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Create a New Town and a New You to Improve Writing Skills

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CREATE A NEW TOWN AND A NEW YOU
TO IMPROVE WRITING SKILLS

By

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for the Master of Arts in Education degree
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ABSTRACT

Writing has always been one of the cornerstones of American education. Schools are concerned with the development of students, and writing contributes to the development of the whole person. The public is alarmed because many students graduate from high school without being able to write well enough to function in today's complicated society.

There are many reasons why schools fail to do a good job in the teaching of writing. One of the main reasons is the schools' over-emphasis on the teaching of grammar. Many teachers are not trained as teachers of writing and rely on the English text as their instructional guide. The main thrusts of these texts are grammar and the mechanics of writing. Because of this, little time in a typical English classroom is actually spent on instruction of writing.

Writing is a complicated process, and the methods used to teach it need to be revitalized. If students' writing skills are to be improved, old, unsuccessful, grammar-based instruction must be abandoned, and new methods tried. Research has offered many suggestions to improve writing instruction. A good writing curriculum should provide for the following: Student motivation, daily writing, peer editing, prewriting activities, use of

literary models, integration with other content areas, whole class and group activities, varied writing assignments with instruction in grammar, capitalization, and punctuation as the need arises.

This curriculum provides the above in an unique manner. The students create an imaginary town. They choose, the name, location, size and time period. Each student invents and assumes a new identity. Based on this imaginary town, a variety of writing activities arise.

Students are given many opportunities to interact and learn from fellow students, as peer editing is an important aspect of this writing curriculum. Peer groups are used to brainstorm for ideas, offer suggestions for revision, provide assistance in proofreading and editing, and evaluate finished work. Using this curriculum, the students have many opportunities to explore with language, take risks and experience success. Students are given both a purpose and an audience for their writing. This provides motivation to write and motivation to strive for clear expression. The students see a real need to learn and use the rules of grammar, punctuation, and capitalization, and practice good handwriting because they read their compositions aloud in their peer editing groups. Research skills are gained as the students become familiar with the history of the state in which their town is located. The students have opportunities to experiment with many types of writing: autobiographies, descriptions

opportunities to experiment with many types of writing: autobiographies, descriptions of characters and places, paragraphs giving directions, interviews, political speeches for town elections, chamber-of-commerce type brochures to advertise the town, researched state histories, original (but based on historical fact) history of the town, personal and business letters, job applications, newspaper stories, journal entries, essays, poetry, myths, tall tales, and made-up stories involving characters in the town.

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CHAPTER I

Recognition of the Problem

People enjoy doing things they can do well. Most adults, including teachers, avoid writing and put it off as long as possible. Many become very anxious if they are required to write a letter. This is true of nearly all adults regardless of educational backgrounds.

This should not be the case. Babies reach eagerly for pencils and enjoy scribbling even before they learn to talk. Young children love to have stories read to them and to make up their own stories. Elementary school children often write long, involved stories. What has happened to cause this change in attitude? Most authorities agree that much of the blame must be placed on the methods used to teach writing in the schools. The hard fact is that most teachers do not know how to teach writing because they have not been trained as teachers of writing. Even English teachers were trained as teachers of literature and have had to learn how to teach writing on their own (Gray and Myers, 1978). The teaching skills used successfully in other

1978). The teaching skills used successfully in other subjects do not transfer well to instruction in writing (Shaw, 1985). Teachers need guidance to acquire skills especially tailored to teach writing.

Is Something Wrong with the Way Writing is Taught?

Moffett (1968) lamented that teachers of English were "turning out glib Advanced Placement students who know all the critical jargon and can talk about writing endlessly, but who do not write well (p. 707)." The reason he gave for this problem was the methods used to teach writing, because they were a waste of time, alienated students from writing, and killed spontaneity and any sense of adventure. These methods were mainly detrimental because they took time away from other writing activities.

Packard (1974) shocked the nation with his article, "Are We Becoming a Nation of Illiterates?" He cited evidences for this concern: A survey by the Louis Harris Organization reported that over 19 million Americans over the age of 16 had difficulty with minimal measures of literacy. The Pacific Telephone and Telegraph Company reported after interviewing tens of thousands for jobs, 43% failed because they could not read or write at the 8th-grade level. The International Association for the Evaluation of Educational

Achievement in 1970 compared American students to those in nine European countries. While the 14-year-olds were from the top four countries, our 10-year-olds showed up next to last. Packard quoted from the National Assessment of Educational Progress that by age 14, only the best of students could cope with the basic conventions of writing, and by age 17 only about half the students could put together simple sentences and express themselves in writing. Packard went on to warn, about a broad, worrisome trend:

the general low state of literacy and ability to write clearly among younger and older people alike. And this at a time when the complexity of our institutions calls for ever high literacy just to function effectively. We must cope with insurance and employment forms, applications for credit, auto licensing forms -- and so on and on. If we can't we are what are known as "functional illiterates."
(p. 82)

The Third National Writing Assessment conducted by the National Assessment of Educational Progress (1980) did not report much improvement in students' writing ability. It reported that it appeared that a significant number of young people did not understand the nature and convention of written language. The report concluded with this statement.

Finally it is clear from the background questions that neither 13-year-olds nor 17-year olds received a great deal of direct instruction in writing or are required to do much writing in school. Very few appear to

have access to a writing program that included prewriting instruction, oral and written feedback on writing assignments, encouragement to write several drafts of a paper, and opportunities to reword papers after they have been reviewed by teachers. (p. 48)

What Factors Contribute to Poor Writing

Following are many of the factors contributing to the sad state of writing in our schools today:

1. The teaching of writing in the elementary schools has been neglected because of the over-emphasis on the teaching of reading (Braddock, Lloyd-Jones, & Schoer, 1963; Graves, 1978b; Wienke, 1981). Before a child enters school, the child has been scribbling on paper, walls, books, refrigerators, etc., and is anxious to learn how to write. He is thrilled then he first learns to print his name and eager to write more. Because teachers stress reading over writing and listening over speaking, and children are perceived as receivers of information rather than as senders, they are made to sit quietly and read. Workbook and short answers are used to test comprehension not writing. In order to improve and master a skill, that skill must be practiced. No wonder writing skills lag behind reading. Students have not had the opportunity to practice and improve.

2. Teachers do not have enough time to teach

writing, because of the pressure they feel from a variety of sources to be more accountable, and the public demand that more time be spent teaching the basics (Shaw. 1985).

3. Writing is not tested on many of the district-mandated tests, so the conclusion reached by many teachers is that writing must not be considered to be as important to teach as math, grammar, and reading. Teachers are made to feel that they too are competing for test scores. Against their better judgments they often sacrifice time that would be better spent on writing for endless drill on test-type exercises (Mayher and Brause, 1976).

4. The scope and sequence of English curriculums in most school districts as well as the textbooks insure that writing will be taught in bits and pieces. Informed teachers know that research has shown that this is not the best method for the teaching of writing (Goodman and Goodman, 1983; Mayher, 1986; Moffett, 1968).

5. Language Arts textbooks emphasize grammar despite evidence from research that this is an ineffective way to teach writing (Graves, 1978a; Goodman & Goodman, 1983; Mayher & Brause, 1986; Moffett, 1968).

The English textbook has become the guide to teach writing for most teachers. This is because the books

are easy to follow and because there are no separate writing curriculums in many school districts. The school districts that do provide a writing curriculum, place the objectives for the teaching of writing after the objectives for teaching grammar, punctuation and capitalization.

Writing sections are included in textbooks following each section of grammar instruction almost as an afterthought. This placement of writing lessons indicates to the teachers that the main purpose for writing is to provide practice for that particular rule of grammar or that the purpose for writing is to provide a "break" between grammar lessons. The better method would be, of course, to do it the other way around and provide lessons on mechanics as they need arises during discussions of the students' compositions (Hurley, 1980; Shaw, 1985).

6. Teachers themselves are not good role models for writing because they do not write with their students (Emig, 1971; Kantor, 1981).

7. Teachers avoid giving writing assignments because they are unsure how to evaluate them fairly and because compositions are time consuming to grade (Graves, 1978a).

8. Teacher training in the teaching of writing is very poor. Graves (1978a) reported the results of a

random survey of teacher education programs at 36 universities in 1976: 169 courses in reading were offered, 30 on children's literature, 21 in language arts and only two in the teaching of writing.

Undergraduate students in teaching are required to take methods courses in most curriculum areas: reading, math, science, social studies, art, etc. Most colleges do not require one course in writing.

9. Writing is very complex, and some teachers say they are unsure of the best way to teach writing.

Teachers enjoy teaching what they teach well, therefore, writing is neglected in favor of areas of language arts which are more familiar.

10. Fewer research projects are carried out in the study of writing compared to the study of reading.

Graves (1978a) stated that all aspects of writing have produced only about as many studies as has research on the topic of reading readiness alone.

11. Teachers may not be aware of some of the new strategies to teach writing because much of the research is not written to be read. "It is written for other researchers, promotions or dusty archives in a language guaranteed for self extinction" (Graves, 1980 p. 918).

12. Even when teachers are motivated by research to attempt a new strategy and commit themselves to take the time necessary to carry it out, school districts,

fast to different ideas as to how writing should be taught (Mayher and Brause, 1986).

13. Writing requires considerable one-to-one teacher/student and student/student interaction. Schools are generally geared to large group instruction. Large classes make individual instruction almost impossible (Writing Assessment, 1980).

14. Society and the schools value writing less and less in the past two decades. Respect for writing is on the decline, and the art of conversation is being lost (Writing Assessment, 1980).

15. Writing instruction is considered to be the sole responsibility of the English teachers and is confined to only a small part of the school day. The use of short answer tests deprives students of opportunities to write (Writing Assessment, 1980).

Rationale

Is the teaching of writing an anacronym in today's world of instant communication? Is there a need in the modern world for people to know how to communicate effectively through the written word? Has the written word become obsolete because the spoken word, via radio and television, can inform more people more quickly and sometimes more effectively? Has personal letter writing

been supplanted by the telephone?

There is some evidence to support an affirmative answer to these questions. Hugh Kenner (1983), author and chairman of the English Department and Andrew Mellon Professor in the Humanities at the John Hopkins University in Baltimore, wrote an article published in U.S. News and World Report proclaiming, "Writing is an abnormal act in today's electronic world." When the Challenger disaster occurred, TV cameras were on hand to transmit to the stunned nation the fiery explosion and crowd reaction more quickly and more dramatically than the newspapers. Graves (1978a) reported that a survey of the U.S. Postal Service showed people were writing fewer personal letters and the trend was expected to continue.

Is Writing an Important Subject to be Taught?

Writing has historically been considered one of the three most important subjects to be taught in school. The three R's (reading, writing, and arithmetic) were the cornerstones of the first schools in America. Schools are concerned with the development of students. Writing contributes to the development of the whole person. Abraham Maslow theorized that a person develops by stages into a self-actualizing human. Maslow determined the characteristics of self-actualizing

humans by researching people throughout history and contemporary times. Self-actualizing people were described as "more efficient in perceiving reality, more accepting of themselves, more spontaneous, more able to center on problems and their solutions, and more able to resolve moral dichotomies and their delemmas" (Daly and Miller, 1975, p. 113). Daly and Miller asserted that effective teaching in writing would contribute toward growth through Maslow's hirarchy of motivations.

Graves (1978a) maintained that the teaching of writing is essential for many reasons. Writing contributes to the development of a person regardless of background. Writing also contributes to intelligence, initiative, and courage. Recent research has shown that writing contributes to reading comprehension and facilitates learning.

Beyer & Brostoff (1979) pointed out that writing is a way of learning, and as we write, we learn because something is generated when we write about a subject. Emig (1977) and Sanders (1985) agreed that writing has a unique value for learning.

Writing is an important way to think. We should not leave the formulation and communication of complicated ideas to a few expert writers. Everyone can benefit from putting their thoughts into words and

reorganizing their written work. These are important steps in thinking.

Everyone needs what are called the survival skills in writing to correctly fill out job and credit applications and insurance and auto licensing forms. Skills in writing are necessary for everyone to effectively do jobs at work and manage homes and personal lives.

Summary

Employers, educators and the general public have been aware for some time that many students graduated from high school without being able to write well enough to function in today's complicated society. Moffett (1968) had complained about college students who could talk about writing but could not write well. Packard (1974) had alarmed the nation with his admonition that we were becoming a nation of illiterates. The Third National Writing Assessment (1980) had reconfirmed that many of the youth of the nation could not write well enough to survive in the modern work force.

The schools have failed to do a good job in the teaching of writing for many reasons:

1. Over emphasis in the elementary schools on the teaching of reading.
2. Pressure on teachers to be accountable and to spend more time teaching the basics.
3. Writing not considered to be an important subject because it is often not tested on district required tests.
4. The sequence of English textbooks insured that writing was taught in bits and pieces.
5. Emphasis on grammar.
6. Teachers are not good role models for writing.
7. Evaluation of writing assignments is time consuming.
8. Poor quality of teacher training in writing.
9. Teachers are more comfortable teaching the related parts of the language arts curriculum and often neglect composition.
10. Fewer research projects done in writing.
11. Much research written in hard-to-read language.
12. Even when teachers were committed to attempt new strategies, many school districts preferred grammar emphasized instruction.
13. Large classes make individual instruction almost impossible and writing requires considerable one-to-one instruction.
14. Society values writing less and there is less

respect for the written word.

15. Teachers in other subject areas often give short answer tests and leave the teaching of writing to English class.

When there is no curriculum for writing in a school district, the English textbook often becomes the teachers' main guide to teach writing. This insures that the teaching of grammar will be the most important part of the writing class. Research has shown this to be a poor method.

Writing is an important subject to be taught, and a research-based writing curriculum is needed. This curriculum should include the following:

1. student motivation
2. daily writing
3. peer editing
4. prewriting activities
5. use of literary models
6. integration with other content areas
7. whole class and group activities
8. varied writing assignments
9. instruction in grammar, capitalization, and punctuation as the need arises.

Description of Curriculum

This writing curriculum incorporates the above elements in a unique vehicle. During the year, the class creates an imaginary town. Together they choose the name, location, size, and time period for this invented town. Each child invents and assumes an identity. The age, personality traits, appearance, family members and occupation for this character are chosen by the student.

Based on this imaginary town, many writing activities arise naturally. These include: logs, autobiographies, descriptions of characters and places, paragraphs giving directions, interviews, political speeches for town elections, chamber-of-commerce type brochures to advertise the town, researched state histories, original (but based on historical fact) history of the town, personal and business letters, job applications, newspaper stories, journal entries, essays, poetry, myths, tall tales, and made-up stories involving characters in the town.

During the year, the students share their work with classmates and students in other classes. Each student keeps a writing folder. Parents, students and teacher will note writing progress and areas that required

additional instruction. At the conclusion of the project, students choose favorite composition to be included in a class book about their town. The book is displayed at the building and district authors' fairs. At the end of the school year, the book may be duplicated for each students or dismantled and the compositions returned to the individual writing folders. These folders are given to parents or kept by the students as evidence of that year's adventures in writing.

Expected Outcomes

Using this curriculum, the students will have many opportunities to explore with language, take risks and experience success. The following outcomes are expected to occur naturally during the course of this writing program:

1. Enthusiam will be generated for writing because the students will choose topics and experience success.
2. Students will express themselves effectively in many styles of writing.
3. Students will be motivated to write and to express themselves clearly because they will write for a purpose and for an audience.
4. Students will be critical writers and will

proofread and revise their work, because they will read compositions aloud for peer group.

5. Students will be careful listeners to other students.

6. Students will learn and use rules of grammar punctuation, capitalization and good handwriting because of an immediate need.

7. Students will learn library skills when they do research.

8. Students will become more familiar with American history and geography as they research into town and characters.

9. Students will express themselves orally in a constructive manner as they share ideas with others in their peer group.

10. Students will recognize and gain appreciation for many styles of writing.

CHAPTER II

Review of the Literature

Some type of educational program is evidenced in all societies in order to induct its young members into that culture and impart to them the values of that society. Social forces dictate what those educational programs will be. These social forces are influenced by: "social goals, cultural uniformity and diversity, social pressures, social change, future planning, and concepts of culture" (Haas, 1983, p. 6).

During various periods in history, because social pressures remained stable, the educational programs in some cultures remain unchanged for long periods of time. In recent times because of increasing social pressures and the easy access to knowledge, educational programs have changed considerably.

History of Curriculum Development

The educational programs in the early ungraded schools in the U. S. were established for the same purpose as in other societies, i.e., to induct youth

purpose as in other societies, i.e., to induct youth into the culture and to impart to them the values of the society. Those early schools were set up before much research had been done in human development or learning styles. For the past eighty years, research in these fields has become a major force in education change and in curriculum development.

Programs of education are usually referred to as the curriculum of the school. This word is used in many ways and has carried with it many different meanings. These include:

1. A school's written courses of study and other curriculum material
2. The subject matter taught to the students
3. The courses offered in a school
4. The planned experiences of the learners under the guidance of the school (Haas, 1983, p. 3).

Haas (1983) stated that because instruction was such an important ingredient in a curriculum, this should be included in the definition to make it more complete. Haas, therefore, thought a better definition would be:

The curriculum is all of the experiences that the individual learners have in a program of education whose purpose is to achieve broad goals and relate specific objectives, which is planned in terms of a framework of theory and research or past and present professional practice (p. 4).

The writing of a preplanned curriculum should take into account what is known about the following:

1. Society
2. Human development
3. The nature of learning
4. The nature of knowledge and cognition (Haas, 1983, p.5).

During the past, greater emphasis has been placed on one or the other of these factors in curriculum design. In the early days of education in the U. S., subject matter was the primary concern of the educator, and mastery at one level was necessary before the learner progressed to the next level or grade. This emphasis on content shifted to an emphasis on human development with more concern given to the needs of the learner. This resulted in more child-centered curriculums.

Research in Motivation

Perception of what motives students to learn has been changing and expanding for many years. In the early 1900's humans were considered to be passive and easy to manipulate, because they were primarily motivated by economic gain. The stimulus-response theory popularized a curriculum using these ideas based on a body of content to be taught. Later in the century during the 1930's and 1940's, research showed that humans were also influenced by the need to be accepted, and they would follow a leader or teacher who would meet

this need. Research done in the 1940's and 1950's showed that people have a need to make productive use of their skills and capabilities. Maslow's theory contended that people strive to satisfy this need in stages. This hierarchy of these stages of motivations include:

1. Survival
2. Safety
3. Belonging
4. Esteem
5. Intellectual achievement
6. Aesthetic appreciation
7. Self-actualization (Woolfolk & McCune-Nicholich, 1984, p. 277).

Curriculum planning was influenced by theories on students' motivation to learn. When one of the theories was implemented to the exclusion of the other, problems developed. There is evidence found in research to support these theories, and curriculum planners must take them all into consideration. Haas (1983) named the three motivation theories: rational-economic, social, and self-actualizing. He said human beings are complex, have a hierarchy of motives which are subject to change at any time, and new motives can be learned.

Trends in Elementary Writing

Donsky (1984) made a study using nine representative elementary English textbook series used during the sixty year period from 1900 to 1959. The researcher wished to determine whether changes had

occurred in the times allotted the various tasks connected with writing. It was found that there was an increase in the time given to oral language activities and a declining trend in time given written work. The time allocated to the study of grammar remain constant.

Donsky gave a brief history of writing in the elementary school to introduce her study. She stated in the early years of our country, writing was considered to be important in the school curriculum. Rules of grammar were memorized and writing consisted of applying those rules. A major change occurred in the schools by the end of the century and composition course were added to the curriculum.

The study covered a sixty year period was broken up into twelve year periods. During the first part of the century the elementary schools tried to instill literary appreciation, and the textbooks were filled with literary selections coupled with rules on grammar. At the end of this first period, it was evident that the schools were trying to cope with the huge task of educating the thousands of immigrants who had come to our country. The literary sections were replaced with lessons geared to teaching skills to enable these people to participate in a democratic society.

By the 1920's more emphasis had been placed on oral language and the textbooks showed an interest in

science and the scientific method. By the 1930's textbooks used chapters instead of the lesson structure and became filled with activity-centered projects. Cooperation was encouraged over competition, and peer teaching became popular. The decline in writing continued.

During the 1940's and 1950's the academics were downplayed and memorization and rote learning were no longer popular methods of teaching. Teachers were cautioned against forcing students to do writing assignments, and the schools were concerned with personal and social growth.

Cognitive Development Research

Knowledge of human development must be considered in curriculum planning. Children do not all develop in lock-step fashion at exactly the same time. Students in the same classroom vary in size, mental, emotional and social maturity. The way a child thinks is vastly different than that of an adult. Research has given some guidance to educators in cognitive development.

Jean Piaget's theories in the cognitive development of children have had the most influence in explaining what type of information can be taught to children and when would be the most appropriate time to teach that information. According to Piaget, maturity, activity,

social transmission and equalibration bring about developmental changes in thinking. Of these, maturation, because it is genetically programmed is the least changeable. A child while exploring, observing or actively thinking about a problem is acting upon the word and changing the thinking processes and learning. Social transmission takes into account what the child learns from others. Others include parents, teachers and friends. Equilibration is the process during which changes in thinking take place. Piaget's theory explains that all humans strive for equilibration or balance. When an event takes place that upsets this balance, the person makes use of assimilation and accommodation. During assimilation of a new experience, the learner attempts to make it fit into existing schemes. If the experience cannot fit into the old schemes, a new one must be developed. Piaget devised a scale showing the four stages of cognitive development and the ages for each stage. They are: pre-operational (2-7 years), concrete operational (7-11 years), and formal operational (11-15 years).

The curriculum planners for students in elementary, middle and high school are more concerned with the last two stages of cognitive development: concrete operational and formal operational. The concrete operational child would be able to solve hands-on type problems logically, understands the laws of conservation

and reversibility and is able to classify and seriate. The formal operational child is able to solve abstract problems logically and the thinking becomes more scientific. At the this time the child becomes more concerned about his or her identity and social issues (Woolfolk & McCune-Nicolich, 1984).

From this research, Woolfolk & McCune-Nicolich (1984) based some suggestion for some appropriate teaching strategies:

Teaching the Concrete Operational Student (7-11)

Use concrete props and visual aids especially when dealing with sophisticated material.

Examples: Time-lines for history lessons.
Three-dimensional models in science.

Continue to give students a chance to manipulate objects and test them out.

Examples: Simple scientific experiments in which the students can participate. Craftwork to illustrate some of the daily occupations of people on an earlier period.

Lectures and readings should be brief and well organized.

Examples: Materials that present a progression of ideas from step to step. Short stories or books with short, logical chapters, moving to longer reading assignments only when the students are ready.

Ask students to deal with no more than three or four variables at a time (Hallam, 1969).

Examples: Readings with a limited number of characters. Experiments with a limited number of steps.

Use familiar examples to help explain more complex ideas so students will have a beginning point for assimilating new information.

Examples: Comparison of the students' own lives with those of the characters in a story.
Story problems in mathematics.

Give opportunities to classify and group objects and ideas on an increasingly complex levels.

Examples: Give students separate sentences on slips of paper to be grouped into paragraphs. Use outlines, hierarchies, and analogies to show the relationship of unknown new material to already acquired knowledge.

Present problems which require logical, analytical thinking to solve.

Examples: Materials such as Mind Twisters, Brain Teasers, and riddles. Discussions which focus on open-ended questions which stimulate thinking (p. 59).

Teaching Students Who Are Beginning to Use Formal Operations (11-15 years old)

Continue to use many of the teaching strategies and materials appropriate for students at the concrete operational stage.

Examples: Visual aids such as charts and illustrations as well as simple but somewhat more sophisticated graphs and diagrams.
Well organized materials that offer step by step explanations.

Give students an opportunity to explore many hypothetical questions.

Examples: Questions about social issues.
Considerations of hypothetical "other worlds".

Encourage students to explain how they solve problems.

Examples: Ask students to work in pairs with one student acting as the problem solver, thinking aloud while tackling a problem and the other student acting as a listener, checking to see that all the steps are mentioned and that everything seems logical (Bauman, 1978).
Make sure that at least some of the tests you give ask for more than rote memory or one final answer; essay questions, for example, might ask

students to justify two different positions on an issue.

Whenever possible, teach broad concepts, not just facts, using materials and ideas relevant to the students.

Examples: While discussing the Civil War, consider what other issues have divided the country since then.

Use lyrics from popular music to teach poetic devices, to reflect on social problems, and so on (p. 63).

Research in Writing

Moffett and Wagner (1976) did not favor writing specific objectives for a language arts curriculum, because it was not possible for someone to come up with a list of specific objectives that would start the bottom and lead up to the goal of effective writing. Growth in writing is shown more by the ability to move expertly among the levels than moving up set objectives. If specific objectives are included in a curriculum it would become a "scoreboard" and would force teachers into instruction in unreal learning units. Curriculums composed of specific objectives do not test or teach writing. If a student is unable to put all the pieces together, there is no use testing the individual pieces. The purpose of writing is to write not to to to provide opportunities to pass tests about writing. Moffett and Wagner said that young writers develop in two ways. In the beginning, they need an immediate audience and later can progress to the point

where the audience can be more removed from the writer. The young writer initially writes only about immediate experience, and later can extract from experience and move to more advanced writings using more sophisticated techniques. The following discourse objectives were recommended for young writers:

1. Word play (riddles, puns, tongue twisters, poetry)
2. Labels and captions (language joined with pictures or objects, graphs, maps and so on)
3. Invented dialogue (improvisation and scripts)
4. Actual dialogue (discussion and transcripts)
5. Invented stories (fiction, fables, tales, poetry, etc.)
6. True stories (autobiography, memoir, biography, reportage, journals, etc.)
7. Directions (for how to do and how to make)
8. Information (generalized fact)
9. Ideas (generalized thought) (p. 24)

Cooper (1974) reported on on Hook's study of the published comments of a few famous writers which were analyzed to determine their views on what processes are necessary to produce good writing. Fitzgerald, Thomas Wolfe, Hemmingway and Faulkner's writings were examined for those comments, and all expressed doubt that writing can be taught. A correlation was noted between good writing and the following:

1. personal experience
2. awareness of audience
3. a personal working style
4. revision of writing
5. wide reading
6. practice at writing
7. close observations of life
8. familiarity with subject
9. truthful portrayal of characters
10. naturalness of language (p. 102).

From these findings, the conclusion was reached that the school writing program should include:

1. an integrated or coordinated program
2. a more extensive exposure to a wide variety of literature
3. the inclusion of listening and observing practice
4. pupil initiated writing tasks
5. multiple evaluators or reviews of student writing
6. an emphasis on the student-writer as experimenter
7. increased emphasis on self-motivation
8. greater emphasis on personal experience as the context for student writing (p. 102).

