



Write from the Start



Encouraging writers in the Adult Education classroom

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What do YOU want to get out of this session today?




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Agenda (subject to change)

- Warm-up and Introductions
- Overview of strategies (and why they matter)
- Activities, Activities, Activities (and how to adapt them for multiple levels / individual learning)
- Looking at the GED 2014




We are going to look at A LOT of information, tools, and examples in a short amount of time. You may start to feel overwhelmed. At that point "eat the meat and spit out the bones." Focus on the points or activities that are most relevant to your teaching situation. Choose TWO or THREE things to try in your classroom. Look for those "I-want-to-try-that" activities as we proceed.




Warm-up

B	I	N	G	O




Were you...?	Did you...?	Did you...?	Did you...?	Have you...?
happy	visit friends	clean the house	get a haircut	made plans for 2010
late	eat candy	cook	get a cold	shaved
hungry	eat menudo	cook a lot of food	get candy	spoken any English
tired	eat bananas	sing	eat perfume / soap	forgot some English
sleepy	call your parents	go for a walk	get snacks	bought your book
excited	go to church	play with your kids	get something you want	forgot your book
tired	go shopping	watch tv	eat	brought your book
homesick	argued out of sleep	go to the movies	exchange a gift	lost your book
confused	have a picnic	travel	return a gift	wrote in your book




How can you use this activity to develop writers?

B	I	N	G	O



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Brainstorm



In pairs, make a list of EVERYTHING a good writer needs to know and know how to do.



B	I	N	G	O
		FREE SPACE!		

DID YOU:

For example.....


go to a party
eat a good meal
go the flea market
play soccer
watch a movie
call a friend
meet anyone new

stay at home
play with your kids
visit a family member
plant a flower
have a problem
read an interesting article
do something special


work every day
watch too much TV
take a long walk
go to church / synagogue
get good news
make vacation plans
see a movie in the theater

buy something expensive
take a trip out of town
go bike riding
pay bills
get bad news
get hurt
exercise

Strategy Inventory



For each item, mark ones that you believe MOST of your students USE and ones that you INTENTIONALLY teach.







♪THESE ARE A FEW OF MY FAVORITE THINGS♪


Activities, Activities, activities



Take a message



How can this be adapted for different levels?





Writing Strategies Inventory

(1)	Organizing	___ Students use	___ I teach
(2)	Using of L1	___ Students use	___ I teach
(3)	Using models / formats	___ Students use	___ I teach
(4)	Comparing	___ Students use	___ I teach
(5)	Planning	___ Students use	___ I teach
(6)	Monitoring	___ Students use	___ I teach
(7)	Evaluating	___ Students use	___ I teach
(8)	Generating ideas	___ Students use	___ I teach
(9)	Revising	___ Students use	___ I teach
(10)	Elaborating	___ Students use	___ I teach
(11)	Clarifying	___ Students use	___ I teach
(12)	Retrieving from memory	___ Students use	___ I teach
(13)	Rehearsing	___ Students use	___ I teach
(14)	Summarizing	___ Students use	___ I teach
(15)	Avoiding / "Work around"	___ Students use	___ I teach
(16)	Reducing / Simplifying	___ Students use	___ I teach
(17)	Anticipating reader response	___ Students use	___ I teach
(18)	Resourcing	___ Students use	___ I teach
(19)	Getting feedback	___ Students use	___ I teach
(20)	Reducing anxiety	___ Students use	___ I teach

Tell Me About This Picture

- Daily warm up.
- Pictures?
 - Newspapers
 - Internet
 - MS Office
 - Student pictures
- Easily adaptable to level
 - Beginners – words/phrases
 - Intermediate – simple sentence
 - Upper Intermediate / Advanced – complex sentences, stories
- Alternate speaking and writing days
- Use with individuals, pairs, or groups.



Tell Me About This Picture

The Chef does everything but cook – that's what wives are for!



