in a job?
 - b. What are three jobs this “person” might have already had in life?
 - c. What is one extra curricular this “person” might have done in school?
4. After doing this for all of your group members, complete the following on your own: (you may, of course, ask for some help)
 - a. What might this “person’s” educational background be?
 - b. Who would be good references for this “person” to list?
5. Now you must select what job your “person” will be applying for. You may select from the following:
 - a. A cashier at a retail store (like Wal-Mart, Pamida, Dollar General, etc)
 - b. A fast-food worker a major restaurant chain (McDonald’s, Steak n Shake, Arby’s, Taco Bell, etc.)
 - c. A career/job of your choice
6. Once you have made you selection, you may begin creating your rough draft resume for your character using the provided format/example.
7. A few suggestions:
 - a. Be creative! You control the addresses, the references, the jobs, the schools, etc. Try to make them funny, subtle, or uniquely powerful or fitting for your character.
 - b. Follow directions! Make sure you put things in the correct order, make indents in the right places, and use the correct wording. Your creativity will shine through your

- ideas. Format is critical, and following it shows that you understand how to follow directions (an important characteristic for anyone who wants a job).
- c. Include information for all categories on your sample and don't provide unneeded information
 - d. Remember that your rough draft is a completion grade and that only your final will be graded for points. You may multiple drafts before the final one is graded. Please take advantage of peer editing within your groups and with your friends.
 - e. Feel free to have your group members help you with ideas if you get stuck. Brainstorming and getting help is all a part of writing a good resume.
8. Your final resume must be typed in 12 point font size, a readable and appropriate font style, and be on one side of the page only. Formatting is important. The maximum length is two pages (one front and one back), but I prefer a single page,

Mark S. Learnard
Eastern Illinois Writing Project
July 18, 2011

Jumpstarting Student Writers

- Overview: The students will become better at written expression by choosing topics of their choice, brainstorming, narrowing topics, and monitoring their own work.
- Rationale: Students will get into the swing of writing by writing about what they already know, and students will assume responsibility for their learning.
- Objectives: Students will learn the writing process.
Students will learn how to brainstorm.
Students will learn how to narrow writing topics.
Students will learn self-correction.
Students will learn the importance of revision.
- Preparation: Students will have writing paper, pen/pencil, and notebook for work and worksheets.
- Activities: Students will learn via teacher's scaffolding instruction.
Students will learn how to fill out the writing territories sheet.
Students will learn how to pick a topic, brainstorm the topic, and narrow the topic.
Students will learn about revision.
Students will submit the second writing for teacher checking.
Students will learn how to self-correct with teacher assistance.
Students will write the third draft and submit for grade.
Students will submit brainstorms, rough draft, second draft, correction sheets
(Spelling Demons and Independent Correction Sheet) along with the final copy.
- Assessment: Students will review suggested corrections and make necessary corrections.
Students will submit corrected essays.
- References: Gallagher, K.. *Teaching Adolescent Writing* (2006). Stenhouse
- Handouts: Students will receive blank copies of Writing Territories, Narrowing Topic Sheet, Spelling Demons, and Independent Correction Sheet.

***Moodle* “Power of Words” Threaded Discussion Activity**
Created for 12th-grade advanced/dual-credit Composition I students

CONTEXT AND RATIONALE:

- “[I]t is increasingly important to be able to convey content in a tight, logical, direct manner, particularly in a fast-paced technological environment” (2004 report from the National Commission on Writing qtd. in *Because Writing Matters*).
- Much of our communication today is text based (online forums, texting, status updating/tweeting, emailing, etc.), so we need to realize our audience and purpose of writing.
- Students can see documented process and results of discourse through online threaded discussion.
- All students participate in online threaded discussion, unlike most classroom discussions.
- Students typically have more time to reflect on their thoughts before contributing to an asynchronous online discussion than in a traditional classroom discussion.
- “As the Labrador stated in the course introduction video, words can empower us. Our ability to speak and write articulately can lead to more desirable (and higher-paying) careers, more respect from our colleagues and employers, and more credibility in our rationale.” – taken directly from lesson in discussion board

LEARNING GOALS:

- Write a first-draft paragraph detailing a frozen moment in time using multiple senses through examples of imagery.
- Use “netiquette” in critical responses to peers.

