

## Session Eight: Writing Skills

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### Session Eight: Writing Skills

|                           |  |
|---------------------------|--|
| <b>Welcome</b>            | Welcome and review the agenda  |
| <b>Review</b>             | Review last week<br>Review group agreements  |
| <b>Warm Up Activity</b>   | Group story writing  |
| <b>Group Discussion</b>   | What children need to know?  |
| <b>Reading Strategies</b> | Writing Strategies <ul style="list-style-type: none"><li>• Spelling</li><li>• Pre-writing</li><li>• Journaling</li><li>• Silly writing</li></ul> |
| <b>Craft Activity</b>     | Writing activities <ul style="list-style-type: none"><li>• Books</li><li>• Journals</li></ul>  |
| <b>Closing</b>            | Session overview<br>Evaluation   |



## Session Eight: Writing Skills

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### Session Overview

Writing is a complex activity. You have to know many things before you start writing. This week we focus on strategies for writing. The group discussion focuses on what should children know at each age or grade level? Parents and tutors need to understand what their learner should be doing at each age and grade level.


#### Goals

- To learn what children should know at each grade level.
- To learn techniques to support writing development.
- To have fun with writing.

#### Time

You will have to choose from the activities in this session. The interests of the participants and the amount of time you have for your program will determine the number of activities you can do. You can make this session into two sessions if you would like to do all the activities.

#### You need

- Participant and door prize forms
- Agenda
- Handouts
- Flipchart paper
- Book kit
- Free books
- Prizes
- Workshop supplies  – markers, paper, pencils, name tags, post it notes, craft supplies



## Session Eight: Writing Skills

---

### The day before the session

Call each participant to remind him or her about the session. Ask them if they need transportation to the meeting. Talk with the participants about the program or other issues.

### Before the session

The facilitator should arrive at least 45 minutes before the session to set up the room, organize equipment and supplies, and make coffee and snacks.

### Workshop preparation

- Review the facilitation section.
- Review the background information.
- Review the session and decide what activities you want to do.
- Research information for discussion topics not included in the manual.
- Change the agenda if needed.
- Photocopy handouts.
- Prepare craft materials.
- Ask community businesses to donate prizes for the program. Some suggestions for prizes are:
  - Adult and children books
  - Gift certificates for the local grocery store, gift shop etc.,
  - Gift baskets
  - Bath stuff
  - Candles



## Session Eight: Writing Skills

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### **There are detailed facilitator notes for each activity**

- Welcome and Introductions
- Review
- Warm-up Activity
- Group Discussion
- Reading Strategy
- Craft Activity
- Closing

**The following pages give background information, facilitator notes and handouts for each activity in the session.**

We use this symbol for background information.



We use this symbol for facilitator notes. Facilitator notes give detailed information on how to do the activities.



We use this symbol for handouts. Handouts are pages you need to copy for participants to use during the session. Some activities have no handouts. Some have several.





### Background Information

#### Helping Children Learn to Write

Writing is a complex activity. People need many skills to write just one paragraph. You must:

- Know how to print or write.
- Know how to spell (some) words.
- Understand how to make a sentence.
- Know how to use basic punctuation.
- Be able to organize ideas and write them down.

It is not surprising that many children struggle with writing.<sup>1</sup>

#### Printing and Writing

Children learn to print in K, grade 1, and grade 2. In grade 3 they start writing. Ask them to write a journal each day, a story or simple sentences to reinforce their printing and writing skills.

#### Spelling

When children first learn to print, teachers don't focus on spelling. If children had to spell correctly in the early years, they would do very little writing. Teachers encourage children to move from scribbles and pictures to actual letters. "The bebe is hape" - the baby is happy – is seen as a wonderful piece of writing.

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<sup>1</sup> Adapted from *A Guide for Tutoring Adult Literacy Students*, Ministry of Education, Skills and Training, BC, 1988



## Session Eight: Writing Skills

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The shift from inventive spelling to correct spelling takes two to three years. By the end of the grade 2 or 3, most children are well along in their spelling. But if we push them too soon they may be less enthusiastic about writing.

We need to reinforce correct spelling subtly. For example, a child's entry in her journal might be: "I hve a cat. He ets gras. I lik him." The tutor's response might be: "It is funny to see a cat eat grass. I wish my cat would eat grass. I like my cat. He drinks milk and eats cat food. What color is your cat? What other funny things does your cat do?" The tutor's response spells *have, grass, eat, and like* correctly, while accepting the child's spelling as it is. The tutor uses questions to invite the child to write more about her cat.<sup>2</sup>

### Sentence Structure

In order to write, your learner needs to understand simple sentence structure. They need to know that each sentence begins with a capital and ends with a period, exclamation mark or question mark. There are several kinds of sentences.

### Simple Sentence

The most basic type of sentence is the **simple sentence**, which contains only one clause. A clause is a group of related words containing a **subject** and a **verb**. Every complete **sentence** contains two parts: a **subject** and a **predicate**. The subject is what or whom the sentence is about, while the predicate tells something about the subject. Here are some examples of simple sentences, with one clause:

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<sup>2</sup> Adapted from *101 Educational Conversations* by Vito Perrone, published by [Chelsea House Publishers](#). 1994 by Chelsea House Publishers



## Session Eight: Writing Skills

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- The ice **melts** quickly.
- The ice on the river **melts** quickly under the warm March sun.
- Lying exposed without its blanket of snow, the ice on the river **melts** quickly under the warm March sun.

As you can see, a simple sentence can be quite long. You can not tell a simple sentence from a compound sentence or a complex sentence simply by its length.

### The Compound Sentence

A **compound sentence** consists of two or more independent clauses or simple sentences joined by co-ordinating conjunctions such as "and," "but," and "or":

#### Simple

- Canada is a rich country.

#### Simple

- Still, it has many poor people.

#### Compound

- Canada is a rich country, **but** still it has many poor people.

Compound sentences are very natural for English speakers. Small children learn to use them early on to connect their ideas and to avoid pausing and allowing an adult to interrupt. A child might talk like this:

- Today at school Mr. Moore brought in his pet rabbit, and he showed it to the class, and I got to pet it, and Kate held it, and we coloured pictures of it, and it ate part of my carrot at lunch, and ...



## Session Eight: Writing Skills

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### The Complex Sentence

A **complex sentence** contains one independent clause and at least one dependent clause. Unlike a compound sentence, a complex sentence contains clauses which are not equal. Consider the following examples:

#### Simple

- My friend invited me to a party. I do not want to go.

#### Compound

- My friend invited me to a party, but I do not want to go.

#### Complex

- Although my friend invited me to a party, I do not want to go.