Moffett & Wagner (1976) stated that the way to learn how to write is to write. Writing skills can improve only through the actual experience of writing and sharing work. Moffett (1968) said that teachers should stop teaching rules, "good" grammar, and avoidance of errors. He urged that students' time should be spent working with language as professional writers do. Writing improves when a student is intent upon saying something to a specific group and receives prompt feedback (Moffett, 1968).

Wienke (1981) conducted a study which examined the effectiveness of a daily writing program. The program consisted of: (1) daily writing, (2) instruction in proof-reading and required that students proof-read their own work and the work of other students, (3) spelling dictation to improve spelling and model sentence structure, and (4) group and individual instruction in punctuation, usage, etc. The

experimental and control groups were sixth grade students, matched to represent a cross section of the students in the local geographical area. The control group was taught using traditional methods. They were given a pre-test and a post-test in writing which were graded by two trained professional raters. Both groups showed gains in writing ability during the year, but the experimental group showed significantly more gain.

Wienke concluded from this study,

1. Students' composition skills are affected by the type of instructional program to which they are exposed.
2. The balanced writing program detailed in this paper has a significant and favorable effect on students' composition skills.
3. A balanced approach including dictation, free writing, proof-reading, etc. seems to be important (p. 39).

The success of this program seems to be the collective result of these factors:

1. Increased time on task which is the result of the daily writing period
2. Peer evaluation
3. Proofreading, revision, and rewriting
4. The discipline of spelling dictation
5. Peer appreciation through oral reading of student compositions
6. Teacher modeling (p. 39).

Stallard (1974) attempted to identify the behaviors which characterized good senior high school writers. Good writers were selected by their ranking on the STEP Essay and STEP Writing tests. From test results, 15 of the best seniors were chosen from a typical Virginia public high school. The control group was selected at

random from the same school. The study found that the differences between the two groups were the amount of time spent on prewriting, total time spent writing, amount and type of revisions made on compositions, and the process of contemplating what had been written. The main difference was that the good writers were more willing to put forth effort to make the communication clearer.

Even though it may be true that the best way to learn how to write is to write (Moffett & Wagner, 1976), merely increasing the time students spend on writing is not the only answer to improved writing. Heys (1962) conducted a study to see if increasing the time spent on writing and/or intensive evaluation would improve students' writing. Eight classes were used in the study, two from each grade, at Lincoln-Sudbury Regional High School. Two classes in each grade were taught by the same teacher. The teachers assigned a theme a week to one of their classes while the other class taught by that teacher wrote a theme every three weeks and spent one period each week reading in class books which they had selected. Except for the number of themes and reading time, the same curriculum was followed by both groups. The eight groups were pre-tested by writing an essay in the fall and by taking the STEP Writing test. At the end of the year all groups again wrote an essay and took another form of the STEP Writing test. The

tests and essays were numbered as their only identification and graded by experienced readers of the College Board's English Achievement Tests. The generalizations reached were that frequent writing practice probably yields greater dividends in grade 12 than in lower grades and yields greater dividends in low groups.

The teachers involved in the experiment agreed with the following conclusions:

1. The claim that "the way to learn to write is to write" is not substantiated by this experiment.
2. The claim that ability to write well is related to the amount of writing done is not substantiated by this experiment.
3. For many students reading is a positive influence on writing ability.
4. The influence of reading on the ability to write appears to be a separate factor, not directly related to the teacher's personality and enthusiasm (p. 322).

Intensive evaluation of students' writing is very time consuming, but conscientious teachers have always been willing to give this time in the hope that their students would gain from learning of errors. Arnold (1964) did not find this to be true. He tested this hypothesis during a year-long study in composition in two high schools in Piellas County in Florida. Four classes of tenth graders were chosen of average abilities. One class wrote infrequently and received moderate evaluation of their papers. A second class

wrote frequent compositions and these were graded intensively. The third class wrote infrequently and received intensive evaluation. The fourth group wrote frequently and received intensive evaluation. The STEP Essay and STEP Writing tests were administered as pre and post tests and outside readers were hired to grade the tests. Conclusions reached were:

1. Intensive evaluation is seemingly no more effective than moderate evaluation in improving the quality of written composition.
2. Frequent writing practice does not in itself improve writing.
3. There is no evidence that any one combination of frequency of writing and teacher evaluation is more effective than another.
4. Frequent writing and intensive evaluation are no more effective for one ability level than are infrequent writing and moderate evaluation (p. 14).

Gene Stanford and the Committee on Classroom Practices (1979) asserted that "teaching of English, at least considering present day realities, may not be humanly possible" (p. 775)>. The reason for this statement is the amount of time required of a high school teacher to grade compositions. Even if the class load were ideal (four sections of 25 students each), the time spent in evaluating 100 papers would be 17 hours per week assuming compositions were assigned every other week. The more normal teaching load of five classes of 30 students each would require 25 hours. Some suggestions were offered for cutting this grading time:

1. Not everything has to be graded. Journals can give practice and freedom to experiment.
2. Students can be taught to identify and correct their own weakness.
3. Don't assign full-length compositions. Practice with shorter forms which identify a specific skill.
4. Every error does not have to be marked. Focus on a few errors per paper.
5. Other students can provide feedback and evaluation (p. 75).

Diederick (1974) has reached many of the same conclusions. He stated that after years of experience and research in the teaching and measurement of English, teachers should not pile up composition grades "like squirrels gathering nuts" (p. 21). It would be more beneficial to students if an examination was done at the end of each quarter for all students in middle or high school. At that time, the students would write on a given topic. If a student was absent on that day or was unhappy with the grade, there would be one makeup day. This would relieve the teacher-student hard feelings over grades and the anxiety generated by grading each individual essay. Diederick suggested that two or more teachers should quickly grade each essay and the grades averaged. If there were more than one letter grade difference between graders, a committee would re-evaluate the essay. He believed that the time spent would still be less than the time high school English teachers spend grading during the year. This evaluation

program was tried for one year in a middle school, and he found that the average grading time for each essay was nine minutes. This nine minutes included the time spent on the 10% that needed to be re-evaluated. This eliminated the necessity for marking each error. Diederick felt strongly that "noticing and praising whatever a student does well improves writing more than any amount of correction on what he does badly, and that is especially important for the less able writers who need all the encouragement they can get " (p.20).

If frequent writing and intensive evaluation is not the answer, how can writing be improved? Research has given some answers. Prewriting is an essential part of a writing curriculum (Moffett & Wagner, 1976; Lickteig, 1981). Prewriting consists of an activity devoted to preparing the students for writing. Double Helix (1982) listed the following as prewriting exercises: Literary models, field trips, media presentations, natural events, discussions and clustering. A committee of educators assigned to evaluate the National Assessment of Education Progress, Writing Achievement, 1969-1979 reported that too few students received prewriting instructions. Moffett & Wagner (1976) stated that there are three levels of coding: experience, verbalization and literacy. Their theory necessitates that students first have real and vacarious experiences, and that these experiences be accompanied by much discussion.

Stallard (1974) found that good senior high school writers spent much more time on prewriting than did poorer writers. Whether a teacher could give students a set of operations that would have an effect upon writing was the subject of a study done by Odell (1970). Instruction was given to 46 freshmen at the University of Michigan on how to break up the continuum of experience, contrast it to other units of experience and locate it in a larger class of things. A pretest essay and a post test essay were scored by graduate English students. From his study, Odell concluded that there was some evidence that the teaching of prewriting procedures could affect students' writing. Applebee & Langer (1983) reported that the best writing teachers provided prewriting experiences.

Writing across the curriculum is an important movement that enhances writing and enables the student to gain knowledge and retain it longer. Tierney (reported in Meyer, 1985) concluded after a study of the effects of using expressive writing as a way of teaching biology that those students who utilized expressive writing retained more of what they learned. Four biology sections with a total of 136 students were taught biology using the same topics taught at the same time, the same labs, films and assignments. Two of the four sections used expressive writing as an instructional strategy in the form of reading logs,

neuron notes (notes written by the students describing class activities and concepts), practice essays, group writing, end of class summaries and essay tests. The four groups achieved equally well on the multiple choice post tests. The recall test given 16 weeks after the first unit and three weeks after the second unit showed a marked difference, with the experimental group scoring higher.

After reading of the Tierney study which showed gains in recall of high school students using reflexive writing, Evans (1984) attempted a similar project with elementary students. She matched her fifth grade math class with another 5th grade class taught by a teacher of similar background and teaching experience. After testing the two classes with the CTBS Skills tests, it was found that the control group scored higher. The two classes were taught from the same text and were given the same pre and post tests. The only difference in lesson plans between the two classes was that the experimental group incorporated writing during math instruction. From the results of the experiment, Evans concluded that gains were made by the experimental group in spite of the fact that the control group had scored higher on the pre test.

Reflexive writing has been shown by research to be an effective teaching strategy. Not much time is given to reflexive writing in the average classroom. Emig

(1977) felt that more time should be devoted to this type of writing by way of journals and diaries and that peers were more important to students was evaluators. Emig studied the composing process of eight 12-grade writers using the case study method. From tape recorded comments the students made during the actual process of composing, she attempted to identify the invisible components of writing, i.e., the feelings, attitudes, self concepts, and remembered strategies learned from teachers. This was done individually while each of the students composed three short themes and in interviews concerning previous writing experiences. Emig determined from this study that there are several significant contradictions between what good student writers actually do during the composition process and what language textbooks suggest. To be specific, no outlining was done by any of the writers in the study and very little revision of extensive writing. Emig felt that teachers should be encouraged to extend a wider range of writing invitations to students and teachers should write more with their students.

Editing is an important part of the process of writing. Graves (1978a) pointed out that the proper time to help students with editing is not in the early stages of writing when ideas are being generated. He recommended that teachers consider early writing as "unfinished pieces" (p. 639). As Moffett & Wagner

(1976) pointed out, "most problems facing language teachers do not concern spelling, punctuation, and word recognition nearly as much as they do thinking and speaking" (p. 10). Elbow (1983) advised students to write without worrying about errors. They should save that part of writing until later.

Writing improves when students receive prompt, non-threatening feedback (Moffett, 1968; Dieterick 1974). Peer editing groups provide immediate, personal, and non-threatening feedback. Ideas for revision occur as the writer watches the facial expressions and listens to comments of group members. From this audience, the writer can determine if additions and/or changes are needed. An important role of the teacher will be that of a resource person and "trusted adult" (Kantor, 1981, p. 64), a part of the non-threatening feedback.

Graves (1978a) concluded from a study of young writers that they would write longer when writing about their own choice or topic than they would if they were given a definite assignment.

Moffett (1968) said that students were not motivated to write well, only to please their teacher. He concluded that children would have more interest in writing if they were allowed to write about real life experiences.

There is evidenced that the use of literary models is an appropriate and useful way to develop and improve

writing skills (Cramer, 1978). Cramer recommended that students be encouraged to use loose imitation or creative modeling rather than close imitation of the literary model. Children use loose imitation unconsciously when they recall and and make use of familiar literary structures. He defined close imitation as imitation evidenced when students merely summarize or retell a story. Loose imitation is imitation which occurs when the writer adds unique contributions to the basic structure of the story.

Reading is an essential part of a writing program (Graves, 1978; Heys, 1962; Lickteig, 1981). Authors of children's literature were interviewed concerning their views on the important elements of writing. The elements most often cited were frequency of writing and quantities of reading (Lickteig, 1981). Licktieg recommended the frequent use of oral reading both by students and in small groups and by teachers and/or paraprofessionals. A study by Page & Evans (1985) showed that students enjoy having their stories read and having others read their stories.

A panel of nationally prominent educators were asked to comment on the data from the Writing Assessment (1980). Bentz, Bimes, Brooks, Mellon and Lloyd-Jones agreed that, "Writing is a complex and difficult skill, requiring considerable motivation to learn and numerous good methods to learn well (p. 54)." Other comments

made by the panel members provided clues for a curriculum which would improve students' writing:

1. Have students write. No one can achieve success in a skill that is seldom practiced (p. 57).
2. Get students hooked on writing, by giving assignments suitable to their age and interests (p. 57).
3. Let students experience success (p. 57).
4. Structure assignments so that writing becomes discovery instead of regurgitation (p. 58).
5. Students need instruction in prewriting, oral and written feedback from teachers and encouragement to improve papers after they are handed back (p. 58).
6. Writing is not something a child can learn a little piece at a time. So many of these competency programs break reading and writing up into bits: first you master the alphabet, and then you master words, then you go on to sentences, and so on. The child seldom gets to see the larger picture, seldom gets the freedom to explore with language and take risks (p. 58).

Research on Educational Support Systems

Research has shown that writing is a complex process and teaching skills in other areas cannot be transferred without modification to the teaching of writing (Shaw 1985). Educational support systems should provide teachers of writing with specific skills and materials in order for them to be effective.

A year long study completed by the Center for Research in Writing showed that writing instruction was

actually impeded rather than helped by three of the educational support systems (Shaw, 1985). The support systems criticized were: state and local curriculum guidelines, tests and textbooks and the information given teachers in the form of published articles and workshops. Shaw stated, "Until recently, writing instruction in elementary schools has taken place in an environment best described as hostile" (p. 16).

Shaw (1985) report results of several studies conducted by the Center for Research on Writing. One study analyzed four of the standardized tests most commonly used: Iowa Test of Basic Skills, the California Achievement Test, the Comprehensive Test of Basic Skills, and the Stanford Achievement Test. None of these included a test in composition. They did test finding corrections for errors in spelling and grammar. Another part of the study included observation of eight teachers of writing in grade three to six. These teachers said that evaluations of teachers was partially based on students' test scores. In many states these scores are published in the local papers. The teachers admitted that pressure for students to score well on these tests left little time, and this they thought was detrimental to writing.

Shaw found that all of the 18 states surveyed mandated that many subjects such as hygiene, narcotics, state history, etc. be taught in their schools, but none

required a course in writing. Four of the states provided specific objectives for writing instruction, while the other four left it up to the individual school districts. The study included seven school districts and found that they too gave a low priority to writing. Although specific amounts of time were allotted to reading, mathematics and other subjects, no specified amount of time was given to writing. Shaw also criticized the language of the writing guide, and said it was written in such vague generalities, it would be of little practical use to teachers. Shaw was pleased to note that some state departments of education are beginning to revise their writing curriculums.

Government agencies have responded to public concern over students' poor writing skills. Writing programs were mentioned in the 1978 Elementary and Secondary Education Act, and these programs were funded in 1980. Appropriations for these programs has been cut and their futures are uncertain.

Bay Area Writing Project

The Bay Area Writing Project was started by concerned teachers in the California schools in 1971 to bridge the gap between research and practice. Gray and Myers (1978) stated that four assumptions based on research or experience guided the program.

1. Curriculum change cannot be accomplished by transient consultants who briefly appear, never to be seen again, or by change agents who insist that everyone see the problem in the same way (p. 411).
2. A substantial body of knowledge exists concerning the teaching of writing, much of it fairly new (p. 411).
3. Curriculum change cannot be accomplished with a packet of "teacher-proof" materials (p. 412).
4. Field-based research could make a significant contribution to improvement of instruction (p. 413).

In 1974 the University of California at Berkely funded the program. Since that time the Bay Area Writing Project has grown and received additional funding from the California State Department of Education and the National Endowment for the Humanities. Courses were offered at several colleges and inservice school programs in California each year. Throughout the nation, a National Writing Project, modeled after the Bay Area Writing Project, has been established to develop a core of teachers to be used as consultants in summer institutes and to conduct in-service programs in the school districts (Gray & Myers, 1978).

Guidelines and Regulations

State of Missouri Writing Guidelines

The Missouri Department of Elementary & Secondary Education of Missouri developed A Writing Guide for

Schools K-9 in 1979 in response to growing concern about the decline in writing skills of Missouri students. Included in the guide are comprehensive goals for a writing program and objectives for teaching to those objectives in four areas: enabling skills, composing skills, revising-proof-reading, and study of grammar. The major portion of the guide is devoted to activities to teach writing K-12. Also included in the guide are short sections on evaluation and writing in the content area. A Writing Guide encouraged teachers to teach grammar and a standard usage of language in conjunction with writing. It stated:

This guide is about teaching composing skills. If the focus of instruction is on identifying and labeling parts of speech rather than on composing, that is what the students will learn. Students do not learn composing skills by correcting errors in workbook sentences, taking grammar tests, diagramming sentences, recopying, filling-in-the blanks, or outlining. Students learn to write by writing (p. 9).

Core Competencies and Key Skills

House Bill 463 passed by The 83rd Missouri General Assembly required the Missouri Department of Elementary and Secondary Education to identify key skills in the following subject areas: English, language arts, reading, social studies, civics, mathematics and science. The skills are to be tested annually and the results reported to the General Assembly. The key

skills are required to be included in each local school districts testing programs. During 1986-1987, grades three, six, eight and ten are to be included in the testing program. Core competency tests for the other grades will be developed in the future (Missouri Department of Elementary & Secondary Education (1986). The following skills are included in the testing for writing:

Level One (end of Grade 3)

A. Use the tools or means for writing.

The learner will:

1. Maintain comfortable writing posture and position paper correct for dominant handedness.
2. Write letters with legible manuscript and cursive form.
3. Proportion and space letters and words appropriately.

B. Use steps of the writing process: prewriting, composing, revising, proofing/editing, sharing the product.

The learner will:

1. Choose topics on which to write
2. Develop a personal writing vocabulary
3. Recognize and produce expressive, persuasive and expository writing in descriptions of persons and objects; stories with a beginning, middle and ending; poems (rhymes, haiku, etc.); paragraphs with topic sentences supported by at least two sentences; how-to activities (recipes, directions, instructions for games, etc.) and friendly letters.
4. Revise writing to reflect reactions of peers.
5. Expand word choice by selecting from synonyms and antonyms.
6. Combine sentences with simple conjunctions.
7. Identify correct usage of capital letters: pronoun I; first word in sentence, proper names of people, months, days of week, holidays, names of cities, states, countries, official titles and organizations and main words in titles.

8. Identify correct punctuation: periods, question marks, exclamation marks, quotation marks (for conversation), commas (direct address, items in sequence) and apostrophes in possessives and contractions.
9. Identify correct usage for: plurals, irregular verb tenses, inflectional endings (er, ing, ed) agreement of simple subjects and predicates, homonyms and confused pairs (a-an, this-that, their-there-they're, your-you're, to-too-two).
10. Prepare legible, attractive copy of written products to share with others and read written work aloud to special audience (p.5-6).

St. Charles School District Guidelines

St Charles School District has developed a curriculum in Language Arts for each grade. Included in each were specific objectives to teach various types of writing skills at each grade level. The writing curriculum is incorporated as part of the curriculum for language arts. In the fifth grade language arts curriculum, 19 pages are devoted to grammar, capitalization and punctuation objectives and nine pages are devoted to composition. Many activities are included in this curriculum to teach both composition and grammar.

The St Charles School District gives Mastery Level, Criterion Reference Tests each spring and fall to test students K-8 in specific skills. Composition skills are included as teacher given test items at each grade. In the fifth grade Reading, Spelling and Composition Mastery Level test are 44 objectives for reading, spelling and grammar and 10 objectives for composition.

These are as follows:

1. Using legible handwriting, write a personal reaction in paragraph form, remember to indent (3 sentences, correct punctuation.)
2. Expand five sentences using descriptive words.
3. Write an announcement.
4. Write a friendly letter. The letter must use correct form. It must contain correct punctuation in the heading, greeting and closing. Paragraphs must be indented.
5. Address envelope.
6. Write reports or observations on material read. The student reports will have margins, titles, contain a minimum of one paragraph, and be in the student's own words, not copied directly from the source.
7. Write a description of an object or picture. An acceptable description will give the reader a clear impression of the object or picture.
8. Complete form.
9. Write a business letter requesting information or material. A model may be used.
10. Address envelop for business letter (The School District of the City of St. Charles, 1985, p. 6, 7).

Summary

Educational programs in all societies are dictated by social goals, social pressure, social change, concepts of culture, cultural uniformity and diversity and future planning. These programs have as their main goal the instruction of the young into the ways and values of that society (Haas, 1983).

Schools in America were set up before much research had been done. The research done during the past eighty years has profoundly changed curriculum development.

The four factors influencing American curriculum development during the past century are: society, human development, nature of learning, and nature of knowledge and cognition. Newly researched theories on motivation have also affected the development of curriculums. These ranged from the stimulus-response theory which supported content over process to Maslow's hierarchy of needs theory which supported child centered instruction. During periods in the past, one or another of these theories has been given special emphasis resulting in a shift from content-oriented curriculums to more learner-oriented curriculums. When one has been stressed at the expense of the others, problems have developed. Research has given support to all of these theories, and curriculum developers must be aware of this research in order to provide effective guidelines.

Donsky's study (1984) reflected the change in curriculum philosophy. The study showed that while the time allotted in elementary schools for the teaching of grammar had remained constant, the time given to writing had decreased to allow more time for oral activities.

Curriculum developers have also been influenced by Piaget's theories concerning how learning takes place and the stages a child goes through in cognitive development. Maturity, activity, social transmission and equilibration bring about changes in thinking.

Piaget determined that humans desire a state of balance or equilibration, and if something upsets this balance, they make use of either assimilation or accommodation to reach it. His studies also produced a kind of timetable suggesting appropriate times for learning activities to be introduced to students (Woolfolk McCune-Nicolich, 1984).

Writing is a complex process, and teaching techniques cannot be transferred from other subjects intact (Shaw, 1985). Most authorities agree with this, but cannot determine a hierarchy of writing objectives. Moffett and Wagner (1976) said that growth in writing was proved more by the ability to move among all the objectives rather than by the ability to move up a specific list of objectives. It was, therefore, concluded that there should be no specific set of objectives included in the language arts curriculum. Hook's survey (cited in Cooper, 1974) of the comments of famous writers reaffirmed this. The report concluded that the consensus of the authors' opinions regarding conditions necessary for good writing was: student choice, extensive exposure to literature, inclusion of listening and observing, greater emphasis on personal experience, and an integrated program. One fact agreed to by most experts is that the writing curriculum should devote less time to the teaching of grammar and more time to the actual writing experience (Arnold, 1964).



Graves, 1980; Heys, 1962; Moffett and Wagner, 1976; Shaw, 1985; Wienke, 1981).

A study of good senior high school writers revealed that the good writers spent more time on prewriting, writing and revising than did the poorer writers (Stallard, 1974). Increasing the time spent on writing and intensive evaluation are not the answer to improved writing (Arnold, 1964; Heys, 1962). Evaluation of student writing is time consuming and a near impossible task (Standford, et al, 1979; Dieterick, 1974), but there are some ways to overcome this problem.

Some researched based strategies to improve students' writing are: prewriting, integration of writing with content areas, use of reflexive writing, teachers as writing models, prompt, non-threatening feedback in the form of peer groups, increased student motivation by giving choices of topics and use of literary models.

It was found that the very educational support systems (state and local curriculum guidelines, tests and textbooks, and the information given teachers in articles and workshops) in some districts actually hindered teachers who tried to give more attention to the actual process of writing (Shaw, 1985).

Public concern for the low writing ability of students has prompted some positive steps. The government responded by including writing programs in

the 1978 Elementary and Secondary Education Act and funding these programs in 1980. (Future funding of these programs is doubtful at the present time however.)

Teachers have acted to improve writing curriculums. An example of this was the Bay Area Writing Project. This project began in California in 1971, and models of the project are now available nationwide (Gray and Myers, 1978). The State Department of Education of Missouri developed A Writing Guide for Schools K-9 in 1979 which incorporated many researched-based goals and activities. The guide urges teachers to remove the emphasis from grammar instruction and use the time for actual writing activities.

The public gave conflicting messages to state legislators. They demanded an improvement in students' writing abilities, and the same time insisted on accountability and a return to the basics. The 83rd Missouri General Assembly passed House Bill 463 which required the identification of specific key skills. Tests for the four levels (Level I at the end of grade 3, Level II at the end of grade 6, Level III at the end of grade 8, and Level IV at the end of grade 10) are to be ready for use during the 1986-87 school year. The results of the testing of these specific skills by a sampling of students are to be reported to the General Assembly. These competency skills are to be included in the testing programs of each school district. The

writing competency skills listed by the end of grade three are extensive and include expressive, persuasive and expository writing descriptions, stories with beginning, middle and ending, poems, how-to writing, and friendly letters, plus revision and rewriting. The competency skills also include the mechanics of writing. There is no specific mention made of objectives for teaching the rules of grammar (Missouri Department of Elementary & Secondary Education, 1986).

Locally, grammar and mechanics are emphasized in the St. Charles School District curriculum and testing program. The district has a language arts curriculum with suggested activities for each grade level K-12. The writing curriculum is included in each. The emphasis in these curriculums is on the teaching of grammar and mechanics of writing. In the fifth grade curriculum, 19 pages are given to grammar and mechanics, while 9 pages are given to composition. Competency in writing is tested in the St. Charles School District's Mastery Levels CRT (1985) for reading, spelling and composition. In the test for fifth grade, 44 objectives are tested in the reading and spelling portion and 10 additional objectives are teacher tested in composition.

CHAPTER III

Introduction

Moffett & Wagner (1976) suggest that composition would be better taught if the teacher used no textbook. They recommended that all of the language arts be interwoven so that each complimented the other. The curriculum described in this project requires no textbook and teaches writing through the vehicle of an imaginary town. Perhaps this is a step in the right direction.

How This Curriculum Teaches Writing

After studying the research on writing, the writer determined that a good writing program would include the following:

1. student motivation
2. daily writing
3. peer editing
4. prewriting activities
5. literary models
6. integration with other content areas
7. whole class and group activities

7. whole class and group activities
8. varied writing assignments
9. instruction in grammar, capitalization, and punctuation as the need arises

This curriculum meets the requirements of a good writing program in the the following manner:

Motivation

When students have little say concerning what they write, they are not motivated to write (Graves, 1978a). When they are allowed to choose their own topics and write about real experiences, they will write more. Students are often required to paraphrase encyclopedias, retell plots, and write on teacher assigned topics. Many students have no real interest in these assignments (Moffett, 1968).

In this curriculum the students have many choices. They choose the town, its size, population, location, and time period. They choose their character and have many choices of writing activities.