MATERIALS:

- Each student needs a computer with Internet access.

PREPARATION:

- Activate student accounts in *Moodle*, test to ensure student access before lesson day
- Download video, create model and threaded discussion
- Introduce lesson with activities and discussions regarding Netiquette and respect
- Introduce lesson with practice in online threaded discussion boards

ACTIVITIES:

- Watch the *Power of Words* video and discuss its purpose and effect.
- Give students prompt:

In this discussion board, students will practice using vivid word choice and sentence structure to create an image; in addition, they will practice Netiquette by responding respectfully and constructively to a peer:

This assignment should be done in two steps (2 separate postings):

1. Respond to this prompt: *Consider a specific intense moment in your life. Now "freeze" that moment, and in a short paragraph (~5-8 sentences) describe it in a way that your peers can experience the same moment through your words. Focus on the moment's imagery to help you convey the intensity of the moment: the way it looked, sounded, felt, tasted, smelled....*

2. Respond to at least one peer's posting (choose a student whose paragraph has not yet been responded to). *Offer at least one specific valuable positive aspect of your peer's descriptive paragraph. Also, offer at least one valuable piece of constructive criticism. Are there gaps in the description of the image? What keeps you from experiencing this frozen moment that the author has described? Are there any words or phrases that you think would improve the paragraph?*

**Remember that your words will determine how your peer reacts to your advice, so use discernment in your commentary. Keep in mind that the original post is an unpolished draft.*

- Read example of effective descriptive paragraph and example of response.
- Allow students 10-15 minutes to write paragraph and reassess to determine whether more time is needed.
- Have students post response to peer as required in instructions. Remind them to respond to at least one person whose posting has not yet been responded to and to use Netiquette with positive and constructive feedback.

ASSESSMENT:

- Assessment for this activity is observational only. Teachers will monitor the threaded discussions for detail content and critical insight in peer responses and guide students to improve their writing skills through their posts.

REFERENCES:

Chiles, David. *Network Etiquette*. Web. 2 Mar. 2011 <<http://www.networketiquette.net/>>.
Jester, Judith M. "Remaining Seated: Lessons Learned by Writing." *Voices from the Middle* 11.2 (2003): 39-41. Print.
National Writing Project and Carl Nagin. *Because Writing Matters: Improving Student Writing in Our Schools*. Print. San Francisco: Jossey-Bass-Wiley, 2006.

ADAPTATIONS AND EXTENSIONS:

- Continue in threaded discussion with revisions and editing beyond just one prompt response and one peer response. Include revisions and edits in the discussion board until descriptive paragraph shows improvement to student's (and teacher's?) satisfaction.
- Require posts or peer responses to include figurative language in their descriptive paragraphs.
- Include reflective journal after threaded discussion.
- Adaptable for different subject areas:

Examples:

- **Art:** Using all five senses, describe this painting/sculpture.
- **Math:** Describe in detail an event in the past day/week/month when math/algebra/geometry has been useful to you.

- **Science:** Describe the texture, appearance, and scent of a tree at your house. The peers in the threaded discussion would then ask questions in a threaded discussion format to figure out what type of tree is being described.
- **History:** Describe the Civil War from the viewpoint of a soldier (Confederate or Union)
- **Band:** Tell the story of the music/instruments.

COMMON CORE STANDARDS MET:

Reading Standards for Literature:

- RL3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Reading Standards for Informational Text:

- RI1. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- RI4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- RI5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Writing Standards:

Text Types and Purposes:

- W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Technology:

- W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
- W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing:

- W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Creative Writing Haiku Project with Origami, Sadako Story and History Unit

Mary St. Clair

Overview: Fifth grade students will read the book **SADAKO**, by Eleanor Coerr. In History/Social Studies, we will be discussing World War II and our involvement, including the dropping of the bomb. We will also learn to make a paper crane like Sadako did in the book. We will then discuss Haikus and learn to write one. Later in art we will letter and illustrate our Haiku with sumi paint and water colors.

