

WRITING- A CREATIVE EXPERIENCE

Reflecting on Writing



**Bilingual Department- Professional
Development: Teaching Writing
May 26th, 2016
Session 6**

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ESL Teacher/Author**



Purpose:

- Review Sessions 1- 5
- **Reflection and Planning for New Academic Year**
- **Plan to Make the Magic!**
- Focus: Where do we go from here?
- What do I teach- Look at the different genres of writing- Look at the different components of EACH writing
- When do I teach it them?
- How do I teach them?- Think Strategy!
- Integrate Reading Skills with Writing Instruction
- Add a dash of Grammar and Vocabulary
- Wrap Up!
- <https://www.youtube.com/watch?v=H3ddtbeduoo>



Make the Magic!

Christopher Emdin: Teach teachers how to create magic

<https://www.youtube.com/watch?v=H3ddtbeduoo>

Good teaching is one-fourth preparation and three-fourths theatre.

By Gail Goldwin

**Insanity is doing the same stuff
Over and over again and
expecting different results.**

Albert Einstein



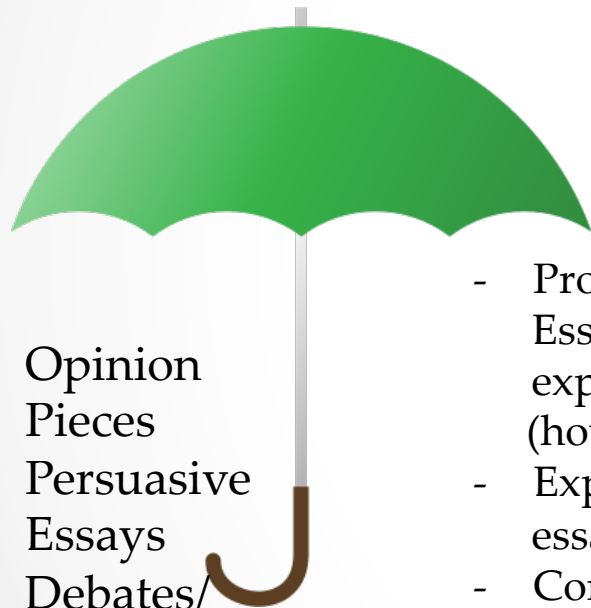
What do I Teach?

Writing to -

- **Persuade** or convince readers to believe in something using Fact and Opinion
- **Inform** or teach readers about a topic focusing on FACTS only
- **Entertain** readers with expressions that are filled with rich imagery, humor, emotion

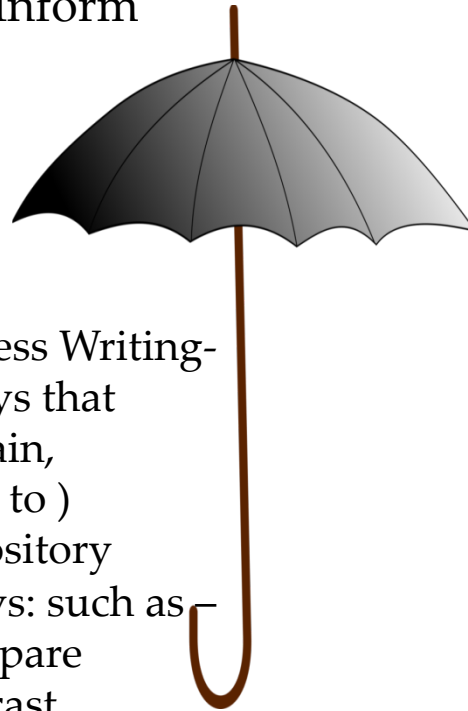
What Do I Teach?

To Persuade



Opinion
Pieces
Persuasive
Essays
Debates/
Arguments
Speeches

To Inform



- Process Writing-
Essays that
explain,
(how to)
- Expository
essays: such as
- Compare
contrast
- Cause/effect
- Definition
- Reports

To Entertain



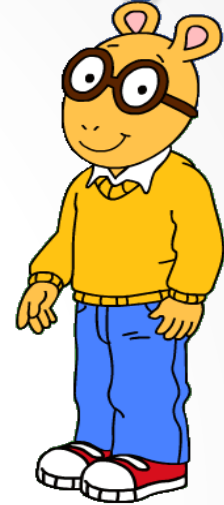
- Creative
Writing
such as
Narratives
- Poetry
- Plays
- Descriptive
pieces

Plan to Teach the Components of Each Writing Style?