For the giving my wife a

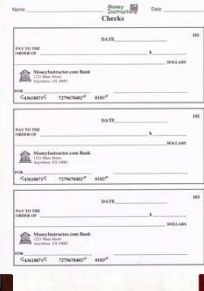



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Writing a check

<http://www.moneyinstructor.com/wsp/printchecks.asp>



Have students write "checks" for class supplies that they forget, like pens, pencils, erasers, paper, notebooks, etc.!

Write from the Start: ESL Writing Workshop

"Tell me about your family."

Instructional decisions

- What is your pre-writing activity?
- Will you require drafting / revision?
- What are you going to correct?
- How are you going to correct?
 - Red ink? (or other color)
 - Proofing notes?
 - Asking questions?
 - Recasting?
- Will you use technology?
- Who is the audience?
- How will you publish the work?

Handwritten note:

Pety

what's that?
that's my son

what's his name?
his name is gabriel

How old is he?
he's 6 years old

what's he like?
he's very funny

what's that?
that's my daughter

what's her name?
her name is natalia

How old is she?
she is 3 years old

what's she like?
she is very spoiled

"Tell me about your hometown."

Instructional decisions

- What vocabulary will you preteach?
- What kind of pre-writing activities support this writing?
- Is this something you could incorporate into a DIALOGUE journal?
- Will students be involved in peer-revision? (See Rubric.)
- Will students turn in a printed copy or a digital copy?
- Will students utilize an online folder, like DropBox (Cloud)?
- How "perfect" does the work need to be before it is considered "publishable"?

My name is Enrique.
I'm from San Miguel, Cajamarca, Peru.
It's very beautiful.
It's cool.
The people are very nice.

AJM

"A Friendly Letter"

Suggested Topics

- Invite a friend for dinner.
- Thank a friend for a gift.
- Explain to the teacher why you will not be (or were not) in class.
- Congratulate a classmate for "graduating" ESL and going into ABE.

Other considerations

- Keep the BEST in mind! Salutation and signature are worth TWO points.
- Students like to do this activity on REAL stationery.
- It's also a good time to practice completing a REAL envelope.

Format for a Friendly Letter

1. Salutation

2. Body

3. Closing

4. Signature

INSTRUCTIONS for Project 3: "Tell me about your hometown"

1. Write your paragraph.
 - a. What is your name?
 - b. Where are you from?
 - c. What is your city like?
 - d. What is the weather like?
 - e. What are the people like?
 - f. Is there anything special about your city you want to share?
2. Check your partner's paragraph?
 - a. Are the sentences complete?
 - b. Are the words spelled correctly?
3. Go to the computer.
4. Open Word.
5. Save your File as "[your name] project 3" on your flash drive.
6. Type your title and name:
 - a. Change font to at least 18.
 - b. Change the typeface if you want.
 - c. Click the "CENTER" button.
 - d. Type the name of your hometown.
 - e. Press [Enter].
 - f. Change font to 14.
 - g. Type your name.
 - h. [Enter] twice.
7. Type your paragraph. (Hit [F7] to check the spelling. Correct any misspelled words.)
8. Insert your picture:
 - a. Click [INSERT] on the menu bar.
 - b. Click [Picture from file] and select your flash drive.
 - c. Click on your picture.
 - d. Resize the picture by dragging on the corners.
 - e. Position the picture where you want it to be.
9. Save to flash drive.

Peer Editing Rubric

Writer _____

Editor _____

Grammar and Parts of Speech:

- | | | |
|--|------------------------------|-----------------------------|
| 1. There is a naming word in every sentence. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Each sentence begins with a capital letter. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Each sentence ends with an end mark. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Spelling is "peer proof". | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Reasons for Writing:

- | | | |
|--|------------------------------|-----------------------------|
| 1. I can "see" what the writer is telling. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Each sentence names a person, place or thing. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