Students are not motivated to write because they are required to write for a limited audience, the teacher, and frequently receive negative feedback by way of grades and comments on returned papers. Research indicated that positive comments on papers increased writing and improved students' attitudes toward writing, while negative comments have no effect (Gee, 1972). In

fact, intensive evaluation does not appear to be any more effective in improving writing than moderate evaluation (Heys, 1962).

During the implementation of this curriculum, the students know they are writing for an audience of their peers. After a brief training period, the students understand that comments on papers are to be positive. Questions naturally arising from the reading lead the writer to realize that clarification and/or more details are needed.

Daily Writing

The way to learn how to write is to write (Moffett & Wagner, 1976). Writing in other subject areas improves writing, comprehension, and recall (Beyer & Brostoff, 1979; Emig, 1977; Evans, 1984; Sanders, 1985).

In this curriculum, the students keep writing logs. These logs are used for note taking during discussion about their town, to record ideas for their character and story ideas. They will be used to record notes on state history and occupation of their character. The logs will also be used to write observations, explanations and definitions (in their own words) in subject areas such as math, social studies, and science. Some days, the teacher will suggest topics, or have students choose topics, for fast, reflexive writing.

From these quick writings, ideas often come for future writing.

Peer Editing

Prompt, non-threatening feedback improves students' writing (Arnold, 1964; Moffett, 1968). Peer editing groups will be used to provide this feedback. Ideas for revision occur as the writer watches and listens to cues from members in the group. Both motivation to expand writing and suggestions for revisions are given to each student in this non-threatening type feedback. In order to keep informed concerning their town, it is necessary for the students in the group to listen attentively. Rewriting is an important part of the program, as the students choose compositions to be included in the book about their town.

Literary Models and Prewriting Activities

Most experts agree that prewriting activities are essential to successful writing programs (Applebee & Langer, 1981; Lickteig, 1981; Moffett & Wagner, 1976; Odell, 1974). Loose imitation or creative imitation is an appropriate prewriting approach (Cramer, 1978). The curriculum utilizes many prewriting activities: literary models, field trips, media presentations, natural events, discussions and clustering. Literary

models will be used frequently. The teacher reads aloud to the class selections from autobiographies, biographies, a history of the town where they live, adventure stories, news articles, tall tales, poetry, etc. The compositions are explained and outlined. The students are encouraged to read, and time is provided for sustained, silent reading during the school day.

Integration with Content Areas

The integration of writing with other subjects enhances writing and improves comprehension in other subjects (Evans, 1984; Meyer 1985). Writing across the curriculums is incorporated into this curriculum. Research is done by the students in order to gain information on geography and history of the area. Student research is also required to learn about occupations and important people who might have visited the town.

Whole Class and Group Activities

Moffett & Wagner (1976) stated that in many ways students have common needs which can be met within a group, and in other ways, they have individual needs which must be met individually. Hawkins (1976) asserted that "working in small groups of four to six people

encourages active participation in the learning process by all students" (p. 1). Studies done by Heys (1962) and Arnold (1964) indicated that increases in writing time must be coupled with individual and group writing instruction in order to be effective.

The students work in small groups for discussions to plan group projects such as map making, writing the town history, and planning election campaigns. Peer editing groups are used extensively.

Varied Writing Assignments

Graves (1978a) and Moffett (1968) emphasized that students should be given a choice of writing topics. This would increase motivation to write and result in improved writing. Students are not all alike and have needs that must be met individually. Moffett poetically said, "Our common humanity is like white light that passes through the prism of heredity and experience, separates itself into the colors of individual variation. Out of one many."

This curriculum allows students to have many choices concerning what they will write. These choices range from prose and poetry, fact and fiction, narrative and expository, reflexive and extensive writings. Some assignments are required, but many are chosen by the student. These include: autobiography, descriptions of

characters and places, paragraphs giving directions, interviews, political speeches for town elections, chamber-of-commerce type brochures, researched state histories, original town histories, personal and business letters, job applications, newspaper stories, journal entries, essays, poetry, myths, tall tales, and made-up stories involving characters in the town.

Instruction in Grammar, Punctuation and Capitalization
as the Need Arises

The teaching of grammar is not an effective way to teach writing. (Graves, 1978a; Moffett, 1968).

Instruction in grammar is given to the whole class, to small groups and/or to individual students as the writings are discussed and errors analyzed.

Summary

Writing is an important subject to be taught in school, and it is apparent that the school are not doing a good job in this area. Writing is a complicated process. There is a need to try new strategies based on research instead of using the old unsuccessful methods over and over. New curriculums should be developed and new research-proven methods attempted. Children should be given the opportunities to interact and learn from

fellow students. Students often complain that they cannot think of anything to write. If they are allowed to choose their own topics for real reasons for real audiences most will be eager to research, write, revise and rewrite. For these reasons, there is a definite need for new researched-based curriculums. The curriculum should include the following: student motivation, daily writing, peer editing, prewriting activities, literary models, integration with other content areas, whole class and group activities, varied writing assignments, and instruction in the mechanics of writing as needed.

This curriculum utilizes research-based strategies in an unique way. The class invents a town, and the students create identities for themselves to populate this town. Around this central theme evolves a variety of writing activities.

Long Range Goals

These long range goals apply to this curriculum whether it is used in the intermediate grades, middle school, or high school. After completing the writing curriculum, the student will:

- I. Understand that writing, like speech, is communication process learned and improved through use
- II. Find pleasure and develop self-confidence in writing

- III. Evaluate personal writing progress and the quality of writing produced by others
- IV. View writing as a means for discovering and understand ideas, not just for expressing or remembering them
- V. Use writing as a way to clarify and organize one's own thinking
- VI Write about real and imaginary worlds using descriptive, narrative, and explanatory language

- VII. Recognize that writing is an essential part of each content area
- VIII. Recognize the kinds and levels of writing needed for success after high school and develop them with teachers and peers.
- IX. Apply principles of usage and grammar needed for writing to be easily understood by others.
- X. Apply principles of organization to make writing understandable, effective, and enjoyable to others.
- XI. Develop competence in rhetorical forms and be able to apply them in various situations.
- XII. Produce legible writing
- XIII. Learn terminology needed to talk about writing (Missouri Department of Elementary & Secondary Education, 1979, p. 12).

Intermediate Range Objectives

These objectives are to be taught using the student's OWN words. Upon completion of the writing curriculum, the student will:

- A. Participate in prewriting and motivation activities (LRG I, II)
- B. Construct in OWN writing, sentences using the basic patterns: N-V-N, N-V-Adj., N-V-Adv. (LRG I IX, X, XI, XIII)
- C. Construct, in OWN writing, sentences using the basic transformations: negatives, interrogatives, imperatives, passives, expletives (LRG I, XIII)
- D. Construct in OWN writing, sentences using connectives: Coordinating conjunctions, relative pronouns (LRG I, IX, XIII)
- E. Expand and vary sentences in OWN writing with more complex structures: Noun phrase substitutes, appositives, etc. (LRG I, IX, XIII)
- F. Participate in frequent writing practice which teachers do not correct or grade: in-class free writings of 5-10 minutes (LRG I, III)
- G. Recognize and write paragraphs (LRG I, V, VII, VIII, X, XI)
- H. Note in OWN writing those sentences expressing main ideas (LRG V, XIII)
- I. Use internal transitions in writing paragraphs (LRG V, IX, XIII)
- J. Exhibit fluency in different forms of discourse for varying audiences:
 Narrative paragraphs, following chronological order and using exact verbs
 Descriptive paragraphs, arranging details effectively
 Expository paragraphs, limiting topic, formulating main ideas, and including supporting details
 Persuasive paragraphs, giving reasons to support opinions
 Correspondence: friendly letters and courtesy letters to familiar audiences, articles for newspaper to general audiences, business letters and forms, membership applications, etc. to unfamiliar audiences (p. 16,17)
 (LRG I, IV, V, VI, VII, VIII, IX)

- K. Use figurative language (LRG V, VI, XI)
- L. Employ rhythm and occasional rhyme (LRG XI)
- M. Compose various types of poems (LRG II, XI))
- N. Compose short stories in writing (LRG II, IV, V, VI, XI)
- O. Develop a multiparagraph composition (p. 16). (LRG I, II, IV, V, VI, VIII, IX, X, XI, XII)
- P. Revise OWN written work and that of peers:
 Share OWN writing with peers for encouragement and response, and serve as appreciative audience for peers.
 Share OWN writing with peers for constructive criticism, and serve as critical audience for peers
 Share written products in displays and publications
 Change words to fit meaning and function
 Add details or sentences to clarify meaning
 Delete details or sentences that do not add to the development of the topic
 Experiment with sentence construction for variety and effect
 Organize ideas for coherence, logical development and effect
 Place a pair or series of like items in parallel structure
 (LRG III, IV, V, IX, X, XII)
- Q. Proofread OWN written work and that of peers:
 Correct punctuation and spelling errors
 Correct inappropriate fragments, run-on sentences, shifts in verb tenses, and disagreement of pronouns and antecedents
 Correct misplaced modifiers
 Correct manuscript forms such as margins, indentions, titles, bibliographies, and forms for business and social letters
 Make legible final copy of own writing (p. 18).
 (LRG III, IX, XIII)

Modification of Intermediate Range Objectives

These Intermediate Range Objectives will cover the entire spectrum of writing skills taught during K-12. Growth in writing requires that students have the

freedom to move among the many objectives of writing; therefore, it is not considered advisable to sequence writing skills. The classroom teacher is the best judge of the sequence of objectives that would be most beneficial for each class. The skills are to be taught as they are needed rather than when they were sequenced by someone unfamiliar with the needs of the class. Through examination of the students' writing, brief, timely lessons can be taught which will expose students to skills at the time they are needed. Through sentence combining practice and discussions of their own and the writing of others, students will have the opportunity to gain experience in using many types of sentences and unfamiliar sentence structures.

CHAPTER IV
CREATE A NEW TOWN AND A NEW YOU
TO IMPROVE WRITING SKILLS

Introduction

The public as well as educators are alarmed about the poor quality of writing done by the youth of our nation. Coupled with this decline in writing skills is also a general decline in enthusiams for writing. We are becoming a nation of viewers rather than a nation of "do-ers".

In the past, the hallmark of an educated person has been the ability to express oneself clearly. Today, in our complicated, modern society, it has become mandatory that everyone be able to communicate effectively both orally and through the written word. Clarity of expression is dependent upon well-thought-out ideas. Writing has been proved to be an aid to thinking.

What can we as teachers do to counteract this lack of enthusiam and to improve the writing skills of our students? Research conducted in the area of writing indicates that old methods used to teach writing should

indicates that old methods used to teach writing should be abandoned and suggests new strategies. The old method with its emphasis on teaching rules of grammar, punctuation and capitalization failed because it sacrificed content and original thought. Teachers wasted precious class time teaching rules of grammar and rewarded those students who could produce neat, "correct" compositions regardless of content. The sad result was that many students could not write an original composition and still could not punctuate or use correct grammar. Teachers are caught in this "rut" of teaching because most English books stress mechanics rather than content. The activities in this book provide writing activities which stress content. Students will enjoy doing them because they can "get inside the skin" of someone new, and teachers will enjoy teaching them because they give detailed instructions for structured activities for writing.

This book provides activities which motivate students to write and provides guidance to the teacher by presenting easy- to-follow, sequenced objectives to improve students' writing.

The activities provide the following essentials for a good writing program:

1. Choices of topics for writing
2. Real reason to write

3. Real audiences for students' writing
4. Timely instruction when needed in grammar, punctuation and capitalization
5. Many opportunities to write
6. Prewriting instruction
7. Writing topics based on personal experience
8. Opportunities to experience different points of view
9. Opportunities for and instruction in research
10. Opportunities to experience many writing styles
11. Prompt feedback on writings
12. Opportunities for peer interaction
13. Opportunities for many kinds of evaluation
14. Opportunities to share writing with larger audience
15. Opportunities to participate in much discussion about their writings
16. Freedom to experiment with many types of writing
17. Student understanding that:
 - A. All first writing is a first draft
 - B. Proper punctuation, capitalization are necessary for compositions to be clearly understood
 - C. The need for clear expression is to communicate ideas and feelings to others

Implementation of Activities

The activities in this book may be used successfully with upper elementary, middle school and/or high school students. The activities are labeled "Teacher Directed Activity" or "Student Activity". Supplemental activities are included for those students needing either preliminary or remedial instruction in a particular area.

It is suggested that when the activities are used in an upper elementary class, the teacher begin with the supplemental activities and later during the year, use the new town activities. When the activities are used in a middle school or high school class, the teacher may prefer to begin with the new town activities and use the supplementary activities to reteach a skill as the need arises. The teacher will decide, for each individual class, which activities are to be used and the most advantageous sequencing of those activities.

Using the new town activities, the class creates an imaginary town. Together the students choose the town name, location, size, and time period for this invented town. Each student creates and assumes an identity. The age, personality traits, appearance, family members and occupation for this character are chosen by the individual student.

Based on this imaginary town, many writing activities arise naturally. These include: autobiographies, descriptions of characters and places in the town, paragraphs giving directions, interviews, political speeches for town elections, chamber-of-commerce type brochures to advertise the town, researched state histories, original (but based on historical fact) history of the town, personal and business letters, newspaper stories, journal entries, essays, many types of poetry, fables, tall tales, and made-up stories involving characters in the town. Many Teacher Directed Activities give suggestions for prewriting. These include reading a selection aloud, clustering (the building of one idea from another) and brainstorming. This will provide stimulus, guidelines and direction for writing.

Unfinished writings and rough drafts are to kept by the individual students in writing folders. Writing progress can be monitored by the teachers, and additional instruction provided in areas that are causing problems. Students will choose from among their compositions in the folders those that require revision and finishing touches, such as recopying and illustrating. The finished products may be made into a book and saved as a reminder of the year's adventures in writing.

Much of the evaluation is done by the peer editing groups. When a student determines a composition is finished, it is turned in to the teacher for additional evaluation. If several compositions remain unfinished, the teacher may plan special instructional periods. If grades are required, the teacher may assign a special assignment near the end of the grading period for evaluation.

Goals

Upon completion of the activities, the students will:

1. Understand that writing, like speech, is a communication process learned and improved through use
2. Find pleasure and develop self-confidence in writing
3. Evaluate personal writing progress and the quality of writing produced by others
4. View writing as a means for discovering and understanding ideas, not just for expressing or remembering them
5. Use writing as a way to clarify and organize one's own thinking
6. Write about real and imaginary worlds using descriptive, narrative and explanatory language
7. Recognize the kinds and levels of writing needed for success after high school and develop them with teachers and peers
8. Acquire basic writing skills

9. Proofread and revise writing

List of Objectives for New Town

Skill	Activity #
Brainstorming	1, 1A, 5, 6, 8, 9, 9A
Research	2, 3, 3A, 4, 4A
Descriptive Writing	1, 3, 3A, 5
Report Writing	2, 4, 4A
Autobiographies	3, 3A
Writing from Another Point of View	3, 3A, 3B, 3C, 5, 5A, 6, 6A
Interviews	4, 4A
Journal Writing	5, 5A
Friendly Letter	6, 6A
Business Letter	7, 7A
Announcements	6, 6A
Newspaper Articles	8, 8A, 8B
Persuasive Writing	9, 9A, 10
Advertisements	10, 7, 7A, 7B
Jingles	7, 7A, 7B
Story Writing	11, 11A, 11B, 11C, 11D, 11E
Tall Tales	12, 12A, 12B

List of Objectives for Supplementary Activities

Skill	Activity #
Prewriting	
Clustering	13, 13A, 13B
Peer Editing	14, 14A
Proofreading	14, 14B
Identifying Sentence Fragments	15, 15A
Good Paragraphs	15, 15B
Topic Sentences	15, 15C
Detail Sentences	15, 15D
Giving Oral Directions	16, 16A

Writing Direction Paragraphs	17
Expository Paragraphs	18, 18A, 19, 20
Introductory Paragraphs	21, 21A,
Choosing subjects for Essays	21A
Writing Essays	21, 21A, 21B, 22
Making a Timeline	23, 23A
Writing Autobiographies	23, 23A, 23B, 23C
Conducting Interviews	24, 24A
Writing Biographies	24, 24A
Descriptive Paragraphs	25, 25A,
Character Analysis	26, 26A, 26B
Friendly Letters	27, 27A
Business Letters	28, 28A
Writing from Another Point of View	29, 29A
Determining fact or opinion	30, 30A
Newspaper - Purpose of writing	30, 30B
Cartoons	30C
Notetaking	31, 31A
Specific Words to Create Image	32, 32A
Use of Verbs to Create Image	33, 33A, 33B
Revision	33B, 14, 14A
Metaphors and Similes	34, 34A
Writing Conversation	35, 35A, 36, 36B
Writing Fables	36, 36A, 36B
Myths	37, 37A
Writing Poetry	
Blank Verse	38, 38A
Limerick	38, 38B
Diamente	38, 38C
Autobiographical Poem	38, 38D
Cinquain	38, 38E

CREATE A NEW TOWN AND A NEW YOU
TO IMPROVE WRITING SKILLS

Notes to the Wagon Master (Teacher)

The purposes of the activities in this booklet are to motivate and improve the writing skills of students. The opportunity to create a new town in a different time and place and assume new identities frees the students from the constraints of reality and allows their ideas to flow and their imaginations to soar. The students will enjoy the new experience while developing and improving their writing skills.

The following activities will enable the students to invent a new town, develop a history for the town, populate it with life-like people, visualize the buildings and other features of the town, become excited over town celebrations, town problems, and elections, become emeshed in a character's personality and skills and delve into their own imaginations and past experiences to write stories and poetry. Without realizing it, the students will strive for clear expression and practices many styles of writing.

Activities for New Town

1. Brainstorm for location, size, time and name
2. Write descriptions of area
3. Draw pictures based on descriptive paragraphs
4. Draw map and make mural
5. Research and write state history
6. Research and write report on local Indians
7. Research and invent a new identity for yourself
8. Describe new identity and draw your picture
9. Fill out a job application
10. Write character trait profile
11. Research and write report on real inhabitant
12. Keep journal of a trip taken by new identity
13. Write a friendly letter and announcement telling of town celebration
14. Write a business letter advertising invention
15. Write a jingle about new invention
16. Write a news item telling of a town event
17. Write political speech urging people to vote
18. Write an editorial on a town problem
19. Write an advertisement
20. Write a fiction story using people from town as characters
21. Write a tall tale which takes place in the town
22. Write poetry based on people in the town
23. Founding Father/Mother Award

Many review and supplementary activities are included in the booklet which can be assigned by the teacher for those students who need preliminary or additional practice. Directions are given in the booklet on brainstorming, pre-writing experiences, using clustering, patterning and peer editing.

Review or Supplementary Activities

1. Prewriting experience - Clustering
2. Directions for peer editing groups
3. Peer editing comment sheet
4. Proofreading check list
5. Review activities: sentence fragments, complete sentences, characteristics of a paragraph, topic sentences, detail sentences, and writing a paragraph
6. Giving and following oral directions
7. Writing directions
8. Writing expository paragraphs
9. Writing time order paragraphs
10. Writing group essay.
11. Writing an essay
12. Writing an introductory paragraph
13. Writing an instant essay
14. Choosing subjects for essays
15. Conducting an interview with yourself
16. Writing an autobiography
17. Learning about time lines
18. Writing a biography
19. Conducting an interview
20. Writing descriptive paragraphs
21. Analyzing a character
22. Writing a character sketch
23. Writing an award nomination
24. Writing a friendly letter
25. Writing a business letter
26. Writing from another point of view
27. Learning to determine purposes for writing
28. Learning to differentiate between fact and opinion
29. Determining types of writing in a newspaper
30. Writing a cartoon
31. Notetaking
32. Creating images through use of specific words
33. Creating images through use of strong verbs
34. Revision
35. Metaphors and similes
36. Figures of speech
37. Writing conversation
38. Writing a fable
39. Writing a myth
40. Writing poetry

FOUNDING FATHERS/MOTHERS AWARD

_____ has successfully completed the writing activities listed below and is hereby entitled to receive THE FOUNDING FATHERS/MOTHERS AWARD this _____ day of _____ 19____.

This award is bestowed upon those who have actively participated in the creation and development of the new town of _____. In spite of great demands upon leisure time and mental stress, this pioneer in a new territory showed dedication and perserverance and has achieved the satisfaction of clear and expressive writing. This entitles the holder of this award to all the honors and priviledges accorded to leading citizens in the new town.

Checklist of Writing Activities

- _____ Brainstorm for location, size, time period and name
- _____ Write descriptions of town and area
- _____ Draw pictures based on descriptive paragraphs
- _____ Draw map of town
- _____ Help create a mural
- _____ Research and write state history
- _____ Research and write report on local Indians
- _____ Invent and describe new identity
- _____ Fill out a job application
- _____ Write autobiography for new identity
- _____ Write a character profile for new identity
- _____ Research and write a report of a famous inhabitant
- _____ Make journal entries about a trip
- _____ Write friendly letters and announcements about a new town celebration
- _____ Write a business letter urging people to buy a new product you have invented
- _____ Write a jingle advertising invention
- _____ Write a newspaper article telling of an important event
- _____ Write an editorial for the newspaper
- _____ Write a political speech
- _____ Write an advertisement for the newspaper
- _____ Write a fiction story
- _____ Write a tall tale set in the new town
- _____ Write poetry about the new town
- _____ Complete review or supplemental activities

Wagon Master

Teacher Directed Activity #1

BRAINSTORMING THE
CREATION OF AN IMAGINARY TOWN

Explanation: During this writing unit, the class will create an imaginary town. Location, size, and time period for this town will be determined by the students. The students will assume new identities for themselves to populate the town. The writing activities will center around this new town and its inhabitants.

Objectives:

The students will:

1. Participate in brainstorming session.
2. Write a paragraph describing imaginary town.

Procedure:

Prewriting: (Whole Class)

1. Discuss with class the magic of the imagination and freedom it allows a writer.
2. Tell the class they are to pretend they are in a time capsule and can choose to land in any time period they wish. The teacher may decide to limit either a time period or a specific location to take advantage of other courses the students may be taking.

(Example: If the class was studying a particular period in history, it might be helpful if the students were limited to that particular time period.)

3. Lead a brainstorming session to choose, town size, location, time period, and town name.
 - a. Lay down brainstorming ground rules:
 1. All suggestions considered.
 2. Everyone has chance to make suggestions.
 3. No suggestions considered silly.
 - b. Write suggestions on the blackboard.
4. Class votes on town size, location, time period and town name.
5. Fill in cluster sheet (Student Activity #1A).

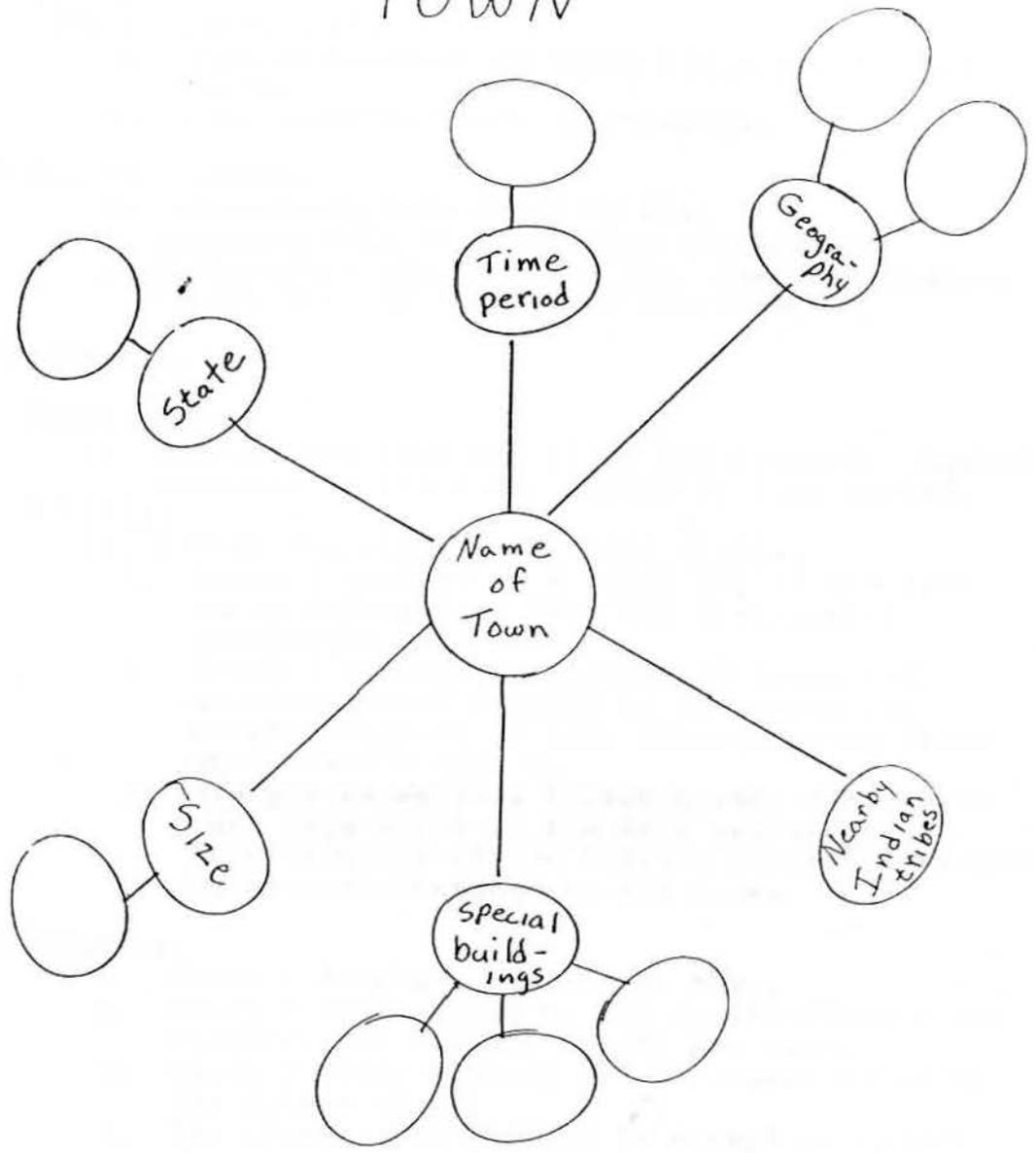
Writing:

1. Students write paragraph describing a building or other point of interest in the town.
2. Students proofread own work.
3. Students draw a picture of their description.

Evaluation:

1. Students read paragraphs in peer groups.
2. Group decide if paragraph gives necessary information or if more details need to be added.