For Example: **Narrative Writing**

- Setting
- Character
- Dialogue and Putting 'Said to Bed'
- Conflict- Problem/Solution

- **Also Include:**
- Flashbacks, Unexpected Endings, Endings with Ellipsis, Endings at the Peak of the conflict,
- Culture and Style
- A Bank of Literary Expressions using Simile, Metaphor, Personification, Onomatopoeia
- District Rubric
- Student Writing Checklist
- Models of Writing for EACH Component
- Movies



Writing to Persuade

For Example: **Writing to Persuade**

- **The Hook**
- **Rhetorical Questions, Quotations, Statistics, An Exclamation, A Joke, A Scenario, An Example**
- **The Five Paragraph Essay- Introduction, three reasons, the conclusion**
- **Persuasive Strategies- Statistics, Rhetorical Questions, Examples, Professional Sources, Overstatement, Understatement**
- **Audience**
- **Purpose**
- **How to use Sources of Information to Supplement Arguments**
- **Fact and Opinion**
- **Capturing The Voice of the Author**

Also Include

- **District Rubric**
- **Student Writing Checklist**
- **Models of Writing**
- **Commercials**

Plan to Teach Some Examples of Persuasive Strategies

- **Rhetorical Questions-** Can You imagine a place where the sun never sets? That's my favorite place
- **Repetition-** I have a dream that I have a dream today
- **Statistics-** Two out of every five students have....
- **Examples-** For example every year urban schools lose more funding etc.
- **Understatement-** Only 1000 students attended
- **Overstatement/Hyperbole/Exaggeration-** We had a great turn out of at least 1000 students. That was the highest for the year.
- **Sarcasm-** I am a great fan of the community which shut down the only neighborhood park that we had. Now, our children sit idly on porches.
- **Endorsements** by Celebrities or **Recommendations** by Professionals- Teachers believe that homework is important for students to improve in Math
- **Humor**
- **Making Comparisons-** **Burger King's Chicken is better than McDonalds**

Writing to Inform

- **Structure**- Five Paragraph Essay- Opening Paragraph/ Introduction, Three Supporting Facts, Closing Paragraph/ Conclusion
- **Transitional Words** and Phrases
- **Academic Vocabulary** for Topic
- Bank of **Opening Expressions**
- How to **Identify Facts**
- How to **use resources** for information
- How to **cite sources**



Also Include:

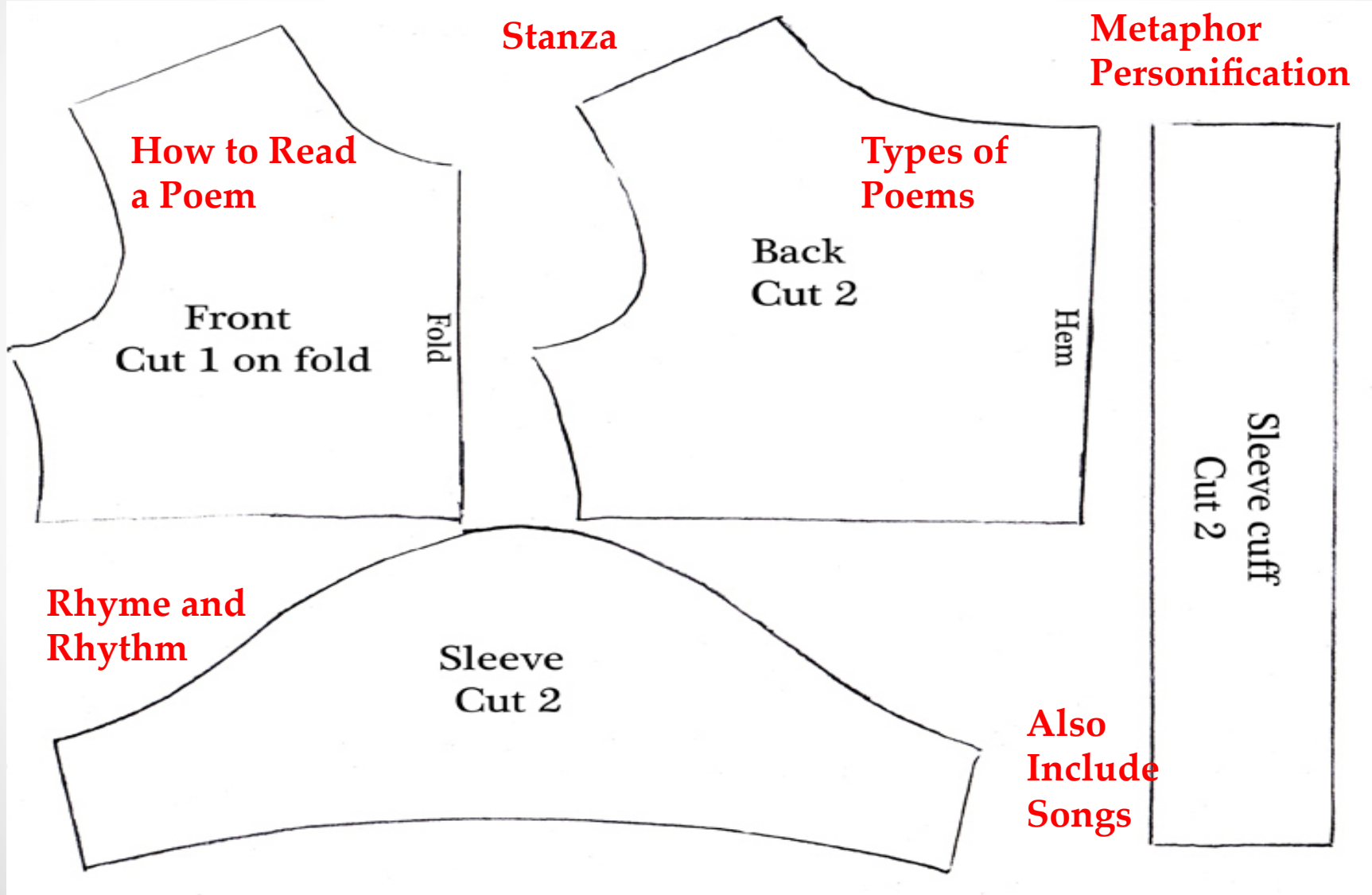
- **Graphic Organizers**
- Student Checklist
- District Rubric
- Documentaries
- Models of Writing



Teach Piece By Piece

For example **Poetry**

Literary Techniques
Simile
Metaphor
Personification



When Do I Teach

- The District usually determines the order in which writing genres should be taught
- However, that does not mean that we cannot start planning the instruction of EACH writing style.
- Think of Each skill that has to be taught
- Think of Creative Ways that it can be taught
- How many days do I need to teach it
- Reflect- How did I teach it in the past.
Can I improve it?



How Do I Teach – **Plan/Think Strategy**

- **A Variety of Graphic Organizers** can be used for all the genres of writing- Choose the style that best suits your learners
- **Cooperative Teams/Pairs**
- **Student Checklist** for Writing
- **District Rubric**
- **Themed Word Bank/Academic Vocabulary** for Every Writing Style, for Every Topic
- **Sentence Starters** for Every Writing Style, for Every Topic
- Transitional Words and Phrases
- **Models** of Responses
- **Editorial Team to assist with Editing**
- **Use Technology when possible**
- **Use topics students can easily relate to**
- **Scaffold- Teach one PART/element of a Topic at a time**
- **For Persuasive Writing- Think Commercials**
- **For Poetry- Think Songs**
- **For Narratives- Think Movies**
- **For Informative Writing- Think Computer Technology/Internet Resources for Facts/Documentaries**
- **For Plays- Think Plays and Role Play**

Plan to Connect/Integrate Reading Skills With Writing

Plan to Use Text and Electronic Media

Reading Literature has a heavy emphasis on reading narratives.