Common Core Standards and State Learning Standards:

K-12 R.7 CC.K-12.R.R.7 Integration of Knowledge and Ideas: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

5 R.L.5 CC.5.R.L.5 Craft and Structure: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

26.A.2e Visual Arts: Describe the relationships among media, tools/technology and processes.

26.B.2d Visual Arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.

27.B.2 Identify and describe how the arts communicate the similarities and differences among various people, places and times.

16.A.2a Read historical stories and determine events which influenced their writing.

Scope: I will be teaching this unit at the same time that the 5th graders are studying World War II in history. I usually allow the classroom teacher to provide the background information for this unit as they have the history books and the context knowledge to teach the subject. Sometimes they choose to read **SADAKO** to the kids and sometimes I read it. We discuss it and it depends on how the week is going for all of us. I always teach the origami crane though and encourage the students to make the garland of cranes.

Materials:

- The book **SADAKO**, by: Eleanor Coerr
- origami paper
- lined paper and pencils
- watercolor paper
- sumi brushes
- sumi or India ink
- water color supplies

Lesson Activity:

Read the book, **SADAKO**, by Eleanor Coerr. Discuss the book briefly and our involvement in WW II, unless the history teacher will be doing this during class. We must address this topic sensitively as students at this age have trouble with understanding things that aren't always black and white. We need to show respect to our WWII vets, while also telling that sometimes during war things happen that aren't fair and innocent people get hurt. It is important for all sides to pray for peace.

Next we will make our own paper crane like the one that Sadako made in the story. Explain that the crane is a symbol for peace and good fortune in Japan and they believe that if one makes 1,000 of these cranes that a wish will come true. I use a large piece of paper and pin it to my board with a magnet while students use a small piece of origami paper. I project the instructions up on my smart board so that they can see the pictures of the folds, while at the same time seeing my large one folding. When complete I explain how they may interlock the cranes to create the "garland" or a chandelier type hanging sculpture. I have had students make these and hang them from the ceiling, one even created from all recycled candy wrappers, magazines, etc. VERY COOL!!!!

After completing the origami project next week we will talk about Japanese writing forms and other art. I pass out lined paper and pencils and we talk about haikus. I ask if anyone knows what a haiku is. I explain that it is a special kind of poem. We discuss that not all poems have to rhyme and how sometimes when we force it to rhyme it sounds silly. This poem doesn't rhyme, but has a rhythm to it. I ask if anyone knows what a syllable is. I show on the board the pattern and we work one out together. We pick a theme and talk about the title. Then we make the first line. We clap out the syllables together softly. I encourage them to tap out the rhythm for each of their haikus as they write. We finish the first one together. I explain about a haiku usually being about nature, and having lots of descriptive words so that we feel the author's emotions. Students begin to write their own haikus. Once completely finished students will draw them on watercolor paper and I finish with a unit on sumi techniques.

Assessment: Students will be able to complete a Haiku and decorate it with sumi techniques.

Extensions: Often times I teach this during the social studies unit on WWII and the classroom teachers enjoy reading the book in reading class to link that to the Social studies unit. I then do the cranes and illustrate the Haikus that the students wrote in English class. The classroom teachers enjoy letting me take the art end of things and we display the finished project at learning fair.

References: Coerr, E. (1993). Sadako. NewYork: G.P. Putnam"s Sons.

Andrea Stack

Using Voice in Artistic Writing Pieces

References

Art in Canda(1999).<http://www.artincanada.com/arttalk/arttermsanddefinitions.html>
Artists Web.

Culham, R. (1995). Theory and practice 6 +1 Traits of Writing. Scholastic Professional Books.

Culham, R. (2006). Reproducible forms for the writing traits classroom: K-2. Scholastic.

