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California State University, San Bernardino

Five-Step Writing Process:

A Project for Grades Two Through Six

A Project Submitted to the Faculty of the
School of Education In Fulfillment of
the Requirements of the Degree of

Master of Arts

in

Education: Reading Option

By

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San Bernardino, California

1986

Approved By:

Advisor

Committee Member

Five-Step Writing Process:

A Project For Grades Two Through Six

Colleen M. Nagle, M.A.

California State University, San Bernardino, 1986

Statement of the Project:

Five-Step Writing Process: A project for grades two through six has been developed as a supplemental program that can be implemented in a self-contained classroom. The process is developed to reinforce and improve the writing skills of the children. The main emphasis of the program is to provide a consistent, systematic instruction in the writing cycle.

Procedure:

The program is implemented through a five-step process that works nicely with the regular school week. The students receive writing instruction in a safe, positive environment.

The five steps to the writing process are prewriting, rough draft, revision, proofreading and publishing. The students learn that writing is a process and that their first draft can be improved.

The effectiveness of the program will be evaluated by the teacher on an ongoing basis. Teacher observation, writing samples, attitude surveys, and standardized tests will be evaluated to assess student progress.

Conclusions:

The author of this project believes that the improvement of student writing requires the teaching of effective writing strategies and consistency. The teaching of writing is developmental and should begin at the primary level, it should not be the complete responsibility of secondary English teachers. As teachers, the major responsibility is to not only teach children to listen, speak and read, but to also communicate through writing.

Acknowledgements

This writer would like to thank the following people for their support, help and understanding during my Masters program.

My parents, for stressing the importance of education and supporting me through my schooling years. I deeply appreciate their help and love through a rough transition period in my life.

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My professors at California State University at San Bernardino especially Dr. Margaret Atwell, Mr. Ward Cockrum, Mr. Joe Gray and Dr. Adria Klein for having confidence in my professional ability and for their expertise in the field of reading.

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Goals and Objectives

The major goal of this project is to design a writing process curriculum that all teachers in grade levels two through six can implement in their self-contained classrooms.

The objectives established for the first goal are:

- 1) The students will understand writing as a process with stress on the importance of writing.
- 2) The teacher will teach writing consistently in order to improve and reinforce students' writing.

The second goal of this project is that the writing process will effectively develop, improve and reinforce students' writing skills at an early age, through a five-step writing curriculum. The steps are prewriting, rough draft, revision, proofreading and publishing.

The objectives established for the second goal are:

- 1) Prewriting activities will provide for visual, auditory, kinesthetic, and five senses skills.
- 2) Prewriting activities will allow for student experiences.
- 3) Students will understand how to select a topic, organize the topic and write confidently with less anxiety.
- 4) In writing the rough draft, the students will understand how to get their thoughts flowing on the paper as fast as they can.
- 5) During the rough draft stage, the children will know that mechanics, spelling and grammar are not evaluated until a later time.
- 6) Through peer conferencing, teacher conferencing and rereading,

the children will realize that at the revision stage, rethinking, reshaping, style, rearrangements and grammar can improve their ideas and organization.

7) Through several proofreading strategies, children will understand that spelling and punctuation can be corrected by themselves or with little help from the teacher and peers.

8) At the publishing/sharing stage, the children will understand that their writing was done for a purpose.

9) By polishing the stories into final form, the children will gain satisfaction in sharing their stories with an audience.

The third goal of this project is that a risk-taking environment must be developed where the children can take ownership of their writing and feel enthusiastic about the process.

The established objectives for the third goal are:

1) The teacher needs to make positive, specific comments about children's writing.

2) The teacher must be willing to take risks herself to motivate student writing.

The fourth goal of this project is that other writing activities can be taught in addition to the five-step writing process, and are also very valuable in the classroom.

The objectives for the fourth goal are:

1) The students can write in daily journals to help develop a more personal relationship with the teacher.

2) The teacher will set up a Creative Writing Center in one area

of the classroom with a variety of motivating, extra credit writing assignments.

3) Students should have writing experiences in the four domains which will be provided later on in the project.

Introduction

This author became very interested in the writing process three years ago, by accepting a fourth grade position at a private school in Florida. The school was using the Open Court Reading series which emphasizes writing through a Composition Cycle. By teaching the process, this writer found an amazing difference in reading and writing skills between the students who had been using the Cycle since kindergarten, as compared to the students who were new and had not been using the process. There was also a significant amount of improvement over one year with the children in the author's class.

After teaching this process, this writer decided to adapt it and teach a five-step process during the 1985-86 school year. This project will explain the steps, ideas and research that was found to support the process.

Nearly every writer feels anxiety when asked to write something. Facing a blank piece of paper is a frightening experience. The same feeling was experienced while sitting down to write this project. There are ways to overcome this fear and techniques to approaching writing. These are skills that a writing process will teach. By teaching a process at an early age, children realize that writing is not just a first draft and that there are steps to improving their written language.

Teachers need to be ready for a few weeks of chaos when starting

the process. It will not last long, anything new is an adjustment for children. The important thing to do is to stop the old approach and enthusiastically start the new one.

Jan Turbill points out some of the problems commonly encountered by teachers who are just starting this approach (Turbill, 1984):

- 1) Children who do not know what to write.
- 2) An increase in the noise level.
- 3) Children tend to talk more about writing than actually writing.
- 4) Children not knowing how to edit their work.
- 5) Too many children clamoring for conferences.
- 6) Children who depend on teacher approval before moving on.
- 7) An apparent decline in the quality of writing as quantity increases.

Eventually, all of these problems decrease and writing improves. That outcome makes the earlier stresses seem unimportant.

Rationale

Writing is a process. It is one of the most complicated processes people learn. Writing is an effort to make a message clear. A first draft can not achieve this; writers need time to think about what is to be written, to make decisions and to revise. This way, a story can be understood and receive a positive response from its readers. If the schools teach children the proper steps to writing from the time they enter school, the high school English teachers can accomplish more. If a writing background is developed at an early age, the students have an idea as to how to write when they are older.

Colleges have become concerned because so many incoming freshmen are unable to produce writing. Karen Branan states that last year more than half of the ninth graders in Maryland failed a functional writing test. Branan also found that high school students spend less than 3% of their school day writing anything longer than a paragraph. One other fact Branan cites is that colleges have been forced to set up remedial reading and writing classes for entering freshmen (Branan, 1984).

Listening, speaking, reading and writing are the four processes of language. These skills are usually learned by children in the above order. Listening and speaking work simultaneously and so should reading and writing. Children learn to speak by listening and talking, by participating in conversations. Feedback is given and the children discover that they have communicated effectively. If a child can write,

she can read. The school's role in the writing process is to respond with positive feedback, not by correcting errors. When teachers correct mechanics, the children learn that meaning is not the most important aspect to writing. The need for correct conventions should come before publishing.

Writing often gets left out of a curriculum. Many teachers feel uncomfortable teaching writing. This is possibly because they believe their own writing skills are limited or because few teachers have had instruction on how to approach the teaching of writing. These instructors' only models were the teachers who taught them and their models were their teachers (Atwell, 1985).

Those teachers who have not been instructed in teaching a writing process, teach their students by having them write a story, the teacher then corrects and evaluates it by writing all over the paper and finally, the students recopy them. This author is guilty of that style during her first two years of teaching because this was the way I had been taught. Correcting and evaluating in the above way causes so much fear and threatens children's confidence as writers. As Linda M. Rief puts it, "Putting words on paper is as frightening as climbing over the edge of a cliff" (Rief, 1984). It is very defeating to a child to receive a paper back with all of her thoughts on it, slashed with red marks and circles. Children need to feel comfortable taking risks, otherwise little can be learned. A student cannot learn by watching from the sidelines, but must be a participant. When teachers expect children to produce correct, exact language, this places unnecessary

stress on the language users. If this pressure becomes too great, the writer stops taking risks (Newman, 1984).

As teachers, we have a large responsibility to turn children on to writing and to establish a supportive, positive environment. This environment must be one where the children want to write and are allowed to be owners of their work. This author has found that variety is the key to successful writing instruction. There is no one way to teach children to appreciate writing. Teachers need to constantly search for creative and motivating ideas. If a teacher is enthusiastic about writing, her students will be also. Children should write about their own topics. Experience-based writing provides the natural context for learning to write (Wilson, 1981).

Children do not need to be told how to write, they must be shown. Teachers need to write with their classes. Children like to know that the teacher can have problems choosing a topic. If the teacher models this, students observe techniques in overcoming these problems. When the instructor writes, students become better writers. Children need to see the revision and editing process modeled for them and it should be done with the teacher's own draft.

When teachers write and share in the same writing assignment as the students, the writing process becomes visible to the students. The starts and restarts. The scratching out. The deletions and insertions. Eventually the correcting of mechanics and spelling. The students see these processes as we actually experience them (Susi, 1984).

Every time an adult allows children to see them writing for a specific reason, they are inviting children into the process.

Reading and writing can be integrated because while writing, children read continuously to hear the sounds of their language, to see what they have written, to regain momentum, to reorient themselves, to find gaps, to evaluate and to edit (Calkins, 1983). Several researchers feel reading and writing are related because they both involve the structuring of meaning (Lehr, 1981). What really counts in both reading and writing is the message. As the students write and rewrite, they talk, select main ideas, organize, adjust and sequence, reach toward inference, find cause and effect and develop conclusions (Calkins, 1983).

In writing, the author is allowed to be or become whatever her imagination can create. By teaching children to write, we not only give them another form of language and communication, but we allow them to gain personal discovery and search for their own identity. Written words are long-lasting records of ourselves, and it clarifies our thinking. Writing should also be done to gain audience attention, therefore a person is writing for a reason. Children learn best when they know their writing reflects a real need to communicate (Staab, 1985).

The intent of this project is to explain how this teacher decided to address the problem of students' writing abilities. This paper will discuss a five-step writing process that all teachers in a self-contained situation can incorporate. The curriculum is designed

for daily practice in grades two through six, but ideas for adaptations to other levels will be addressed later in this project.

Curriculum Features

This section of the project will detail how a teacher in grades two through six can implement a writing program in self-contained classrooms. The five-step process is explained and works well in a five-day school week.

In order to set up a writing program, each child should have a writing folder. Three sides of the folder are used by the children. One side of the folder is where the children will keep an ongoing list of future topics they may like to write about. Any time the children think of a topic, they would list it, then they do not sit around trying to decide what to write about. On the second side of the folder, the children will write down any skills they have learned. For example, if a child realizes that all names start with a capital letter, she would list that on the folder. The third side of the folder is where words can be spelled for children during the proofreading stage only.

The five-step writing process that will be explained, is what this author found to be an effective way to teach writing. The children publish one story a week after going through the necessary steps. On Mondays, prewriting strategies are approached. Tuesdays are when the children write their rough drafts. Wednesdays are spent revising stories, while Thursdays are spent proofreading. Friday is the day that the children publish their pieces and share them orally if interested.