Connect Reading to Writing

Think- What reading skills can I connect to my Writing Instruction?

- [CCSS.ELA-Literacy.RL.3.6](#)
Distinguish their own point of view from that of the narrator or those of the characters.
- [CCSS.ELA-Literacy.RL.5.6](#)
Describe how a narrator's or speaker's point of view influences how events are described.

- FOR EXAMPLE : Reading Skill– **Point of View**

Point of View can also be taught integrated in Writing

Style, mood, tone, theme can all be taught/illustrated in Writing



Integrate Reading Skills with Writing

Point of View- Lesson Example



The Three Little Pigs- Text

Once upon a time there were three little pigs. One pig built a house of straw while the second pig built his house with sticks. They built their houses very quickly and then sang and danced all day because they were lazy. The third little pig worked hard all day and built his house with bricks.

A big bad wolf saw the two little pigs while they danced and played and thought, "What juicy tender meals they will make!" He chased the two pigs and they ran and hid in their houses. The big bad wolf went to the first house and huffed and puffed and blew the house down in minutes. The frightened little pig ran to the second pig's house that was made of sticks. The big bad wolf now came to this house and huffed and puffed and blew the house down in hardly any time. Now, the two little pigs were terrified and ran to the third pig's house that was made of bricks.

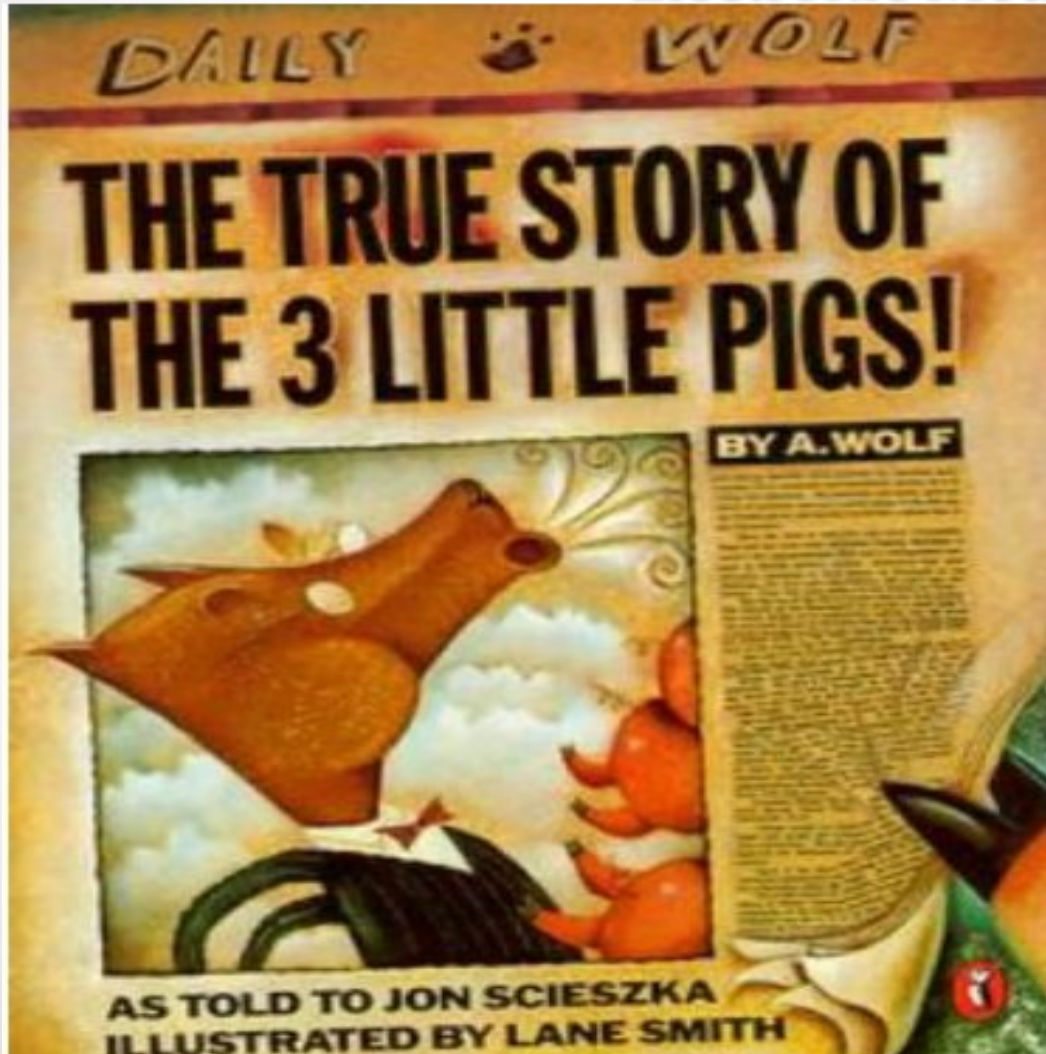
The big bad wolf tried to huff and puff and blow the house down, but he could not. He kept trying for hours but the house was very strong and the little pigs were safe inside. He tried to enter through the chimney but the third little pig boiled a big pot of water and kept it below the chimney. The wolf fell into it and died.