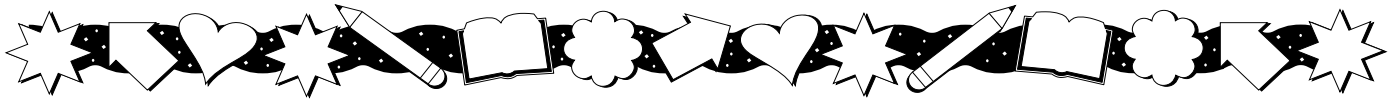
3. I would like to know more about:

4. I liked the part about:

Signatures:

Writer

Editor



Format for a Friendly Letter

_____ Heading

Skip 2 lines

Salutation _____ ,

Skip 1 line

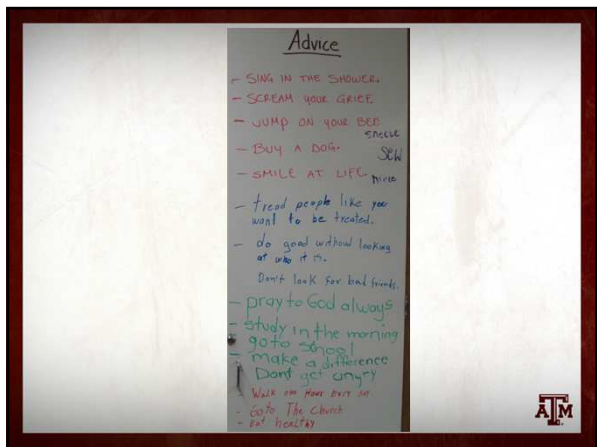
Body

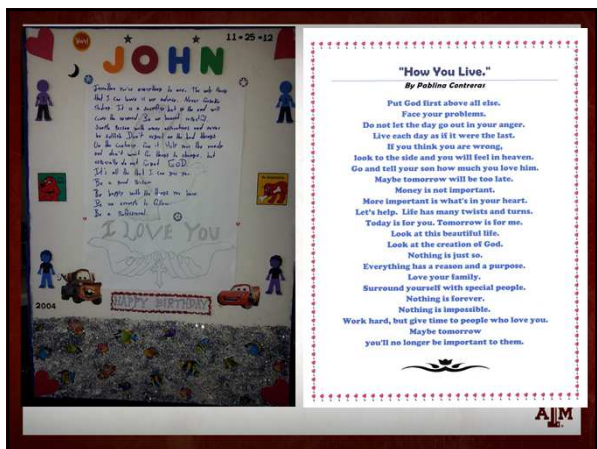
Skip 2 lines

Closing _____ ,

Signature _____







"How You Live,"
By Patricia Contreras

Put God first above all else.
Face your problems.
Do not let the day go out in your anger.
Live each day as if it were the last.
If you think you are wrong,
look to the side and you will feel in heaven.
Go and tell your son how much you love him.
Maybe tomorrow will be too late.
Money is not important.
More important is what's in your heart.
Let's help. Life has many twists and turns.
Today is for you. Tomorrow is for me.
Look at this beautiful life.
Look at the creation of God.
Nothing is just so.
Everything has a reason and a purpose.
Love your family.
Surround yourself with special people.
Nothing is forever.
Nothing is impossible.
Work hard, but give time to people who love you.
Maybe tomorrow
you'll no longer be important to them.

Verse 1:

_____ up to the sunlight
With your windows open
Don't _____ in your anger
or _____ things unspoken
_____ your red dress
_____ your good dishes
_____ a big mess
and make lots of wishes
_____ what you want
But _____ what you have
And don't _____ your life looking back

Chorus:

_____ up the music
_____ it up loud
_____ a few chances
_____ it all out
You won't regret it
Looking back from where
you have been
'Cause it's not who you knew
And it's not what you did
It's how you live

Verse 2:

So _____ to the ballgames
And _____ to the ballet
And _____ see your folks more than
just on the holidays
_____ all your children
_____ with your wife
_____ your husband you love him
every night
Don't _____ from the truth
'Cause you can't get away
Just _____ it and you'll be okay

Verse 2:

So _____ to the ballgames
And _____ to the ballet
And _____ see your folks more than just
on the holidays
_____ all your children
_____ with your wife
_____ your husband you love him
every night
Don't _____ from the truth
'Cause you can't get away
Just _____ it and you'll be okay

Chorus

Bridge:

Oh wherever you are and
wherever you've been
Now is the time to begin

Verse 3:

So _____ to the needy
And _____ for the grieving
Even when you don't think
that you can
'Cause all that you do is bound
to come back to you
So _____ of your fellow man
_____ peace with God
and _____ peace with yourself
'Cause in the end there's nobody else

Chorus

'Cause it's not who you knew
And it's not what you did
It's how you live

Write from the Start: ESL Writing Workshop

"A Dream Deferred": Using Poetry

"What happens to a dream realized?"

*When a dream is realized,
our self-esteem is fed.
We feel how our life has meaning.
It gives us strength day by day,
to continue to advance,
and never stop dreaming.*

*Quando se realiza un sueño,
Nuestro autoestima se alimenta.
Sentimos que nuestra vida tiene sentido.
Nos da fuerza día a día para seguir
adelante
y nunca parar de soñar.*

*My heart is open
How the power
When it comes
Then my heart is
Open for all my
friends.
By Poetry*

what happens to a dream realized?

*I feel happy for this dream realized
but in frustrated I think it not
realized in this world it can pass
centuries and instead would be
longer maybe I could do more
for you*

Lorena Salazar

Storyboards

- Great way to review CONTENT.
- Great for all levels of writing proficiency.
- Good way to develop the planning and organizing strategies.
- Work for individuals, pairs and groups.

Name: _____

Storyboards

PILGRIMS

The Pilgrims came to America because they wanted the freedom to practice their religion. They sailed across the ocean on a ship called the Mayflower.

They worship the King.

The native American helped the pilgrims. They taught the pilgrims how to grow corn and other food and also how to grab and build houses.

They celebrated a holiday in 1621. Before they they were starved.

They usually eat turkey, pump, corn, and cranberries.

A Dream Deferred

The following poem by Langston Hughes describes what happens to dreams that are left on the side and forgotten. But what about the dreams that we've made come true?

A Dream Deferred By Langston Hughes

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore--
And then run?
Does it stink like rotten meat?
Or crust and sugar over--
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

1. To defer is to _____
2. Two synonyms for *defer* are _____
3. The opposite of *defer* is _____
4. Two antonyms for *defer* are _____
5. To *defer* a dream is to _____
6. What does it take to realize (achieve) a dream?

7. Imagine you are writing a poem called "A Dream Realized." Write the first line to this poem.

A Dream Realized

Now keep writing and finish your poem!

All resources developed for *Women's Perspectives* by members of WE LEARN.

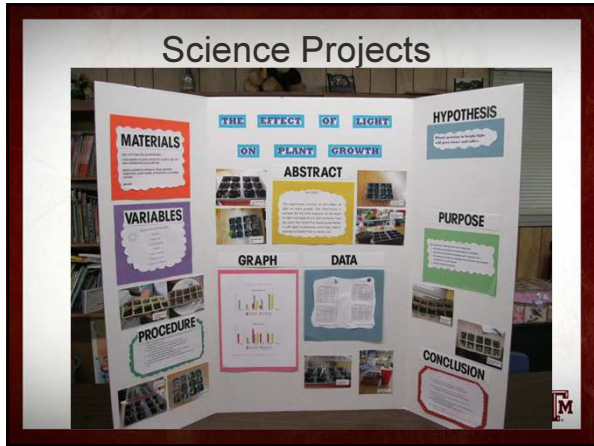
For information contact: Mev Miller, 401-383-4374 (or) wele_n@litwomen.org (or) visit: www.litwomen.org/perspectives