Student Activity #1A
CLUSTER FOR
TOWN



Teacher Directed Activity #2

IMAGINARY TOWN

Objectives:

The students will:

1. Conduct research on state history and Indian tribe.
2. Write reports based on research.

Materials needed:

1. Information from Activity #1A.
2. Approximately 10 note cards per student
3. Reference books, i.e., atlas, American history books, book on Indians of American.

Procedures:

Prewriting:

1. Discuss the town the class has created. Remind students of its size, location, time period.

Writing:

1. Divide the class into three groups.
 - A. Group 1 constructs a large map of the town using information from the descriptive paragraphs.
 - B. Group 2 researches history of state and writes a brief history of the state and another history of town incorporating facts from state's report.
 - C. Group 3 researches Indian tribes that might have once lived in the area and writes a brief history of the Indians in that area and their contributions to the town.

Evaluation:

1. Group 1 displays map of the town.
2. Group 2 reads aloud to the entire class state history. and history of the new town.
3. Group 3 reads history of the Indian tribe to the entire class.
4. The class votes whether to accept or reject these writings.
5. The accepted writings are placed in class book about the town.

Enrichment:

1. Students make a mural showing the locations on the map which are depicted in descriptive paragraphs and scenes from the town's history.
2. Using the town map, the students write a paragraph giving directions to find a treasure buried in the town.

Teacher Directed Activity #3

RESEARCH ACTIVITIES FOR NEW IDENTITY

Objectives:

The students will:

1. Write from another point of view.
2. Conduct research to learn type of clothes, occupations, and life styles of another time period.
3. Write descriptive paragraphs
4. Write an autobiography from another point of view.

Materials needed:

1. Reference books.
2. Student Activities #3A, #3B, & #3C.

Prewriting:

1. Discuss with class that they can become almost anything they wish to be if they work hard.
2. Discuss how the imagination is even better. Using only their imagination, they can not only become anything they wish, but even be a different age and have a different appearance.
3. Students choose a new identity and decide on age, sex, occupation, marital status of this character. (The limitation is that this character must fit in with the town and period in history.)
4. Complete Student Activity #3A.
5. Students draw a picture of this character. (Research will be needed for correct clothes, hair style, etc.)
6. Students decide on occupation. (Again research will be needed.) Complete Student Activities #3B & #3C.
7. Students make a time line of life of character.

Writing:

1. Students write a description of character from the picture they have drawn..
2. Students write an autobiography for character using the timeline and information from student activities.
3. Students proofread writings.

Evaluation:

1. Students read description to peer editing group while they look at the picture. Group will decide if it is an accurate description or needs revision.
2. Students read autobiography to peer group.
3. Group provides constructive comments.
4. Students revise and rewrite. Place in class book about the town.

CHARACTER PROFILE
NEW IDENTITY INFORMATION SHEET

Name of character _____

Address _____

Phone number _____

Age _____

Date of birth _____

Sex (Male or female)

Marital Status (Single, married or widowed)

Name of spouse

Age of spouse _____ Date of birth _____

Names and ages of children _____

_____Names of parents _____
_____Nationality
_____How and when did you come to America? _____
_____Occupation

Hobbies _____

Additional information _____

On a separate piece of paper, write a description of yourself and draw a picture to show what you look like.

Student Activity #3B

JOB APPLICATION

Name _____ Date _____

_____ First Middle Initial Last

Address _____

_____ Street Town

_____ State Zip Code

Phone No. _____

Education _____

Position for which you are applying _____

Previous work experience _____

Salary expected _____

Clubs in which you hold membership _____

References _____

Student Activity # 3C

PERSONALITY CHARACTER TRAITS

What kind of person is your new identity? How do other people know what kind of person you are?

People know what kind of a person you are by what you do and what you say.

For example:

A person says he loves animals. He kicks his pet dog and teases him all the time. Is this person a real animal lover?

A person says he is a good friend. He talks about his friend behind his back and tells his secrets. Is he really a good friend?

Without even knowing you very well, a girl in your class helps you pick up your papers when you drop them. What kind of person is she?

You see another classmate copying during a spelling test. Would you say she is very honest?

A boy in your class tells you he is not afraid of anything. His brother tells you he is afraid to take the trash out at night. Is he brave?

Make a list of good character traits:

brave, kind, generous, truthful, loyal, sympathetic,

Make a list of bad character traits:

cowardly, unkind, untruthful, disloyal, selfish,

Choose some character traits for your new identity. (Don't make him or her perfect, give at least one bad one.)

Now for each character trait, give an example of what you did or said that would prove that you possessed that character trait.

RESEARCH REPORT

Objectives:

The students will:

1. Take notes from encyclopedia or other reference source
2. Write report in their own words.

Materials needed:

1. Student Activity #4A.
2. Encyclopedia.

Procedure:

1. Student chooses a real person who lived in the state in which the imaginary town is located.
2. Student assumes role of a newspaper reporter who will interview a famous person visiting the town.
3. Student writes interview questions or uses Student Activity #4A.
4. Student finds answers to interview questions in encyclopedia or other reference source.
5. Student uses interview sheet to write an article for the town's newspaper.
6. Student proofreads news article.

Evaluation:

1. Students read newspaper articles to peer editing group.
2. Peer editing group gives suggestions for improvement or accepts news articles for bulletin board display on "Famous People".

Enrichment:

1. Student draws picture of famous person to go with bulletin board display.
2. Student make bottle figure of famous persons using picture as guide. (Directions below:)
 - A. Take 12 oz. soda bottle.
 - B. Make a head of wadded newspaper and tape to bottle. Fold a strip of newspaper and tape to bottle for arms.
 - C. Take plaster cloth and cut into strips. Place wet plaster cloth on bottle, head and arms. Shape plaster cloth into facial features on wadded newspaper head.
 - D. Use plaster cloth to make clothes on bottle figure. Allow to dry.
 - E. Use tempera paint to paint features and clothes.

FAMOUS PERSON RESEARCH
FOR
NEWSPAPER ARTICLE
&
BIBLIOGRAPHY

(When you do research, be sure and give credit to the source from which you got your information. Fill out the Bibliograph blanks listed at the bottom of the page for each source.)

INTERVIEW

Name of person _____

EARLY YEARS

Date of birth _____

Place of birth _____

Name of parents _____

Education _____

ADULT YEARS

Occupation _____

Name of spouse _____

Number of children _____

Accomplishments _____

LATER YEARS

Date of death _____

What is person remembered for _____

Bibliography Information:

(Record information for each source used)

Author _____

Title _____

Publisher _____

Publication Date _____

Teacher Directed Activity #5

JOURNAL WRITING

Writers often jot down ideas and descriptions in journals. These jottings can later be incorporated into stories. Regular journal writing is a good habit for all writers to develop. Before students keep journals, they should first be introduced to the kinds of writings which might be included in a journal.

Objectives:

The students will:

1. Identify the characteristics of journal writings
 - a. Often written in first person
 - b. Include descriptions of people and places, events, impressions, etc.
 - c. Written regularly (daily, weekly or periodically)
2. Make journal entries for at least three days

Material needed:

1. Student Activity Sheet #5A.

Procedure:

1. Read excerpts from an actual journal such as the following:

"The head is very big, and the eyes are bigger than a great loaf of bread. The mouth is large enough to swallow a man whole and is garnished with great pointed teeth. And in short they are so fierce-looking and so hideously ugly that every man and beast must stand in fear and trembling of them."
2. Tell class that this was from the journal of Marco Polo. He traveled to China during the 13th century and was describing the unusual animals he saw. In this description, he was telling about seeing crocodiles.
3. Read to the class excerpts from the book A Day in the Life of Henry Reed.
4. Point out to the class that a journal could be written as a diary to record everyday happenings. It would be written in first person.
5. Students brainstorm with a friend about a trip or unusual happening for their invented character and complete Student Activity \$5.
6. Students keep journal of a trip for three days.

Student Activity #5A

JOURNAL WRITING

A writing journal is a place to record experiences, descriptions of people and places, and/or thoughts that you might have. If you make a habit of writing in your journal on a regular basis, you will have a rich treasure house of ideas for your future writings. A journal is something like a diary. A diary is different in that it is a place to record your private thoughts, while journal writings are meant to be shared.

Lewis and Clark were commissioned by President Jefferson to explore the new territory that the United States had purchased from France. They kept journals of their trip describing the people, animals, plants and hardships they encountered.

Your invented character might write in a journal to record and describe new places and animals encountered on a trip. Pretend that you have had an unusual experience and have seen many new sights. You are to keep a record of what you have seen.

It's your turn to try journal writing:

1. Brainstorm with a friend about a trip or event in which both characters might have been involved.

Examples: Hunting trip, trip to get supplies, trip to take cattle to market, etc.

2. Write down a word or phrase about each of the following:
 - a. Reason for trip
 - b. Unexpected sight
 - c. Problem
 - d. Bravery (either physical or mental)
 - e. Humor or fun
 - f. What did you say?
 - g. Food
 - h. Shelter
 - i. Clothing
 - j. Where did it take place?
3. Using some of the ideas from the above list, write a two or three day journal as if you were there. Be sure to include descriptions. (Use first person: I)
 - a. How did you feel?
 - b. What did you see?
 - c. What did you hear?

FRIENDLY LETTER
&
ANNOUNCEMENT

Objectives:

The students will:

1. Make a plan or outline of content of a friendly letter.
2. Write a friendly letter using correct form
3. Write an announcement

Materials needed:

1. Student Activity #6A.

Procedure:

1. Brainstorm for ideas for a town celebration. (Fourth of July, Making it Through the Winter, Ship arriving from England, Benefit for a Sick Friend, Barn Raising, etc.)
2. Discuss with students information needed on a poster or letter telling of a coming event.
3. Discuss with students the real need in the past for letter writing. Discuss how lonely a person would be for old friends and news about their friends.
4. Demonstrate to the students the difference between an uninteresting letter and an interesting one.
5. Students complete Student Activity #6A.
6. Review with students the correct form for a friendly letter and show need for heading, greeting, closing and signature.

Writing:

1. Students write a friendly letter using the information from their outline.
2. Students write an announcement of a town celebration.
3. Remind students to proofread their letters.

Evaluation:

1. Students read letters aloud in peer editing groups.
2. Students discuss what parts of letters are more interesting.
3. Students decide if letters are ready to be "mailed" and which require additional work.
4. Post "mailed" letters on bulletin board and have students illustrate posters for the town event.

SAMPLES OF
FRIENDLY LETTER &
ANNOUNCEMENT

Sample of a friendly letter:

(heading)

123 Prairie Lane
Boston, Mass.
December 4, 1774

Dear Sam, (greeting)

I wish you would come back to the farm. We need your guidance and company. I do the best I can, but the hired hands know that I am not an expert on farming. The children and I miss you very much.

I hope things are going well for you on your trip to Philadelphia. Tell Benjamin hello for me and tell him that we will be happy to repay his hospitality when he comes to Boston.

There are many rumors that the British are sending troops to live in the homes in Boston. I hope that they will not do this as the farmers and merchants have vowed to seek revenge.

(closing)

Your loving wife,

(signature)

Mary

Sample of an announcement:

(what)

AUCTION

(where)

Muller's Farm
Old Mill Road near the

Crossroads

(when)

Saturday, November 15th

(who)

Robert Muller

Teacher Directed Activity #7

BUSINESS LETTER

Objectives:

The students will:

1. Identify the characteristics of a business letter
2. Write a business letter using correct form

Materials needed:

1. One envelope per student
2. Student Activity # 7A

Procedure:

Prewriting:

1. The students brainstorm inventions that have been after their imaginary town was created.
2. The students put inventions into two categories: those that changed peoples lives a great deal and those that changed lives just a little.
3. Review with students the characterstics of a business letter.
 - a. Heading
 - b. Inside Address
 - c. Greeting
 - d. Body
 - e. Closing
 - f. Signature
4. Review correct way to address an envelope.
5. Student chooses one invention to manufacture
6. Complete Student Activity #7A

Writing:

1. Students write a business letter to a person in the imaginary town (a classmate). Describe product and tell how the it would be beneficial.
 - a. As this is a sales letter, the first paragraph should grab attention.
 - b. Second paragraph should state the reasons someone would like to own it.
 - c. Third paragraph should include price and shipping information.
2. Students address an envelope for letter.
3. Students write jingles to advertise products. (See Student Activity #7A).

Evaluation:

1. Read letters and jingles aloud to peer group and have group decide which inventions would be most easily sold.

BUSINESS LETTER

Writing a business letter is almost like writing a friendly letter. The main differences are:

1. You are to write the address of the person to whom you are writing inside the letter above the greeting.
2. The letter is about one specific subject.
3. Your closing is more respectful.
4. You use your full name as the signature.

SAMPLE:

(heading)

123 Maple Street
Trenton, New Jersey
October 13, 1862

Mr. Thomas Paine
435 George Street
Boston, Massachusetts

(inside address)

Dear Mr. Paine: (greeting)

(body of letter)

(closing)

Sincerely yours,

(signature)

Benjamin Smith

JUST IMAGINE, YOU COULD BECOME RICH!

1. You are a business man living in your imaginary town. You have been given the ability to see into the future. You see all the things that have been invented since your town was settled. This is your chance to make big bucks!
2. Choose one invention that you think you could sell. (Examples: telephone, television, radio, automobile, X-ray, antibiotics, airplanes, etc.)
3. Write a business letter (using correct form) to a neighbor a classmate) describing your invention and giving reasons why he would want to buy this invention.
 - a. 1st paragraph should grab his attention.
 - b. 2nd paragraph should give reasons for buying invention.
 - c. 3rd paragraph should give price and shipping information.
4. Address envelope using correct form.

JINGLES

A jingle is a catchy little rhyme which you hear sung on the TV or radio. Its purpose is to catch your attention and stay in your memory long enough for you buy that particular product when you go to the store.

Get together with your writing group or peer editing group, and see if you can name some jingles that you have heard lately.

- 1.
- 2.
- 3.

A long time ago Pepsi Cola had a jingle that the whole nation was singing:

"Pepsi Cola hits the spot.
Twelve full ounces, that's a lot.
Twice as much for a nickle too.
Pepsi Cola is the drink for you!"

Brainstorm with your group for a product that was enjoyed a long time ago, but is not used much today.

1. Buggy whips
2. Driving goggles
3. Pony express
4. Razor straps
- 5.
- 6.
- 7.

Pretend that you just developed this new product and want to sell it to the people of your town. You decide a jingle might do the trick. Now let's see if you and your group can think up a jingle for your new product. You may make the words fit a familiar tune.

Teacher Directed Activity #8

WRITING NEWSPAPER ARTICLES

Objectives:

The students will:

1. Indicate the difference between fact and opinion
2. Indicate the characteristics of a news article.
 - a. Relates facts with no personal opinion.
 - b. Organized like an inverted pyramid:
 - Most Important Facts
 - Important Facts
 - Least Important Facts
 - c. Tells: What happened, who it happened to, and when it happened. Can also tell why if it is a matter of record.
3. Indicate the characteristics of an editorial.
 - a. Editorials are compositions which express the editors opinion about a newsworthy event.
4. Write a news article.

Materials needed:

1. Newspaper for each student
2. Student Activity #8A.

Procedure:.

Prewriting:

1. Examine newspapers and discuss different types of articles.
2. Students complete Student Activity #8A.
3. Class brainstorms for ideas of newsworthy events.
4. Determines information needed for a news article. (Who, what, where, when.)

Writing:

1. Students write news articles about their town.

Evaluation:

1. Students read articles to peer group. Group gives suggestions as to ways to improve articles.
2. Students revise articles for a class newspaper.

Student Activity #8A

WRITING A NEWS STORY

You have just been hired as a cub reporter. You want to make a good impression on your boss. As you have not been given a specific assignment, you decide to brainstorm and see if you can come up with a writing assignment of your own.

Brainstorm:

What event in your town might be considered newsworthy?

1. Indian raid on isolated farm family.
2. Important visitor coming to town.
3. Invention of a new kind of machine to take seeds out of cotton.
4. Water supply of town contaminated with sewage.
5. Town needs regular fire department.
6. Town election.
- 7.
- 8.

Follow the Reporters' Guidelines to get necessary information:

Who?	Who were the people involved?
What?	What happened?
When?	When did it happen?
Where?	Where did it happen?
Why?	Why did it happen?
How?	How did it happen?

Who?

What

When?

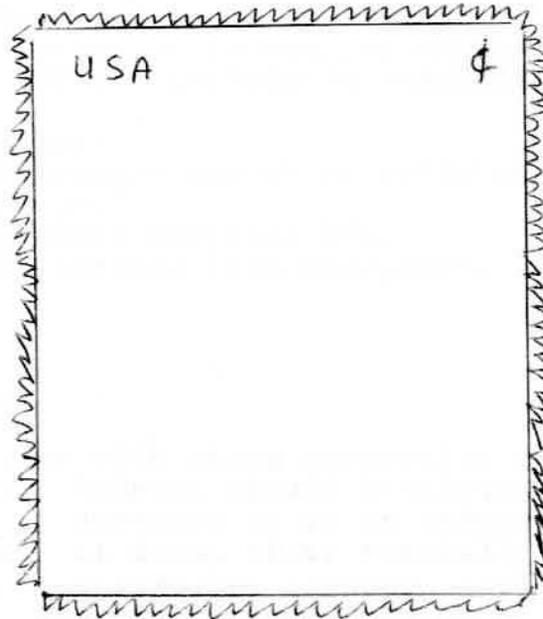
Where?

Why?

How?

Facts in a news story are written in order of importance. Organize your facts like a inverted pyramid.
Don't forget to make a headline for your news story.

Student Activity #8B
 NEWSPAPER ARTICLE
 &
 POSTAGE STAMP DESIGN



Postage stamps are often issued to honor people for a special accomplishment. People honored in this manner might be:

a president, inventor, artist, athlete, war hero, astronaut, Nobel prize winner, musician, or being the first to do something.

Your character is to be honored by having your picture placed on a postage stamp. What did you do to deserve this honor?

Draw your picture on the stamp at the bottom of this page. (Be sure you use your researched information for clothes.)

Write a newspaper article telling what you did and why your picture is on a new stamp. Be sure and include:

What did you do? _____
 When did it happen? _____
 Where it happened? _____

Congratulations!

Teacher Directed Activity #9

PERSUASIVE WRITING

Persuasive writing attempts to persuade others to join in a specific opinion or point of view.

Objectives:

Students will:

1. Recognize persuasive writing.
2. Write a persuasive composition.

Materials needed:

1. Newspaper speech of politician requesting votes.
2. Student Activity #9A.
3. Editorials from newspaper.

Procedure:

Prewriting:

1. Review with class persuasive writing:
 - a. Opinion should be stated in topic sentence or in an introductory paragraph.
 - b. At least three carefully selected, convincing reasons should be given to support the opinion.
 - c. Conclusion should restate main points.
2. Show class an editorial or political speech from newspaper and point out the characteristics of persuasive writing. (See above #1)
3. Class discusses town problems and solutions to those problems.
4. Class plans election of town officials: mayor, sheriff, county collector, editor of the paper, etc.
5. Review letter writing.

Writing:

1. Those people running for office write campaign speeches persuading others to vote for them.
2. Rest of class write either editorials or letters to the editor concerning possible solutions to town problems.

Evaluation:

1. Students read letters and speeches aloud.
2. Class votes on town officials.
3. Class decides on solutions to town problems.
4. Editor of the paper chooses articles, letters, etc. to be included in town newspaper.

Student Activity #9A

PERSUASIVE WRITING
EDITORIALS

Persuasion is a skill you use frequently. You use it to convince your mother to let you stay up late to watch the late movie on TV or spend the night at a friend's house. Persuasive writing is used to convert others to a certain way of thinking or to move them to action.

Persuasive writing is a statement of an opinion with convincing facts to back up that opinion.

Brainstorm for a subject for a persuasive composition:

1. Your town needs a children's playground.
2. You would like to be elected mayor, sheriff, or fire chief.
3. You would like the job of editor of the newspaper.
4. You believe that your town needs to build a wall around it for protection from the Indians.
5. A road needs to be made to a neighboring town.
6. An outlaw band needs to be chased down and captured.
7. Your territory must decide to be free or slave.
8. Taxes need to be raised to pay for schools.
- 9.
- 10.

Now plan your composition:

1. One way to do this is to put your topic sentence at the top of a clean piece of paper and write quickly for three minutes. Write whatever comes to mind about the subject without thought of spelling or punctuation.
2. Look over what you have written and underline the best ideas.
3. Ask a few friends their opinions.
4. Then organize your ideas:
State opinion clearly
Introduction

Give 3 reasons

Reason
Reason
Reason

Summarize main points

Conclusion

Write a letter to the editor of the local paper containing your persuasive composition.

Teacher Directed Activity #10

ADVERTISEMENTS

An advertisement is written to persuade someone to buy a product or make some action.

Advertisers often use one of the following approaches:

1. Use of emotional words. (Crunchy, nutritious, glamorous, manly, youthful, value-packed, etc.)
2. Band wagon (everyone is doing it)
3. Use of famous people.
4. Use of repetition.

Objectives:

The students will:

1. Identify advertisements.
2. Identify the advertisement method.
3. Identify emotional words.
4. Write an advertisement.

Materials needed:

1. Various magazines.
2. Various newspapers.

Procedure - Prewriting:

1. Show some advertisements which use the advertising methods mentioned above.
2. Students find advertisements in magazines.
3. Students identify methods used.
4. Students underline emotional words.
5. Read some advertisements such as jingles which use rhyme.

Writing:

1. Students write advertisements to entice visitors to the town. Students work in groups and choose which advertising approach each student in the group will use.
2. Students make poster advertising town and illustrate it for display.

Evaluation:

Posters will be displayed in the classroom. The best will be used for a bulletin board.

Enrichment:

1. Students work in groups to write jingles which could be used to advertise their town. (See Student Activity 7A.)
2. Each group will put actions to jingles and perform for the class.

Teacher Directed Activity #11

WRITING A STORY

Objectives:

The students will:

1. Identify the main parts of a story: characters, setting, problem, solution, and conclusion.
2. Write a cooperative group story.
3. Write a short story using their invented character and town.

Materials needed:

1. Student Activity #11A.
2. Student Activity #11B.

Procedure:

Prewriting:

1. Teacher discusses the characteristics of a story:
 - a. Characters
 - b. Setting
 - c. Problem
 - d. Solution
 - e. Conclusion
2. Students complete Activity Sheets #11A and 11B.

Writing:

1. Students write a group story: (5 students)
 - a. Each student in the group writes paragraph describing a location in the town, and passes it to the next person.
 - b. Each student names and describes character, and passes the story on.
 - c. Each student writes a paragraph about a problem, and passes it on.
 - d. Each student writes a paragraph about a solution, and passes it on.
 - e. Each student writes a conclusion.
 - f. Each student proofreads one story and corrects any mistakes.

Evaluation:

1. Each student reads aloud one story.
2. The group chooses a story or combines parts from several stories.
3. The finished story is shared with the class and placed in class book.

Student Activity #11A

UNFINISHED STORY

All stories should have a beginning (characters and setting), a middle (the problem), and an ending (solution and conclusion). Fill in the missing information, and you will have helped to write a story.

Save The Plantation

SETTING

It was a beautiful day at Tara, the plantation home of the Sweet family. (Describe the home. Describe the sounds and smells)

CHARACTERS

Sitting on the porch was Amanda Jo, who has recently been left an orphan.

(Describe what Amanda Jo looks like and what she is wearing.)

Up to the plantation rides Horrible Harry _____

(Describe Horrible and tell why he is called Horrible Harry)

Student Activity 11A (Page #2)

PROBLEM

"Your rent is due on this lovely plantation," whispers Horrible. "You promised that you would marry me. if you could not repay the loan."

"I can't marry you because I love another," sighs Amanda Jo.

(Tell who she loves and why she loves him.)

COMPLICATION

"Your lover can't save your plantation," gloats Horrible, "because _____"

(Tell why he can't save the plantation.)

SOLUTION

Just then, the post rider rides up in a cloud of dust, and _____

(Make up a solution to Amanda Jo's problem.)

CONCLUSION

(Tell what happens to Horrible Harry and Amanda Jo)

Student Activity #11B

STORY WRITING

Good stories have these attributes:

1. Interesting characters (ones you care about)
2. An interesting beginning.
3. A problem.
4. A solution or conclusion.
5. Vivid descriptions that make you feel you are present.

How to get started:

1. Decide on your purpose in writing. It is to amuse or excite your readers.
2. Choose your character or characters.
3. Next imagine a situation which might happen to this character: Examples: He is lost in woods. He is mistaken for a criminal. He is faced with an unexpected danger.
4. Decide how your character feels.
5. Decide where the story will take place.
6. Fill in Student Activity Sheet #11C.
7. Plan a good opening. Choose one that you think will "hook" the reader into reading your story. Example: "Bang! Bang! I fired my rifle into the air and the sound echoed through the still night."
8. Decide how the story should end. (All endings aren't happy, but you do need one.)
9. Study Student Activity #11C and #11D.
10. Fill in Student Activity #11E.

PLOT OUTLINE

Character names

Traits (what kind of people are they?)