A prewriting strategy is one that organizes, develops or motivates

a topic. This stage is an open-ended stage where the writer thinks about a topic, discovers what she knows, collects more information and considers the readers (Houghton Mifflin, 1986). The prewriting stage is done before the children write their rough drafts, and helps to build the students' confidence, interest and can reduce anxiety. Less experienced writers need more planned activities to help them get started. The activities should provide for visual, auditory, and kinesthetic experiences. This stage is an exploring stage. Creative talking is a stimulus to writing so teachers need to get children talking. The teacher must be careful however not to discuss too much, or too little so several options are left open (Frank, 1979).

Prewriting motivates and organizes topics for the writer. The following page will give the writing teacher some ideas to use while teaching this stage:

Motivation

Viewing:

photos/pictures
 art
 drawings
 experiments
 people/places/things
 cubing (Appendix page B-23)
 memory searches
 (Appendix page B-28)

Feeling:

sensory games
 animals
 time for silent thinking

Smell/Taste:

cooking
 eating

Read:

stories

going with the flow
(Appendix page B-25)

Listening:

songs
T.V. programs/videos
commercials
guest speaker
films/filmstrips
opera/concerts

Participate:

skits/plays
debates/discussions
pantomimes
charades
creative dramatic/role-playing
field trips
questionnaires
surveys
interviews

plays
comics
poetry
newspapers
essays/articles
magazines
wordles picture books
(Bibliography Appendix
page B-10)
predictable books
(Bibliography Appendix
page B-3)

Organization

word-idea bank (Appendix page C-4)
color-code categorizing (Appendix page C-4)
Mapping/Webbing/Clustering (Appendix page C-4)
Charting words (Appendix page B-26)

Brainstorming

Venn Diagram (Appendix page C-3)

Grid Writing (Appendix page B-39)

"Planning My Story" (Appendix page C-2)

The second stage is the rough draft stage. The teacher must stress fluency and the generating of ideas. In other words, she must teach the students to quickly get their thoughts on the paper. The writing teacher can explain to the children that they need to "push their pencils" and not worry about grammar, spelling and mechanics. If the teacher explains to the class that people's brains work faster than their pencils, and that they do not want to stop to erase or spell, the children will understand. This way, the children do not lose good ideas that pop into their heads.

Invented spelling should be explained to the children right away. The teacher explains to the students that if they do not know how to spell a word, to just quickly guess at its spelling. The children can be told to decide what it starts with and then to spell the word the way they think it may be spelled. At first, the children have a difficult time with this and the teacher should refuse to spell for the class during the rough draft stage. Eventually, the children realize that spelling can be corrected later, and that the rough draft is just raw material for the final draft.

The teacher should start children with short, fun and unthreatening bits of writing. The assignments should stress personal expression

about what the writer knows, feels, thinks, recalls, believes, imagines and senses. During the drafting stage, children write what is close to speech. There is a lot going on in a writer's head and just getting it down is what is important.

During the drafting stage, it is a good idea to use manila paper so that the children know it is going to be written again later. Final drafts go on white notebook paper, unless they are to be published in a special format. When writing the rough draft, the children must be taught to skip lines and watch the margins on both sides. This author even has a specific heading that the children use on all papers.

The third stage is revision. This stage is the rethinking and reshaping stage. The communication of ideas are improved on at this time. During the revision stage, students analyze content, synthesize choices, make them into an understandable whole and evaluate the effectiveness (Houghton Mifflin, 1986).

The revision stage is where grammar is taught most effectively. If the teaching of grammar is divorced from the process of writing, it has little or no effect on the writing ability of students (Handbook For Effective Teaching of Writing, 1983).

The most effective part of the revision stage is conferencing. Conferencing is a chance for children to validate what they have written and then to further refine their thinking. During conferencing, the children should understand that they should listen to suggestions from peers and the teacher, but that they always have the final say about their own story. Through face-to-face interactions, the students begin

to understand that there is a relationship between reading and writing.

There are three kinds of conference; peer conferencing, teacher/student conferencing and self-evaluation. During peer conferencing, the children need to understand some rules. One rule is to be neat with others' work. Another important rule is that one should say positive things about a story. Children need to be taught the difference between constructive and destructive criticism. The final rule is to treat others' work with respect. This author has included several response forms in the Appendix section.

During student/teacher conferencing, the teacher must listen. The child should do most of the talking. Below are a few guidelines for the teacher to follow:

- 1) Ask open-ended questions
- 2) Read, admire, encourage, praise specifics
- 3) Jog ideas
- 4) Suggest
- 5) Support
- 6) Be aware of teachable moments
- 7) Reinforce strengths
- 8) Encourage risk-taking

When children are evaluating their own stories, they reread for sense. The teacher can put the following questions on the board for the children to answer about their story:

- 1) Does it make sense?
- 2) Does it say what I wanted?

3) Do I like it?

4) Is it clear?

During the revision and proofreading stages, teacher modeling is so important. The children need to see the teacher write and then go through these two stages. The teacher can use colored chalk to correct a story on the board. The teacher can let the students find the errors and come up to the board to correct them. Just as the teacher uses colored chalk to revise and proofread, the children use a colored pencil in these stages.

During the proofreading stage, children identify errors and correct by applying what they know or by seeking, acquiring and applying new information (Houghton, Mifflin, 1986). There is no sequence to the order in which children learn to write.

In order to help the teacher during the proofreading stage, the Appendix has Kent Gill's plan for teaching conventions, a three-sentence a day strategy and a proofreading marks chart. This stage should also have a lot of teacher modeling involved. The use of colored pencils again is a big help. The children correct capitalization, punctuation and spelling.

The teacher can help children during the proofreading stage by using a lot of praise. If students are having trouble finding their own mistakes, the writing teacher can circle the errors, but not tell the children what is wrong. The teacher can also put numbers in the margin telling the children how many errors there are in each line. As the children become more advanced, the teacher may just put a dot in each

line telling the children there are errors, but not telling them how many. Eventually, the children should be able to correct the stories on their own.

The fifth and final stage to this writing process is called the publishing/sharing stage. During this stage, each child plays the roles of author and audience to other children's pieces. Both influence the children's writing (Hubbard, 1985). Doing something with finished writing such as reading orally, making books or recopying in a form that can be hung up, reinforces correctness and gives writers a purpose.

If the children are just recopying their story, it should be done on white paper. The students must be taught to skip lines, stay out of the margins, write on the front of the paper only so the stories can be hung up and read, and to head the paper properly. The stories are hung up each week on top of the previous stories. At the end of the year, a book is made with the whole year's stories.

Typing or computers make publishing look professional and the children are impressed by this. The computer is a tool that can be used effectively in the rough draft, revision, proofreading and publishing stages.

Publishing can be done by making the stories into books. Book-binding techniques are shown in the Appendix. A saddle stapler is a tool that will be very helpful for binding books.

Art is often used to publish stories. Artwork can be hung up with the stories written below. Art is done during the prewriting stage, then writing occurs from there.

The reasons that every piece of work should be shared is because (Frank, 1979):

- 1) Sharing is communicating.
- 2) Sharing provides a clearer view of the work.
- 3) Sharing increases technical accuracy.
- 4) Sharing builds self-esteem.
- 5) Sharing should be done only if the child wants to.

Sharing includes reading books. When finished, the books must be read, not sent home or put in a closet. Constant reading and sharing brings students to a sense of what makes writing good.

There are other ways of teaching writing that are very valuable in the classroom. A good time to use some of these strategies is during short school weeks. There are four domains, in which children should have writing experiences. The first domain is the Sensory/Descriptive domain where children learn to express their feelings and emotions. The second domain is the Creative/Narrative domain which is imaginative writing. The third domain is the Practical/Informative domain. This area includes purposeful everyday writing such as letters, reports and forms. The last domain is the Analytical/Expository domain which includes writing directions, comparing and drawing conclusions. The following examples are suggestions in each of the domains. Many of the ideas can be incorporated into the five-step writing process.

Teaching the Domains of Writing

Sensory/Descriptive

Possible modes: journal entry
diary entry
personal letter
personal essay
poem (Haiku, diamante, cinquain, catalogue, prose,
poem, acrostic and many others)
monologue
dialogue
advertising copy
character sketches

Imaginative/Narrative

Possible modes: anecdotes
limericks
diary entries (fictional and real)
captions to cartoons
dialogues
monologues
scripts

capsule stories (outline for plot or reconstruction
of a cartoon strip)

biographical and autobiographical sketches

vignettes

short stories

folk tales

myths

allegories

ballads and other poetic forms (story emphasis)

Practical/Informative

Possible modes: postcard message

friendly notes of various kinds (invitation,
thank you, acknowledgement of gift, etc.)

lecture/class notes

memo

directions/steps in a process

self-evaluation statements

commercials

news report

accident report

business letters (complaint, order, request
for information among others)

application
summary
précis
scientific abstract
encyclopedia paragraphs

Analytical/Expository

Possible modes: single paragraph/topic sentences support
editorial
little theme (three paragraphs)
letter to editor
speech
dialogue to persuade
reviews and reports
poems (to persuade or analyze, make analogies)
multi-paragraph themes:
 describe/conclude
 narrate/conclude
 analyze/conclude
 analyze/persuade
 define, classify, defend a judgement,
 interpret literature
library/research paper

Source: Robbins, Sandy. CSUSB Conference.

Another form of motivating writing in the classroom is to set up a writing center. The teacher should include shape books, story starters, report materials, art supplies, paper, writing games and a lot of good literature. The children should also have access to dictionaries, encyclopedias and thesauri.

Journal writing has become a favorite in many classrooms. In dialogue journals, the student and teacher converse daily in writing. The children are given a handmade booklet or steno pad. To get children motivated, begin by talking with them about the excitement of receiving a letter. The teacher can describe how they will write to her and then she will write back. The children should be encouraged to write about any topic. Once in awhile, a topic can be given as a whole-class writing assignment.

The teacher responds to the writing by commenting, asking questions and encouraging the children to express themselves. The teacher should not correct children's entries. If a child misspells, the teacher can spell it correctly in her response. The teacher's response motivates the child to continue to converse, so request further information about a child's topic.

Dialogue journals are personal, but if children want to share, it should be their choice. Journals give the chance to develop a personal

relationship between the teacher and the student.

If these steps and considerations are followed, the children learn to communicate through writing, and the teacher gets to know each child more personally.

Research and Evaluation

Target Population

The local school district that this project is intended for serves about 10,800 students in grades kindergarten through 12th. The district includes two high schools, three intermediate schools and eight elementary schools. Next year, a ninth elementary school is opening. The district has grown 8.4% in the past year alone.

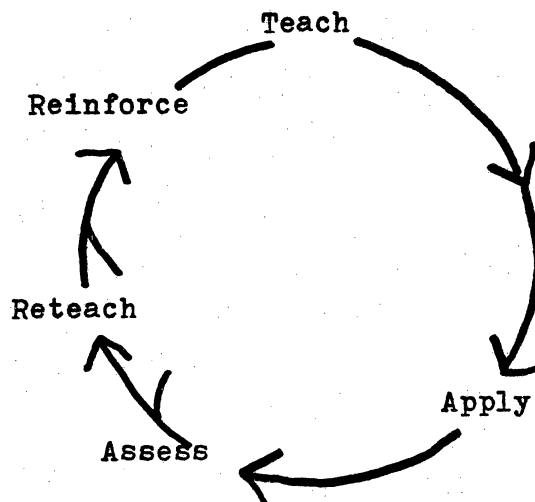
This author teaches third grade at one of the elementary schools. In May of 1986, the enrollment was approximately 665 at this school site. The school has kindergarten through fifth grades.