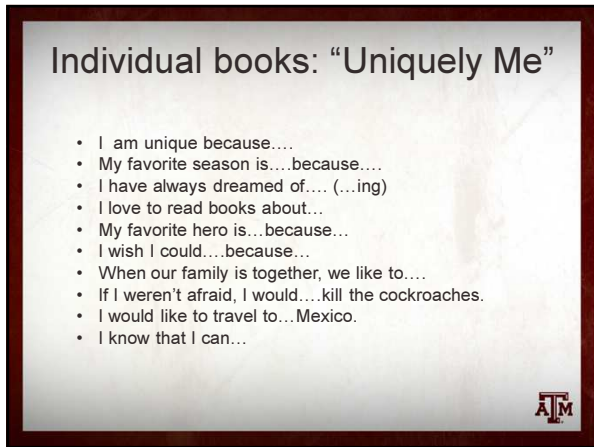


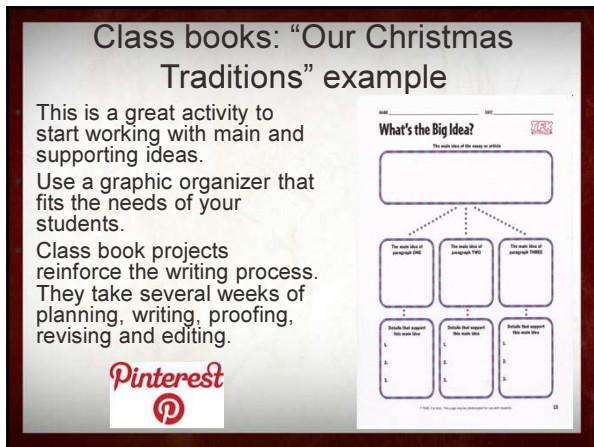
Storyboard



Name(s): _____ Date: _____ Period: _____







My Science Journal

(Worksheet 1)

Name: _____ Date: _____

Use the following worksheets to stay organized.

Project Topic:

Project Title:

1. My Question

The question I plan to answer with my experiment is: _____

2. My Purpose

Rewrite your question to complete the following sentence. The purpose of my experiment is to:

3. My Variables

My *independent variable*, or the one thing I plan to change, is:

My *dependent variable*, or the change I will measure, is:

My *controlled variables*, or the things I will keep the same, are:

4. My Research

Go to the library, perform Internet research, or interview an expert to gather information about your topic. Keep notes on your findings. List your resources on the back of this page.

5. My Hypothesis

A *hypothesis* is a possible answer to a research question. Reread your question in Step 1. Based on my research, my hypothesis is:

My hypothesis is based on these facts that I gathered during my research:

My Science Journal

(Worksheet 2)

Name: _____ **Date:** _____

6. My Procedure

Materials:

Procedure Steps:

My Science Journal

(Worksheet 3)

Name: _____ Date: _____

7. My Data

(You may not need all of the rows in this data table. If you need more rows, ask your teacher for a second copy of this worksheet. If this data table doesn't seem right for your project, ask your teacher for help.)

Independent Variable (Describe the thing that you will change in your experiment)	Dependent Variable			
	Trial 1	Trial 2	Trial 3	Average (Add the three numbers from your trials. Then divide by three.)