Goals:

- State Goal 25: Know the Language of the Arts. 25 A. Understand the sensory elements, organizational principles and expressive qualities of the arts.
- State Goal 26: Through creating and performing, understand how works of art are produced. 26 A. Understand processes, traditional tools and modern technologies used in the arts.

Common Core Standards Grades K-5

- 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
- 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Common Core Standards Grades 6-12

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range



of discipline-specific tasks, purposes, and audiences.

Objectives: The students will be able to demonstrate the use of voice in their writing through description, the use of phrases that sound like it came from them, and that shows their interest, enthusiasm, and knowledge about the piece of art.

Purpose: To understand how to use voice for a variety of pieces, and towards a particular audience.

Audience: Almost any age of students, writing for a variety of pieces, audiences, and implementing new vocabulary focusing on artistic qualities.

What is voice?

“Voice is the writer’s music coming out through words, the sense that a real person is speaking to you and cares about the message. It is the heart and soul of the writing, the magic, the wit, the feeling, the life and breath. It is flashes of spirit.” (Culham, 1995, page 102).

A List of Voice Descriptors to Start Your Writing:

Happy	Warm	Caring	Superficial
Ridiculous	Sarcastic	Way out there	Scholarly
Bereaved	Thoughtful	Funny	Profound
Bizarre	Revealing	Thoughtful	Pleasing
Concerned	Passionate	Timid	Pleasing
Tentative	Caring	Introspective	Flat
Dismal	Subtle	Delightful	Riveting
Horrifying	Frightened	Naïve	Thrilled
Rude	Detached	Gracious	Unctuous
Curt	Entertaining	Clever	Mean
Mistrustful	Critical	Childlike	Courageous

Activity 1: Using Greeting Cards as Examples for Voice

- Gather samples of greeting cards
- Give each group a few cards
- Describe the voice of the text of each card and write the descriptions on sticky notes
- What kind of descriptors did each group come up with? Make a list of descriptors

Categorize the greeting cards by their feelings:

- Sincere
- Sentimental
- Cute

- Sarcastic
- Romantic
- Caring

Have each student create their own greeting card demonstrating voice for a particular audience, as voice and audience are interchanged. Make sure the students focus on their intention and audience for the greeting card. Have them think about how they pick out their own greeting cards, and how it matches the personality of the individual that they will be giving it to or their own personality.

Alternative Activity: Place 6-10 Greeting Cards per manila envelope. Pass out one envelope per group (3-4 students). Have the students take out the cards and on a sticky note, write as many descriptors for each card as possible. Collect envelopes and pass to another group who adds another descriptor. Continue to do this. When all of the cards have been completed, look for similarities in descriptors and on the board make a column of sticky notes that have similar descriptors.

Activity 2: Writing About Your Art Masterpiece

- Create your own unique piece of art
- Find your own medium for art (crayons, markers, colored pencils, paint, clay, foil, paper, beads, etc.)
- Learn new vocabulary terms for describing your art:
<http://www.artincanada.com/arttalk/arttermsanddefinitions.html>
- Use descriptors that show your feelings about your art
- Make your writing sound like your own by defining your work using emotions that represent your personality
- Write to show who you are by writing about something you enjoy, feel, worry about, think about a lot, etc.
- Make your piece of art represent your personality
- In your writing use comparisons that reflect your personality
- Make your writing sound authentic to your emotions
- Use vocabulary words that express your emotions that you felt when you were coming up with the idea, or that represents or moves you
- Create your own individuality in your writing
- Recognize that your audience is your peers and that you will share your art and writing with them
- Describe your own piece of art using vivid descriptors and terms used in art
- Have students share their piece of writing while displaying their piece of art

Alternative Activity:

With an art project in which all of the students are doing basically the same or similar activity, have someone else read the students writing about their piece of artwork. See if other people in the class can figure out whose art piece is being described. Have the artwork displayed around the room so that students can look around and see the artwork, textures, shades, and colors that were used in creating it.