The target students for this writing project are in grades two through six and coming from families working in mainly semiskilled and unskilled fields. The ethnic count is about 29% minority.

At this school site, grades kindergarten through third conduct reading by grouping the children within the teacher's own class. Usually, each teacher has three or four groups. The teacher calls groups to a table for 20-25 minutes while the rest of the children work on independent seat work. Grades fourth through fifth change rooms for reading. Each teacher has one or two groups.

The district expects the teachers to follow manuals closely. The school adopted series is Scott, Foresman who plans each lesson using a cycle. Each lesson takes about one week to teach. There are eighteen lessons per book so most children go through two books a year. The

weekly cycle looks like this:



Scott, Foresman's definition of reading is provided by the following quotes (Scott, Foresman, 1983):

Reading is the process of translating printed symbols into the message that the writer intended to convey.

Reading has not taken place unless the reader understands the writer's message.

Reading is an essential skill needed for learning.

Reading skill is essential to the fulfillment of an individual's potential.

Reading can be a source of great enjoyment in itself.

The school site has a reading specialist who works with children who are not reading at their ability level. These children are evaluated and worked with in their weakest areas.

The school evaluates the children's growth by using the basal's

testing instruments, teacher observation and the CTBS results. A cumulative record is kept on the children's progress.

Parents are informed of their child's progress in reading through parent conferences, report cards, and the results of the CTBS tests.

The writing process discussed in this project is a supplemental program to the Scott, Foresman Reading Series. It is not related in any way to the series and is taught as a separate subject every day.

Evaluation

It is important to have a way of evaluating the effectiveness of the writing process. The problem is that a usual pre/post test is not appropriate because of the complexity of the writing process. The writing process takes a lot of time and the children learn different skills at different times. There is no specific order to the learning process in writing. Writing is taught as a multiple-stage process so the evaluation should be geared toward this view.

Formal evaluation and grading of stories is rarely done in the elementary grades. The written product should be judged as a whole. When evaluating, the teacher must be positive and appreciative. It is the instructor's job to help each and every writer through the process and to give help while the story is in unfinished form, not to judge the final product (Frank, 1979).

The teacher does need to take note of the problems that several of the children are having so she can plan whole-group lessons around that topic. Through whole-class teacher modeling, some mechanics and grammar

problems can be dealt with and taught to everyone at one time.

The students should be the final critic of their own story. Whether the child decides to share the piece with the class or not would tell the teacher what the student felt about the story. During peer conferencing sessions, children are also able to tell whether or not their story communicated effectively.

Any evaluation by the teacher during the composition process should be informal and must be geared toward student improvement in a positive way. This author never gives a written grade on the stories. Positive, specific comments are usually placed on the papers. Evaluation of the student's writing is done orally through conferencing.

For a teacher's own information, two rough drafts can be taken from the students at different times in the year, once in September and again in June. The students should write on a familiar topic which is clear and suitable to the student's age and background. The invented spellings are charted for each story on the form that is found in the Appendix on page D-2. The spellings are analyzed according to reasons for spelling errors such as phonetic, articulation, similar spelling or configuration. Percentages are calculated to use for comparison and to see the growth the children have made in spelling development over the year.

A second tool used for evaluation is the children's writing folder. The students are taught to use three sides of their folders. One side is where the children can have words spelled for them during the proofreading stage only. A second side of the folder is where the

children can list future topics whenever they think of them. This way, there is a list of ideas and the problem of not knowing what to write about, has been overcome. The third side of the folder is where the students list what new skills they have learned. What the children have listed here is very helpful to the teacher in evaluating children's growth.

A third evaluation tool, which is probably the most important one, is the writing bulletin board. Each student has a place on the board where her whole year's stories are hung. Each week, when the stories are not published in a "special format", the final drafts are hung on the bulletin board. The newest ones are always stapled to the top of the previous week's. At the end of the year, the stories are all made into a book to take home. The reason that this bulletin board is such a strong tool is because the parents, teacher and principal can see the actual growth taking place over time. By the end of the year, there is usually quite an improvement between the first and the last story written. Grammar, mechanics, and spelling can all be compared at a glance. Structure is strongly emphasized in the revision and proofreading stages. Another good reason for the bulletin board is the sharing aspect it has. The children love to read each other's stories in their free time.

A fourth evaluation tool that can be used is a student survey form for writing. The survey is administered in September and again in June. The survey is helpful in noting the children's attitudes about writing. Hopefully, if the teacher has motivated the students and the atmosphere

has been positive, a positive attitude will be formed by June. A sample of the survey can be found in the Appendix on page J-3.

To evaluate the program overall, teachers need to ask themselves, "What is the writing program doing to and for the children?" As a teacher thinking about the program, one needs to think in specific ways as to what is and is not being accomplished. Remember, what works with one teacher and group, may not necessarily work for another. A teacher must do what works with the group of children involved. Each child needs to feel successful in writing stories so that she will continue to take risks and experiment.

Reporting Procedures

A very important part of a project is to describe the way in which communication between all of the involved parties is achieved.

In order to keep the parents informed, a weekly checklist is sent home on Thursdays. This tells the parents whether their child's assignments were completed and how their behavior was for that week. The checklists are brought back signed on Friday.

At the Open House in the Fall, the writing process is explained to the parents. The parents must realize that their children's ideas are more important than mechanical perfection, especially in the early stages. The parents are also told that their children will be writing stories every week and going through a five-step process. Then the parents are told that the stories will remain in the classroom all year on the bulletin board and then at the end of the year, brought home in book form.

During parent conferences in the Fall, which is also the end of the first quarter, the parents will be shown the progress their child has made so far in writing. The stories on the bulletin board are reviewed and compared so that the parents can see improvement already made, and what can be worked on for future assignments. If there are any questions at this time, they can be answered.

Report cards, given four times a year, are another way of reporting to parents. In grades one through three, the children are graded by the

following standards: Unsatisfactory, Needs Improvement, Satisfactory, and Outstanding. In grades four and five, the standard A, B, C, D and F grades are given. The decisions on grading writing should be made by reviewing the folders and the stories on the bulletin board. Effort should be a large factor when the teacher is making a decision on a writing grade. Assessing pupil's growth during the quarter should be included when evaluating. Comparisons between students in creative writing should not be done. Teachers need to know their objectives and evaluate for that purpose.

Materials

The materials needed for this project are not extensive. The ordinarily supplied materials that school districts already receive are basically what are used to teach writing. Lined newsprint is used for writing all rough drafts. Final drafts are written on white notebook paper. This way, the students know from the start that their rough draft is not finished even if they insist it is perfect. For publishing in special ways, several art supplies are used. Most of the time, construction paper, paints, crayons and other already available art supplies are needed. Once or twice a year, it is nice to have the students make hard-covered books. Cardboard and either wallpaper, material or contact paper is needed to make these books. Directions for making hard-covered books is in the Appendix on page G-3.

Another important supply that the writing teacher will often use is colored chalk. Teacher modeling on the board is important during the revision and proofreading stages. Colored chalk makes these two stages very clear for the children to see. This way, when the students revise and edit, they use colored pencils. The teacher should collect the pencils each time, then they will last all year. A pencil monitor can be assigned to be in charge of handing out and collecting pencils. This student's job is to make sure a pencil is handed in from every student. If a student has lost one, a nickel can be charged. It is funny, all of the pencils somehow are found when one starts talking money. The pencil

monitor can be in charge of sharpening the pencils when needed.

A writing center is optional, but a nice area to have. The center should be supplied with dictionaries, thesauri and encyclopedias. Art supplies should be available to the children for making their own shape books. Some story starters and games are fantastic to include in the center. The center is a place for children to go if they finish work early throughout the day.

This author did not find it necessary to spend a great deal of money on supplies and materials.

Standard Supplies Used

Lined newsprint	Pencils
White notebook paper	Erasers
Ditto masters	Crayons
Chalk - white, yellow, colored	Colored Pencils
Construction paper (various colors)	Ditto paper
2 file folders per student	

Staff/Community Involvement

Creativity is a magic word that everyone is interested in defining. The nation is realizing the demand for creative thinking. Civilization depends on people who can come up with new solutions out of already existing materials. Robert Frost explains this by saying, "It is just taking the same old words and putting them together in a new way to say something you have been thinking about" (Petty, 1967).

Today, educators generally agree that one learns to write by writing. Few teachers believe that children are taught by identifying parts of speech and learning correct punctuation. The change in beliefs is great, but the teachers need to be taught how to teach writing. Writing is a difficult task and is often frustrating. Educators need to be inserviced on how to teach writing.

Teacher

The most important characteristic of a good teacher is their personality and attitude. The teacher must respect a child's personality, be patient and encouraging.

The teacher who staffs this project is a regular credentialed teacher who values the writing process and who will build a positive environment with a lot of open communication. The teacher must be a role-model in all writing assignments and share the student's joys and defeats that are experienced during writing.

The teacher must share her excitement for writing by encouraging risk-taking by the students. Actually, the writing teacher should be a

risk-taker also and be willing to try new and inventive assignments.

Very importantly, the teacher must be knowledgeable in the field of teaching a writing process and be able to teach it in an exciting and challenging way.

Parent Volunteers

Parent volunteers can be helpful when you have students who need a scribe. The teacher often has trouble finding the time to take dictation for children's stories.

The parent volunteer can also be utilized in assisting students during the revision and editing stages.

Parents can also be an immense help with the typing of stories, bookbinding and sewing pages.

The teacher needs to explain the writing process at Open House and at this time may ask for volunteers who are willing to help with some of the above jobs.

Cross-Age Tutors

Older cross-age tutors can be utilized as scribes in the classroom. Another job that tutors are very helpful with is answering questions during the proofreading stage. The children can raise their hands while the teacher is conferencing and the tutor can help with spelling and punctuation questions.

Another way that cross-age tutors can help is with filing and hanging stories on the bulletin board.

Principal

The principal must understand and be supportive of the writing process. This way there is no misunderstanding as to what is expected of the children. The principal should understand the importance of the writing process and support the teacher in the need of supplies. The teacher and the principal must be able to communicate effectively as to the needs of the children.

It may be a good idea to invite the principal to the classroom to see published writings and to watch the process.

Librarian

The school librarian can also reinforce what is being done in a writing classroom. When the classroom teacher plans a Social Studies writing project, a fairy tale or any other content area project, the librarian can pull books that would be helpful. The librarian can also assist children in how to use the card catalogue and reference materials.

Space

The writing process is taught in a self-contained classroom. The teacher does not need to have the desks arranged in any specific order, but it is helpful to have the children sitting so that sharing and conferencing can take place. This author has found that a U shape as shown in the Appendix on page J-2, is excellent for viewing lessons on the board or overhead, conferencing and sharing.

The classroom should be well lighted, temperature controlled and spacious if possible. There must be room to involve the children in creative dramatics, role-playing, dance and movement. It is also wonderful if there is any way to have carpeting.

The teacher should have a classroom library with as much good literature available as possible. It is ideal to have an area for them to sit around and read when their work is completed early.