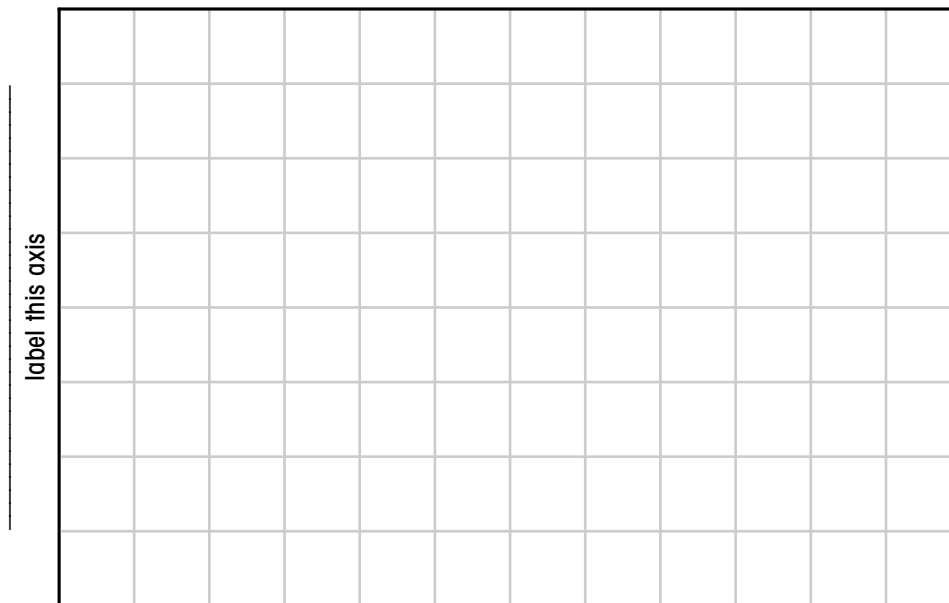
My Science Journal

(Worksheet 4)

Name: _____ Date: _____

8. **Graph of My Data** (If you have more than one graph, ask your teacher for a second copy of this worksheet.)

TITLE: _____



label this axis

9. **My Conclusions** (What did you learn from your experiment results? Does your conclusion support your hypothesis? If not, based on your results, what would be your new hypothesis?)

What Makes a Good Question?

Name: _____ Date: _____

The key to a good science-fair project is coming up with a good question. But what makes a good question? It should be measurable and testable. The questions below are not good science-fair questions. Rewrite each question to make it measurable and testable. See the examples below. (Hint: There is more than one right answer. There are many ways to turn these questions into good ones!)

Example 1:

Bad Question: How is one brand of battery different from another?

Good Question: Which lasts longer: a brand-name battery or a store-brand battery?

Example 2:

Bad Question: Which brand of popcorn is best?

Good Question: Which brand of microwave popcorn leaves the fewest unpopped kernels?

1. **Bad Question:** Is one brand of cereal better than another?

2. **Bad Question:** Is it bad to watch TV while studying?

3. **Bad Question:** Does staying up late make you tired?

4. **Bad Question:** Are you flexible?

5. **Bad Question:** How well does a paper airplane fly?

6. **Bad Question:** Does practice really make perfect?

7. **Bad Question:** How can a baseball player hit the ball farther?

8. **Bad Question:** Can a paper towel absorb milk?

9. **Bad Question:** How can you keep hot chocolate warm?

10. **Bad Question:** Is skating good exercise?

10 Tips to Creating a Winning Display

Name: _____ Date: _____

Your project display is the first thing that people will see when they stop by your booth at the science fair—so you'll want it to look fabulous!

What is a display? A science-fair display is made up of a sturdy backboard that shows off the key points of your project. Your display should include the following: project title, your question, hypothesis, experiment (including materials and procedure), data (including tables, graphs, charts, and photos if you have some), results, conclusions, and future experiment plans. Your display should also include your science-project report and any other items that will help people understand your project, like models or equipment that you used during your experiment.

It is important that your display be neat, colorful, and organized. Below are some tips to designing an award-winning display.



- 1.** Your backboard should be an upright board that sits on top of a table and is able to support itself. It is usually three-sided, but it does not have to be.
- 2.** The backboard should be no larger than 108 inches (274 cm) high, including the exhibit table, 30 inches (76 cm) deep, and 48 inches (122 cm) wide.
- 3.** You can either buy a pre-made backboard or build your own from heavy cardboard or pieces of wood, attached by hinges. Steer clear of thin poster board or cardboard because they bend too easily. A company called Showboard sells pre-made backboards (www.showboard.com or 1-800-323-9189).
- 4.** Use computer graphics or self-stick letters to create headings for each part of your display. Make sure your lettering is easy to read.