Setting (where and when the story takes place)

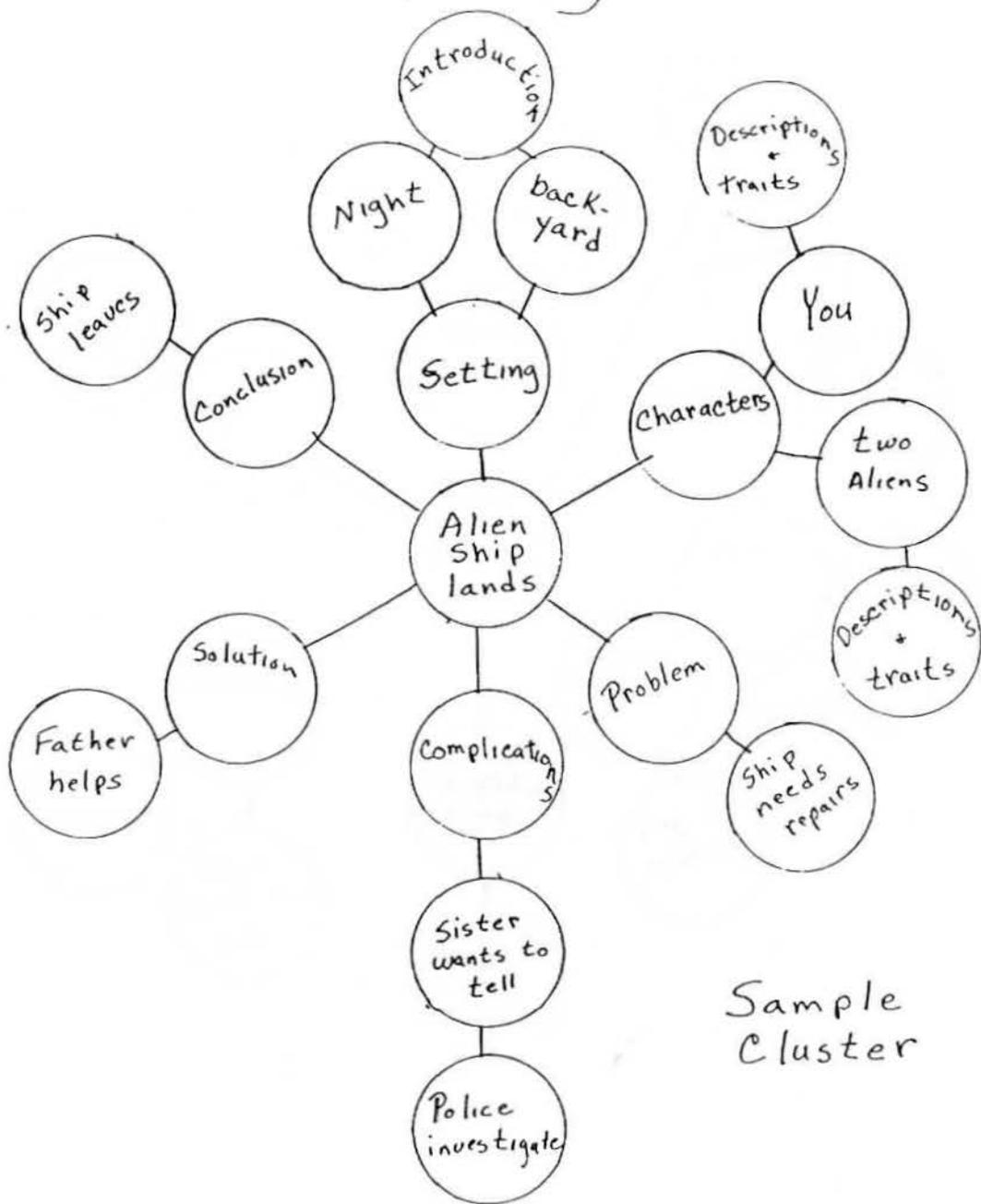
Problem
(what is the character trying to do)

Climax
(The important event that changes things)

Solution
(What happens at the end to solve problem?)

Student Activity #11c

Suggestions to generate ideas for an Adventure Story



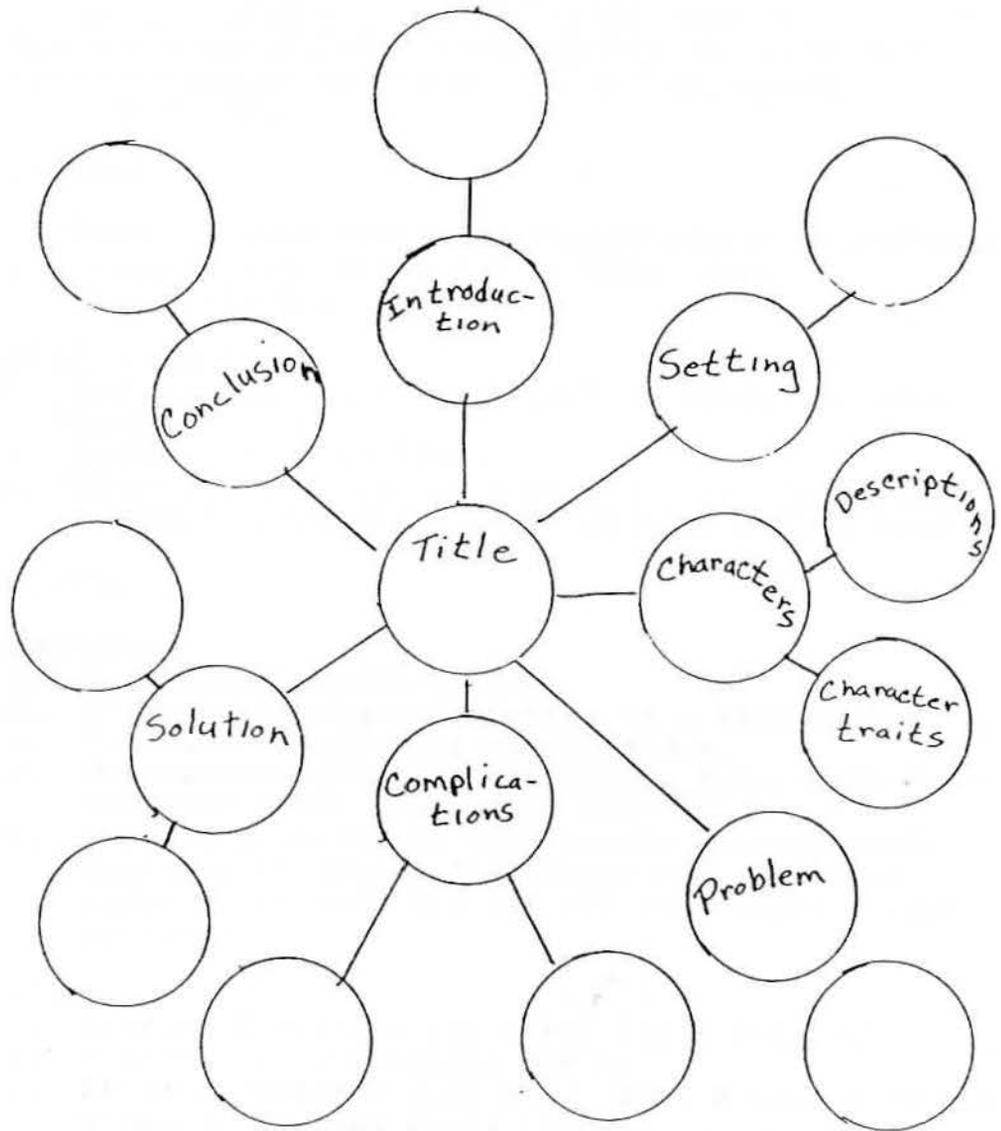
Sample Cluster

Student Activity #110

Mystery Story Cluster



Student Activity #11E
Cluster to generate idea
for a Story



Teacher Directed Activity #12

TALL TALES

Tall tales are fun to read and fun to write. Authors through the ages have told of supermen and a few superwomen who have done the impossible. Perhaps they started off with a real person, but after a time, the urge to make a good story even better overtook the imaginative storyteller. These spoofs are told just in fun with the exaggerations so outlandish, no one is meant to be fooled.

Objectives:

1. Students will recognize exaggerations in writing.
2. Students will write a tall tale using exaggerations.

Materials needed:

1. Book of tall tales such as Paul Bunyon or John Henry.
2. Student Activity #12A.
3. Other books which use exaggeration. (Suggested authors: James Flora, Sid Fleishman, Glen Rounds)

Procedure:

Prewriting:

1. Read aloud a tall tale.
2. Discuss the characteristics of a tall tale.
3. Identify examples of exaggeration.
4. Brainstorm ideas for characters from their town and what deeds they might have done.
5. Consult an atlas to find unique geographical features of area. Brainstorm how character could be responsible for creating those unique features.

Writing:

1. Student invents a character for a tall tale.
2. Student lists possible deeds.
3. Student writes a tall tale about a character who lives in or near their town.

Evaluation:

1. Student proofreads his own and one friend's tall tale. Count number of exaggerations.
2. Student reads aloud tall tale to peer group. Peer group makes suggestions of additional exaggerations to make story more interesting.
3. Student revises story and reads it for the peer editing group.

Student Activity #12A

TALL TALES

Tall tales are stories which contain so much exaggeration that everyone knows that they are written to amuse and not to deceive. (Remember your Mom told you not to exaggerate. Well it's okay if it's for a special writing project. Make the exaggerations so impossible everyone will know that you are not really trying to fool anyone.)

The most famous tall tales probably began with people telling real accomplishments by real people. Then the storytellers tried to out do each other, and pretty soon they got so fantastic, everyone knew they weren't true and enjoyed them even more.

Let's see if you can recognize an exaggeration when you see it. Circle numbers of the sentences that contain exaggerations.

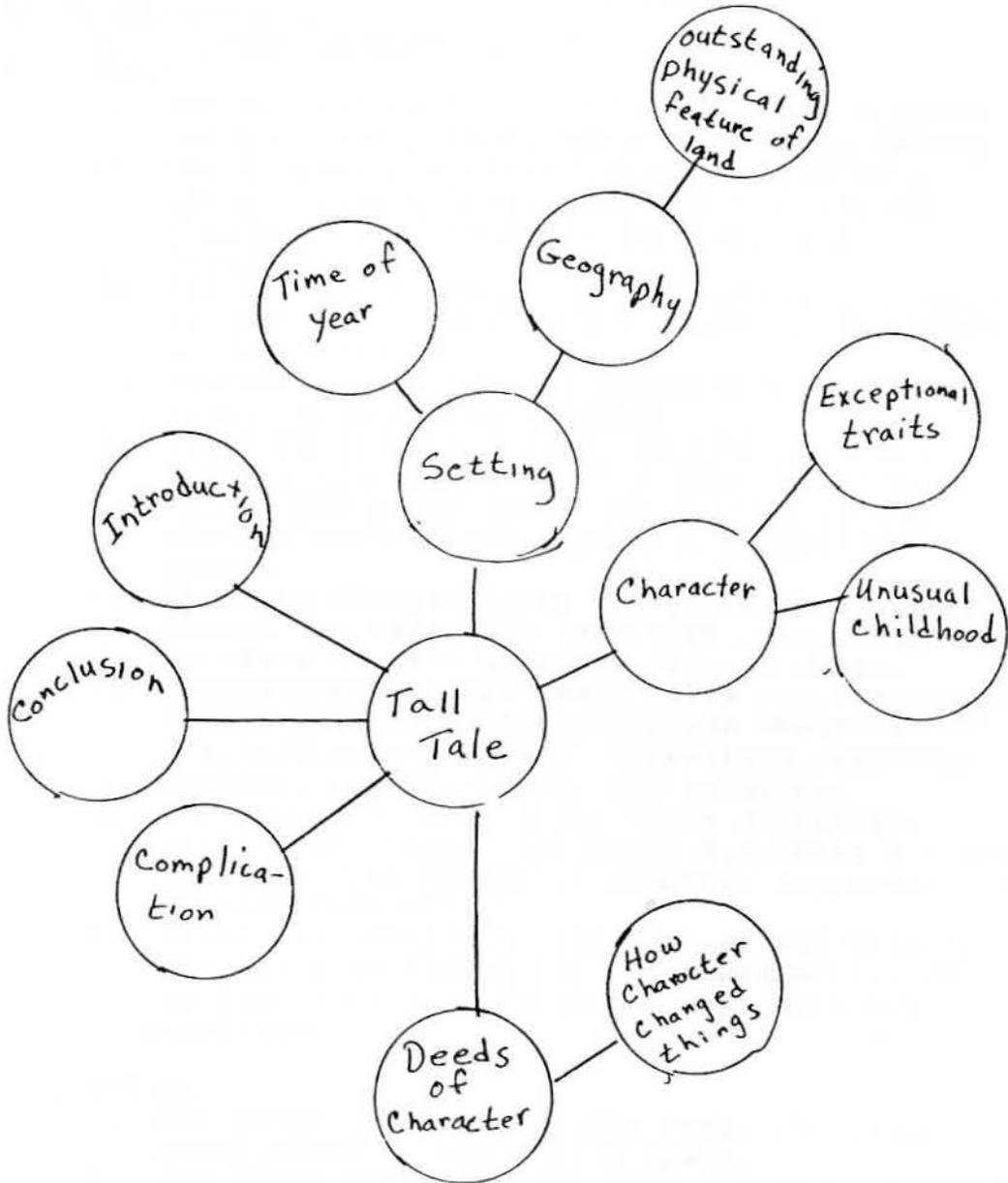
1. I ate so much last night that my stomach hurt.
2. I ate so much I couldn't get through the door.
3. I fished the lake dry last summer.
4. I caught 20 fish last summer.
5. He punched him in the nose and broke it.
6. He punched him so hard he knocked his head off.
7. He sat on a chair and the leg broke.
8. He sat on the chair, and it shattered into toothpicks.

Answers: 2, 3, 6, & 8.

Now that we can recognize exaggeration, we are ready to write our own tall tale.

1. Choose where you want your character to live.
2. Look carefully at a map of that area.
3. Choose two or three physical features of that area such as a lake, a mountain, a river.
4. Brainstorm for an impossible way that your character could have caused that physical feature to have occurred. (Example: A lake: he might have poured his wash water out one washday. A mountain: he might have decided to pull his house to a new location and the ground wrinkled as he pulled it along.)
5. Write 1st paragraph describing your character
6. Write 2nd paragraph telling of a problem. (Example: He got his clothes dirty and had to wash. He got tired of the view from his house.)
7. Write 3rd paragraph telling what he did and what he caused to happen.

Student Activity # 12B
Cluster to generate ideas for a
Tall Tale



A PREWRITING EXPERIENCE
CLUSTERING

Objectives:

1. The teacher will help students generate ideas
2. The student will cooperate with a group in writing a story.
3. The student will use a cluster sheet to generate ideas for a story.
4. The student will write a story.

Materials needed:

1. Student Activities #13A, & #13B.

Procedure:

1. The teacher reads aloud to the class a short story. (Fairy tale, myth, tall tale, fable)
2. The teacher discusses the components of a story: Introduction, Characters, Setting, Problem, Complications, Solution, and Conclusion.
3. The teacher draws on the blackboard a cluster or provides students with a ditto. (See Student Activity #13A.)
4. Teacher points out the components of a story illustrated on the cluster.
5. Students work in a group of five students. Using a cluster sheet (See Student Activity #13B.) the group practices filling in the circles with information from a familiar story.
6. Students discuss ideas for an original group story. As ideas are generated, the group fills in blank circles on a new cluster sheet.
7. Each student in the group takes ten minutes and writes an interesting paragraph about one of the following circles: Characters, setting, problem, complications, and solution.
8. The students reads aloud their paragraphs within the group. The group discusses the good parts of each paragraph and make suggestions to improve each one.
9. After the paragraphs are revised and reread, the group generates ideas for and writes an interesting introductory paragraph and conclusion.

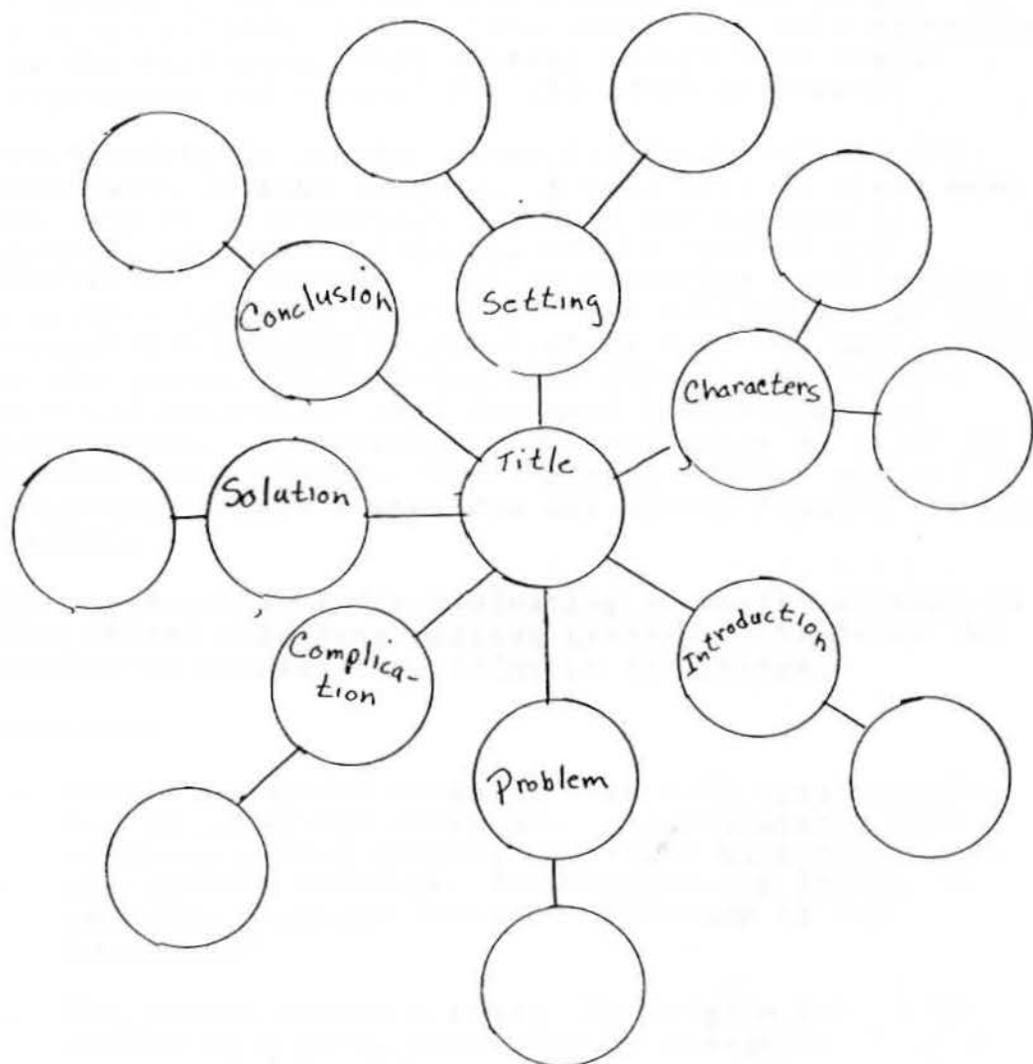
Evaluation:

1. One person from each group reads the group story aloud to the entire class.
2. The class votes for the most interesting story:
Title = 5 pts. Characters = 5 pts.
Setting = 5 pts. Problem = 10 pts.
Complications = 5 pts. Solution = 10 pts.

Supplemental
 Student Activity #13A
 Cluster for a Story
 "Little Red Riding Hood"



Supplemental
Student Activity #13B
Cluster for a Story



PEER EDITING GROUPS

Peer editing is an essential part of this writing program. The students will have a wider audience for whom to write. They will have a better reason to write clearly and punctuate correctly in order that others may more easily understand what they have written. The students will grasp the idea that the reason writing is to communicate ideas. The students will come to understand that writing is a fluid art and improvement in writing comes after much reflection and rewriting. They will learn that ideas and suggestions for improvement can come from others in the group. In this way writing becomes less lonely and more enjoyable for the students. Peer editing groups also foster cooperation and respect for the ideas of others.

Proofreading is another essential ingredient in any successful writing program. A well written piece must not only be interesting, but must use acceptable grammar, be written legibly, and be spelled and punctuated correctly. How to encourage proofreading is a problem for many teachers. Peer editing groups help because the student is required to read the paper aloud to the group. While doing this the student becomes aware of errors and need for good handwriting and punctuation. A student may not recognize an error in grammar and spelling. Working with another student in proofreading papers provides additional support for the student.

The responsibility for evaluating students' writing is also shared with peer editing groups. This frees the teacher to assume other roles in the groups.

Procedure:

1. Select groups of students that will stay together for at least one semester. (Approximately five students with a mixture of ethnic background, sex and writing ability. The teacher may decide to separate students who would be rowdy if left together.)
2. The groups choose a name. It is more fun to be called by a group name than by a number. Post a list of group members. Each group chooses a leader.
3. Give clear directions of what is expected of the group. Before the students read papers to the group, they always proofread their own paper, making quick corrections if needed.

- A. Group leader asks for a volunteer to begin reading paper. As the papers are read, and before any one comments, the authors should tell how they felt about what they wrote, what they wished to accomplish, where they had problems, and request suggestions for improvement.
 - B. Read paper a second time. Each person in the group gives a positive comment about writing. Be specific. Tell exactly which descriptions or what part of the paper was good.
 - C. Next discuss whether the paper followed the purpose set out by the teacher. (If the assignment was to write a paragraph giving directions, did the paper give clear directions?)
 - D. Next each person gives a suggestion as to how the paper might be improved or what else they would like to know in the paper. They might say, "I wish you had described the reaction of your friend," or, "It would be better if you would tell why you went to the deserted building."
 - E. Students comment on any effective uses of words such as metaphors, similes, puns, or if there was an interesting introduction or title.
 - F. Students write comments on sheet provided so that the author can utilize suggestions. (See Student Activity #14A)
 - G. Students from each group select one paper to be shared with the rest of the class. (First get permission of the author.)
 - H. After the students have had a chance to read the written comments, rewrite papers, proofread and reread them to peer group.
4. Another use of the peer group, is to brainstorm for ideas and write a group story. The leader guides the discussion by the use of a "cluster" idea sheet, or the teacher directs the activity. Remind the students that while they should give each idea consideration, it is their job to determine which ones would work together most effectively for their story.
 5. A third use of the peer groups, is for evaluation. As the paper is read, the group determines if it is finished and acceptable for display or placing in the class book. If it is judged unfinished, the author asks for suggestions for improvement, and rewrites the paper for a later evaluation.

PEER EDITING COMMENTS

I read _____'s paper, and I really liked:

1. _____
2. _____
3. _____

I suggested:

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

Circle yes, no, or so so:

Yes	No			Paper is about assigned subject.
Yes	No	So	So	Paper is easy to understand.
Yes	No	So	So	Paper is interestingly written.
Yes	No	So	So	This paper has an interesting title.
Yes	No			Beginning word indented in parprgraphs.
Yes	No			All paragaraphs have a topic sentence.
Yes	No			Paragraphs have at least 2 detail sentences.
Yes	No	So	So	Details are appropriate and interesting.
Yes	No			Paragraphs have concluding sentences.
Yes	No			Few errors. (If errors are present circle what kind: spelling grammar sentence fragments run on sentences poor handwriting)

Suggested Grade _____

PROOFREADING CHECK LIST

Name _____

Date _____

Title of Paper

I have proofread my paper to make sure I have no errors in:

_____ spelling
 _____ punctuation
 _____ grammar
 _____ handwriting
 _____ first word of paragraphs indented
 _____ paragraphs have topic sentences
 _____ no sentence fragments or runon sentences
 _____ paper makes sense

I rewrote my paper: _____ Yes _____ No

_____ to make it more interesting.
 _____ to include suggestions given by others.
 _____ to make it more easily understood.
 _____ to correct errors.

_____ also proofread my paper.

I think my paper:

_____ has a topic sentence for each paragraph.
 _____ has at least 2 detail sentence for each paragraph.
 _____ is interesting.
 _____ is easy to understand
 _____ has an interesting title.
 _____ is written on the subject assigned.

I think I should get a grade for this paper of _____.

I think my effort grade for this paper should be _____.

Supplemental Teacher Directed Activity #15

SENTENCE & PARAGRAPH REVIEW

Objectives:

The students will:

1. Identify sentence fragments.
2. Identify complete sentences.
3. Identify characteristics of a paragraph.
4. Identify topic sentence of a paragraph.
5. Identify detail sentences.
6. Write a paragraph using complete sentences with a topic sentence and at least two detail sentences.

Materials needed:

1. Student activities #15A, #15B, #15C, & #15D.

Procedure: IDENTIFYING SENTENCE FRAGMENTS

1. Remind students that a complete sentence contains both a subject and a predicate. The complete sentence tells who or what and what they did (or describes).
2. Students complete Student Activity #15A.

Procedure: GOOD PARAGRAPHS

1. Remind student that a good paragraph tells about one subject, usually has a topic sentence and detail sentences.
2. Students complete Student Activity #15B.

Procedure: TOPIC SENTENCES

1. Remind students that most good sentences have a topic sentence which states the main idea of the paragraph. This sentence can be the first sentence, the last sentence or implied.
2. Students complete Student Activity #15C.

Procedure: DETAIL SENTENCES

1. Remind students that supporting the main idea of the paragraph are the detail sentences. These sentences prove or support the topic sentence.
2. Students complete Student Activity #15D.

Evaluation:

After completing the appropriate activities, the student writes a paragraph containing complete sentences, a topic sentence and at least three detail sentences.

Supplemental Student Activity #15B

RECOGNIZING GOOD PARAGRAPHS

Have you ever read a badly written paragraph? If you did, you probably wouldn't remember it, because it would contain nothing worth remembering. The following paragraph is an example of a badly written paragraph. (The detail sentences do not support the topic sentence.)

"Yesterday I had a great adventure. My favorite food is chocolate cake. I have a cat. My name is Sarah. My toe hurt yesterday. I love to go to Grandma's house."

A good paragraph is memorable because it tells you what it says it will tell you. Here is an example:

"Yesterday I had a great adventure. As I was walking to school as usual with my friend Ted, we started playing tag. To get away from him, I hid behind the stone wall which surrounds the library. When I knelt down my hand touched a leather suitcase partly covered with leaves. When I opened it, I found it was filled with money!. Naturally I knew I should report it to the police."

This paragraph is much better because all the sentences talk about the same subject.

Now let's see if you can construct a good paragraph if you are given lots of sentences. (Be careful, there are some sentences which do not belong!)

1. Dogs have an interesting history.
2. Today was very special day.
3. The cat family was much revered in ancient Egypt.
4. Uncle Ed and Aunt Janet were going to meet the flight.
5. The most intelligent animal is the dolphin.
6. His Dad was taking him to the airport at 9:00 a.m.
7. He was going to stay a week with them visiting with his favorite cousin Sam.
8. He were going to catch the 10:00 a.m. flight to Florida.
9. The cat is often kept as a pet to catch mice that live in the barn.
10. Ed had never flown on a plane before.

Answers:

2, 10, 6, 8, 4., 7.(Or 2, 6, 8 10, 4, 7).

Supplemental Student Activity #15C

TOPIC SENTENCES

Most good paragraphs have a topic sentence which tells you what the entire paragraph will be about. This sentence can be:

1. The first sentence in the paragraph.
2. The last sentence in the paragraph.
3. Understood (or implied) from the detail sentences.

Find the topic sentence in the following paragraph:

Humans all have the same basic needs. They need food to nourish their bodies. They need water to drink. They need shelter from the weather. Besides food, water and shelter, the human being needs companionship and a chance to use their natural curiosity.

(Yes, the first sentence is the topic sentence.)

Now you supply the topic sentence in the following paragraph:

When I woke up I found it was raining. That meant that I could not go on the bike hike I had planned. When I went down to breakfast I found that my little brother had eaten all of my favorite cereal. I looked outside and saw my dog chewing up the paper. I called him in and he tracked mud all over Mom's new carpet. As I chased him through the house, I slipped on his muddy tracks and fell. My ankle was not only sprained, it was broken!