### Punctuation

Punctuation marks tell your readers to pause, stop, or change their tone of voice. We use punctuation marks to emphasize and clarify what we mean. The main punctuation marks include the period, question mark, exclamation mark, comma, semi-colon, colon, apostrophe, quotation mark, and hyphen.

### Organize Ideas

Writers need to organize their ideas to write well. One way to do this is to break down the writing process:

- Choose a topic
- Brainstorm ideas
- Organize your ideas
- Write an outline
- Write a first copy
- Proof read
- Write the final copy





## Session Eight: Writing Skills

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### Welcome

**Time** 5 minutes

**Handouts** 1

#### **Agenda**

Post the agenda on the wall and give the agenda handout to participants. Go over the agenda with participants. Ask for any changes.

#### **Meet and greet**

Welcome everyone back to the program. Ask everyone to write their name on a name tag and to enter their name to win the door prize.



## Session Eight: Writing Skills



**1**

### Session Eight – Writing Skills

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## Session Eight: Writing Skills

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### Review

**Time** 15 minutes

**Handouts** none

#### Review

- Review group agreements. Ask participants if they would like to add or delete any.
- Review last week's session. Ask participants if they used the reading comprehension strategies from last week. Go around the circle and encourage everyone to share.. Use these questions:
  - How did it go?
  - Does anyone have any suggestions for the group?
  - Which strategies did you find most useful?



## Session Eight: Writing Skills



### Warm Up Activity – Group Story Writing

**Time** 15 minutes

**Handouts** 2

During this activity participants write a story together.

#### Directions

1. Cut out the story starters on handout 2 and put them in a hat or jar.
2. Ask participants to pick out a story starter.
3. Give participants 5 minutes to write the first couple of sentences.
4. After 5 minutes, ask them to pass their paper to the person on their right.
5. Give participants 3 minutes to continue the story.
6. Repeat this until everyone has a chance to write several sentences on each person's paper.


#### Variations to game:

- When they pass the paper they fold down the paper and show only what they wrote on the last sentence.
- Make up story starters and ask your learner to pick one out of a hat. Ask them to write the first sentence and then you write one sentence. Go back and forth until the story is written.
- Use the story starter idea to start a language experience writing activity.





### 2 Story Starters

 Cut these out and put them into a hat or jar. Ask each participant to pick one.

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1. The most frightening thing ....
2. When I was young....
3. If I had a million dollars I would....
4. Life would be way more fun if....
5. My camping trip was....
6. Going out on the land....
7. When I looked up into the sky....
8. One night long ago....
9. There was once this guy named ....
10. My favourite thing to do is ....



## Session Eight: Writing Skills



### Group Discussion – What children should know

**Time** 30 minutes

**Handouts** 3, 4

Parents or tutors need to understand what their learner needs to know at each age or grade level.

#### Brainstorming activity

- Brainstorm with participants what they think their learner needs to know in:
  - Kindergarten
  - Grade 1
  - Grade 2
  - Grade 3
  - Grade 4
  - Grade 5
  - Grade 6
- Or break up the group and ask each to discuss one grade.
- Ask the groups to report back to the larger group.
- Compare the lists that participants came up with handout 1.

#### Discussion

Discuss what participants can do if their learner lacks certain skills.

- Talk to the teacher and principal.



## Session Eight: Writing Skills

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- Get extra help from a tutor.
- Work everyday to improve reading and writing skills.
- Use positive reinforcement or incentives to encourage them in school.
- Get a reading buddy for him.
- Set aside homework time each day.
- Make learning fun.

### **Additional Handout**

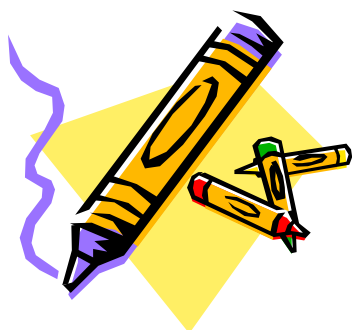
Parents may have children that are younger than 5. Give them handout 4 if they want more information about how to support younger children. The handout is broken up so you can photocopy the ages you need.





### 3 What Kids Need to Know and When They Need to Know it

As parents, we have lots of questions about what our children should be able to do in each grade. Remember that each child is different and learns at their own pace. Here is a list of things that children should know at the end of each school year.

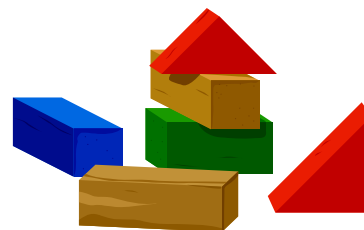


#### Preschool

- Follow simple directions.
- Work and play co-operatively with other kids, listen to a story in a group, take turns, share.
- Good at walking, running, climbing.
- Use a pencil, crayons, scissors, etc.
- Follow oral directions such as “Go wash your hands.”

#### Kindergarten

- Recognize numbers and count by ones.
- Add objects – 5 blocks plus 3 blocks equals 8 blocks.
- Sort and classify objects by shape, size, colour.
- Recognize and make patterns – circle – circle - square or red – yellow - red.
- Recognize and write letters of the alphabet.
- Write their name.
- Identify rhyming words.
- Understand that letters represent sounds.





## Session Eight: Writing Skills

### Grade 1



- Read a simple book.
- Write simple stories, retell stories they've heard or read, and recall events.
- Count to 100, count by twos (2,4,6...) fives (5, 10, 15...) and tens (10, 20, 30...).
- Do simple addition and subtraction.
- Tell time on the hour and the half hour.
- Count coins.

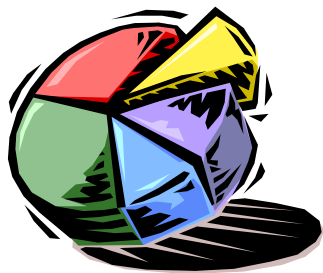
### Grade 2

- Learn and use math to solve everyday problems.
- Compare and contrast stories, characters, and settings.
- Recognize the difference between poetry, biography, fiction and non-fiction.
- Add and subtract two-digit numbers (35) and begin working with three-digit numbers (356).
- Understand calendars, measure length in cm, read a thermometer, and tell time.



### Grade 3

There is an old saying "In the first three grades children learn to read, in grade 4 children read to learn." By the end of grade 3 children should be able to:



- Write stories, poems, and person letters.
- Use a dictionary.
- Use paragraphs and punctuation.
- Describe the main idea of a story and the plot.