A writing center area is optional but a great idea. A large bookshelf is ideal for this center. The shelves should have encyclopedias, dictionaries and thesauri readily available. There needs to be enough work room for the children to make shape books and use art supplies. Story starters and writing games can be in the workshop also.

It is ideal to have a file box where the children hand in their writing folders daily. This way, the teacher can look over them when necessary for evaluation.

A writing bulletin board is needed that will stay up all year and be read by students. The bulletin board should be placed in a spot

where children can stand and read the papers without distracting other students. Each week the new story is stapled to the top of the old stories.

Time

This writing process is taught completely separate from the reading groups. The process is taught daily for about 35 minutes. Teachers have the problem of finding time for writing. Teachers who understand the importance of writing manage to find some way to make time. The time needs to be gauged according to the class. Too much time will cause loss of interest and spontaneity.

The time can be borrowed from several of the other subjects taught during the day. This author stole 10 minutes from reading, 10 minutes from English, 10 minutes from Social Studies and Science and 10 minutes from Spelling. Since this writing process develops all of these subjects, there have been no guilt feelings experienced. If a teacher has not done this, then one will need to consider her schedule in order to find time to implement the process.

A writing process must be taught consistently. A teacher must make a commitment and realize that it is important to teach the five-day process every week. The times when there are only four day weeks, are good times to take a break from the process. Other writing assignments can be taught during these short weeks.

The one day that the instructor needs to lay down very strict rules about no talking during the writing process is on Tuesdays, the Rough Draft stage. Every writer needs quiet during this stage in order to have a flow of ideas. The other days are noisier because of all of the sharing taking place. The sharing is so important and the writing

teacher must understand that there will probably be a workable noise level. This may seem chaotic to some teachers if they like their classrooms very quiet. The sharing is very important during writing however, and is also the most enjoyable part of the writing process for the children.

Adaptations

Several studies on early reading show that children who learned to read before first grade, more than half of them began writing prior to or simultaneously with learning to read (Starvish, 1984).

Kindergartners and first graders should be exposed to writing.

Traditional kindergarten skills such as recognizing letter forms, names and sounds have much more meaning when taught in the context of their own writing. Actually, the youngest writers have not had time to dislike writing yet. In fact, they love it! Kindergarten should be a place where children can explore their world in many ways but should not be pushed beyond what they are ready for. Since the children are too young to write long stories or even much more than a sentence, the use of language experience is important. This will help the children's language flow so that they can share their ideas orally.

From an early age, children realize that written language makes sense and that it is another way of communicating.

There are four stages children go through in their early writing years. When entering school, children are usually in a scribbling stage. These prewriters are in the Transcribing Stage because they need to have their spoken language written down for them. The children tell the teacher, aide, volunteer, or tutor what they want said in writing.

The second stage that a child enters is the Recopying Stage. After the child learns the alphabet and some handwriting, the child still tells her story and the adult writes. Then the child is able to recopy

what has been written.

The third stage that a child enters is the Sentences/Whole Phrase Stage. Children in this stage are able to write down some of their own thoughts independently. The children are excited about being able to write alone and are becoming comfortable with words and thoughts.

The fourth stage is the Semi-Independent Stage. At this point, children begin to rely on themselves almost completely and ask only a few questions. This is the stage a child needs to be at in order to begin the five-step process in this project. Second grade is when the majority of the children are ready for this process.

In kindergarten and first grade, a teacher can use several of the following ideas. The children need to use their five senses often. This can be accomplished by having the children touch, smell, taste, hear and see things before writing. The children can share what they have experienced. The teacher needs to talk with the children often and be sure to really listen. The teacher can ask questions and tape record their answers. The cumulative answers will make a wonderful story.

The writing teacher needs to read a lot orally and the children can join in on short poems, refrains and predictable books. The children may make up new endings or add extra lines to the story.

The students can listen to songs and sing along. Eventually, the children might be able to compose poems and songs as a class, add verses, create several sentences, rhymes, riddles, word groups and questions. The teacher would then read the pieces back to the children because this proves to them that they can write.

Any writing the class has dictated to an adult should be displayed. Children love to see their stories typed or written and hung on the wall.

The teacher must use a lot of art to stimulate writing. Once the children have entered the third stage, the Sentence/Whole-Phrase stage, the teacher should allow them to begin experimenting on their own. The teacher should be sure the children are writing at least three times a week.

Whole-class chart stories can be created together. The children can illustrate the stories and read them back to the teacher.

Another excellent technique would be to set up a buddy class system. This would be an older class such as third, fourth or fifth graders to come in and pair up with the younger children. The pairs can create stories together. The buddy class would meet once a week and it can be very effective.

Wordless picture books may be best to do with a buddy class. The children can dictate their own story to go with the pictures, as the older students write it for them.

Very young children like to write about themselves because they can be successful. Writing about themselves is what they know the most about. Pets are also easy for children to write about. The children must be given easy, unthreatening topics.

In order to adapt this writing process to accommodate students in grades six through 12, the content and expectations are adjusted to suit the maturity levels of the students. The five-step process can still be

approached in the same manner.

Limitations

The first limitation to this program is that good writing skills take a lot of time and practice to build. Progress will not happen overnight. The teacher will see a good bit of progress over one year, but since it is a developmental process, like reading, competence occurs over several years with effective instruction and a good bit of practice. A school wide program needs to be implemented in order to achieve the maximum growth of writers.

The second limitation is that the project is geared toward second through sixth grades only. Younger children are usually not ready for a five-step process, but writing can still be taught daily. Some ideas are cited in the Adaptation Section of this project.

The third limitation to this project is that it is a supplemental program and not meant to take the place of the regular reading program. Therefore, it is hard for teachers to find the time to teach the process. If teachers do take the time however, they will be very pleased with the results.

A final limitation to this project is that children are given standardized tests such as the CAP and CTBS. These tests break language into fragments which is a completely opposite approach to this project. The children are not tested on their actual written expression abilities.

Continuum

This author believes that the teaching of reading and writing should be able to enhance all modes of listening, speaking, reading and writing. Under the Whole-Language approach, "meaning is at the heart of language, and the whole purpose of using language is to construct meaning" (Watson, 1982). This writing program falls under the Whole-Language Reading Model on the continuum because if the students write, they compose with semantic intent using language.

The way a teacher understands the reading process, is the way she will teach reading and writing. This author feels that the meaning of the story should be emphasized more than its final form. By writing a story, children create, read, and use all of the language processes. While writing, students are using real language that comes from within and are constructing something meaningful.

Teachers who utilize this approach will find it to match the goals of the Whole-Language Reading Model.

Appendix

The writing lessons that follow were accumulated from several colleagues this author has worked with. Many ideas were also accumulated from various professors in the education field at the University of California at Riverside and the California State University at San Bernardino. Another way that some of the ideas were found is by attending reading conferences. Hopefully, the ideas will be able to help the reader set up a motivating writing program. A bibliography of excellent sources that can be used for writing ideas is also included.

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PREWRITING IDEAS

Predictable Books

Predictable books can be used with first graders and remedial readers. Predictable books can be read right away since children have enough knowledge of language. A predictable book is one that children can quickly begin to predict what the author is going to say next. The children can chant along with the teacher.

"Children should use predictable books for reasons other than finding words and phrases; they can invent whole stories on the basis of an author's pattern" (Rhodes, 1981). A bibliography of predictable books follows.

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Source: *The Reading Teacher*, February 1981.

Wordless Picture Books

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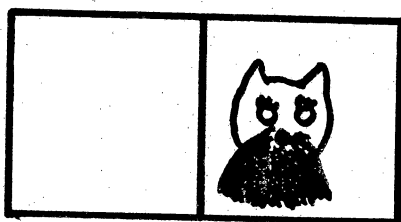
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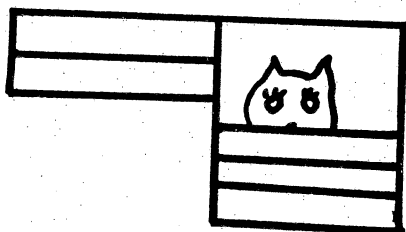
Credit given to Teachers Using Whole Language (TUWL), UMC.

File Folder Project

The teacher will give a file folder to each child. As a prewriting strategy, the students draw a large picture of whatever they would like, on the middle, right side of the folder. When the file folder is opened, the picture is seen.



Tuesday, the children write a rough draft about their drawing. Wednesday and Thursday are spent revising and proofreading. On Friday, the story is recopied onto the front of the folder, after it has been cut into strips. One line is written per strip.



As the children read their story in front of the class, a strip is opened as each line is read. The picture appears slowly.

Field Trips

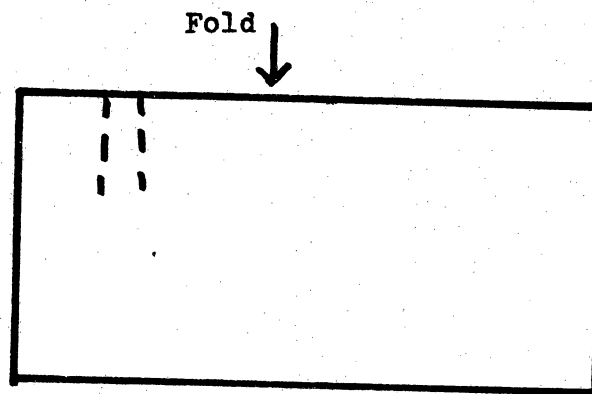
When the class goes on field trips, the teacher should collect brochures, pictures, postcards, and anything else she can get her hands on.

The children write about the trip and a class book is made when finished.

Pop-Up Books

If the school or the district office has die cutter machines, cut out several designs. One for each child is needed. The children choose one for their writing topic and brainstorm a list of words on paper about the design. The children go through the five-step process of writing.

To publish, a 9 x 12 inch piece of construction paper is needed along with white writing paper. The writing paper is centered and glued to the construction paper. The paper is now folded in half so that the notebook paper is on the inside. Two parallel cuts are made on the left side, like illustrated on the next page. Glue the cut-out on the cut strip when the book is open. The design pops up whenever the book is opened. The children write their final drafts around the cut-out figure.



Shape Books

Shape books can be constructed by the children during spare time or the teacher may decide to use them for a regular writing assignment. If the district has a die cutter machine, where the teacher can cut out shapes, it makes cute little mini-books. Another way to make shape books is to ditto off pictures, so the children can cut around the shape and make a book. Using construction paper, a child can make a book in any shape she likes.

Newspaper Interview

The interview is a great way to inspire writing. The teacher would start out the lesson by having the children decide who they would interview and why someone else would want to read a story about that person. The interview questions would include who, what, where, when, why and how. As a prewriting strategy, the following ditto can be used. The rough draft can be drawn from the answers written on the ditto.

TOPIC: _____

WHO: _____

WHAT: _____

WHERE: _____

WHEN: _____

WHY: _____

HOW: _____

NAME: _____

Magic Eye

The magic eye technique encourages class discussion for a prewriting strategy.

The teacher needs a large poster of an interesting topic. The poster is then covered with paper all except for an eye shape cut out from a strategic point. This can then lead to a discussion and prediction. The picture is shown before writing takes place.