The two little pigs now felt sorry for having been so lazy. They too built their houses with bricks and lived happily ever after.

- **Electronic Copy of Story- The Three Little Pigs**
- Taken from: <http://www.education.com/game/three-little-pigs/>

The True Story of the Three Little Pigs-

Electronic Media

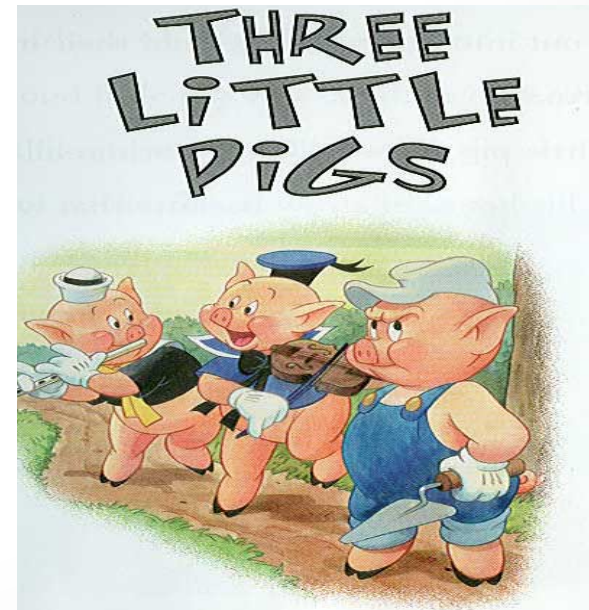


Taken from:

- <https://www.youtube.com/watch?v=m75aEhm-BYw>

Look at Student Samples-

- The Perspective of the Third Little Pig



Plan to Teach a Diet of Grammar in Context

Part of Speech	Definition	Some Examples	
Nouns	people, places, things (and animals)	dog, cat, garden, work, music, town, Manila, teacher, Bob	The <u>sun</u> shines. <u>Anna</u> goes to <u>school</u> .
Pronouns	replace nouns	he, I, its, me, my, she, that, this, those, us, who, whom, you,	<u>John</u> is hungry. <u>He</u> wants to eat.
Verbs	show action or being	run, go, have, invite, laughed, listen, playing, singing, walk	The dog and cat <u>are running</u> .
Adjectives	describe nouns	angry, brave, healthy, little, old, red, smart, two, some, good, big, interesting	<u>Brown</u> dog, <u>Fat</u> cat, <u>Big</u> garden
Adverbs	describe verbs, adjectives or other adverbs	badly, fully, hardly, nearly, never, quickly, silently, well, very, really, almost	Runs <u>quickly</u> , Eats <u>very slowly</u>
Articles	signal that a noun is going to follow	the, a, an	<u>The</u> dog, <u>The</u> cat
Prepositions	show relationship between words in a sentence	above, before, except, from, in, near, of, since, between, upon, with, to, at, after, on	I am going <u>to</u> my garden (Prep) (Object of the P)
Conjunctions	connect words, phrases, clauses or sentences	and, or, but, so, after, before, unless, either, neither, because, since,	I was tired <u>so</u> I went to sleep.
Interjections	exclamations that express strong feelings	aha!, gosh!, great!, hey!, hi!, hooray!, oh!, oops!, phew!, oh!, ouch!, hi!, well	<u>Oops!</u> I spilled the milk.