10 Tips to Creating a Winning Display

(continued)

Name: _____ Date: _____

5. Type the following parts of your display. Use spell check before you print out the pages. Also, remember that you have limited space on your backboard, so plan ahead.
 - **Project title:** Your project title should be large enough to be read from a distance of roughly 3 feet (1 meter). Use larger letters for your title than for anything else on your board. This will help it to stand out.
 - **Your question**
 - **Your hypothesis**
 - **Experiment** (including materials and procedure): Summarize your experiment so that it fits on one or two sheets of paper.
 - **Data** (including tables, graphs, charts, and possibly even photos): If possible, use a color printer to create colorful graphs and tables.
 - **Results:** Summarize your results so that they fit on one sheet of paper.
 - **Conclusions:** Your conclusions should be a summary of what you learned. You should try to do this in a paragraph or two. Also, say whether or not your hypothesis is correct.
 - **Future experiment plans:** As you experimented, you probably thought up new questions, or even how you might do the experiment differently if you were to do it again. Share those ideas in this section.
6. Use colors on your display, but don't get too flashy or the colors could be distracting.
7. Before you stick anything to your backboard, lay the letters and pages onto the board. Space things out evenly and neatly. Rearrange things until it looks just right!
8. Use rubber cement or double-sided tape to post your papers. Avoid using white school glue because it can cause paper to wrinkle.
9. Don't forget to gather any models or other props that you'll want to display on the day of the science fair.
10. Don't forget that your project report and project summary are part of your display! When you set up your display at the science fair, remember to place them on the table in front of your backboard.

Plan Your Display

Name: _____ Date: _____

Use a pencil and this blank backboard panel to sketch out how you plan to arrange your display. Erase and sketch again until you are happy with the way your display looks!

Keep in mind that your display should include all of the following: project title, your question, hypothesis, experiment (including materials and procedure), data (including tables, graphs, charts, and photos if you have some), results, conclusions, and future experiment plans. Usually, your project title should be centered at the top of the middle panel.

	Project Title	
--	----------------------	--

Checklist for a Good Display: Do You Have What It Takes?

Name: _____ Date: _____

Does your display have what it takes to wow the judges? Below is a checklist of what judges are looking for when they stop by to check out your display. Before you attach anything to your backboard, make sure you have checked everything off this list!

- Does your backboard meet the size requirements?
(no larger than 108 inches (274 cm) high, including the exhibit table,
30 inches (76 cm) deep, and 48 inches (122 cm) wide)
- Can your backboard stand up all on its own?
- Does your display include all of the following?
 - ___ Project title
 - ___ Your question
 - ___ Hypothesis
 - ___ Experiment (including materials and procedure)
 - ___ Data (including tables, graphs, charts, and possibly even photos)
 - ___ Results
 - ___ Conclusions
 - ___ Future experiment plans
- Is your display arranged in a way that is easy to follow and understand?
- Are your project title and other headings large enough to be read from a distance of roughly 3 feet (1 meter)?
- Is your display typed?
- Is your display colorful, but not so flashy that it is distracting?
- Is your display neat?
- Is everything spelled properly?

1. I am unique because....
2. My favorite season is....because....
3. I have always dreamed of.... (...ing)
4. I love to read books about...
5. My favorite hero is...because...
6. I wish I could....because...
7. When our family is together, we like to....
8. If I weren't afraid, I would....kill the cockroaches.
9. I would like to travel to...Mexico.
10. I know that I can...

Make one page with a photo or drawing for each sentence.

Make the front and back cover out of construction paper.

You can decorate your cover or use a photo of yourself.

What's the Big Idea?



The main idea of the essay or article



The main idea of paragraph ONE

The main idea of paragraph TWO

The main idea of paragraph THREE

Details that support this main idea

- 1.
- 2.
- 3.

Details that support this main idea

- 1.
- 2.
- 3.

Details that support this main idea

- 1.
- 2.
- 3.