Extended Activities

Activity 1: Giving Voice to a Grocery List Item

- Give each student a plain piece of writing paper
- Instruct the students NOT to put their name on their paper
- Have each student choose ONE familiar food item on your grocery list
- Have each student use **Voice** to come up with the most imaginative description of a food item in an entertaining way. Do not write the particular item (it's like a guessing game).
- Have each student draw a picture at the bottom half of your page
- The teacher collects papers and re-distributes them to the class. Each description is read aloud as the class tries to guess the food or drink item which is being described as well as guessing which person wrote the description.

This activity can be used to describe someone, describe a place, an emotion, etc.

Have the students determine:

- Can you figure out who the author is just from reading the writing?
- Is it a man or a woman?
- Are they young or old?
- Where is this person from?
- What words describe the tone?
- Are they funny, sarcastic, thoughtful, reflective, bitter, or charming?

Activity 2: Compare and Contrast Similar Books

- Have students pick 2-3 books on the same topic, but by different authors with different styles. Have the students compare and contrast the voice of each author.
- For instance fairy tales such as “The Three Little Pigs” in narrative and play form.
- Non-fiction books on spiders such as an encyclopedia and a science magazine or pamphlet from a museum.

Activity 3: Putting VOICE INTO a piece of writing, and taking VOICE OUT of a piece of writing

- Have a student find a piece of text that is devoid of **voice**.
Examples: Text book, memos, manuals, etc.
- Have the students add as much voice as possible.
- Reverse this activity and start with a piece flooded with voice
Examples: Poetry, song, memoirs
- Have the students take out the voice characteristic (if they understand how to put voice in, they will also understand a piece without voice)

Activity 4: Making Choices based on your Audience

- Explain how the audience that you are addressing helps you to write in a particular manner
- Have students pick a topic that they know about and feel passionate about
- Have them choose five audiences to write to
- Examples: grandma, friend, environmentalist, journalist, newspaper, consumer rights group, the president etc.
- Discuss how the voice will change depending on the audience
- Describe what voice would be appropriate for each audience

Crayola Color Writing

Betsy Wells

Purpose:

Many students struggle with creative writing because they have to not only form their own sentences and paragraphs, but also form their own ideas and scenarios. This lesson starts small and provides a lot of guidance, but not so much that the students can't be extremely creative.

Materials:

- Crayola Color Writing booklets
- Writing/drawing utensils
- Glue or tape
- Paint color chips from local hardware store

Objective:

Students will write creatively and descriptively in various lengths throughout their Crayola Color Writing booklet ending with their very own short story.

Activities: (These steps may take place over several class periods depending on the grade level of students.)

1. Front Cover: Students will attach Crayola color chip to front of booklet with glue or tape and fill out the information on the front cover.
2. Page 1: Using the actual name of their color as a guide, students will come up with five more creative names that will also suit their color.
3. Page 3: Students will create a person with the inspiration of their color by filling out the information on page 3.
4. Page 2: The title of this page will be the name of their person, and students will draw a picture of the person they have created.
5. Page 4: Students will list seven objects that could also be their color.
6. Page 5: Students will write a cohesive descriptive paragraph of one of the seven objects from page 4.
7. Page 7: Students will list seven places that could also be their color.
8. Page 8: Students will write a cohesive descriptive paragraph of one of the seven places from page 7.
9. Page 10: Using the person they created, the object they described, and the places they described, students will form a short story of their own. (Guidelines for short stories may differ on age/class level.)
10. Table of Contents: Students will fill in the blanks of the Table of Contents page to correspond to the items in their booklets.
11. Back Cover: Students may decorate the front and back cover as much as they'd like to complete their Crayola Color Writing.

Assessment: Each portion of the Crayola Color Writing should be given a point value. Also, students should be encouraged to read their short stories aloud to the class.