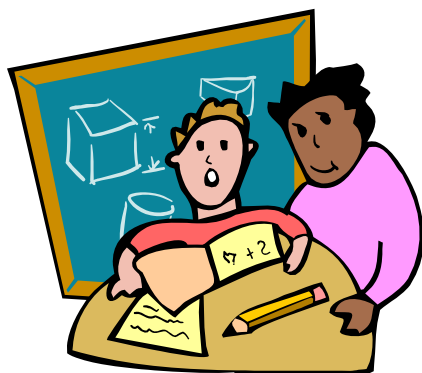
## Session Eight: Writing Skills

- Add and subtract three-digit numbers; multiply and divide single-digit numbers.
- Round numbers up to the nearest tens and hundreds.
- Gather and organize data into graphs and charts, and interpret it.

### Grade 4

- Write with a clear focus, argue a point of view, and understand how to use an outline to shape a report.
- Use numbers up to one million, add and subtract decimals and fractions, and multiply and divide two-digit numbers.
- Know the multiplication table.

### Grade 5



- Write essays, journals, and reports
- Support their ideas with evidence and examples from a number of different sources such as nonfiction books, textbooks, web sites, newspapers, and magazines.
- Work comfortably with fractions and decimals
- Multiply and divide three-digit numbers
- Use geometry.

### Grade 6

- Be confident about writing and use different styles of writing.
- Use character, voice, and points of view for creative writing.
- Use proper grammar, spelling, and punctuation.
- Take notes in class and summarize ideas.
- Do organized reports and speeches
- Set up tables and charts, and plot points on an graph





### 4

## Support Your Child's Learning Birth to Four Years

The first four years of life are very important for children's development. During that time, children's brains develop at an amazing rate. Parents and other family members play a key role in early development. They are their children's first and most important teachers.

The foundation for literacy development begins very early – some people say it starts in the womb. Literacy develops when children interact with adults and older children, when they play and through their experiences with literacy resources, such as stories, songs, rhymes, crayons, and paper.

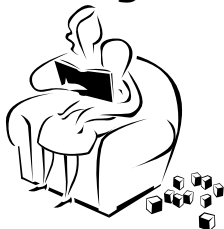
### 2 Months

#### Babies



- Hear well when they are born
- Absorb the sounds and rhythms of the language around them
- Recognize and respond to their parents' voices
- Enjoy listening to their parents' voices
- Make a variety of sounds, like 'coos' and gurgles
- Like to be held close and cuddled
- Enjoy things like mobiles that dangle and move

#### Parents/ Caregivers



- 'Coo', talk, and sing as you do things with your baby
- Talk, sing lullabies, say rhymes, make up songs and sayings so that your baby can hear the sound of your voice
- Tell or read stories
- Change the sound of your voice (high, low, etc.)
- Play lullaby music to calm your baby
- Hold your baby close as you sing, talk to help your baby relax



## Session Eight: Writing Skills

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### 4 Months

#### Babies



- Respond to people and things by making sounds
- Respond to sounds, especially people's voices
- Like their parents' voices the most
- Are curious about themselves and other things
- Like to look, reach, and touch things
- Respond well to strong contrasts, such as black and white or bright colours
- Are ready to begin looking at books
- Like to feel safe and secure
- Need quiet time

#### Parents/ Caregivers



- Hold your baby close and talk to your baby face to face
- Use your baby's name
- Imitate sounds that your baby makes
- Respond to your baby's sounds and actions by smiling and talking so that your baby knows you're listening
- Talk, sing lullabies and other songs, say rhymes, tell or read stories
- Clap your baby's hands together and play simple rhyming games
- Change the pitch of your voice (high, low, soft, etc.)
- Use stories/songs to create quiet time for your baby and make her feel safe and secure



## Session Eight: Writing Skills

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### 6 Months

#### Babies



- Begin to use repetitive sounds, like 'ma', 'ba' etc.
- Like to listen to repetitive verse that sounds like their own speech
- Like to listen to the same songs and rhymes over and over again
- Like more active rhymes, like bouncing rhymes
- Become aware that words are symbols for familiar objects
- Like to look at pictures, point to things, and touch and chew things
- Like to hold things of different sizes, colours and textures
- Still need quiet time

#### Parents/ Caregivers



- Imitate your baby's sounds, like a conversation
- Try to get your baby to say the sounds again
- Name objects in pictures or around your baby
- Tell the same stories, say the same rhymes and sing the same songs over and over again
- Use stories/songs to create quiet time for your baby
- Let your baby hold and touch books (don't worry if she chews them!)
- Encourage your baby to use both hands



## Session Eight: Writing Skills

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### 12 months

#### Toddlers



- Make up words for things
- Understand several words in context
- Like stories about themselves and their immediate world
- Start to recognize body parts
- Develop a sense of humour
- Like rhythmic stories that hold their attention
- Like books with simple pictures and short sentences
- Begin to learn about feelings
- Need to feel safe and secure

#### Parents/ Caregivers



- Name things your child sees around him and wait for him to respond, like a conversation
- Teach your child body parts
- Name pictures and make the sounds too
- Use simple language, including short sentences like 'big dog'
- Take your child for a neighbourhood walk. Look and talk about all the things you see and hear, including signs and notices
- Let your child hold the book
- Let your child turn the pages by themselves
- Make your child more books of his own
- Read the same books over and over again
- Name your child's feelings



## Session Eight: Writing Skills

### 18 Months

#### Toddlers



- Imitate everyday sounds
- Point to pictures of familiar objects; match similar objects
- Begin to ask 'What's that?'
- Learn new words every day
- Say five or more words
- Combine words into a sentence
- Become active
- Want to be independent
- Curious and like to explore and do things
- Like to help
- Like simple puzzles and shape sorters
- Have shifting moods
- Fear separation from parents/ look for caregivers

#### Parents/ Caregivers



- Talk to your child about his world e.g. the things you see, hear, do
- Help your child develop basic self-help skills
- Play games to help your baby learn new words
- Encourage your child to move and do actions
- Help your child with puzzle pieces
- Leave books out so your child can play with them
- Let your child 'explore' books, turning the pages and choosing the pages they want to read
- Let your child scribble with large crayons or chalk and talk about what he draws or writes



## Session Eight: Writing Skills

### 2 years

#### Toddlers



- Learn new words every day
- Starts to combine words into simple sentences
- Continue to ask 'What's that?'
- Like to sing songs
- Like to play sorting games
- Are active
- Want to become independent
- Like to help doing everyday things, like setting the table
- Learn about their own feelings
- Like sharing storybooks with people