Idea Diagram for Five Paragraph Essay

Title _____

By _____

Main Idea _____

Topic Sentence _____

Idea 1 _____

Idea 2 _____

Idea 3 _____

Paragraph 1 Topic sentence _____

Detail A _____

Detail B _____

Detail C _____

Paragraph 2 Topic sentence _____

Detail A _____

Detail B _____

Detail C _____

Paragraph 3 Topic sentence _____

Detail A _____

Detail B _____

Detail C _____

Conclusion _____

Idea 1 _____

Idea 2 _____

Idea 3 _____

Wrap up! _____

Where do you start?

Words → Phrases → Clauses and Sentences → Paragraphs → Compositions

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Collaboration

When possible, use collaborative tools like those from Google Drive. Students can work together in real time to create documents, spreadsheets, drawings, presentations and so on. To find out more, go to Google for Education Training Tools:
<http://www.google.com/edu/training/index.html>

We're doing a Google Apps workshop from 8 to 11 on Saturday!

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Phrases

Can you put the phrases back together?


1. magnetic resonance	a. analysis
2. the world's first decoding	b. aspects
3. a topic of persistent	c. at studying the brain
4. objective	d. imaging
5. a 60 per cent	e. limbs
6. a wider programme aimed	f. of night-time visions
7. artificial	g. since ancient times
8. dementia and other neurological	h. speculation
9. looking carefully at the ethical	i. conditions
10. dreams have fascinated people	j. accuracy rate

www.breakingnewsenglish.com


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Pre-Literate, Non-Literate, Semi-Literate
and "Differently-Abled" Individuals


SPECIAL CASES



Students with no or little writing background




If a coffee cup doesn't change WHAT IT IS when you change it's position, then why is "p" different from "q" and "d" and "b"?




Definitions


- Pre-literate – People who come from oral-based cultures where no significant system of writing is in place.
- Non-literate – People who come from language groups that utilize writing systems but who did not learn that system.
- Semi-literate – People who come from language groups that utilize writing systems and who partially learned that system, but not sufficiently to fully function in the written culture of their home culture.
- Differently-abled = having a physical or mental disability, such as vision impairment, hearing impairment or learning disability.



Literacy Issues




- How important is first language literacy for learning English? (Think about the Pirahã people.)
- Having a single individual in your class who needs extra attention can be time consuming for the instructor. How can you help avoid having instructional quality suffer and still include and help the lowest level student?
- While it may seem counterintuitive, in my experience, pre-literate and non-literate adults often do better with computer aided language learning. Why might that be the case?
- What resources does your organization have to help individuals with no or very low literacy? If your organization is not well-equipped to work with these individuals, do you know where to send them?




Learning Ability Issues

- Who is the Special Learning Needs Resource Specialist in your program?
- Have you taken any Special Learning Needs trainings? If not, check the TCALL Calendar to find out when you can.
- Are you aware of what you **legally** can and cannot say if you suspect a learning ability issue? Be careful!
- “Learning-to-Achieve”
<http://lincs.ed.gov/programs/learningtoachieve/materials.html>



Reflections


I learned that...
I realized that...
I was surprised that...
I discovered that...
I became more aware that...
I noticed that...
I was pleased that...
I was amazed that...
I hope or wish that...



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Name: _____
Title: _____
Think! For thinking this: _____
What is your name? _____
What is your email address? _____
What do you hope to get out of this presentation?

Which statement best describes your self? (check all that apply)
 I am the expert on my topic.
 I have a lot of experience, but there are still things I don't know.
 I am new to the field but I have had experience with it.




THANKS FOR YOUR PARTICIPATION!

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Resources and pictures (including additional resources) can be found at:

www.schoology.com

Access Code: 6RW5H-3CD3J



Online Resources

- <http://owl.english.purdue.edu/>
- <http://www.readwritethink.org/classroom-resources/student-interactives/>
- <http://www.paragraphpunch.com/>
- <http://edu.symbaloo.com/home/mix/13eOclfRNE>
- http://www.newreaderspress.com/ged/ged_activity.asp

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The Purdue Online Writing Lab