Standards: This exercise meets the 7th grade Common Core Standard:

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

Demonstration “The Voyage of a Raindrop”

Melinda White
Eastern Illinois Writing Project
Summer 2011

Rationale:

This lesson in fiction (research + imagination) involves writing in the content area of science. Daniels states in *Content Area Writing*, “Faction offers tremendous potential as an alternative assessment, guided research project, or extension activity. (Faction can) have students review the material you’ve covered, creating a character that would lead a reader through the important facts in an interesting way.”

Lesson Overview:

The water cycle is the system by which Earth’s fixed amount of water is collected, purified, and distributed from the environment to living things and back to the environment. Using the three phases of the water cycle and science vocabulary words, students will write a narrative using personification to describe the journey of a raindrop. Grade Level: 4

Science Objectives:

1. Students will be able to describe the stages of the water cycle and its importance to living things.
2. Students will observe and discuss the effects of storm water and runoff on the environment.

English Objectives:

1. Students will evaluate their own and evaluate and respond to a peer’s writing.
2. Students will create a logical organizational pattern appropriate to a narrative using creative writing strategies.

Materials:

Inflatable globe, bottled water, clear cups, water cycle poster, water runoff models (foil trays, soil, mulch, sponges, and spray bottles), paper, pencils, and peer response forms.

PROCEDURE:

Anticipatory Set:

Planet Toss

Students play catch with an inflated globe. Whoever catches the globe announces where his/her right thumb is resting: water or land. Tally results and discuss that more than 70 percent of the earth is covered with water. The water that is on the earth today is the same water that was on the earth four billion years ago.

A Toast to Water

Water is essential to life. Without food a human can survive for days, even weeks, but without water a human can only live about four days. All life depends upon having a source of healthy, clean water.

toxins. Effects are positive.

Reflection/Assessment of Understanding: Creative Writing "The Voyage of a Raindrop"

1. What if YOU were a raindrop and went on a voyage through the water cycle? What events would you go through? How would it feel? How would you travel? Would you have a family? Would you have friends? When and where would your story take place?
2. You, as a raindrop, must take the reader through condensation, precipitation, and evaporation. You should correctly use the vocabulary words we reviewed and make a creative title.
3. Teacher models a narrative of another science topic such as a day in the life of the sun or leaves changing color.

Sample Writing for Science Personification

Good Morning! My name is Leafy. I live and work at beautiful Jennings Park in Neoga, Illinois with my hundreds of siblings. I share a branch with Acer and Sugar. Our boss is Mr. Maple Tree. It is a summer day so our bright and shiny alarm clock woke us up before 6 a.m. It's time to go to work!

We all wear the same chlorophyll green uniforms and get busy collecting as much sunlight as possible. At break time, we remember that our parents taught us to share. The boys and girls playing in the park enjoy the oxygen we give them and share their carbon dioxide with us. When the break is over we go back to work mixing the carbon dioxide with sunlight and water to make food for Mr. Tree. We always work long hours because Mr. Tree appreciates our hard work. Each year he grows more branches and a bit taller with pride.

We wake up yawning one morning and realize the alarm clock didn't wake us up until after 7 a.m. We shiver and shake because the days are getting shorter. Sunshine is not easy to collect anymore. Our bright red anthocyanin (an-thuh-si-uh-nuhn) coats come out of storage to protect us from the cold.

Oh, no! I'm being blown off my branch and away from Acer and Sugar. Good-bye, Mr. Maple Tree!

4. After students have had the opportunity to write their stories, pair them up with peer edit forms. Fold a blank sheet of paper into thirds and label with *compliments*, *suggestions*, and *corrections*.
5. Allow students who wish to share read their stories. The final draft will be turned in for assessment and possible display purposes.

Voyage of a Raindrop Scoring Rubric	Teacher Evaluation/Comments
Creative Title	/10 points
Narrative (Faction) Style	/25 points
Includes stages of the water cycle	/25 points
Uses science vocabulary correctly	/25 points
Conventions	/15 points

Common Core State Standards – Grade 4:

W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

L2 Demonstrate command of the conventions of standard English capitalization,

punctuation, and spelling when writing.

References:

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