Hot Potato Stories

Hot potato writing encourages peer reading and editing. The teacher starts a sentence. The children write until the teacher claps. At that time, the children pass their stories to the right and read what has been written. From here, the children continue the story until there is another clap. After repeating six or seven times, the stories are read aloud.

Class Pictures

Using the small class pictures that are left over after doing cum folders, autobiographies can be written. The picture is glued to a piece of paper, and each child writes her final draft on that page. A class book can be made and set out at Open House.

To motivate autobiography writing, several can be read orally to the class such as Helen Keller.

Creature Stories

Buy the erasers that are shaped like creatures and spacemen. The children choose a creature from the creature can to write about. The skill of fiction and fanciful stories can be taught at the same time. The children can use a shoebox and put their creature in some type of surroundings. The stories can be attached to the shoebox.

Alphabet Story

A long time ago there lived a mule.

B efore he could think out

C ame a mean tiger who

D id not like him. He tried to

E at the mule but

F elt he would taste poorly.

G racefully, he walked away to

H esitate and think about what

I t should do.

J _____

K _____

L _____

M _____

Continue story to the letter Z.

Create a Beast

Have the children create the meanest, fiercest, ugliest monster they can on a sheet of construction paper. While writing the stories, the children must be specific with details, color, capabilities, and comparisons to other things the readers will recognize.

Me Books

The children draw a shape of themselves on posterboard and color it in. A mini-book is cut out and attached to the tummy area of the drawing. The final draft of a story about themselves is written in the mini-book.

Create a Character

The children can actually make a character out of paper mache or clay. Adventure stories are usually fantastic after the children have actually created the character themselves.

Interview

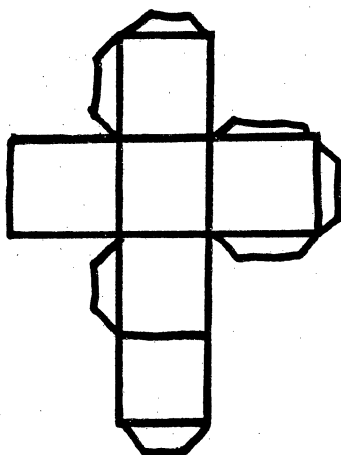
The teacher should read a well-known fairy tale orally such as "The Three Bears." One child plays each character and another child role-models a reporter who is interviewing the characters. After awhile, the students switch positions. The writing will come after the role-playing.

Cubing

The child chooses any topic and considers it from six points of view:

- 1) Describe it - look at the subject closely and describe what is seen. Tell about its colors, shapes, sizes, etc.
- 2) Compare it - What is it similar to? What is it different from?
- 3) Associate it - What does it make you think of? Times, places, people?
- 4) Analyze it - Tell how it is made. If you do not know, make it up.
- 5) Apply it - Tell what you can do with it and how it can be used.
- 6) Argue for or against it - Take a stand.

For a publishing cube, make several patterns, like illustrated below, out of posterboard. The children will trace the patterns onto 8 x 12 inch construction paper. The stories are written on the cube, one point of view per side. The cubes can be laminated for durability.



Want Ad

Read Shel Silverstein's poem, "Sister For Sale." The teacher should give the children samples of want ads and review the vocabulary. The children choose a person that they would like to sell. Remind the children that they need to tell only the good qualities of that person if they hope to make a sale.

Trashcan History

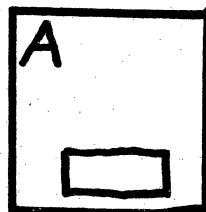
The teacher should save the trash from the day before. Go through the trash together as a class and list everything found.

The children are to then write the history of the class for that specific day. This used in conjunction with Social Studies can help children understand that history is not complete. It is only what is found from remains.

ABC Books

Any topic can be used with ABC books. Each child chooses a letter of the alphabet and writes about the topic using that letter.

For example, if the topic is on pets, the child with the letter A may write about alligators or armadillos. A class book is assembled when they are finished.



Going With The Flow

Teachable moments occur when one least expects them to. Grab at chance events such as a hot air balloon, an accident on the playground, a spring snowstorm, the death of a classroom pet, the birth of a baby. These chance events can stimulate some of the best writing.

Pantomime

Have the children choose an animal. Through movement, the children become that animal and move around the room. Movement can motivate children into writing some wonderful stories.

Listen to Songs

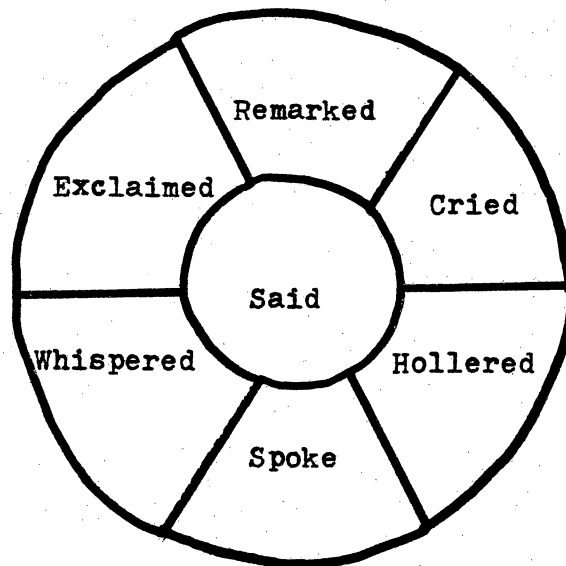
Listen to songs, then change words, add a verse, invent titles, or design record covers. Listen to Carole King's "You've Got a Friend," and write: a word portrait of an ideal friend, an essay on friendship, a tribute to your best friend, or a list of 10 friendly things to do.

If you have the children listen to wordless music, let the melodies stimulate: word lists, lines and phrases, lyrics, feelings, word-images, a letter, a protest, a poem, or a slogan.

Charting Words

The teacher can make word charts of different kinds of topics. For example, in order to help students use more than the word 'said' when writing dialogue, the class can make a large chart of other words. Some of the words may be replied, retorted, questioned, asked, screamed, etc. The children will come up with several words. Another example would be a chart of exciting verbs.

The word Charts can be done on square pieces of posterboard, or made into a word wheel as follows:



Silly Word Lists Book

Have the children make a different list each day for a week. The lists can then be made into a published book. Some examples are:

- 1) No homework excuses
- 2) Ways children can earn money
- 3) Tell whopper lies
- 4) Strange sandwiches
- 5) Ice-cream flavors

Source: Maramba, Maria. Terrace Elementary School Teacher

Exact Directions

The teacher asks the students to write exact directions on how to make a peanut butter sandwich. More than likely, the directions will not be clear, and the teacher can actually demonstrate how to make the sandwich in front of the class using their directions. Since the directions might not be specific, the teacher can make several funny mistakes. The children learn that they must be clear and specific.

Source: Paynter, Bettie. Terrace Elementary School Teacher

Memory Searches

When children have trouble finding topics to write about, teach them to play this game. Pretend to be looking at a movie of your life, or that you are in a time warp machine and going back to the past. List three personal experiences that seem to stand out. Think about each topic. Make a list of key words to help you remember things that happened. Choose the topic that you seem to remember the most about.

Time Line

Make a time line of your life. Begin with the date of birth. Include the most important things that have happened to you up to the present time. You may want to have the children consult with a parent and plan carefully how they will space the time line. Art can be attached at each point on the line.

Character	Setting	Plot

Rough Draft For Fairy Tales

Once upon a time _____

One day _____

Suddenly _____

Before long _____

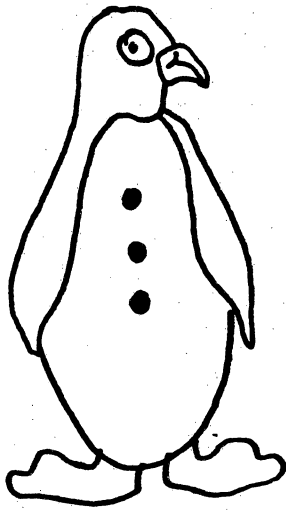
At last _____

_____ and they lived happily ever after.

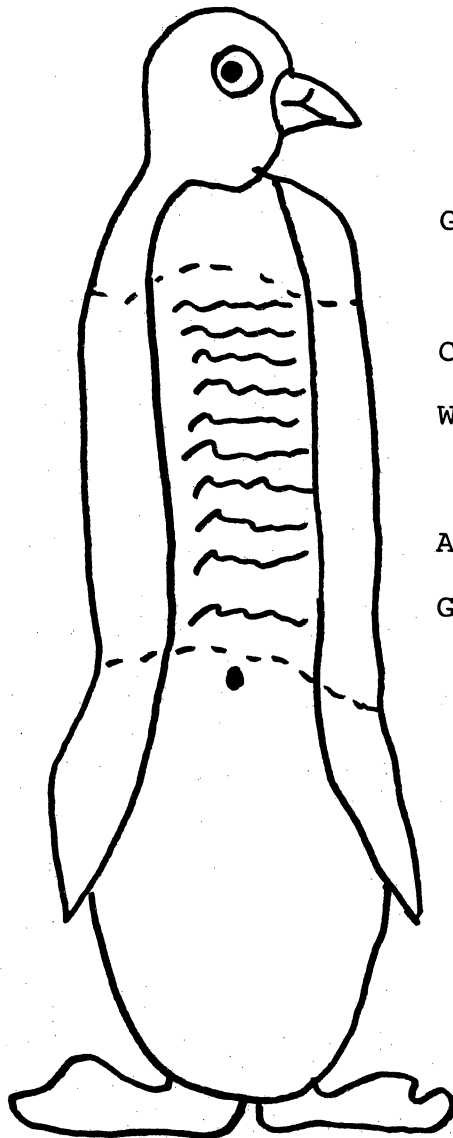
Source: Inland Area Writing Project

TALL TALES

Write TALL TALES on a story strip that grows taller as you s-t-r-e-t-c-h your story to read it!