#### Parents/ Caregivers



- Help your child learn new words by talking to him as he's doing things
- Help your child learn songs by singing often and by leaving out words of songs so that your child can finish them by themselves
- Talk to your child about colours
- Help your child count things
- Help your child to sort things by shape, size, colour, touch etc.
- Encourage your child to move in different ways
- Encourage your child to do things by herself (getting dressed/ undressed)
- Name your child's feelings
- Hold your child close when you read together
- Let your child scribble with large crayons or chalk and talk about what you he draws or writes





## Session Eight: Writing Skills

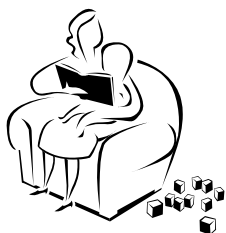
### 3 years

#### Toddlers



- Like to talk about what they did during the day
- Understand and use describing words
- Combine words in short sentences
- Have a sense of humour; like silly stories, rhymes and games; like guessing games; like surprises
- Begins to learn the letters of the alphabet
- Want to be independent
- Are beginning to learn about responsibility
- Like to play with others but need help to take turns, share and cooperate
- Like to pretend and make believe
- Sometimes feel afraid; show affection
- Like books and stories and can turn the pages by themselves

#### Parents/ Caregivers



- Talk about what you and your child did during the day
- Go for community walks
- Play guessing games 'Where's the ...?'
- Make silly card games with magazine pictures (e.g. legs on a fish); can talk about the silly things in the game
- Help your child make believe with words
- Read to your child often everyday; can set aside a special time for reading as part of your child's daily routine
- Let your child turn the pages of the books by herself
- Begin to read longer stories
- Help your child to hold a pencil or crayon properly
- Encourage your child to read, sing, talk, write and draw everyday
- Encourage your child to do things by himself



## Session Eight: Writing Skills

### 4 years

#### Young children



- Learn more letters and about words and sounds
- Learn rhyming words, 'big', 'pig' etc.
- Like making up words
- Like to ask lots of questions; enjoy repetition
- Like having people read to them or tell them stories
- Like to listen to and tell longer stories (often to their toys)
- Like having people change their voices when telling stories (high, low, loud, soft)
- Like listening to stories on tapes
- Like doing things that help them to write
- Learn to make decisions and be responsible for them
- Need to know they are special and are loved
- Begin to understand and empathize with others

#### Parents/aregivers



- Play rhyming games and make up silly rhyming words
- Read longer stories; encourage your child to retell the story
- Encourage your child to make up, tell stories using pictures, a book or his own experience
- Play stories on tapes. Show your child how to follow the story in the book and turn page when they hear the bell.
- Encourage your child to choose the book they want to read, or story they want to listen to.
- Show your child his written name
- Show your child how you use literacy everyday, talking, writing shopping lists, reading labels, reading signs
- Encourage your child to read, sing, talk, write and draw everyday



## Session Eight: Writing Skills



### Reading Strategy – Writing Skills

**Time** 60 minutes

**Handouts** 5, 6, 7, 8, 9, 10

Read the background information before you plan this session. Give a copy of the background information to participants or read it to them.

#### Activities

1. Ask participants how they feel about their own writing skills.
  - Do you like to write?
  - Do you dislike writing?
  - Do you write for pleasure?
  - Do you only write when you have to?
  - What do you use writing for?
2. Brainstorm different kinds of writing activities with participants. Give participants handout 5 and compare with the ideas from the brainstorm.
3. Give participants handout 6 and read together. Play the Spelling game on handout 7 with participants.
4. Give participants handouts 8 and 9 and discuss the writing process. Often people do not know how to start writing a paper or essay. The handouts give a good guideline for writing. Ask participants to choose a topic and do a pre-writing activity – brainstorm ideas, organize their ideas, and do an outline.
5. Creative Writing – handout 10. Ask participants to go through the book kit to identify books that they want to re-create.



## Session Eight: Writing Skills



### 5 Writing Activities

- Daily journals
- Summarize a story.
- Daily news--write about the events that happened during the day
- Observations around them.
- Use pictures to create a story.
- Messages – write to other students, to teacher, or parents.
- Sentences - edit sentences for concepts learned in class
- Book reports
- Daily word problems for Math
- Word wall or spelling activities
- Story starters
- Comic strips--fill in what the characters are saying.
- Pen pals - write letters to another class.
- Story responses - respond to reading story or a trade book.
- Make lists
- Emails
- Wonder books - children keep a notebook of things they wonder about.
- Scripts - TV, movie, play
- Speeches
- Advertisements
- Recipes
- Directions
- Greeting cards
- Biographies
- Invitations
- Newspaper articles
- Weather reports
- Lab reports
- Poetry
- Coded messages
- Round robin writing--students create and add to stories as they are passed around.
- Want ads
- TV commercials





### 6

## Spelling Tips

Use the **LOOK - THINK - COVER - WRITE - CHECK** to memorize a new word.

**LOOK** carefully at the new word. How can you break it into smaller bits? Do any of the smaller bits remind you of the patterns of letters from other words?

**THINK** about the parts of the words which might cause problems such as double consonant, or a vowel you don't pronounce the way you expect.

**COVER** the word and close your eyes. Try to see it in your mind's eye.

**WRITE** the word down without looking back.

**CHECK** to see if you're right. If not, look carefully at where you went wrong and try again.

### More Tips

- When you copy a new word from the blackboard, a book, or the dictionary, always try to write the whole word in one go. Don't keep looking back after every few letters.
- Try finger-writing while you **THINK** about the word. Pretend to write it with your finger on your desk or on your hand.



## Session Eight: Writing Skills



7

### Spelling Game

Good spellers recognize common spelling patterns. This helps them predict how to spell because they know they have a limited number of options.

For example, if they hear an "o" sound as in hope, they will know the spelling options are 'oa'; 'oe'; or 'o.'

This game develops this kind of awareness. It is like to Hangman except that people have to guess the letters.

- Writing the first letter of a word.
- Put down dashes to represent the other letters.
- Allow ten guesses for the next letter. If there is no correct guess, put the letter in and go on to the next one.
- Continue until you complete the whole word.

Sometimes it helps to write out the alphabet and have it in front of the players.

As players become more competent, they need fewer guesses. Use this game to discuss possible choices at any particular stage.

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### 8 Pre-Writing

**Pre-writing** is a way to organize your thoughts and begin to put things on paper. Do a pre-writing activity before you begin to write your paper or essay.

#### Use prewriting to:

- Think more clearly.
- Decide how to start your story or paper.
- Keep track of your ideas.
- Practice expressing yourself in writing.

#### Basic Prewriting Strategies

##### 1. Develop Questions

- What do I know?
- What do I need to find out?
- What is the point of the paper?