What topic sentence would tie this paragraph altogether?

Hint:

Something about a bad day, or the worst day of your life, or everything went wrong one Saturday.

Look at the paragraph again. The sentences are called detail sentences. They tell why the day was so bad. Detail sentences support the topic sentence.

Supplemental Student Activity #15D

DETAIL SENTENCES

Detail sentences should supply supporting and/or interesting details about the topic sentence. They don't bring in unrelated facts. If you are tired of writing about one topic, begin a new paragraph.

Supply at least three detail sentences for the following topic sentences:

The worst thing that ever happened to me was
when _____
_____.

The best time I ever had was when I _____.

I wish that I were invisible. I would _____

If I were the strongest person in the world I would

There are four traits that every friend should
possess.

If I were a parent, I always be _____

My favorite time to live in would be _____

Supplemental Teacher Directed Activity #16

ORAL DIRECTIONS

Objectives:

The student will:

1. Give specific oral directions in complete sentences. These directions will enable a fellow classmate to trace a path on a map from the school to the home of the student giving the directions.
2. Follow oral directions and locate partner's house on a map from oral directions.
3. Use and understand time order words: first, next, then and finally.
4. Use and understand direction words: right, left, north, south, east and west.

Materials needed:

1. Map sheet
2. Student Activity #16A.

Procedure:

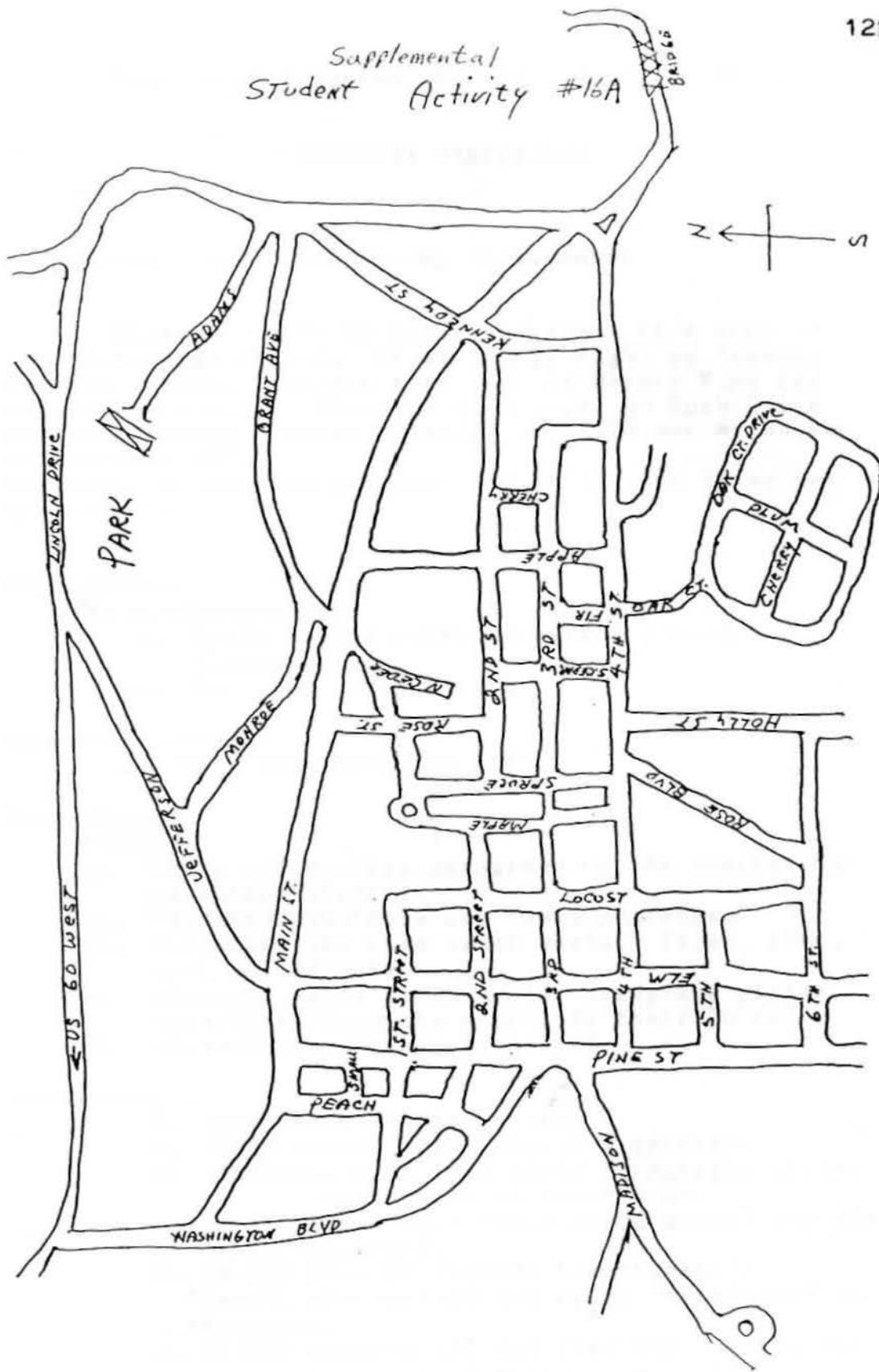
Prewriting:

1. Give each student a map. (See Student Activity 16A).
2. Discuss time order words such as: First, next, then finally, and in conclusion.
3. Discuss direction words such as: right, left, north, south, east and west.
4. Students take turns telling a partner how to find different attractions in town. (They can pretend their partner is new in town.)

Evaluation:

1. Students choose a partner. (Each should have a copy of the map.)
2. One student marks a location on a copy of a map and gives oral directions to a partner.
3. The partner marks on another copy of the map the path described.
4. The students check the two maps to see if the final destinations are the same.

Supplemental
Student Activity #16A



Supplemental Teacher Directed Activity #17

DIRECTION PARAGRAPHS

Example of a paragraph giving directions:

Please come to my house and play. It's easy to get there from school. First you go right on Zumbahl for two blocks. Then you turn left on Droste Road and walk three blocks. Next you turn right on Ruth Drive and count three houses. Finally you will see my house. It's number 207.
Come over as soon as you can, and we'll play in my new tree house.

Objectives:

The students will:

1. Write a time order paragraph giving directions.
2. Use time order words.

Materials needed.

1. Maps from Activity #16A.

Procedure:

Writing

1. Write a direction paragraph on the board. (See paragraph above.)
2. Students determine the topic sentence.
3. Underline the time order words: First, then, next and finally.
4. Students write a time order paragraph giving directions from the school to their "home".
5. Students proofread own papers.

Evaluation :

1. Give each student a map.
2. Each student will choose a partner.
3. Students will read their paragraphs giving directions to their home.
4. The partner will trace on an unused map the path described.
5. If the partner reaches the student's "home", the partner can write "excellent" on the paper.
6. If the partner did not find the "home", the student must rewrite his paragraph.

Supplemental Teacher Directed Activity #18

WRITING AN EXPOSITORY PARAGRAPH

Explanation: An expository composition is one in which the writer expresses a position, supports a point of view, or develops an idea.

Objectives:

The students will:

1. Write a paragraph where they state an opinion, gives directions, or explain something, and support it with major details.

Example: My favorite sport is _____. I believe it is the best sport for three (or four) reasons.

2. Use words such as :
First, also, second, finally, third, in addition to, to begin with, fourth, another, equally important, moreover, furthermore, equally necessary, next, then and lastly.
3. Summarize the paragraphs using the following phrases:

In conclusion	To conclude
In summary	For these reasons
To sum up	

Materials needed:

1. Supplemental Teacher Directed Activities #19, #20, #21, & #22
2. Supplemental Student Activities #18A, #21A, & #21B.

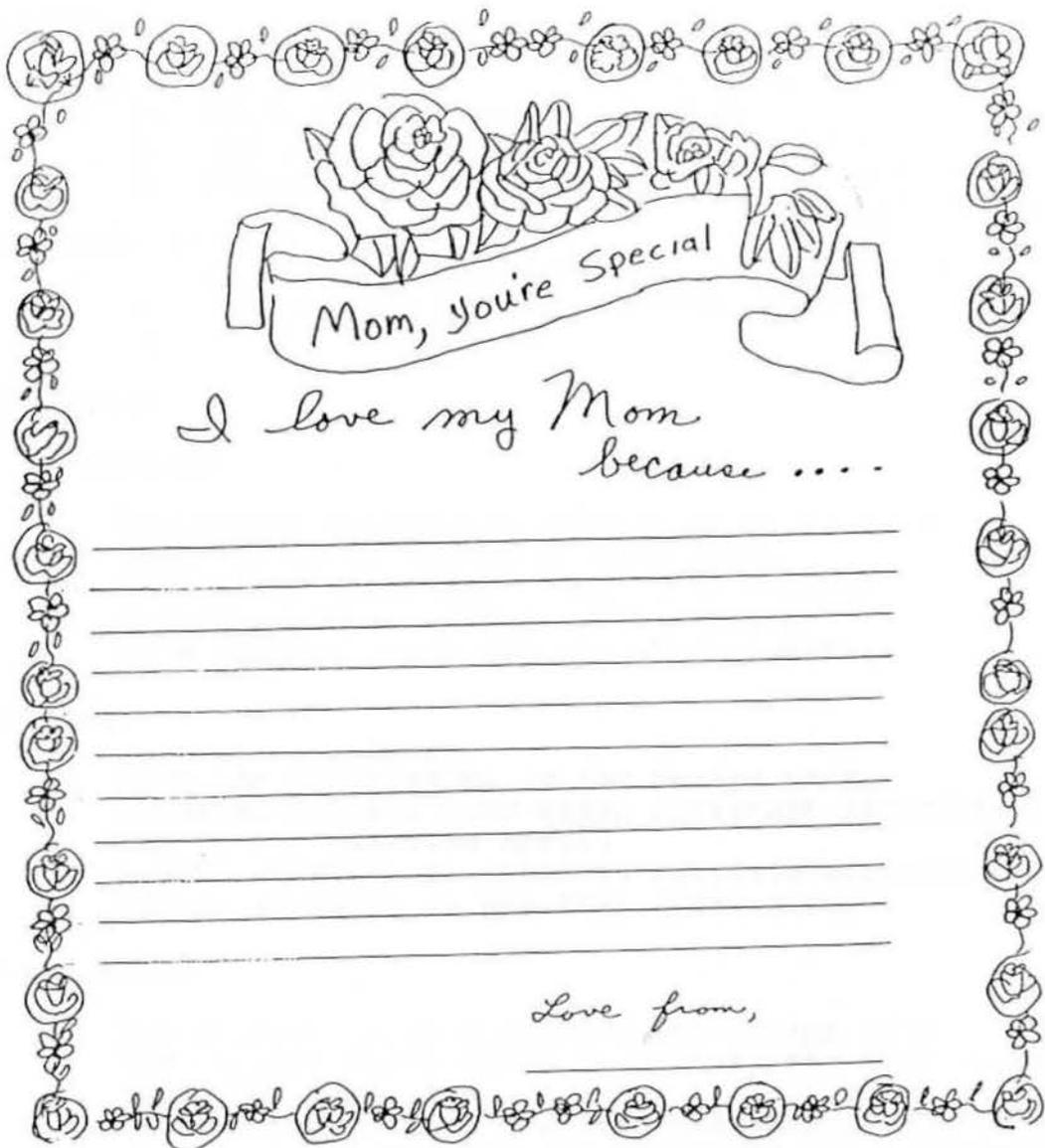
Procedure:

1. Have students complete the Supplemental Teacher Directed Activities #19, #20, #21, #22, Supplemental Student Activity #18A, #21A, & #21B.
2. Brainstorm for other subjects for expository paragraphs, such as:

How to make a peanut butter and jelly sandwich
 How to make hot chocolate.
 Why I think there should be another recess.
 What I would do if I were principal.
 What would it take to make a perfect parent.
 Why I think my Mom (or Dad) is a super parent.
 Why I watch my favorite TV show.
 What it takes to be a good friend.
 Why I like to read.
 Dogs are the best pets.

3. Have students write an expository paragraph using outline and clue words.

Supplemental Student Activity #18A
Mother's Day Essay



Mom, you're Special

I love my Mom
because

Love from,

Supplemental Teacher Directed Activity #19

WRITING RECIPES
FOLLOWING WRITTEN DIRECTIONS &
TIME ORDER PARAGRAPHS

Objectives:

The students will:

1. Write a time order paragraph
2. Use time or words
3. Follow written directions

Materials needed:

1. Copy of a favorite snack recipe
2. Ingredients to make favorite snack
3. 3" X 5" file cards

Procedure:

Prewriting:

1. Using neat manuscript writing students write favorite snack recipe on file card.
2. Plan class snack day using these recipes.
3. Students prepare snacks from recipes.
4. Have special snack day and share snacks.

Writing:

1. From the information on the recipe cards, students write a time order paragraph describing how to fix favorite snack.
2. Remind students to write in complete sentences.
3. Remind students to use time order words.

Evaluation:

1. The student gives a partner the recipe card.
2. The student reads aloud to partner the time order paragraph.
3. If the student uses complete sentences, uses time order words and does not leave out any important steps, the partner writes "Excellent" on the paper. If not, it is placed in folder for additional work.

ESSAY WRITING

An essay is a literary composition in which the writer uses personal experience and opinion.

Objectives:

The students will:

1. Write an essay giving details using these phrases:

To be specific

For example

Specifically

In other words

For instance

Such as

Procedure:

- A. Brainstorm about a subject: (Example: I like pizza because:
 1. It is nutritious.
 2. It is easy to eat.
 3. The atmosphere where it is eaten is congenial.)

- B. Have students write paragraph such as:

I like pizza for three reasons. First, it is very nutritious. Second, it is easy to eat. Finally, I like pizza because the atmosphere is so pleasant where I eat it. To sum up, pizza is my favorite food.

- C. Have student add more details such as:

I like pizza for three reasons. First, it is very nutritious. To be specific, it contains protein in the meat and cheese, carbohydrates in the crust and vitamins in the tomato sauce. Second, it is very easy to eat. For instance, you can pick it up in your hands and not worry about which hand should hold the knife. Finally, I like pizza because the atmosphere is so pleasant. To be specific, my boyfriend works at Pizza Hut, and everything is better when I am with him. In conclusion, pizza is a super supper!

Evaluation:

This might not get them an A, but would surely rate a B+. To get that A they would have to add the introductory paragraph and a title.

INTRODUCTORY PARAGRAPHS

A good essay is like a good hamburger. It begins with the top bun (introductory paragraph), has a nice thick piece of hamburger (paragraph or two), and ends with the bottom bun (concluding paragraph). So far in the essay we wrote for Supplemental Teacher Directed Activity #20, we have the bottom bun and the hamburger. Now we need the top bun or introductory paragraph.

Objectives:

The students will:

1. Write an essay with an introductory paragraph.
2. Write a title to an essay.

Material needed:

1. Supplementary Student Activities 21A & 21B.

Procedure:

1. Discuss with the students that the introductory paragraph is very important. To be effective it must:
 - a. Grab the reader's attention
 - b. Introduce the topic of the essay
 - c. Tell the reader what essay will cover.
2. Several ways to grab attention:
 - a. Begin with an anecdote:
Example: No it's not a Big Mac attack I experience each evening about 6:00. It's a Pizza Attack. I'm a Pizza fanatic. Let me tell you how I got this way.
 - b. Begin with a question:
Example: What is your most favorite food in all the world?
 - c. Begin with a negative statement followed by a positive one..
Example: I don't care for steak or lobster. There is one food I love.
 - d. Begin with a direct statement.
Example: I love pizza.
 - e. Begin by providing general background information.
Example: Pizza was first made_____.
3. Students write a introductory paragraph to the essay on pizza.
4. Students choose the title. To do this, they should reread the essay and choose the catchy word which would tell what the paper was about. In the essay on pizza, perhaps "Super Supper" might be a good, catchy title.
5. Students complete Activities 21A & 21B.

Evaluation: Student underlines clue words, and reads essays to peer editing groups.

SUBJECTS FOR ESSAYS

Now you have the necessary skills to write an essay on your own. Choosing a topic is most important. Many times topics for essay are assigned by the teacher. When you are given a choice, choose carefully. Choose a subject which you know well or one for which you would enjoy doing research.

Write an essay. You may choose your own subject. If you cannot think of a subject, perhaps you might get an idea for one from the following suggestions:

I like (or dislike school) for three reasons.
Michael Fox is my favorite TV star for three reasons.
There are three traits I would want in a friend.
Dogs are my favorite animal for three reasons.
There are four main characteristics of a mammal.
There are many consequences when you disobey the law.
There are three methods for making clay pots.
There are two uses for the marijuana plant.
There are three kinds of teachers in the school.
There are five steps in making chocolate chip cookies.

Note:

1. The following are phrases which might better describe the subject you are using:

three changes	two uses
two kinds	two purposes
two reasons	three methods
five steps	four characteristics
three traits	three methods

2. These phrases tell what kind of information is going to be discussed. Make sure you tell steps when you say you are listing steps and reasons when you say you will tell reasons.

Supplemental Student Activity #21B

INFORMATION FOR AN ESSAY

THE IDEAL PARENT

Ideal Parent Survey: (To be filled out by you.)

1. What qualities would the idea parent have?
2. What should be provided for the child?
3. What should the child be required to do?
4. What should be taught to the child?
5. What allowance should be given the child?
6. What jobs should be required to earn the allowance?
7. What rules should be set for the child?
8. What punishment should be given the child?
9. What activities would the parent do with the child?

Write an essay with the tile: "The Ideal Parent".

You could begin like this:

I think every child deserves ideal parents. When I have children I will try to be a good parent and will do the following.

(Use the information from the survey you took.)

Good luck.

P.S. Remember this essay when you become a parent!

Supplemental Teacher Directed Activity #22

INSTANT ESSAYS

Students are often frustrated when told to write an essay. They often have the skills necessary to do this, but lack the confidence. This activity will ease them into essay writing, and they will enjoy doing it.

Objectives:

The students will:

Write a group essay with introductory paragraph and concluding paragraph.

Materials needed: None

Procedure:

1. Put students in groups of three to five students.
2. Have each group choose a topic such as:
 - a. What I did on vacation
 - b. What I had for Thanksgiving dinner
 - c. The best book I ever read
 - d. My favorite TV show
3. Have each student write a paragraph about the topic.
4. Have the students read their paragraphs aloud to the rest of the group.
5. Tape together the paragraphs.
6. Have the group write an introductory paragraph for the group essay.
7. Have the group write a concluding paragraph for the group essay.

Evaluation:

1. Read essay aloud to the rest of the class. Have them comment on whether introduction and conclusion told what all the paragraphs were about.
2. Display all group essays

Supplemental Teacher Directed Activity #23

AUTOBIOGRAPHY

Objectives:

The students will:

1. Recognize characteristics of an autobiography:
 - a. Use of "I" and "me" instead of "he" or "she".
 - b. Events are related from the perspective of a character in the story.
Story tells what the character sees, hears, feels, thinks, etc.
2. Make a time line of their life.
3. Write a brief autobiography.

Materials needed:

1. Student Activity #27A.
2. Student Activity #27B, #27C.

Procedure - Prewriting:

1. Read excerpts from an autobiography
2. Discuss characteristics of an autobiography.
 - a. Use of I and me instead of he or she.
 - b. Events related are about what a character sees, hears, etc.
3. Instructions:
 1. Make a time line of your life.
 2. Place important dates on the line
 3. Write brief label near the date.

Writing:

1. Students write autobiographies using the dates as cues as to when to begin a new paragraph.
2. Remind students:
 - a. Begin each paragraph with a topic sentence and include detail sentences
 - b. Writing will be more interesting if mention is made of sounds, smells, feelings etc.
3. Students proofread own compositions.

Evaluation:

1. Students assigned to peer group and take turns reading compositions aloud.
2. Teacher instructs groups how to give constructive criticism.
3. Students rewrite papers

ORGANIZING INFORMATION
TIME LINES

Learning how to use a time line can help you organize and write clear compositions. Events from history (this can be ancient history or just last week) are usually written about in chronological order. (This means the order in which they happened.) When making a time line, you must remember:

1. The line is divided into two parts: B.C. or A.D.
 - a. B.C. means before the birth of Christ.
 - b. A.D. means in the year of our Lord
2. If a date is given and there is no B.C. or A.D., it means that it is A.D. (Example 1980 means 1980 A.D.)
3. To find the number of years between two B.C. or A.D. events you must subtract. (Example: To find the number of years between 1492 and 1980: Subtract $1980 - 1492 = 494$ years.)
4. To find the number of years between a B.C. event and an A.D. event you must add. (Example: To find the number of years between 20,000 B.C. and 1986: Add $20,000 + 1986 = 21,986$.)

Study the time line at the bottom of the page and answer the following questions:

1. What came first A.D. or B.C.? _____
2. What covers a long period of time A.D. or B.C.? _____
3. Which side of the time line are the events from the longest time ago? _____ (left or right)
4. The year you were born would be on which side of the time line? _____ (left or right)
5. Which happened first 15,000 B.C. or 10,000 B.C.?
6. How many years are between 20,000 B.C. and 5,000 B.C.? _____
7. How many years between 1492 and 1776? _____
8. How many years between 15,000 B.C. and 1492? _____

20,000 15,000 10,000 5,000 0 1492 1776 1861

Answers: (Cover these until you have tried to answer all the questions.) 1, B.C.; 2. B.C.; 3. left; 4. right; 5. 15,000 B.C.; 6. 15,000; 7. 284; 8. 16,492.

PLANNING AN AUTOBIOGRAPHY

Good writers write about what they know best. They have had interesting experiences and share them with their readers. You too have had some interesting experiences. Your experiences are different from those of anyone else. Only you can write about them. Only you can write your autobiography. This directions will help you get started.

Directions:

1. Make a time line horizontally on this page
2. Put a dot at the beginning with the date you were born.
3. Put a dot at the end with the date it is today.
4. If you are 10 mark line into 10 segments. If you are 15 divide it into 15 segments. (Use ruler)
5. Think of the earliest event you can remember or have heard about yourself from your parents. Mark this on the correct year.
6. Mark on the timeline the most important events in your life. Put them in the correct segment and label them.
7. Look over your timeline. Did you remember to put such things as: first day at school, when you got your new bike, when you got your first pet, the worst accident you ever had, your best Christmas, the year you moved, when your grandmother died?

Sample

1975 1976 1977 1978 1979 1980 1981 1985

Supplemental Student Activity 23C will show you how to take the information on your timeline and use it as the outline for your autobiography.

WRITING AN AUTOBIOGRAPHY

Directions:

1. Use your whole name as the title. (You can add: My Life Story)
2. 1st paragraph: Begin with an attention-getting sentence. Then tell who you are, where and when you were born and something about your family.
3. For the next paragraph tell about the first segment on your timeline. Describe what you remember and how you felt. Pretend that you are back in that time period. Try to remember several details that will make your readers feel they can see what you saw.
4. Do the same for your other paragraphs. Don't use all the things on the timeline, only the ones that are most important in your life.
5. Proofread your paper. Use proofreader marks to show changes you will make later.
6. Read your paper to your Mom or Dad. Ask them if you left out any important details.
7. Rewrite paper adding interesting details.
8. Turn in your autobiography to your teacher who will read it aloud to the class. Do you think they will be able to guess that it is you?

Supplemental Teacher Directed Activity #24

BIOGRAPHY

Objectives:

The students will:

1. Recognize the characteristics of a biography.
 - a. Story is written about a real person.
 - b. Story is written by another person, not by the person in the story.
 - c. Story may have "made-up" parts but must be about real events.
2. Conduct an interview.
3. Write a short biography.

Materials Needed:

1. A biography.
2. Student Activity #24A.

Procedure:

Prewriting:

1. Read short section from a biography.
2. Discuss characteristics of a biography.
 - a. Uses main character's name and words he or she.
 - b. Tells important events in character's life.
 - c. Might tell about events of which the main character is unaware.
3. Decide on questions they should ask someone in order to write an interesting biography.
4. Interview parents (May use Student Activity #24A).
5. Construct a time line of parents' lives

Writing:

1. Using interview notes, the student writes a short biography. The student will be guided by time line in making paragraphs.
2. Student proofreads and a friend proofreads paper.

Evaluation:

1. Students reads biography aloud in peer group.
2. Peer group decide if paper is "good", "excellent" or needs additional work.
3. Paper is turned in to teacher or placed in folder for additional work.

Supplemental Student Activity #24A

INTERVIEW QUESTIONS

List below are some sample interview questions. You may use some or all of them -- or even better, think up your own interview questions. After interviewing an adult, make a timeline of their life and write their biography.

PARAGRAPH #1

What is your full name? _____
Where you born? _____
When were you born _____
What were your parents' names _____
What were the names of your brothers and sisters? _____

PARAGRAPH #2

Where did you go to elementary school? _____
What subjects did you like best in my grade? _____
What was the most exciting or saddest thing that happened to you in elementary school? _____
Would you like to be a kid again? _____ Why? _____

PARAGRAPH #3

What did you do for your first job? _____
What do you do on the job you have now? _____
How did you meet your wife? _____

PARAGRAPH #4

What advice would you give to my classmates? _____

Supplemental Teacher Directed Activity #25

DESCRIPTIVE PARAGRAPHS

Objectives:

The students will:

1. Identify words which describe.
2. Write a descriptive paragraph of a person's physical appearance.

Materials needed:

1. Student Activity #29A.

Procedure:

Prewriting:

1. Read aloud description of Icabod Crane in Legend of Sleepy Hollow, Washington Irving.)
2. Students write down descriptive words
3. Students take turns orally describing Icabod.
4. Draw a monster and list descriptive words (Student Activity #25A.)

Writing:

1. Students write a description of themselves, but do not put names on descriptions. Students proofread own paper, and hand in.
2. Number the papers and read number and paragraphs aloud.
3. The class try to guess the author of each paper.
4. Students write descriptive paragraph of their monster (Student Activity #25A)
5. Proofread description and compare to drawing.