- Glue
- Tagboard
- Brass brads
- Story strip
(For penguin,
it should be
no wider than
3½")
- Crayons/markers



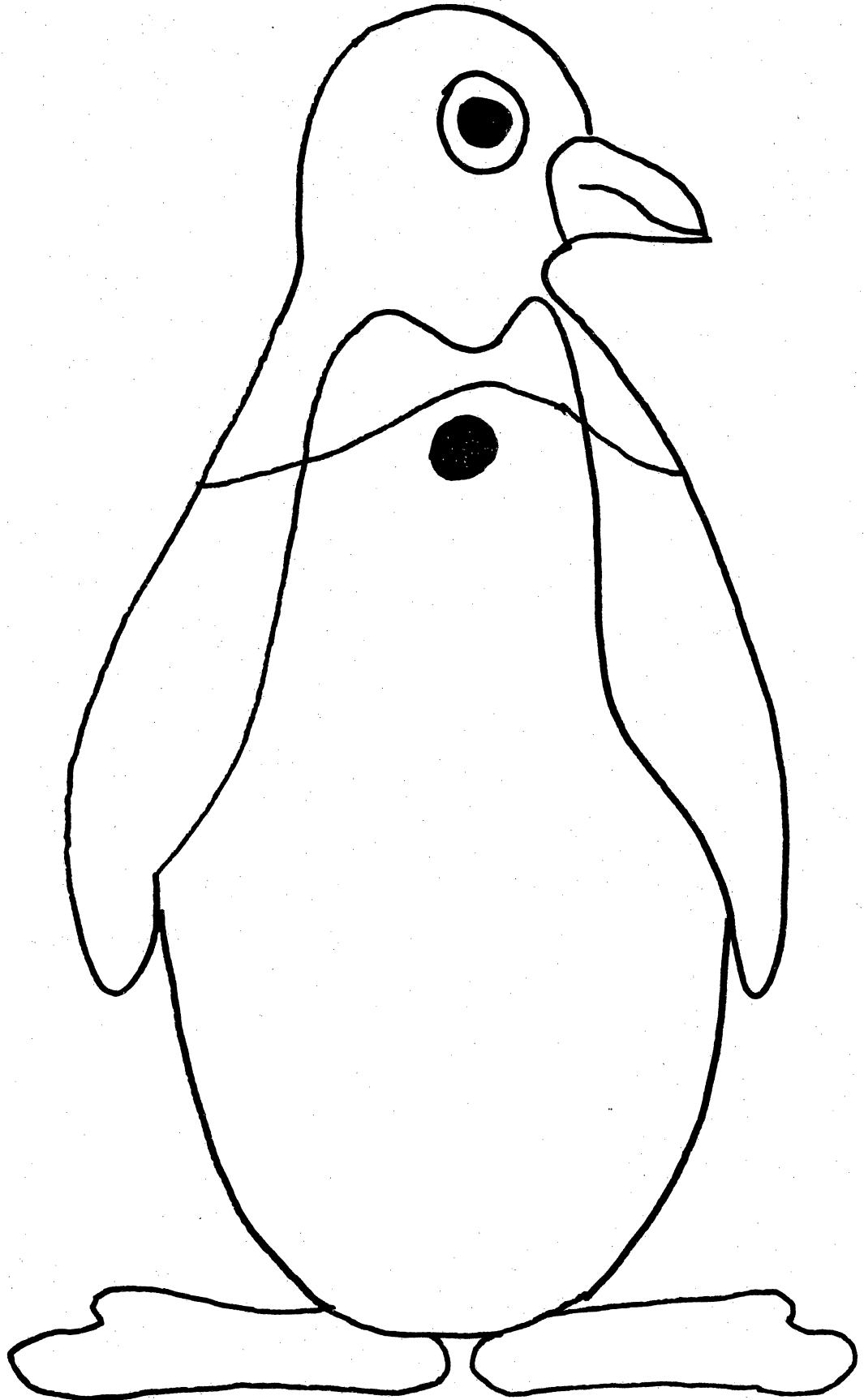
Glue top of story strip to back of head.

Color wings on story strip.

Write "TALL TALE" down middle of story strip.

Accordion pleat story strip.

Glue story strip to back of body. Make sure it does not extend below wing tips.



Christmas Writing Center

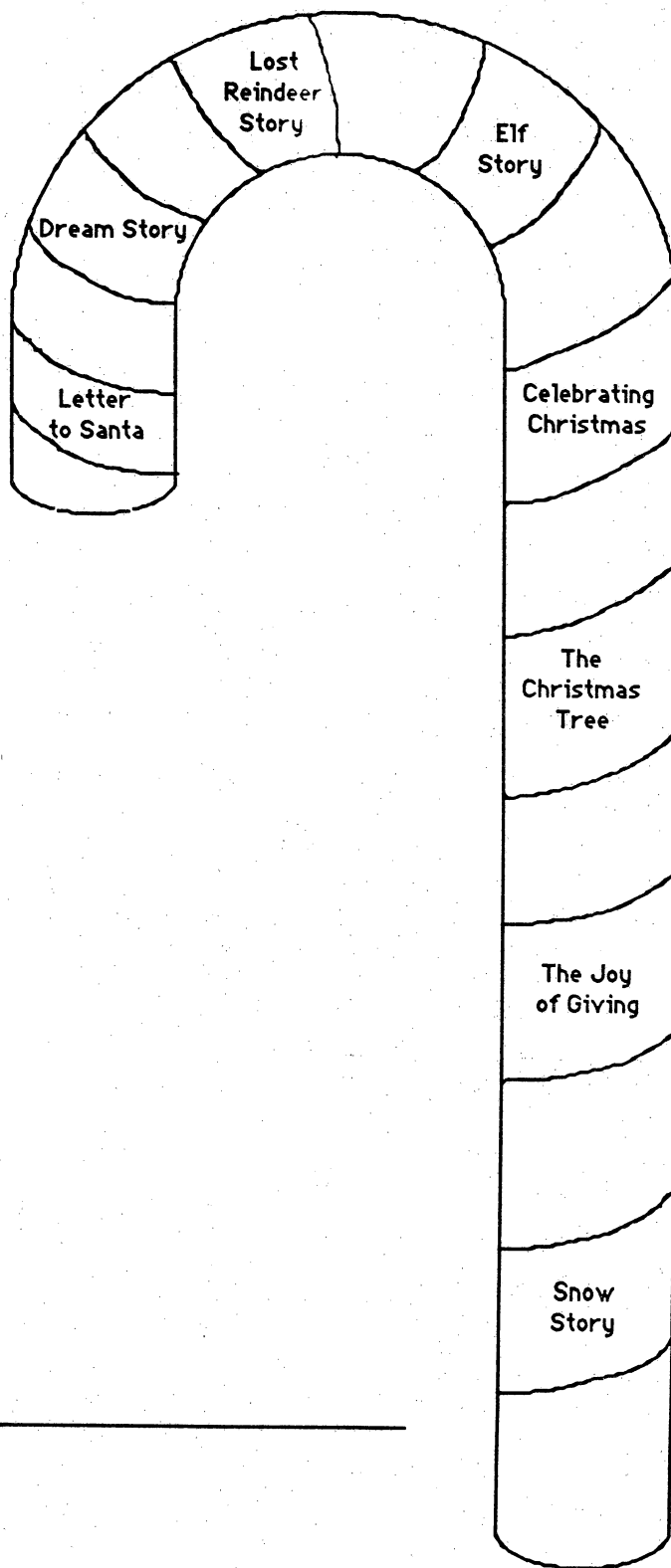
The teacher makes a bulletin board for Christmas which includes eight pockets. On the front of each pocket, a story topic is written. The story topics are given on the following page. Each pocket contains one ditto for every student in the class. Each ditto has a place for a picture and writing space.

Each student is given a red or green folder with the candy cane page that follows stapled to the top. As the stories are written, they are put in the folder for grading. When the teacher puts a happy face on the top of the page, that stripe is colored red by the student. When all eight stripes are colored, a candy cane can be given to the student.

This author does this center with her class every year and starts it right after Thanksgiving vacation. This way, there are three weeks for the students to finish. During these three weeks, the five-step writing process is not done.

DIRECTIONS:

Write a story for each topic. When you see a happyface at the top of your story, color that stripe red.



NAME: _____

Rewrite On Top of Spaghetti

Directions: Fill in the blanks with new words to make a new song.

The words in the boxes must rhyme for each verse.

On top of _____

All _____

I _____

When _____

It _____

And _____

And then _____

Got _____

It _____

And _____

And then _____

Was _____

The _____

As _____

And then _____

Was _____

To _____

With _____

It _____

And _____

So if _____

All _____

And _____

Walk Into a Picture

The teacher collects posters of interesting discussion topics. The children imagine themselves in the situation depicted on the poster. The use of the five senses and discussion leads to a flow of good writing ideas.

Three Boxes

The teacher covers three boxes with contact paper. One box is labeled, "Characters." The second box is labeled, "Setting." The third box is labeled, "Event." The children reach into the boxes and take a paper from each one. These papers, with the situations on them, become their story lines. The stories are usually funny and it is a no-fail favorite.

Message in a Bottle

The teacher needs to roll up a piece of paper with something about the class written on the inside, but not show the children what it says. The paper is put in a bottle. The class brainstorms about what it might say. The children can develop their own characters and plots to write adventure stories.

People Recipes

Use personal traits in the style of a recipe. This will help children discover their own unique qualities.

Use this activity after a cooking lesson where the students learn about recipe terms such as teaspoons, tablespoons, cups, mix, dash, etc.

Have the children give their descriptions as a recipe. Hand out actual recipe cards or a ditto of one. These could be made into a class recipe book.

Recipe for Sally

2 Tbsp. beauty

1 tsp. niceness

Dash of giggles

A pint of hugs

Mix the beauty and niceness. Add a dash of giggles and a few hugs. Bake well with lots of love from the family.

Plays and Puppet Shows

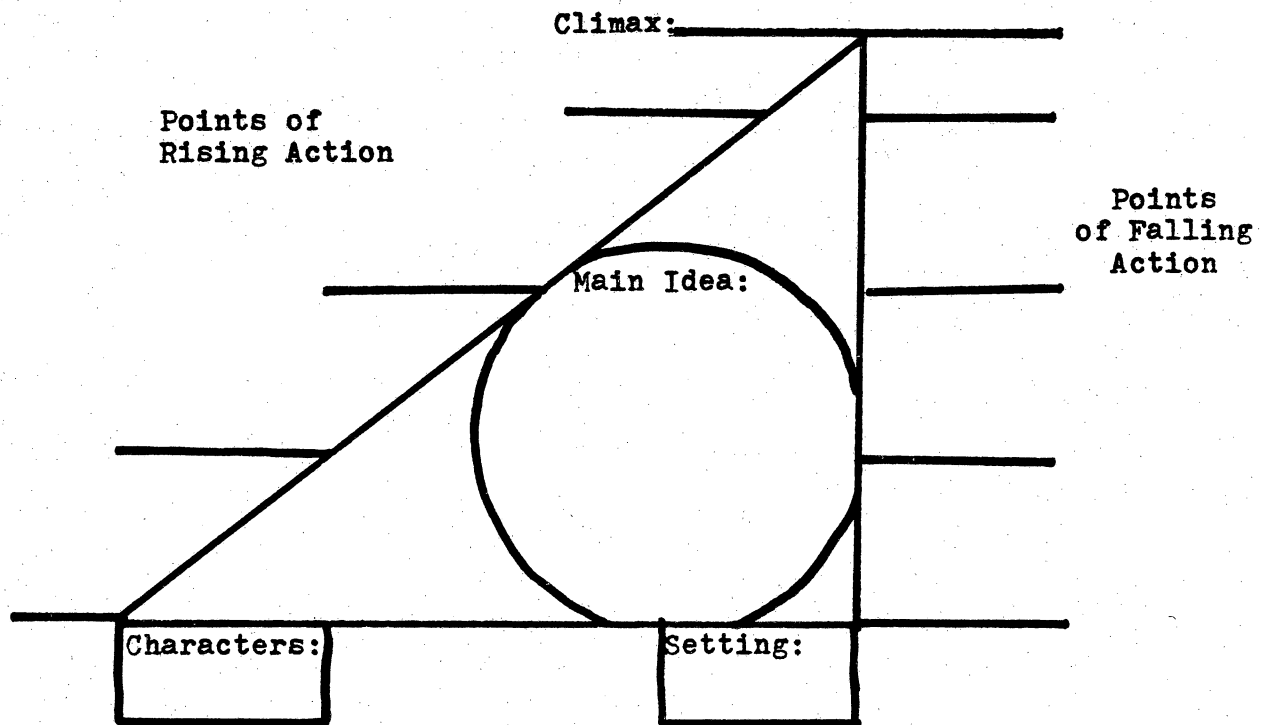
The children can take any story and make a script for a puppet show or a play. The teacher can group the children as needed and actually perform the shows. A flannel board show is another way to perform pieces.