#### Brainstorm

- Food
- Delicious
- Healthy
- Junk
- Diet
- Calories
- Cooking
- Vegetarian
- Traditional foods

#### Free Write

- Food can be very healthy – but some food is bad for you.
- Junk food like pop, candy and chips are not good.
- Is pizza good for you or not?
- How do vegetarians compare health wise to meat eaters?
- How do people who live off of traditional foods compare to those who eat store bought food?



# Session Eight: Writing Skills

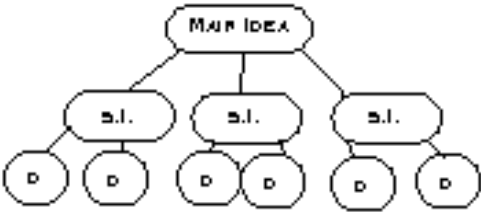


## Visualize / Organize Major Categories

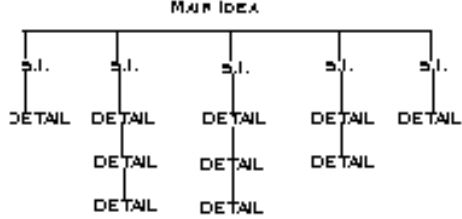
### Outline

- FOOD
- I. INTRODUCTION: FOOD
    - A. BACKGROUND
    - B. THESIS
  - II. BODY
    - A. USES FOR FOOD
    - B. DANGERS OF FOOD
    - C. ORGANIC FOOD
  - III. CONCLUSION

### Mapping



### Tree Diagram







# 9 Writing Process Guide

The writing process guide describes eight basic steps:

1. Plan
2. Organize
3. Draft
4. Share
5. Revise
6. Edit
7. Prepare final copy
8. Print

### 1) Plan

Think about what you want to write. Read, talk to others, brainstorm, and collect your ideas.

Make a topic list. Choose a topic.

### 2) Organize

Make an outline, a mind map, or a web. What ideas go together? What order makes sense?

### 3) Draft

Write your thoughts down. Don't worry too much about spelling or punctuation. Take your time.

### 4) Share

Read your writing out loud to someone. Ask for feedback: "How does this part sound?" or "Which sounds better, this or this?"

### 5) Revise

Does the story make sense? Do the parts fit together?  
Are the transition words clear?

### 6) Edit

Check grammar, spelling, and punctuation/

### 7) Prepare a final copy

Proofread and make changes

### 8) Print

Use a word processor to make a final hard copy.  
Where possible, use a word processor to compose, revise, and publish.



### Simple Writing Process Guide



1. **Begin** with a topic your learner likes.
2. **Talk** about what she wants to write. Help the learner write the ideas and words they need.
3. **Write** a rough draft. Explain that all writers use a rough draft.
4. **Encourage** learners to proof read their work. Underline words they are not sure of. This is a good time to practice dictionary skills.
5. **Read** over the piece of writing together. Tell your learner she can always add to and change a piece of writing.





10

### Creative Writing

#### 1. My Turn, Your Turn

Writing stories is fun, but it really comes alive when your child creates and writes a story with you.

Ages 6 and up

#### What you need:

- Paper, pencil, and a story title.

#### Directions:

1. Create or choose an exciting title for a story such as "The Golden Eye" or "The Strangest Sight I Have Ever Seen."
2. Write the title on a sheet of paper and invite your learner to write the first sentence.
3. You write the second line.
4. Take turns writing sentences until the story is complete.
5. Read the story together when it is complete. Edit your story. Read your story to someone else



Adapted from *READ\*WRITE\*NOW Activities for Reading and Writing Fun* - May 1997



## Session Eight: Writing Skills

### 2. How would you end the fairy tale?

Ages 7 and up

#### What you need:

- Books of fairy tales (optional), paper, pen or pencil

#### Directions:

1. With your learner, think of your favorite fairy tale or folktale. This could be a current favorite or something your learner loved when she was younger.
2. Ask your learner to write a new ending for the fairy tale. This could be a different ending altogether or a description of what happens later. For example, Cinderella decides she prefers to return to her stepmother's house to help out, or the Three Little Pigs later go into the home security business.
3. Invite your learner to write and illustrate her new version of the story.
4. Use this script for RT or act it out.



## Session Eight: Writing Skills

### 3. Recreating a Children's Book

Rewrite a children's book. Use a repetitive children's book and change the words. For example the **Yummy Yucky** book describes yummy and yucky things. Rewrite the yummy and yucky things to fit your learner's tastes. Ask your learner to illustrate the book. Make it look like a real book. Staple the pages together and make a cover and back page.

#### Make your own book about yummy and yucky things.

Here is how the story goes:

Spaghetti is yummy.

Worms are yucky.

Blueberries are yummy.

Blue crayons are yucky.

Soup is yummy.

Soap is yucky.

Sandwiches are yummy.

Sand is yucky.

Mommy's cookies are yummy.

Mommy's coffee is yucky.

Chocolate sauce is yummy.

Hot sauce is yucky.

Apple pie is yummy.

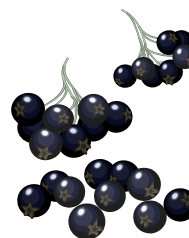
Mud pie is yucky.

Burgers are yummy.

Boogers are yucky.

Eggs are yummy.

Earwax is yucky.



Other good books you can re-create:

- Brown Bear, Brown Bear, Ten Little Bunnies, Chicka Chick BoomBoom



## Session Eight: Writing Skills



### 11 Words to Use Instead of Said

The word **said** is overused in writing. Use the following words instead of the word **said** when you quote what a person says.

|            |           |           |           |
|------------|-----------|-----------|-----------|
| accused    | admitted  | asked     | Finished  |
| corrected  | croaked   | denied    | Pondered  |
| marveled   | mumbled   | noted     | squeaked  |
| screamed   | shrieked  | sneered   | bet       |
| added      | advised   | assured   | fretted   |
| coughed    | crowed    | described | praised   |
| mimicked   | murmured  | sneezed   | stammered |
| shot       | shrilled  | doubted   | bleated   |
| addressed  | agreed    | objected  | prayed    |
| cried      | mused     | snickered | started   |
| moaned     | sighed    | babbled   | blurted   |
| shouted    | announced | drawled   | gasped    |
| guessed    | dared     | observed  | promised  |
| queried    | muttered  | sniffed   | stated    |
| teased     | smiled    | barked    | boasted   |
| called     | answered  | echoed    | gibed     |
| gulped     | decided   | offered   | proposed  |
| questioned | smirked   | sniffled  | stormed   |
| tempted    | approved  | bawled    | boomed    |
| cautioned  | declared  | ended     | giggled   |
| gurgled    | nagged    | ordered   | protested |
| quipped    | snapped   | snorted   | stuttered |
| tested     | argued    | beamed    | bragged   |
| chatted    | demanded  | exclaimed | greeted   |
| quoted     | nodded    | sobbed    | put in    |
| theorized  | snarled   | began     | suggested |
| chattered  | reasoned  | explained | broke in  |
| hinted     | chimed in | piped     | groaned   |
| thought    | reassured | spoke     | puzzled   |
| cheered    | urged     | begged    | surmised  |
| hissed     | choked    | pleaded   | bubbled   |