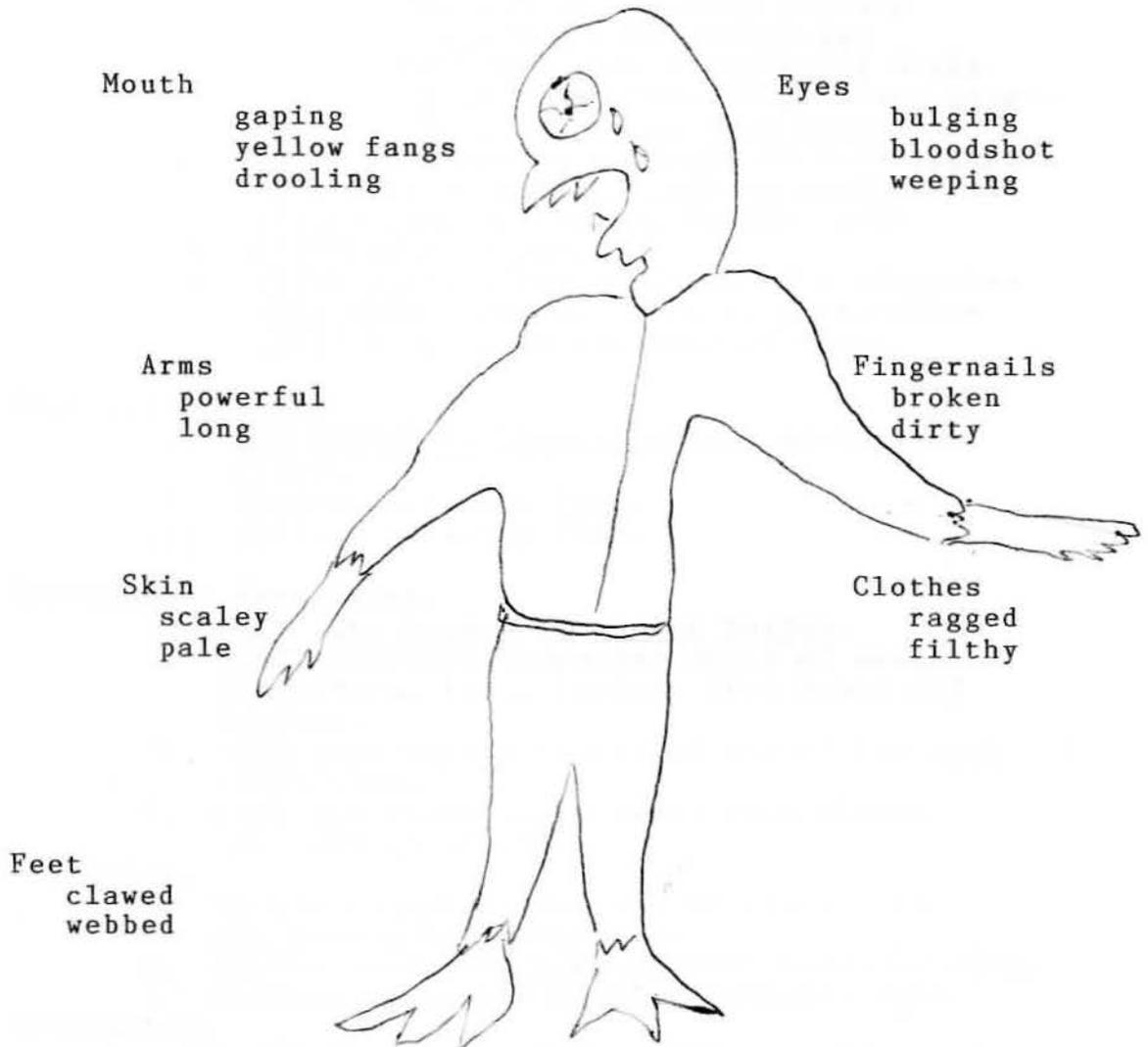
Evaluation:

1. Read monster descriptions in peer editing groups. After the description is read, show the picture of the monster to the group. Have group members decide if description is interesting and accurate.
2. Group marks paragraph "good", "excellent" or "needs additional work".
3. Descriptions are given to teacher for additional comments or placed in writing folders for revision.

Supplemental Student Activity #25A

DESCRIPTIONS

1. Draw a monster. Make him look SCARY! Color him.
2. Write many descriptive adjectives beside your monster. Use a thesaurus to help you find some new ones.
3. Use the picture below as a model.



4. Write a descriptive paragraph describing your monster.
5. Read your paragraph to a friend.
6. Have the friend draw your monster from your description.
7. Compare pictures. Do they look alike? If not, did you leave out something important in your description?

Supplemental Teacher Directed Activity #26

CHARACTER ANALYSIS

Objectives:

The students will:

1. Indicate difference between personality traits and physical description.
 - a. Physical description: Tells what a persons looks like: Tall, thin, with greying hair. Walks with a limp.
 - b. Personality traits: Include qualities such stingy and hard-hearted. Examples of deeds which prove these traits are given. (He stole money from church.)
2. Write a character analysis of a character in a fiction story. Back up personality traits (brave, stingy, kindly) with examples of deeds.
3. Write a character analysis of a character they have created. Back up personality trait words with examples of deeds.

Materials needed:

1. The Legend of Sleepy Hollow, Washington Irving.
2. Student Activity #26A.
3. Student Activity #26B.

Procedure - Prewriting:

1. Read The Legend of Sleepy Hollow.
2. List physical characteristics of main characters, i.e., Icabod, Brom Bones and Katrina.
3. List personality traits of one of the same characters.
4. List the character's deeds that showed personality traits.

Writing:

1. Write character analysis of one of the characters not discussed.
2. Explain and send home Student Activity #26A.
3. Students complete Student Activity #26B.

Evaluation:

1. Put all Student Activity #26A on a "Special Recognition" bulletin board.
2. Students read aloud Student Activity #26B in peer editing groups. Group discusses reasons why his nominee is special.
3. If group decides the nomination is well written, the student makes up a Special Person plaque to present to his nominee.

Supplemental Student Activity #26A

CHARACTER SKETCH

Would you like to receive a special person award? You deserve it! All you have to do is to obtain a character sketch of yourself. (The only catch is that you cannot write it yourself. You must have someone else who knows you well write it.)

Please have the following paragraph filled in by your mom, dad, grandma or special friend.

Application for Special Person Award

I believe that _____
should receive special recognition as somebody special
because

Signed

Date

When this application is accepted, it will be placed on the Special Persons Bulletin Board for all the world to see. Later it will be placed in the class Special People book.

Student Activity #26B



SPECIAL PERSON AWARD

I, _____ wish to
 nominate _____
 for a SPECIAL PERSON AWARD. I believe that this person
 deserves special recognition because _____,

The words that best describe my nominee are _____

Signed

Date

FRIENDLY LETTERS

Objectives:

The students will:

1. Write letter using correct form
2. Write a letter to a friend
3. Address an envelope correctly

Materials Needed:

1. Student Activity #31A.
2. One envelope per student

Procedure: Prewriting

1. Review the parts of a friendly letter
 - A. Heading (street number, street name, town, state and zip code)
 - B. Greeting followed by a comma
 - C. Body of the letter in complete sentences
 - D. Closing followed by a comma
 - E. Signature
2. Review correct method to address envelopes.
 - A. Upper left corner:
Full name of sender
Street number and name
Town, state and zip code
 - B. Middle of envelope
Full name of person to receive letter
Street number and name
Town, state and zip code
3. Tell students that they are going to write to pen pals in another state. (Addresses may be obtained from Weekly Reader or other sources.)
4. Brainstorm for ideas of what to write
Suggestions: What they look like
Information about family
Hobbies
Interesting facts about school, town or state.
5. Write address of pen pals on board.

Writing

1. Students write a letter to a pen pal.
2. 1st paragraph should give description of writer
3. 2nd paragraph should tell about family
4. 3rd paragraph should tell about hobbies.
5. 4th paragraph should tell something interesting about their school, town or state.

Evaluation:

1. Student proofreads letter and envelope and has a classmate double check the address on the envelope.

Supplemental Student Activity #27A

FRIENDLY LETTER

How neat! You are going to have a special pen pal!

We all love to receive letters. We think we don't like to write letters. This could change, if we only knew what to write about. Just think, what would you like to learn about a new friend? That is exactly what he or she would like to learn about you.

They would want to know: What you name is
 What you look like
 How many are in your family
 Do you have any pets
 What are your hobbies
 What are your favorite things
 Something interesting about
 your school, town or state

Here is a sample of a letter written by an 11-year old boy to his new pen pal.

(Heading)

16 Main Street
 St. Charles, MO
 63301
 November 20, 1982

Dear Jim,

(Greeting)

How are you? I am fine. My name is Greg. and I am 11 years old. I just had my birthday on October 22. My friends call me skinny, but I don't mind. I weigh about 60 pounds, and I'm about 4 feet 6 inches tall. I have short, brown hair, a small nose, and a couple of my front teeth were lately yanked out of my mouth.

I read about any book that's put in front of me, so I guess you could call reading my hobby. I have two gerbils that are so cute and soft that I sometimes get the urge to hug them.

Well, I have to go feed my gerbils now, so I can't write anymore.

(Closing)

Your pen pal,

(Signature)

Greg

P. S. Write soon and tell me all about yourself.

BUSINESS LETTER

Objectives:

The students will:

1. Identify the main parts of a business letter
2. Write a business letter

Materials needed:

1. Addresses from Student Activity #28A
2. Business size envelope for each student

Procedure:

1. Students are to choose a state.
2. Review with the class the main parts of a business letter.

(Heading) 123 Main Street
St. Charles, MO 63301
October 18, 1988

Division of Tourism
202 N. 9th St., Suite 500 (Inside Address)
Richmond, Virginia 23219

Dear Sir or Madam: (Greeting)

(Body of the letter)

Yours truly, (Closing)
John Smith (Signature)

3. Review the body of the letter.
 - a. Brief statement of request for brochures telling about the state.
 - b. Brief statement telling why they need the information.
4. Write letter to the state requestion information or brochures.

Evaluation:

If the state responds and sends literature, the project is considered to be a success.

Student Activity 28A

ADDRESSES
OF STATE TOURISM DEPARTMENTS*

All fifty of the states in the United States have free information which can be obtained by writing to them and requesting it. When doing state reports, it would be good to order the material a month or two before needed. (Note: the 800 phone numbers are toll free and can be made from anywhere in the U.S. except Hawaii and Alaska.)

- Alabama - Bureau of Publicity and Information
532 South Perry St.
Montgomery, Alabama 36104, 800-252-2262
- Alaska - Division of Tourism
Pouch E-445
Juneau, Alaska 99811, 907-465-2010
- Arizona - Office of Tourism
3507 North Central Ave.
Suite 506
Phoenix,, Arizona 85012, 602-255-3618
- California - Office of Tourism
1121 L St., 1st floor
Sacramento, Calif. 95814, 916-322-1369
- Colorado - Tourism Board
5500 South Syracuse Circle
Suite 267
Englewood, Colorado 80111, 303-779-1067
- Connecticut - Vacations, Dept. of Economic Development
210 Washington St.
Hartford, Conn. 06106, 800-842-7492
- Delaware - State Travel Service
P. O. Box 1401
99 Kings Highway
Dover, Delaware 19903, 800-441-8846
- District of Columbia: Washington -
Convention and Visitors Association
155 Eye Street, N. W., Suite 250
Washington, D. C. 20005, 202-789-7000
- Florida - Div. of Tourism, Visitor Inquiry Section
126 Van Buren Street
Tallahassee, Florida 32301, 904-487-1462

Supplemental Student Activity #28A (page 2)

Addresses of State Tourism Departments

- Georgia - Tour Georgia
Post Office Box 1776
Atlanta, Georgia 30301 404-656-3590
- Hawaii- Visitors Bureau
Waikiki Business Plaza
2270 Kalakaua Avenue, Suite 801
Honolulu, Hawaii 96815
808-923-1811
- Idaho - Tourism
Statehouse Room 108
Boise, Idaho 83720 800--653-7820
- Illinois - Tourist Information Center
310 South Michigan Ave., Suite 108
Chicago, Ill. 60604 800-637-8560
- Indiana - Tourism Development Division
1 North Capitol Avenue, Suite 700
Indianapolis, Indiana 46204 800-858-8073
- Iowa - Development Commission Tourism Division
600 East Court Avenue, Suite A
Des Moines, Iowa 50309 515-281-3679
- Kansas - Dept. Of Economic Development
Travel & Tourism Div.
503 Kansas Ave., Sixth Floor
Topeka, Kansas 66603 913-296-2009
- Kentucky - Travel
Frankfort, Kentucky 40601 800-626-8000
- Louisiana - Office of Tourism, Inquiry Department
P. O. Box 44291
Baton Rouge, Louisiana 70804 800-231-4730
- Maine - Publicity Bureau
97 Winthrop St.
Hallowell, Maine 04347 207-289-2423
- Maryland - Office of Tourist Development
45 Calvert Street
Annapolis, Maryland 21401 301-269-3517
- Michigan - Travel Bureau, Department of Commerce
P. O. Box 30226
Lansing, Michigan 48909 800-248-5700

Supplemental Student Activity #28A (page 3)

State Tourism Departments addresses

- Minnesota - Office of Tourism
240 Bremer Bldg., 419 North Robert St.
St. Paul, Minnesota 55101 800-328-1461
- Mississippi - Division Of Tourism
Dept. of Economic Development
P. O. Box 22825
Jackson, Miss. 39205 800-647-2290
- Missouri - Division of Tourism
Truman Building, P. O. Box 1055
Jefferson City, 65102 314-751-4133
- Montana - Promotion Division, . Dept. of Commerce
1424 Ninth Avenue
Helena, Montana 59620 800-548-3390
- Nebraska - Division of Travel and Tourism
Dept. of Economic Development
P. O. Box 94666, 301 Centennial Mall South
Lincoln, Nebraska 68509 800-228-4307
- Nevada - Commission on Tourism
Capitol Complex, 600 East Williams St.
Carson City, Nevada 89710 702-885-4322
- New Hampshire - Office of Vacation Travel
P. O. Boxc 856
Concord, New Hampshire 03301
800-258-3608
- New Jersey - Division of Travel and Tourism
CN-826
Trenton, N. J. 08625 609-292-2470
- New Mexico - Travel Division
Economic Development & Tourism Dept.
Bataan Memorial Bldg., Room 751
Santa Fe. New Mexico 87503 800-545-2040
- New York - State Dept. of Commerce
Division of Tourism
1 Commerce Plaza
Albany, New York 12245 518-474-4116
- North Carolina - Travel & Tourism Division
Department of Commerce
Raleigh, N. C. 27611 800-438-4404

Supplemental Student Activity #28A (page 4)

State Tourism Department addresses

- North Dakota - Tourism Promotion
 Liberty Memorial Bldg
 State Capitol Grounds
 Bismarck, North Dakota 58505
 800-437-2077
- Tennessee - Department of Tourist Development
 P. O. Box 23170
 Nashville, Tennessee 37202 615-741-2158
- Texas - Dept. of Highways & Public Transportation
 Travel & Information Division
 P. O. Box 5064
 Austin, Texas 78763 512-465-7401
- Utah - Travel Council
 Council Hall, Capitol Hill
 Salt, Lake City, Utah 84114 801-533-5681
- Vermont - Travel Division
 134 State Street
 Montpelier, Vermont 05602 802-828-3236
- Virginia - Division of Tourism
 202 North 9th St., Suite 500
 Richmond, Virginia 23219 804-786-4484
- Washington - State Dept. of Commerce
 & Economic Development
 Tourism Development Division
 101 General Administration Building
 Olympia, Wash. 98504 800-541-9274
- West Virginia - Travel West Virginia
 Capitol Complex
 Charleston, West Virginia 25305
 800-624-9110
- Wisconsin - Division of Tourism
 P. O. Box 7606
 Madison, Wisconsin 53707 800-372-2737
- Wyoming - Travel Commission
 Frank Norris, Jr. Travel Center
 Cheyenne, Wyoming 82002 307-777-7777

*St. Louis Post Dispatch
 Travel Section
 Sunday, Sept. 23, 1984, 3H

Supplemental Teacher Directed Activity #29

WRITING FROM ANOTHER POINT OF VIEW

Most stories are written in the 3rd person. In other words, the writer describes the characters and the events but is not a part of the story. The writer uses the pronouns he, she and they.

Writing from another point of view means the writer has assumed an identity of a character in the story. In this type of writing the writer uses I and me and describes the events and other characters from that point of view.

Objectives:

The students will:

1. Identify the clue words that indicate the author is writing from another point of view.
 - A. Writing in 1st person. (Examples: I, me, mine instead of he, she, it or the character's name.)
 - B. Telling events as the main character experiences them.
2. Write a paragraph from another point of view.

Materials needed:

1. The book The Legend of Sleepy Hollow by Washington Irving.
2. Student Activity #29A.

Procedure - Prewriting:

1. Discuss with the students the clue words used in writing from another point of view. (See Objectives)
2. Discuss that the story will tell only what the character sees, hears, and thinks.
3. Model this type paragraph by writing on the board what Icabod did and what he thought about as he was preparing to go to the party.

Writing:

1. Students write paragraph from point of view of Brom Bones when Icabod is dancing with Katrina, listening to ghost stories, or from Icabod's point of view as he rides through the woods on the way home.
2. Students complete Student Activity #29A.
3. Students proofread writings.

Evaluation:

1. A partner proofreads paper and underlines the clue words.
2. Student reads one of the above activities to peer editing group.
3. The group decides if the composition is written from another point of view.

NEWSPAPER ASSIGNMENT

DIFFERENTIATING BETWEEN FACT & OPINION
DISCOVERING AUTHOR'S PURPOSE
DETERMINING TYPES OF NEWSPAPER WRITING

Objectives:

The student will:

1. Indicate difference between fact and opinion
2. Identify the various types of writing in a newspaper.
3. Identify the purpose of a writer.

Materials needed:

1. One daily paper per student.
2. Supplemental Student Activities #30A, #30B & #30C.

Procedure:

1. Discuss difference between fact and opinion.
2. Students complete Supplemental Student Activity #30A.
3. Provide one daily paper per student.
4. Discuss sections of a newspaper.
5. Students complete Supplemental Student Activity #30B.
6. Discuss authors' purposes in writing:
 1. To inform
 2. To entertain
 3. To persuade
7. Students complete Supplemental Student Activity #30B.

Evaluation:

1. Students will successfully complete Supplemental Student Activities #30A, & #30B.
2. Display students' completed assignments from Supplemental Student Activity #30B.

FACT OR OPINION?

Good readers and good writers need to know the difference between fact and opinion. A fact can be proved or disproved. An opinion cannot.

If I say, "You are 9 feet tall," that is an (incorrect) fact. It can be disproved with a tape measure. If I say, "It is a nice day," that is an opinion and cannot be proved or disproved. (Even if it is raining, you cannot prove that I don't like rainy days!) Now you try some. Write Fact or Opinion before each statement.

- _____ 1. George Washington was the 1st President of the U.S.
- _____ 2. Abraham Lincoln was the 2nd President of the U.S.
- _____ 3. Chocolate is the best flavor for ice cream.
- _____ 4. St. Charles is the nicest town in the world.
- _____ 5. Girls are better readers than boys.
- _____ 6. The Mississippi River is the longest river in the U.S.
- _____ 7. Everyone should use Crest toothpaste.

Let's see how well you did. 1. Fact, 2. Fact (incorrect), 3. Opinion, 4. Opinion, 5. Opinion, 6. Fact (incorrect the Missouri River is the longest), 7. Opinion.

- Remember:
1. You can check a fact and prove it or disprove it. You cannot check an opinion.
 2. Advertisements often use opinions instead of facts. They say. "Our product is the best!" Is this fact or opinion? It is their opinion!

Here are some more:

- _____ 1. My Dad is the best dad in the world.
- _____ 2. My Dad works as an electrician.
- _____ 3. My sister is ten years old.
- _____ 4. I am the best ball player.
- _____ 5. Green is an ugly color.
- _____ 6. That smells nice.

Answers. Opinion: 1, 4, 5 & 6. Fact: 2, & 3.
You are great! (That's my opinion!)

NEWSPAPER DEFINITIONS & ASSIGNMENT

1. Indicate in the blank, if the article was written to:
A. inform B. entertain or C. persuade.
2. Cut out, mount on a piece of paper and label the following:

_____	Ad:	Advertisements to encourage the reader to buy a product
_____	Banner:	A headline running the width of front page
_____	Political cartoon:	A cartoon on the editorial page usually poking fun at a political figure or situation
_____	Comic strip or cartoon:	A story told in pictures & words often humorous
_____	Editorial:	An article which gives opinion of the news. Often is critical of a politician or event
_____	Feature column:	A daily or weekly article written giving advice on the same subject or humorous
_____	Feature interview:	An article in which the writer talks to and quotes a famous person usually accompanied by a picture
_____	Financial:	Part of the paper where business news is reported
_____	Headline:	A title which appears above a story
_____	Movie Review:	An article telling the plot of a movie
_____	News story (international):	A story telling news of other countries
_____	News story (local):	A story telling news which happened in the area around you. (Your city and county)
_____	News story (national):	A story telling news which happened in the U.S. outside the local area
_____	Obituaries:	Articles which tell information about people who have died
_____	Sports story:	A story which tells news of any sport
_____	TV section:	Section which reports names of TV shows and the times they will be shown

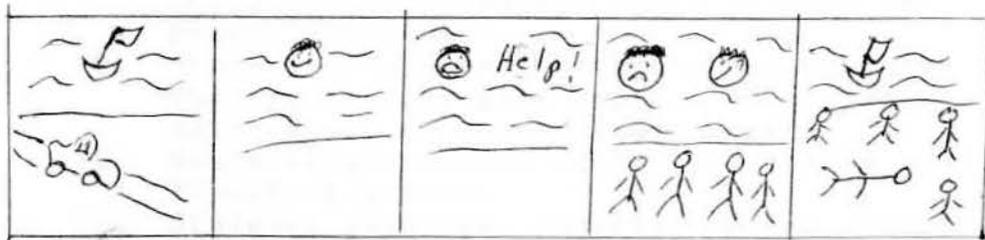
CARTOONS

Cartoons are fun to read, but work to write. You can write an interesting cartoon if you will follow these steps:

1. Think of an interesting situation, such as:
 - a. Your most embarrassing moment
 - b. Your biggest surprise
 - c. Your most exciting event
2. Tell it in four, five or six sentences.
 - a. Sentence 1 should tell setting.
 - b. Sentence 2 should tell what you were doing.
 - c. Sentence 3 should tell a problem
 - d. Sentence 4 should tell solution to problem.
 - e. Sentence 5 should tell conclusion
3. Now draw five large squares and illustrate the story in the boxes. Try to give most of the information in picture form.

Example:

- a. One summer I drove to the ocean on vacation.
(Box 1) Show you driving down a road.
- b. I jumped in and swam away from shore.
(Box 2) Show you swimming away from shore.
- c. The tide was going out.
(Box 3) Show you being carried out to sea.
- d. Life guard had to come and get me.
(Box 4) Show lifeguard towing you to shore.
- e. Embarrassed, so I pretended to faint.
(Show crowd on beach and you fainted).



NOTE TAKING

Objectives:

The students will:

1. Identify reference sources for notes
2. Take notes for a research project
3. Organize notes
4. Write research report in own words.

Materials needed:

1. Reference books
2. Approximately twenty 3"X5" note cards

Procedure:

1. Students complete Student Activity #31A .
2. Students choose or are assigned historical person for reports
3. Discuss with students areas of interest and put outline on board.

Sample:

- George Washington
- I. Family & Boyhood
 - II. Early Occupations
 - III. Presidency
 - IV. Accomplishments
 - V. Later Years

4. Have students write phrases on note cards concerning each main topic. Emphasize that they will need one card for each item of information they collect.
5. Remind students to indicate the author, name, publisher, and publication date of each resource book used. (Information for the bibliography)
6. After information is written for each main topic, the students are to arrange file cards according to main topic.
7. Students decide on most effective order of main topics.
8. Students review information and write an introductory paragraph which arouses the reader's interest.
9. Students write each paragraph using notes for that particular main topic. Do not use information from other main topics.
10. Students write concluding paragraph to summarize important points.
11. Students proofread reports, revise, rewrite and proofread again.

Evaluation:

1. Read rough drafts in peer editing groups. Incorporate suggestions in revision.
2. Read final copy in peer groups.

NOTE TAKING

Note taking is an vital skill. Students who take good notes make better grades. Reporters need to take notes to write newspaper stories. Business men need to take notes during important business meetings. People who speak before groups need to take notes. Skilled craftsmen need to take notes in order to insure work is done according to specifications. Note taking is merely recording the most important information and organizing that information into a usable format.

In school you are often assigned or allowed to choose a topic on which to do a report or make a talk. You could follow this format.

1. Decide on subject and main topics.
2. Go to library and write information on 3X5" note cards. Be sure and write author, title, publisher and publication date for each source.
3. Arrange note cards in order according to main topics.
4. Write a rough draft. Read and make revisions. Do not recopy at this point.
5. Read to a peer group or to a friend. Ask them to ask questions and make comments. Revise.
6. Write a title, an interesting, brief introductory paragraph and a concluding paragraph which summarizes report.
7. Reread, revise, recopy and proofread.

Perhaps the subject you chose was whales and the following are the main topics you decided upon:

- I. Characteristics
- II. Different types
- III. Where they are found
- IV. Interesting facts

Go the library and use at least two reference books. Write down the author, title, publisher, publication date for both books for the bibliography page at the end of your report.

Use a separate 3x5" file card for each piece of information. Do not copy word for word. Do not worry if the information is not in the correct order. Summarize the information and write in phrases not complete sentences. For example:

Are mammals, Are warm blooded, Live in ocean,
Are the largest animals on earth

Arrange file cards according to main topic. If you are making a speech, do not read your report. Use your file cards to remind of important topics.

CREATING IMAGES THROUGH USE OF SPECIFIC WORDS

Concrete, specific words stimulate sensory pictures in the mind. Their use helps the reader share an experience more fully. Concrete words name something we can see, hear, touch, smell and taste, such as: bluebird, jounquil, lemon, or silk. Students' writing will improve if they are taught to write from personal experience and to eliminate the general, more abstract terms, such as: bird, flower, fruit and material.

Objectives:

The students will:

1. Eliminate general words
2. Use concrete words.
3. Write a description using concrete words instead of abstract words.

Procedure:

1. Write the following sentences on the board and ask the students to tell what each means.
 - A. The house was ugly. (Why?)
 - B. The boy hurt his finger. (Which? How?)
 - C. The dog moved. (What kind? How?)
 - D. Several people came to town. (How many? Who?)
2. Students rewrite sentences to create a better picture for the reader.
 - A. The rat scurried through the abandoned house.
 - B. Bob hit his thumb with a hammer.
 - C. The Doberman leaped at the man's throat.
 - D. Four cowboys rode slowly into Laredo.
3. Students write a paragraph describing what they did from the time they got up.
4. Students work with a partner and discuss their paragraphs. Eliminate abstract words and substitute concrete words.
5. Students complete Student Activity #32A.