Drawing Ideas

A fantastic way to motivate writing is through art. Some examples of prewriting art strategies follows:

- 1) Squiggly line - the teacher puts a squiggly line on paper for each student. The children change the line into a picture.
- 2) Plastic Eyes - Glue two plastic eyes onto art paper. The children will make it into a character.
- 3) Squares, circles, triangles - put a shape somewhere on a paper. Do one for each child. The children will turn it into a picture.
- 4) Fabric - use fabric to dress characters. Or, the children can choose a scrap of cloth from a can and feel/smell it. Their imaginations can run away with them. Brainstorm ideas about where the cloth might have come from, who it belongs to now and why it looks the way it does.

Parts of a Story



This diagram can be put on a laminated classroom chart and/or a ditto.

The best way to teach the parts to a story is to have the children read already written pieces and break them into parts. From here, the children can write their stories in the above format.

Source: The Reading Teacher, March, 1982.

Parts of a Book

In addition to teaching the parts of a story, it is also important to teach the parts of a book:

- 1) The Cover
- 2) Title Page
- 3) Table of Contents (if appropriate)
- 4) About the Author
- 5) Story Pages
- 6) Glossary (if appropriate)

Travel Brochure

The children will cut out several pictures from magazines. Together the class can brainstorm some exciting verbs on the board. The children will write their own travel brochure.

Grid Writing

In grid writing, the teacher is designing a predictable story for the children. Grid writing can be used in an infinite number of ways such as parts of speech, music, adjectives, direction, etc.

<u>Example:</u>	I peeked		out		the window—What did I see?
	I peeked		over		the wall—What did I see?
	I peeked		_____		the _____—What did I see?

1. duck waddling away from me.
2. little eyes looking at me

When reading orally, choose children to play different parts.

A Strange Visitor

Ask a good friend of yours to visit your classroom. This person must be someone the children have never seen before. The visitor will walk in at a specific time and disrupt the class. Maybe this person can jump up and down, yell, throw a few things and hop up on something. Then the strange visitor leaves.

The teacher acts amazed through all of this and tells the children that the police will need a description of the stranger and will want to know exactly what happened. The children can write two descriptive paragraphs. A picture for the police might be helpful also.

After the writing is complete, the teacher will of course tell the children the truth. Most realize it was a joke from the start. It is a fun assignment however, and it is unbelievable how different all of the descriptions come out.

Bibliography for Motivating Writing

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Prewriting Organizational Techniques

Name _____ Date _____

PLANNING MY STORY

I am going to write about the time I _____

A good beginning might be _____

A good ending might be _____

Here are some details I will include to make the story real to my readers.

1. _____

2. _____

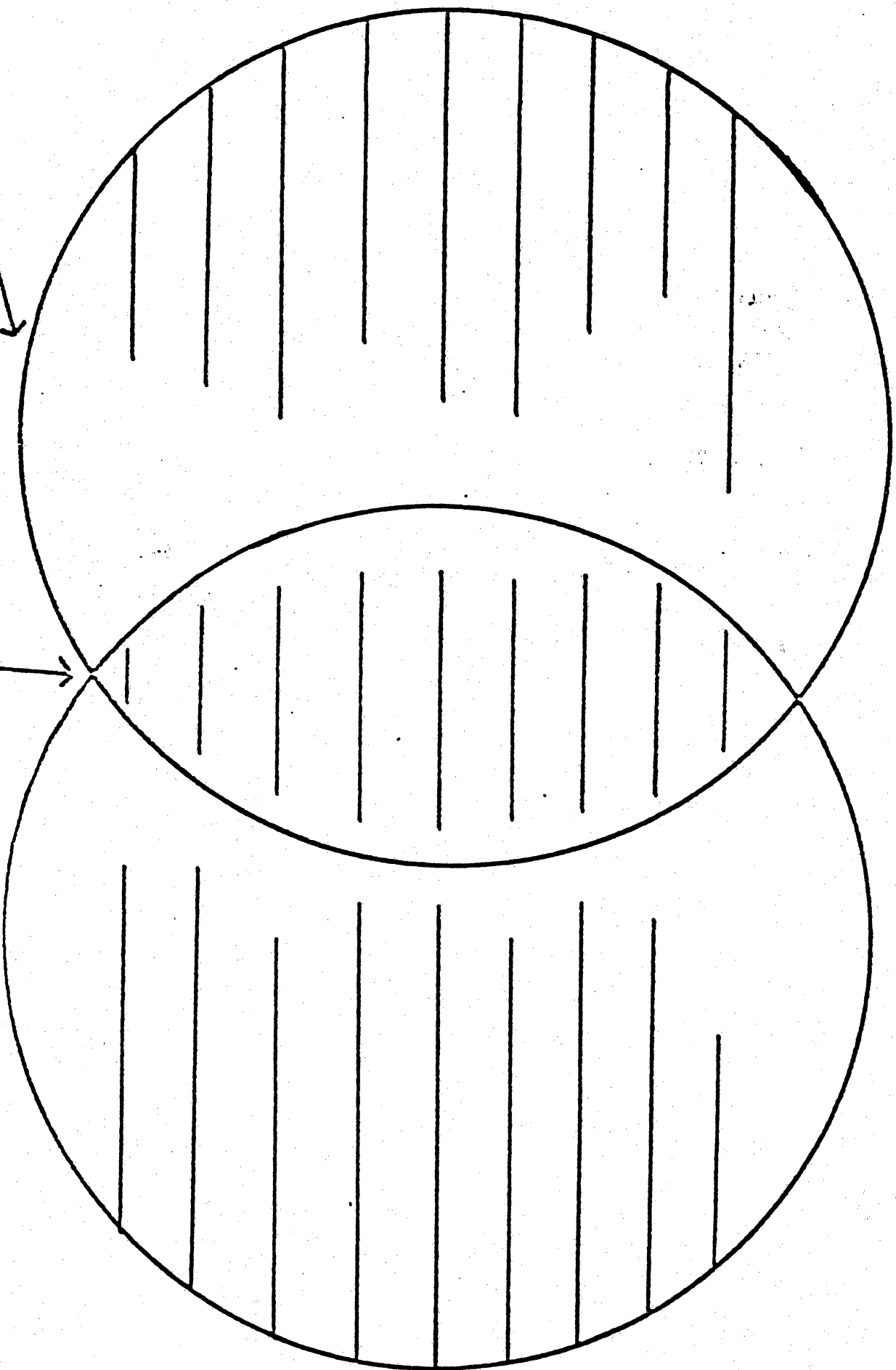
3. _____

4. _____

DIFFERENT



ALIKE



VENN DIAGRAM

Color-Code Categorizing

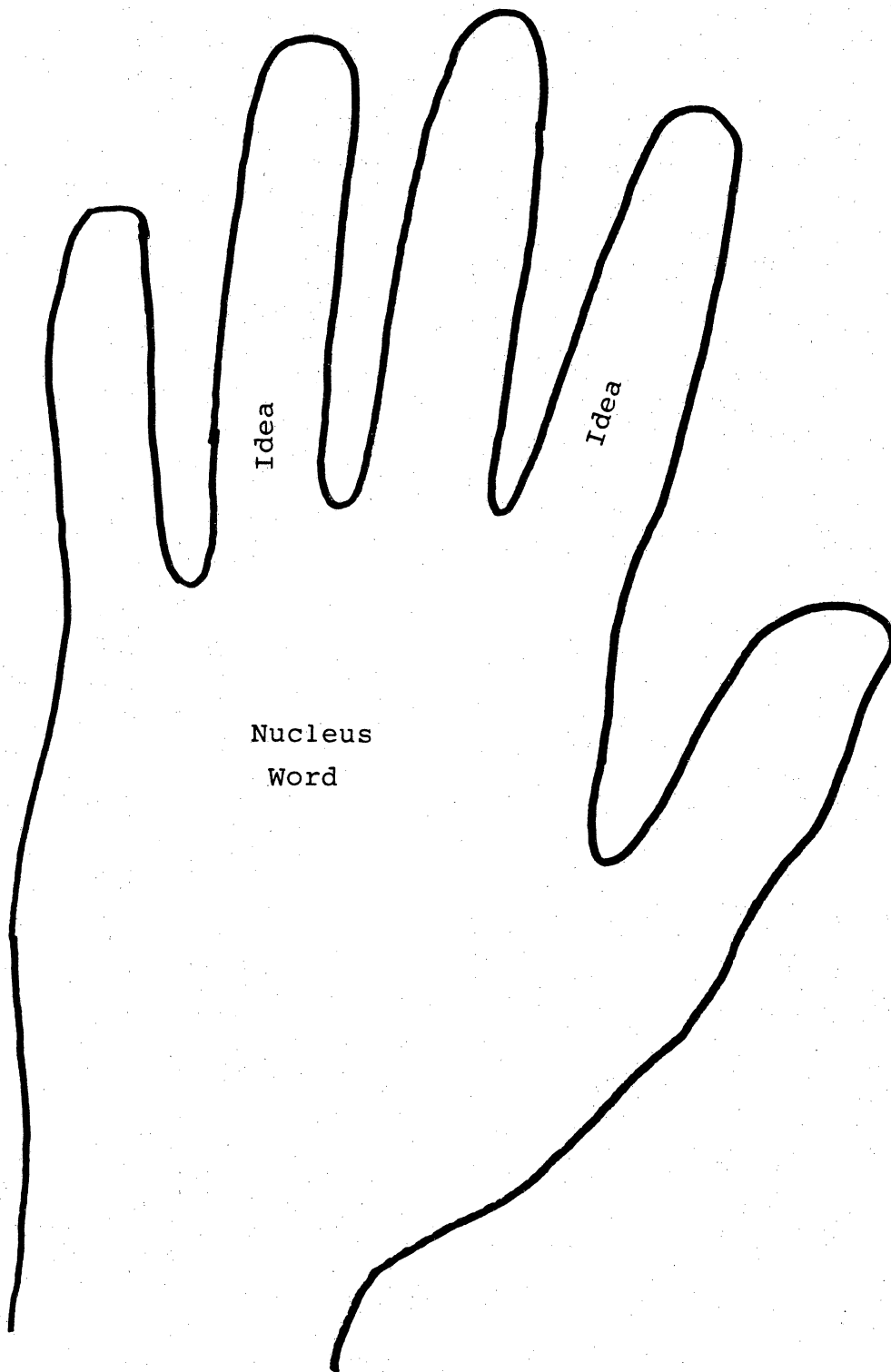
One way to help children organize their thoughts is to discuss a topic orally with the whole class and write a word-idea bank on the board. At this point, the class will color code the words with colored chalk. For example, if the topic is on camping and the children have several words on the board, the class can decide on three or four categories that the words will fit in. The categories for camping may be things to take (red), things to see (blue), and things to do (green). As a class, decide which words go under which category and underline that word with the appropriate color. The colors will help the children to see what the three paragraphs will include.