## Session Eight: Writing Skills

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|               |           |            |             |
|---------------|-----------|------------|-------------|
| ranted        | imitated  | sputtered  | growled     |
| told          | recalled  | bellowed   | bugged      |
| chided        | chortled  | Informed   | grumbled    |
| hypothesized  | implied   | remarked   | quavered    |
| interrupted   | reckoned  | chuckled   | taunted     |
| replied       | vowed     | inquired   | coaxed      |
| wept          | chorused  | remembered | interjected |
| commented     | reminded  | wailed     | repeated    |
| requested     | warned    | clucked    | went on     |
| whimpered     | laughed   | insisted   | commanded   |
| wondered      | sang      | Complained | jested      |
| confided      | continued | Jeered     | retorted    |
| worried       | lied      | Responded  | whispered   |
| congratulated | sassed    | whined     | confessed   |
| scolded       | yawned    | concluded  | joked       |
|               | convinced | lisped     | roared      |



## Session Eight: Writing Skills



### Craft Activity – Writing

**Time** 30 minutes

**Handouts** 12, 13, 14, 15, 16

Make writing fun and exciting and get your learner interested in writing. Start with books about your learner and their family. Children love to tell you about themselves and their family. Ask them to make special books about themselves and their family. Give them their own very special journal to write in.

#### Activities in this section

1. Invisible writing
2. My journal
3. Scrap book
4. All about me – for beginner writers
5. A book about me – for intermediate writers

Ask participants to try out the invisible writing activity. Share their secret messages at the end of the session.

#### You need

- Handouts
- Glue
- Scissors
- Magazines
- Clipart
- Cardboard
- Scrap book
- Lemon juice or vinegar
- Small dishes or paper cups
- Toothpicks
- Thin white paper
- A lamp with a 100-watt light bulb



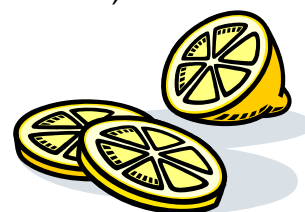




### 12 Invisible Writing

Learners write a secret message with invisible ink, exchange them, and reveal the secrets.

Ages 7 and up



#### What you need:

- Lemon juice or vinegar
- Small dishes or paper cups
- Toothpicks
- Thin white paper
- Scrap paper
- Pencils
- A lamp with a 100-watt light bulb

#### Directions:

- Give your learner some scrap paper, a pencil, a thin sheet of white paper, and a toothpick. Ask him to write his name on the thin paper.
- Ask him to compose a secret message for a family member or friend on the scrap paper.
- Fill a small cup with lemon juice or vinegar for your learner. Tell him to dip the toothpick into the liquid and use the toothpick to write their message on the thin paper. Let the message dry.
- Ask your learner to give his invisible message to a friend. To make the message appear hold the paper near a glowing light bulb. They'll be amazed as the mystery message appears.

#### How it works?

Lemon juice and vinegar are mildly acidic, and acid weakens paper. The acid remains in the paper even after the juice or vinegar dries. When the paper is held near a hot light bulb the treated portions of the paper burn, and turn brown, more readily than the untreated portions.



## Session Eight: Writing Skills



### 13 My Journal

Ages 6 and up

#### What you need:

- Blank paper
- Journal or a pad of paper
- Pen



#### Directions:

- Talk to your learner about all the things she does each day. Ask:
  - How was your day?
  - Who did you speak with and what did you see?
  - How do you feel about the day?
- Ask your learner to write the answers to these questions in a daily journal. Help her bind the journal - staple or hole-punch the paper and thread yarn through the holes. Your learner can make a pretty cover.
- Respond each day to your learner's writing. Write to them in their journal. Remember do not correct spelling. Use the same words your learner used when you respond but spell them correctly.

**Writing every day is really important. Writing is a skill we need to practice daily!**

This activity is adapted from *50 Fun Ways to Improve Reading*, which was created as part of the *Bridges to Reading* kit, developed by [Schwab Learning](#). Reprinted with permission from Schwab Learning.



## Session Eight: Writing Skills



# 14 Scrapbook

Ages 5 and up

### What you need:

- Scrapbook or notebook
- Scissors
- Glue
- Magazines
- Pen or pencil



### Directions:

- Go through old magazines with your learner and cut out pictures that she likes of animals, sports, nature, food, etc.
- Paste the pictures into the scrapbook.
- For each picture, help your learner write something about the picture and explain why she chose it.
- Ask your learner to make a title page and name the scrapbook.

This activity is from *50 Fun Ways to Improve Reading*, which was created as part of the *Bridges to Reading* kit, developed by [Schwab Learning](#).



## Session Eight: Writing Skills



# 15 All About Me – A Book for Beginning Writers

Use these ideas and make a book with your learner. This is a good activity for new readers and writers.

|   |   |  |   |      |          |        |       |           |       |         |     |          |      |          |                             |
|---|---|--|---|------|----------|--------|-------|-----------|-------|---------|-----|----------|------|----------|-----------------------------|
| <p><b>All About Me</b></p> <p>By _____</p>  | <p>Put candles on the birthday cake.</p> <p>I am _____ years old.</p> | <table><tbody><tr><td>January</td><td>July</td></tr><tr><td>February</td><td>August</td></tr><tr><td>March</td><td>September</td></tr><tr><td>April</td><td>October</td></tr><tr><td>May</td><td>November</td></tr><tr><td>June</td><td>December</td></tr></tbody></table> <p>My birthday is in _____.</p> | January   | July | February | August | March | September | April | October | May | November | June | December | <p>I can trace my hand.</p> |
| January   | July  |  |   |      |          |        |       |           |       |         |     |          |      |          |                             |
| February  | August  |  |   |      |          |        |       |           |       |         |     |          |      |          |                             |
| March   | September   |  |   |      |          |        |       |           |       |         |     |          |      |          |                             |
| April   | October   |  |   |      |          |        |       |           |       |         |     |          |      |          |                             |
| May   | November  |  |   |      |          |        |       |           |       |         |     |          |      |          |                             |
| June  | December  |  |   |      |          |        |       |           |       |         |     |          |      |          |                             |
| <p>This is my family.</p>   | <p>Draw your favorite food.</p> <p>My favorite food is _____.</p>     | <p>Draw your favorite toy.</p> <p>My favorite toy is _____.</p>  | <p>Draw your favorite animal.</p> <p>My favorite animal is the _____.</p> |      |          |        |       |           |       |         |     |          |      |          |                             |
| <p>Draw something using your favorite color.</p> <p>My favorite color is _____.</p> | <p>I wake up at ____:____.</p>  | <p>I go to sleep at ____:____.</p>   | <p>This is where I live.<br/>My address is:</p>                           |      |          |        |       |           |       |         |     |          |      |          |                             |