Evaluation:

1. Students read paragraphs aloud in peer editing group.
2. Members of the group raise their hand when they hear any abstract word.
3. Group suggests concrete words to replace abstrct words.

CREATING IMAGES

The use of concrete words instead of general words creates images, or pictures, in the mind of the reader. Practice by giving another concrete word for each general word listed below:

dog	bloodhound, poodle, _____
bird	_____
	cardinal, mockingbird,

car	Corvette, jalopy,

Read the two paragraphs that follow. Which paints a more vivid picture for the reader?

- A. It was a rainy day. The rain fell on the windows. My dog slept by the fire.
- B. The rain fell soundlessly. Each blurred streak looked like tears rolling down the window panes. The only sound came from my dog Fred snoring beside the fireplace. In the light from the flickering fire I could see the bubbles oozing from between his lips.

Listed below are several dull sentences. Rewrite at least one and eliminate general words, substitute concrete words and add descriptive details.

- I hurt my finger.
- I ate a good dinner.
- It snowed yesterday.
- My cat is pretty.
- I went to the park.
- My father is a nice man.
- The traffic was bad.
- She dresses funny.
- He looked awful after the fight.
- It was a good game.

Proofread paragraph. Make sure you use concrete words.

CREATING IMAGES THROUGH THE USE OF STRONG VERBS

Good writers use strong verbs. Well-chosen verbs are necessary for a story or poem to capture the reader's attention. Weak verbs lead to dull, lifeless writing.

Weak verbs use some form of "to be". (is, was, were am are, has been) Weak verbs are also vague. (get, do, make, come, go, walk, look, etc.)

Strong verbs create a mental picture of the action. (limped, dashed, gobbled, preened, etc.)

Objectives:

The students will:

1. Identify weak and strong verbs
2. Revise writing and substitute strong verbs for weak ones

Procedure:

1. Discuss with the students examples of strong verbs and examples of weak verbs.
2. Show students newspaper headlines which incorporated strong verbs (Sports headlines are especially good.)
3. Read to the students an excerpt from a writing which contains many strong verbs. (Sample below taken from Call of the Wild, by Jack London.)

"All things were thawing, bending, snapping. The Yukon was straining to break loose the ice that bound it down. It ate away from beneath; the sun ate from above. Air-holes formed, fissures sprang and spread apart, while thin sections of ice fell into the river."

4. Provide the students with a copy of sentences that contains many weak verbs (Supplemental Student Activities #33A & 33B)
5. Students underline the verbs
6. Students use a thesaurus and substitute strong verbs for the weak ones
7. Students rewrite the sentences in different ways. Samples:
 - A. The snake went under the porch.
 - A1. The snake coiled under the porch.
 - A2. The snake slithered under the porch.
 - A3. The snake vanished under the porch.
8. Discuss with students other ways to revise sentences. Samples:
 - B1. The snake slithered under the porch and vanished.
 - B2. The coiled snake unwound and slithered away.
 - B3. Uncoiling himself the snake slithered under the porch.

STRONG VERBS

Professional writers know that the substitution of strong verbs for weak ones makes writing come alive. Look at the following newspaper headlines:

TIGERS TROUNCE INDIANS
 PIRATES SMEARED BY LIONS
 CELTICS ASTONISH FANS

Read the following selection about Spring coming to Alaska. Which one do you think was written by a professional writer?

"The weather was getting warm. Ice in the river was melting." or

"All things were thawing, bending, snapping. The Yukon was straining to break loose the ice that bound it down."

Yes, the second was written by Jack London, a famous author.

Find the weak verbs in the following sentences and after using a thesaurus, rewrite the sentences.

1. After winning the race, Bobby went home.

2. Bobby said, "Mother, I won the race."

3. Mother was pleased at the news.

4. Sweat came down his face.

5. Father's car made noise as it came down the street.

6. Mary ate an apple.

7. Joe hit the purse snatcher.

REVISING SENTENCES WITH WEAK VERBS

The best writers write quickly and revise later. In this way they do not interrupt the flow of their thoughts. Later they look at their writing with a critical eye and try to improve it. When a writer changes something he or she has written, we say they revise it. One way to revise is to substitute strong verbs for weak ones and concrete nouns for abstract ones.

Samples: The boy walked home.
 The elated winner raced home.
 The expelled student ambled home.
 The angry workman stalked home.
 Rain fell on the windowpane.
 Rain poured down the windowpane
 Raindrops spattered the dusty windowpane.
 Rain cascaded down the windowpane.
 The cut bled.
 Blood spirted from the cut artery.
 Blood dripped from the slashed finger.

The writer should write quickly and realize that first writing is never meant to be the final copy. Revision is a necessary part of writing. This is time to insure that the writing expresses exactly what the writer intends.

Another effective method of revision is to change the order of the sentences. Samples:

- A. The dog was barking at the intruders and scared them away.
 Scared by the dog's barking, the intruders left.
- B. His face was tanned and it wrinkled when he smiled.
 His tanned face wrinkled with a smile.
- C. His tennis shirt had dark rings where it was stained with sweat.
 Dark sweat rings stained his tennis shirt.

Revise the following paragraph.

The sun _____ down on the river. It
 _____ in the sunlight. Birds _____
 overhead and squirrels _____ through
 the trees overhead. Suddenly the sound of thunder
 _____ the
 peaceful scene. The crow _____ a warning. The
 squirrels _____ into their hiding places.
 Clouds _____ the sun. A cold wind
 _____ . Raindrops _____ .
 The river _____ its banks.

Supplemental Teacher Directed Activity #34

METAPHORS AND SIMILES

Explanation:

A simile: A figure of speech which compares two unlike things. It usually begins the phrase with "like" or "as". Example: She eats like a pig.

A metaphor: A figure of speech which compares two unlike things. It is much stronger as it says that one thing is another (not just like it). Example: He is a pig.

Objectives:

The students will:

1. Write a descriptive paragraph using a metaphor.
2. Write a descriptive paragraph using a simile.

Material needed:

1. Student Activity #34A.

Procedure:

Prewriting:

1. Teacher models examples of similies and metaphors.
2. Students take turns creating similies and metaphors.
3. Students complete Student Activity #34A.
4. Students draw pictures of their home or favorite place.

Writing:

1. Students write descriptions of home, local attraction, or favorite place..
2. Students include at least one simile and one metaphor in descriptions.
3. Students proofread descriptions.

Evaluation:

1. Student reads descriptions aloud to peer group.
2. Peer group identifies similies and metaphors.
3. Peer group decides if description is vivid and if revision is necessary.
4. When completed, composition is placed in class book.

FIGURES OF SPEECH

Good writers paint word pictures for their readers. Figures of speech makes descriptions more vivid. Captain Cousteau, an undersea explorer, in his book Adventure on the Ocean Floor uses many figures of speech.

Two tanned men swam down through the still, warm water. Excitedly, they began to point out things to each other. They could see two hundred feet through the clear water. Corals shaped like great parasols gleamed through the water. Caves glowed with brilliant red sponges and beds of huge anemones looked like a giant's tomato salad. They swam past trees of rare black coral, forests of pink staghorn coral and thin white sea whips.

A simile compares one thing with another. (Corals shaped like great parasols...)

A metaphor says one thing is another. (...trees of black coral and ... forests of pink staghorn.)

Complete the following sentences with figures of speech:

1. The cookies were as _____ as _____
2. When the teacher looked at me like that, I felt like a _____.
3. When my dad is tired he is a _____
4. My brother is a _____
5. Her uncombed hair is _____.
6. Overhead, the stars looked like _____.
7. The flames from the fire leaped like _____.
8. The craters on the moon looked like _____.

Try writing a paragraph using figures of speech.

A. Think of a favorite possession. _____

B. Describe its:

Shape: _____ as a _____

Size: _____ as a _____

Color: _____ as a _____

Texture: _____ as a _____

Weight _____ as a _____

Uses: Is is a _____

C. Without naming it, read description to a friend. Have the friend guess what the item is.

Supplementary Teacher Directed Activity #35

WRITING CONVERSATION

Objectives:

The student will:

1. Identify conversation in a story
2. Rewrite a story using conversation.

Materials needed:

1. Reading book
2. Student Activity #35A.

Procedure:

1. The teacher chooses a selection from reading book which includes conversations.
2. The students take turns reading conversations in the story as if it were a play.
3. The teacher tells a familiar story to the class such as "Little Red Riding Hood".
4. The teacher writes the paragraphs of the story on the board containing conversation pointing out the proper punctuation.
5. Students complete Student Activity #35A.
6. The teacher reads aloud the fable printed at the bottom of this page, and the student rewrites it using conversations punctuated correctly.

Evaluation:

1. The student asks a friend to proofread fable to see if the conversation is punctuated correctly.
2. The students and some classmates read aloud the story with him aloud as if it were a play.

The Porcupine and the Snake
by: Aesop

A Porcupine, wanting a shelter for himself, desired that a nest of Snakes give him admittance into their cave. Accordingly he prevailed upon them and was let in. But the snakes were so annoyed with his sharp, prickly quills that they soon repented of their courtesy and entreated the Porcupine to leave and let them have their hole to themselves. "No," said he, "let them quit the place who do not like it. For my part, I am well satisfied as I am."

Moral: It is well to consider a man's nature and qualities before we enter into any degree of friendship with him.

Supplementary Student Activity #35A

WRITING CONVERSATIONS

Conversations in a story is often used to make the story more interesting. Punctuation is very important.

Important punctuation to remember:

1. Quotation marks are to be used around everything that is said by a character.
2. A comma is placed before the quote or used after a statement before the quotation mark.
3. A question mark and/or an exclamation mark is placed inside the quotation mark.
4. Whenever a different character speaks in a story, begin a new paragraph.
5. Indent for each paragraph.

Samples:

1. Jack said, "I'm going to climb the beanstalk."
2. "I'm going to climb the beanstalk," said Jack.
3. "May I climb the beanstalk?" asked Jack.
4. "Wow! What a beanstalk!" exclaimed Jack.
5. "When I looked out the window," said Jack, "the beanstalk had grown so tall it reached the clouds!."

Assignment:

1. Rewrite the fable found at the bottom of this page using conversation whenever possible.
2. Use the correct punctuation marks.
3. Have a friend proofread your fable.
4. Illustrate fable and read to a younger students.

The Lion and the Mouse
by: Aesop

A Lion, faint with heat and weary with hunting, had lain down to sleep in his lair. A little Mouse, not knowing where he was going, ran over the mighty beast's nose and awakened him. The Lion clapped his paw upon the frightened little creature and was about to make an end of him in a moment. The Mouse in a pitiful tone begged him to spare one who had so foolishly offended and not stain his honorable paws with so insignificant a prey. The Lion considered the matter and decided to let the prisoner go. Now it happened that not long after, the Lion was hunting and fell into a net set by hunters. Finding himself entangled without hope of escape, the Lion let out a roar that filled the whole jungle. The mouse recognizing the roar of the Lion that had spared his life, ran to the spot and set to work to nibble the cords that bound the Lion. In a short time the noble beast was free.

Moral: Kindness is seldom thrown away, be it given to the mightiest or lowliest of creatures.

Supplemental Teacher Directed Activity #36

FABLES

The Fawn and Her Mother

by: Aesop

A Fawn one day said to her mother, "Mother, you are bigger than a dog and swifter and better winded, and you have horns to defend yourself. How is it that you are so afraid of the hounds?" The mother smiled and said, "All this, my child, I know full well, but no sooner do I hear a dog bark than, somehow, or other, my heels take me off as fast as they can carry me."

Moral: There is no arguing a coward into courage.

Objectives:

The students will:

1. Identify the characteristics of a fable.
2. Identify the character traits that would be described in a moral of a fable.
3. Write an original fable.
4. Read fable aloud to younger students.

Material needed:

1. Book of Aesop's fables.
2. Student Activities #36A, & #36B.

Procedure:

1. Read aloud to the class several fables.
2. Discuss the characteristics of a fable:
 - a. Uses animals as main characters
 - b. Gives practical advice or teaches a lesson to humans
3. Discuss character faults or foolish things people to do that could be used for a fable.
4. Students complete Student Activity #36A.
5. Class chooses a moral from Student Activity #36A and writes a fable to go with it.
6. Student completes Student Activity #36B.
7. Student reads aloud fable in peer editing group without reading the moral. Group makes up a moral for the fable. Group chooses the best moral for each story.
8. Students illustrate fables.
9. Students practice reading fables aloud.

Evaluation:

1. Read fables aloud to a class of younger students.
2. Younger students try to guess what lesson is being taught before the moral is read.

MORALS FOR FABLES

The Great Karnak featured on Johnny Carson's Tonight TV show is handed a sealed envelope. The answer to a question is printed on the outside. The great Karnak reads the answer and without opening the envelope, predicts what the question inside will be.

Below you will find some morals of famous fables. Pretend you are the great Karnak and try to give the correct character fault that each fable is trying to correct.

1. How much more pleasing and powerful would beauty prove if it were not so frequently spoiled by the affectation and conceit of its possessor.

 2. Men often mistake notoriety for fame and would rather be remarked for their vices or follies than not be noticed at all.

 3. They who frequent taverns and gaming houses, and keep bad company should not wonder if they are reduced in a very small time to poverty and want.

 4. Much wants more, and loses all. _____
 5. Never attempt a greatness to which you have no claim. _____
 6. By asking too much, we may lose the little that we had before. _____
 7. Too much cunning overreaches itself. _____
 8. The smaller the mind, the greater the conceit.

 9. Fine feathers do not make fine friends. _____
- A. Rewrite each moral in your own words.
B. Write a modern fable to go with each moral.

-
- Answers:
- | | |
|----------------|--------------------------|
| 1. conceit | 5. bragging |
| 2. show off | 6. greed |
| 3. foolishness | 7. dishonesty |
| 4. greed | 8. foolishness & conceit |
| | 9. foolish choices |

Supplemental Student Activity #36B

LET'S WRITE A FABLE

The Fox and the Lion

by: Aesop

The first time the Fox saw the Lion, he fell down at his feet and was ready to die with fear. The second time he took courage and could even bear to look upon him. The third time, he had the impudence to come up to him to salute him and to ask him how he did.

Moral: Familiarity breeds contempt.

Fables are fun to read and fun to write. Write one and read it aloud to some younger students.

Important points:

1. Fables usually use animals as the main characters. Small children delight in this and feel that the animals are giving them good advice to keep them out of trouble.
2. Fables were actually written for adults and teach and give good practical advice

How to get started:

1. Think of all the silly things people do that they shouldn't do, such as:
 - a. eat too much
 - b. stay up too late
 - c. not keep a promise
 - d. say unkind things
 - e. _____
 - f. _____
 - g. _____
 - h. _____
2. Choose one of the problems.
3. Choose animals as characters.
4. Decide on a setting for the fable.
5. Write a short story about the problem using animals as the main characters.
6. Write a moral.
7. Proof read story. Read aloud to a friend. Have him tell you if your moral goes with the story.
8. Illustrate your story. (If you have trouble, find a picture of an animal in a book and look at it while you draw.)
9. Ask your teacher if you can read your fable aloud to a class of younger students.

Teacher Directed Acitivity #37

MYTHS

Myths were stories written long ago, in the time when many of the happenings in nature were mysteries. A myth was an attempt to explain a natural phenomenon. Long ago people wondered about the strange things which occurred in nature. Ancient people in Rome, Greece, Africa, the South Pacific and America attempted to give reasons for these strange happenings by inventing stories about capricious gods and goddesses who hurled thunderbolts, and changed people into rivers, animals, stars and flowers. Myths sometimes extolled virtues which were admired such as constancy in lovers, and bravery in battle.

Objectives:

The students will:

1. Identify the characteristics of a myth.
 - a. Story which explains something in nature by the use of supernatural powers.
 - b. Story set in the past.
 - c. Often uses god, goddess or super beings.

Materials needed:

1. Book of Indian mythology.
2. Book of Roman or Greek mythology.
3. Student Activity #37A

Procedure:

1. Read aloud or show film of Indian, Greek or Roman myth.
2. Class discusses characteristics of a myth.
3. Class brainstorms what natural events could be used for a myth.

Writing:

1. Student observes something in nature that could be explained with a myth.
2. Student writes a myth.

Evaluation:

1. Student proofreads own myth and one friend's.
2. Student reads aloud myth to peer group. Group decides if myth could explain the natural occurrence. Group decides if myth is finished or needs revision.

MYTHS

Long ago before there were scientists, people were curious about things in nature and wanted answers to those things that puzzled them. People often believed that powerful gods were responsible for these happenings. Stories were made up to explain these mysteries. In many countries these stories or myths were handed down and collected into books of mythology. Two of these stories were shortened and written below:

Echo

The beautiful nymph Echo liked to talk and argue. She never tired of it, and so she usually had the last word in any argument. She even argued with the goddess Juno and won. This made Juno so angry that she forbade the nymph ever to say anything again except the last word she was so fond of. But the saddest part of Echo's punishment was that she could not say her own last words. She could only repeat those that other people said. She fell in love with Narcissus who could not love her. She ran to a dark cave to hide. There she grew thinner and thinner until there was nothing left of her except her voice. Her voice still answers anybody who call to it.

(What does this myth explain? An echo.)

Narcissus

Narcissus was a strange young man. He did not know how to love until he saw his own reflection in a pool of water. He thought it was a water spirit, but as soon as he knelt and tried to put his arms around it, it disappeared. Fearful of losing it, Narcissus knelt day and night by the pool admiring his own face. He would not leave to eat or drink, and so like Echo, he grew thinner and thinner. Finally there was nothing left of him. Where Narcissus had knelt there grew a beautiful white flower. We still call it "Narcissus".

What does this try to explain? Yes, why the Narcissus flower seems to bend over and look into a pool of water.

List the natural events or geological features near your town that you wonder about.

1. Why there is a rainbow.
2. Why the sun leaves every day.
3. Why there is a large river near the town.
4. Why your breath shows up on a window glass.
5. _____.

Write a myth which would explain one of the above.

Supplemental Teacher Directed Activity #38

FORMULA POETRY

Formula poetry is poetry written following a set pattern. Students can write many types of poetry, but need guidelines in order to get started. There are many kinds of poetry that lend themselves to this type of teaching.

Objectives:

The students will:

1. Identify rhyming patterns in poems.
2. Count syllables to determine rhythm in poems.
3. Identify various types of poems: blank verse, couplet, limerick, biographical poem, diamenté and cinquain.
4. Write poetry (types listed above).

Materials needed:

1. Books of poetry
2. Student Activity sheets #38A, #38B, #38C, #38D, & #38E.

Procedure: Prewriting:

1. Read aloud and discuss characteristics of blank verse
 - a. No definite rhyme or rhythm
 - b. Memorable experience, thought or description
2. Students complete Student Activity #38A.
3. Read aloud and discuss characteristics of a limerick
 - a. 5 lines
 - b. 1st, 2nd and 5th lines rhyme
 - c. 3rd and 4th lines rhyme
 - d. 1st, 2nd and 5th lines have 8 or 9 syllables
 - e. 3rd and 4th lines have 4 or 5 syllables
 - f. Mood or subject is usually humorous
4. Students complete Student Activity #38B.
5. Read aloud and discuss characteristics of diamenté
 - a. 7 lines long
 - b. line 1 is a noun
 - c. line 2 is 2 adjectives
 - d. line 3 is 3 participles (ing verbs)
 - e. line 4 is 4 nouns relating to line 1
 - f. line 5 is 3 participles (should show change from d)
 - g. line 6 is 2 adjectives (show change from c)
 - h. line 7 is a noun that is opposite of a.
6. Students complete Student Activity #38C.

Supplemental Teacher Directed Activity #38 (continued)

FORMULA POETRY

7. Read aloud and discuss characteristics of an autobiographical poem.
 - a. line 1 is first name only
 - b. line 2 is four adjectives that describe a.
 - c. "Related to _____"
 - d. "Who likes _____ (name 3)"
 - e. "Who is happiest when _____"
 - f. "Who wants to be _____"
 - g. "Who shares _____ (name 3)"
 - h. "Who fears _____ (name 2)"
 - i. "Who dreams of _____ (name 2)"
 - j. "Who wishes for world _____ (name 2)"
 - k. "Citizen of _____"
 - l. Last name only.

8. Students complete Student Activity #38D.

9. Read aloud and discuss characteristics of a cinquain.
 - a. line 1 is first name
 - b. line 2 is two adjectives about a.
 - c. line 3 is three participles (ing verbs)
 - d. line 4 a simile about a.
 - e. line 5 a noun (should be synonym for a)

10. Students complete Student Activity #38E.

Writing:

1. Students write original poetry:
 - blank verse
 - limerick
 - diamente
 - autobiographical
 - cinquain

Supplemental Student Activity #38A

BLANK VERSE POEM

You can write a beautiful poem easily. Many poems paint a picture with words so vividly that the reader feels he has been there too. It's easy. This poem is especially easy because it does not have a rhyme and you do not have to count syllables. Follow the directions written below and you will have a lovely poem written in blank verse.

Title (Name of your favorite place)

by _____

1. What is your favorite place in all the world?
(Describe it in one or two words.)
2. What kind of day would you like it to be? (one or two words.)
3. What time of day would be your favorite? (sunrise, noon, evening, etc.)
4. What do you see? (Name two)
5. What do you feel? (Name two)
6. What do you smell? (Name one)
7. What do you hear? (Name two)
8. What are you doing?
9. When did you go there again?
10. How did you feel?

Clearwater

A sparkling, clear lake
 A chilly, misty morning
 Fish jump, sun peaks over the hills
 Excited yet peaceful
 The smell of bacon frying
 The boat's motor purrs, birds chirp
 My fishing corks bobs in the waves
 Last summer
 Happy

Supplementary Student Activity #38B

LIMERICKS

Limericks are fun poems that make you laugh. They are fun to read and even more fun to write. Try them, you'll like them! Here's a sample.

There was an old man of Blackheath,
Who sat on his set of false teeth;
Said he with a start,
"O Lord, bless my heart!
I've bitten myself underneath!"

A. To learn the characteristics of a limerick, complete the following:

1. Number of lines in a limerick _____
2. Number of syllables in 1st line _____
3. Number of syllable in 2nd line _____
4. Number of syllables in 5th line _____
5. Number of syllables in 3rd line _____
6. Number of syllables in 4th line _____
7. Which three lines have same rhyme _____
8. Which two lines have same rhyme _____
9. What is subject of limerick _____

B. Let's practice:

1. Circle with red crayon the three last words of sentences that rhyme.
2. Circle with green crayon the two last words of sentences that rhyme.

C. Complete the following:

There was a poor farmer from _____
Who wanted to grow lots of grain.
He worked night and day _____
(rhyme with day)
And prayed every day it would _____.
(rhyme with grain)

Hints:

- 1st line: Make it a name of a town or country
4th line: think of rhyming word about farms:
hay, spray gray, may, play, tray,
sleigh, slay, hurray, etc.
5th line: Word must rhyme with first and 2nd
lines: drain, rain, rein, sane, game,
same, dame, tame, lame, shame, etc.

D. Now try one on your own. You may begin with name or town. Keep it funny. Make up one about Mom or Dad. Good luck. Remember: 1st, 2nd & 5th lines must rhyme 3rd & 4th lines are shorter and must rhyme.

Supplemental Student Activity #38C

DIAMENTE

Diamente is a Spanish word for forming a diamond. A diamond takes nature million of years to form. You can form a gem of a diamente poem in just a few minutes.

Let's look at a sample:

```

          Car
        Shiny, sparkling
      Gliding, humming, cruising
    Owner, friends, competitors, dares
      Betting, racing, skiding
        Crash, mangled
          Tragedy
  
```

Directions:

- Line 1. 1 noun
- Line 2: 2 adjectives
- Line 3: 3 participles (verbs ending with ing)
- Line 4: 4 nouns related to subject. (The second two nouns should have opposite meanings from the first two)
- Line 5: 3 participles (verbs ending with ing). They should show a change from Line 3
- Line 6: 2 adjectives showing change in subject
- Line 7: 1 noun that is the opposite of the subject.

Let's try one:

```

          Baby
        Cuddly, _____
      Crying, demanding, crawling
    Infant, _____, adolescent, _____,
      Babbling, lisping, _____
        Independent, _____
          Your name
  
```

These poems look especially nice if done on a word processor which can easily reproduce your poem in the traditional diamond shape.

Now write one on your own.

AUTOBIOGRAPHICAL POEM

his poem looks nice when it is done on a word processor program on a computer. Have the program center each line.

First write the poem about yourself. Then write it again about your invented character. Are there any similarities? Are there any differences?

- Line 1 Your first name only
- Line 2 Write four adjectives that describe you best.
- Line 3 "Related to _____." or
"Son (or daughter) of _____"
- Line 4 "Who likes _____." (Name 3)
- Line 5 "Who is happiest when _____."
- Line 6 "Who wants most to be _____."
- Line 7 "Who shares _____." (Name 3)
- Line 8 "Who fears _____." (Name 2)
- Line 9 "Who dreams of _____." (Name 2)
- Line 10 "Who wishes for the world _____." (Name 2)
- Line 11 "Citizen of _____."
- Line 12 Your last name only.

Sandra
Slender, quiet, honest, friendly
Sister of Betty, Ann and Sam
Who really likes horses, kittens and music
Who is happiest when the sun is shining and we go
camping
Who dreams of having a horse and a beach to ride on
Who shares her time, room and record player
Who fears lightning, snakes and the dark
Who wishes for the word peace and food for the hungry
Citizen of St. Charles
Shockley

CINQUAINS

Cinquains are short, descriptive poems that paint word pictures. They are fun to write. Use them on Mother's Day or Father's Day cards. They'll love them!

First practice by making up a Cinquain about YOU!

- Line 1: Your first name
- Line 2: Two adjectives about you.
- Line 3: Three ing verbs about you
(playing football, reading, eating)
- Line 4: A simile about you
("I am like a _____") or
a phrase describing you.
- Line 5. A noun (Should be a nickname or synonym for you)

Use the same guide for making up a cinquain about your Mom or Dad.

The following is a Cinquain written by a fifth grade student:

Mother
Gentle, kind
Cleaning, loving, caring
My homework checker for today
Shirley

Remember: The first line is your title.
The first and last lines are synonyms.
Brainstorm for words before you begin, and
try to think of words that really describe.

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