What is Grammar?

Grammar is the entire system and structure of a language

This will also help provide students with the skills to self edit or to peer edit.

Cinquain Pattern Using Grammar

Poetry can also be used to teach Grammar or be used as an EXIT ticket

One Noun

Two Adjectives

Three Gerunds (Verbs using ING)

A Phrase of FOUR words

Another word that describes the noun

EXAMPLE

Mules

Stubborn, unmoving

Braying, kicking, resisting

Not wanting to listen

People

(by Cindy Barden)



Taken from <http://pediaa.com/how-to-write-a-cinquain-poem/>

Create a Cinquain to Describe the Workshop

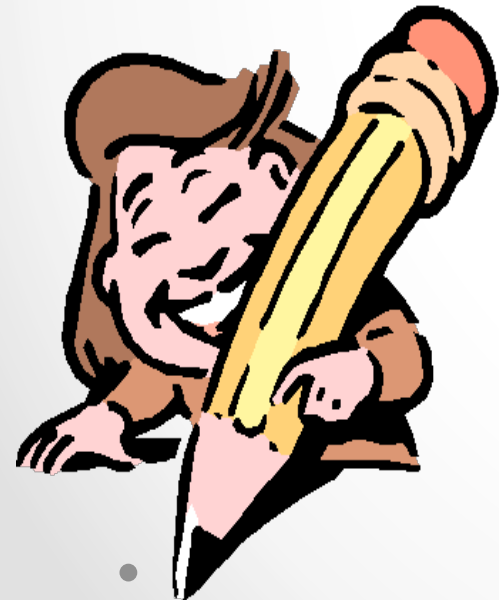
One **Noun**

Two **Adjectives**

Three **Gerunds** (Verbs using ING)

A **Phrase** of FOUR words

Another word that describes the noun/**synonym**



Work

Fulfilling, Enjoyable

Planning, Coaching, Learning

Will Miss It

Fun!

Plan to Teach a Healthy Portion of Vocabulary

Expose students to Vocabulary to build Language Skills

Students may have vocabulary words or vocabulary lists from their text books for Reading.

However, they also need vocabulary SUPPORT for Writing.

Themed Word Banks for Writing are great!

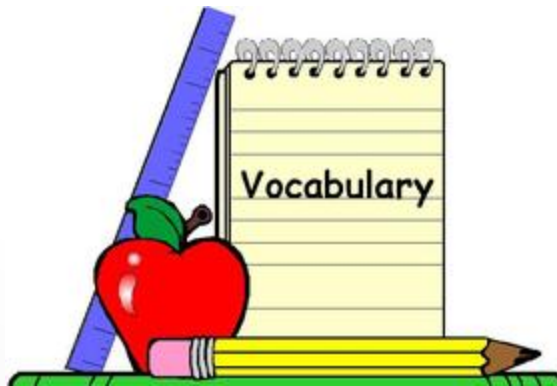
Expose students to hundreds of words they can use for writing. Break them up into categories. For example:

Words for Color

Words that describe clothing, people, setting, places

Transitional Words

Onomatopoeia words



- Plan to Teach **Test Taking** Skills
- Plan to **Integrate Culture** into Lessons
- Plan to **Integrate other Content areas** into teaching Writing

For example Science and Social Studies concepts with informational writing

- Plan to give writing notes and to teach **NOTE TAKING** Skills- Use of Phrases as part of writing instruction
- Plan to Have Fun!
- **Plan to WRITE!**



Wrap Up- Keep It Simple

**Be creative!
Plan to Make
the Magic?**