## Session Eight: Writing Skills

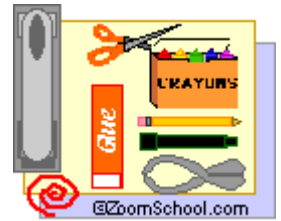


# 16 A Book About Me – Intermediate Writers

A book for and by your learner. You and your learner can make a wonderful book about their family, friends, and favourite things.

### What you need:

- Paper
- Printer
- Crayons, pen, or markers
- Hole punch and some string [or a stapler] (to bind the book)
- Glue stick and photo of child (optional)



### Directions:

- Photocopy each page of the book.



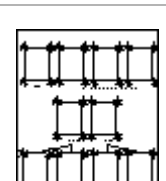
Cover page



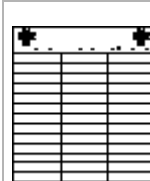
Self-Portrait



Personal information



Family Tree



Friends



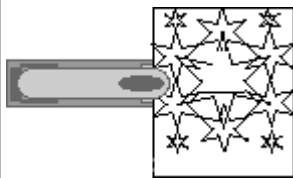
Favorite things



Favorite activities



Where I live



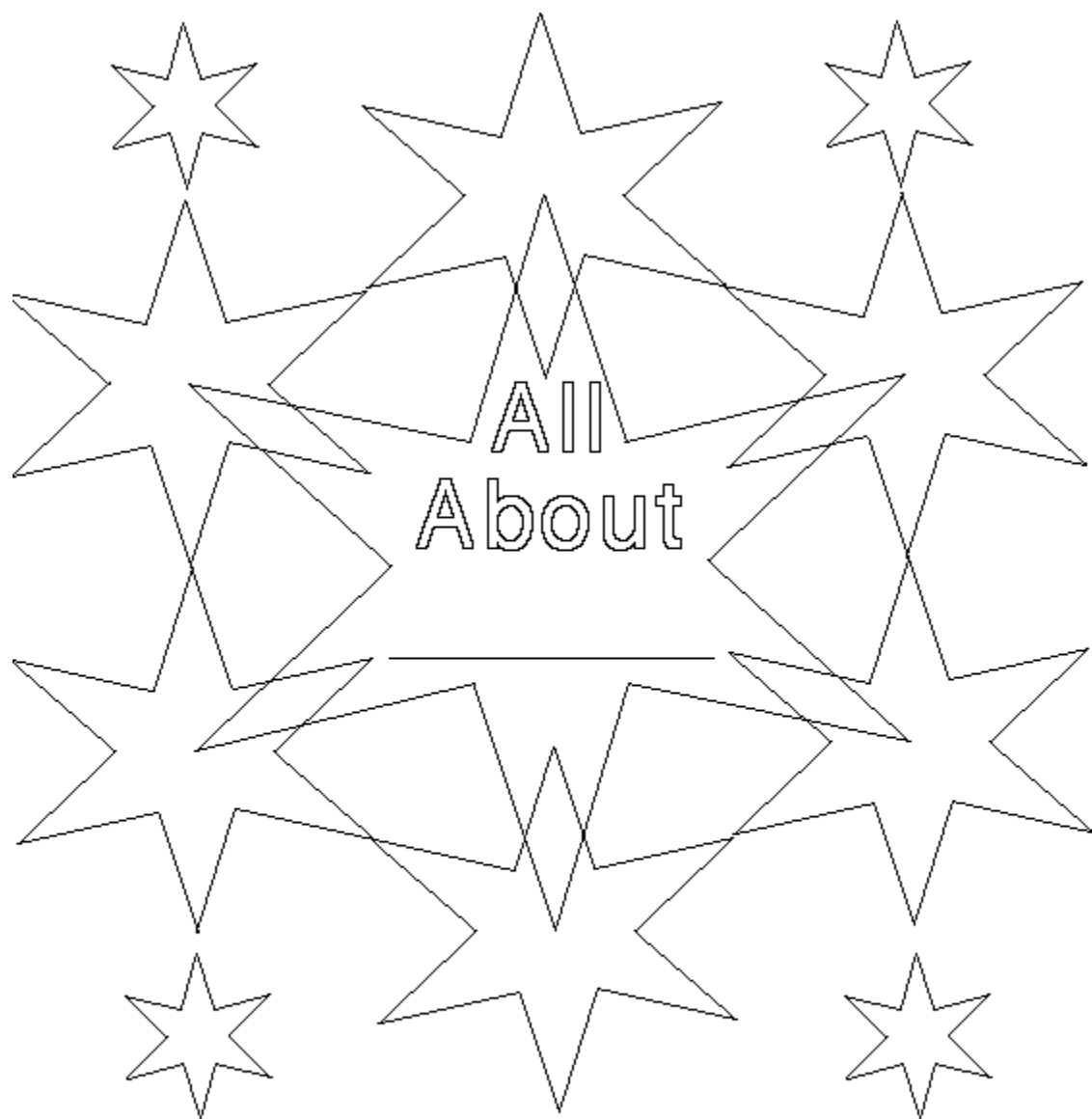
- Bind the pages of the book together - staple them together or punch holes in the left margin and tie the pages together with a ribbon. Or put the pages in a folder or notebook.



- Ask your learner to fill in the pages.



## Session Eight: Writing Skills



This book belongs to: \_\_\_\_\_.

I am \_\_\_\_\_ years old. Today's date is \_\_\_\_\_.

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**Self-Portrait**

**This is a picture of me!**

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## Session Eight: Writing Skills

All About \_\_\_\_\_

My birthday is \_\_\_\_\_

My height is \_\_\_\_\_

I weigh \_\_\_\_\_

My hair is \_\_\_\_\_

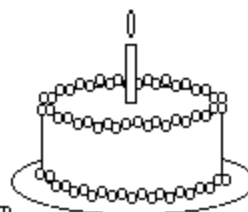
My eyes are \_\_\_\_\_

This is my  
fingerprint.

Trace your hand here!



My birthday cake  
had this many candles.



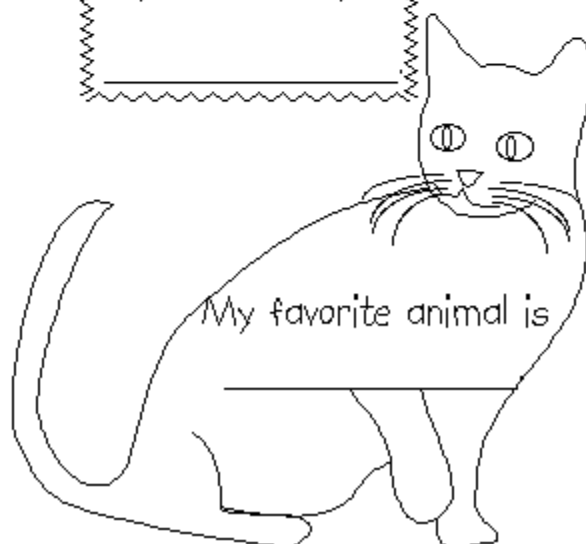
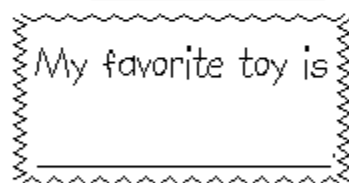
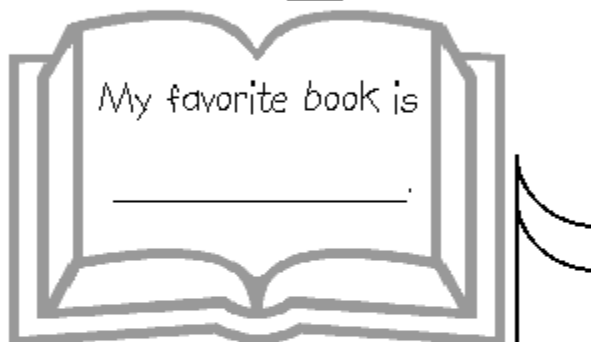
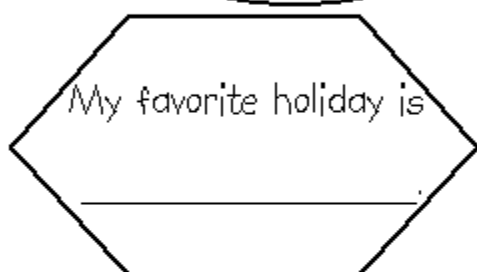
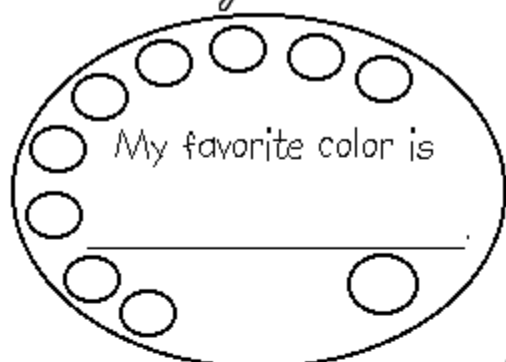
©ZoomSchool.com







# My Favorite Things



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## Session Eight: Writing Skills

# My Favorite Activities, Hobbies and Sports

I like to play with

\_\_\_\_\_.

My favorite sport is

\_\_\_\_\_.

My favorite place to go is

\_\_\_\_\_.

I like to draw

\_\_\_\_\_.

My favorite game is

\_\_\_\_\_.

I like to collect

\_\_\_\_\_.

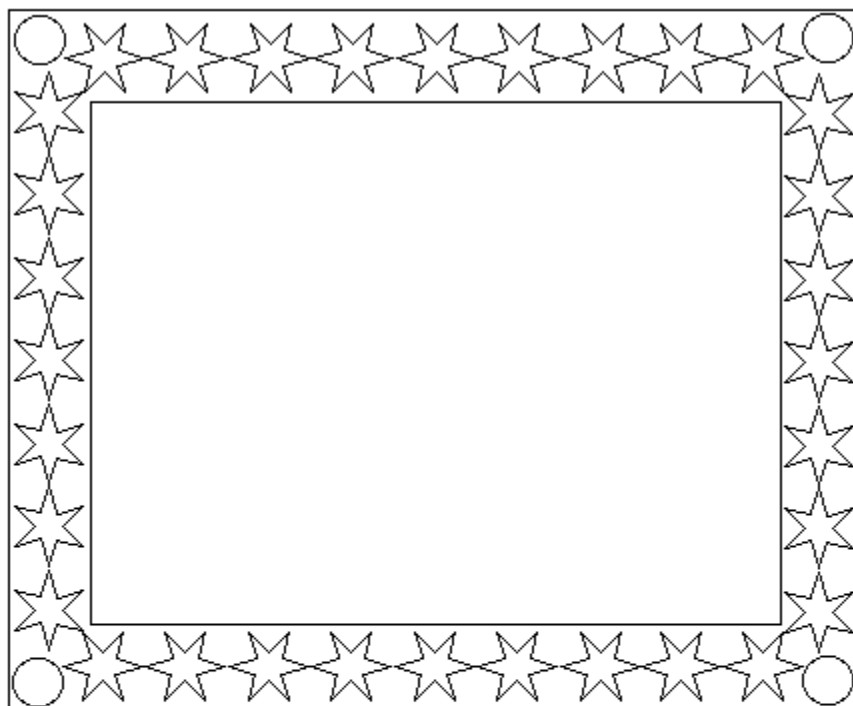
My favorite hobby is

\_\_\_\_\_.

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# Where I Live



*This is a drawing of where I live.*

My address is: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The country I live in is: \_\_\_\_\_

My phone number is: \_\_\_\_\_

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## Session Eight: Writing Skills

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### Closing

**Time** 10 minutes

**Handouts** 17

#### Session Review

Review the session with participants. Ask participants to say one thing they learned. Ask participants to share their invisible secret messages with one another. Remind participants about the celebration next week.

#### Review plans for next week

- Closing session
- Certificates
- Saying good –bye
- Celebration
- Bring food next week

#### Evaluation

Ask participants to fill out the evaluation.

#### Door prize and free books

Draw for the door prize after everyone completes the evaluation form. Give out free books.





## 17 Family Tutoring - Session Evaluation

Session # \_\_\_\_ Topic: \_\_\_\_\_

1. What did you think of the topic we talked about in this session?



Excellent



Pretty good



Needs a little work



Not so hot



Should be canned

2. What did you like most about the session?

3. What did you like least about the session?

4. What could we do to improve this session for next time?

5. Other comments