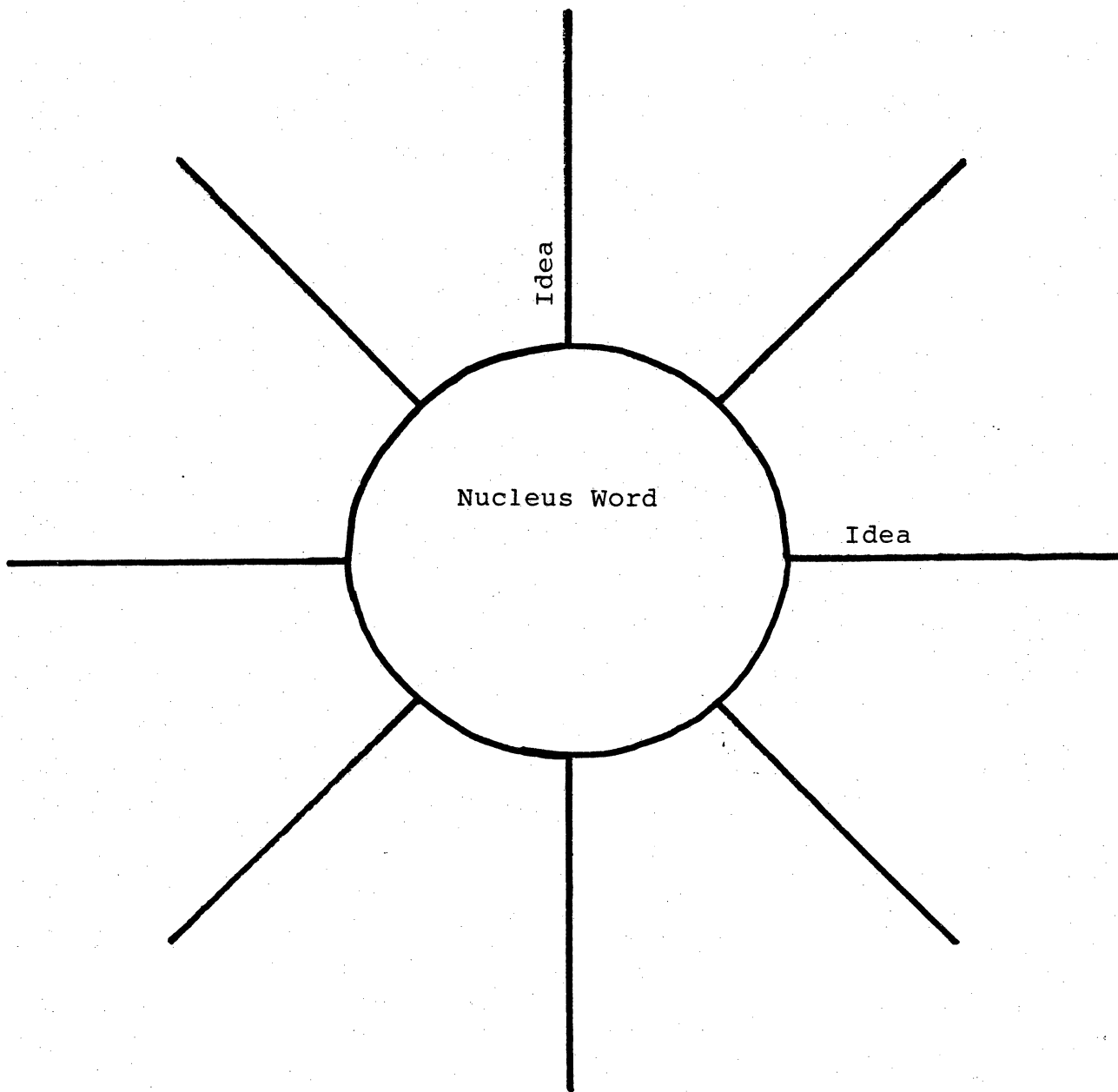
Webbing/Clustering/Mapping

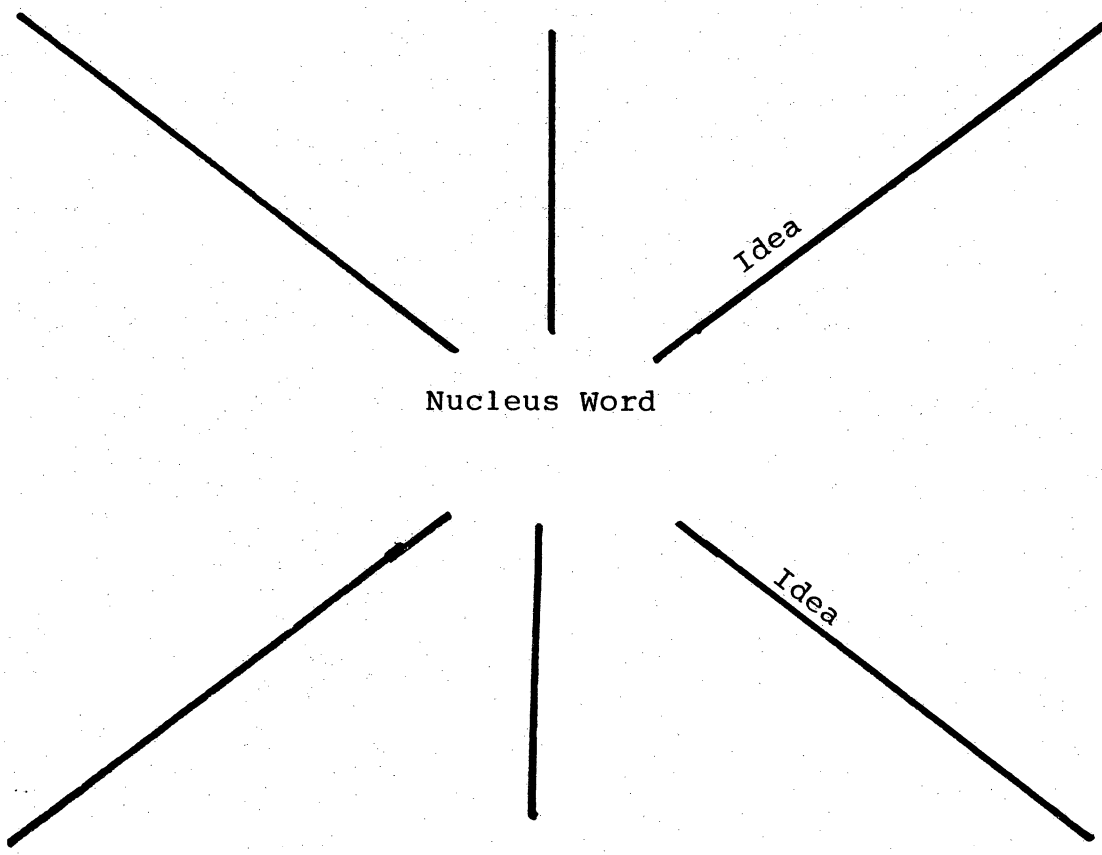
Webbing is a way to organize content around a theme or topic. What is more, it organizes a subject visually. Students will be able to refer to a web to show detail and to organize their thoughts.

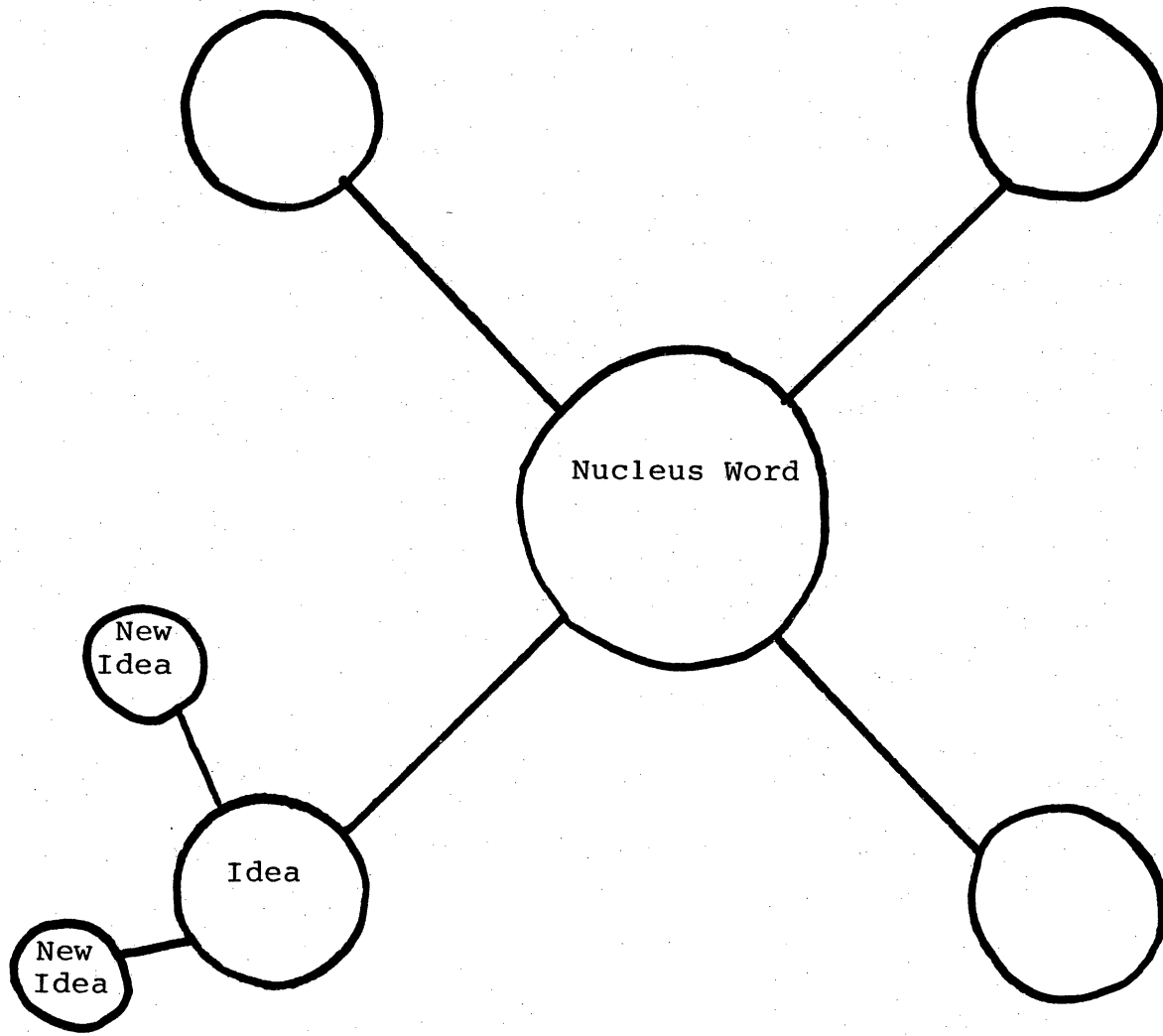
The children choose a nucleus word and put it in the center circle. Ideas are written around the nucleus in smaller circles connected by lines. If more ideas flow from an association to another word, smaller circles are drawn around these words.

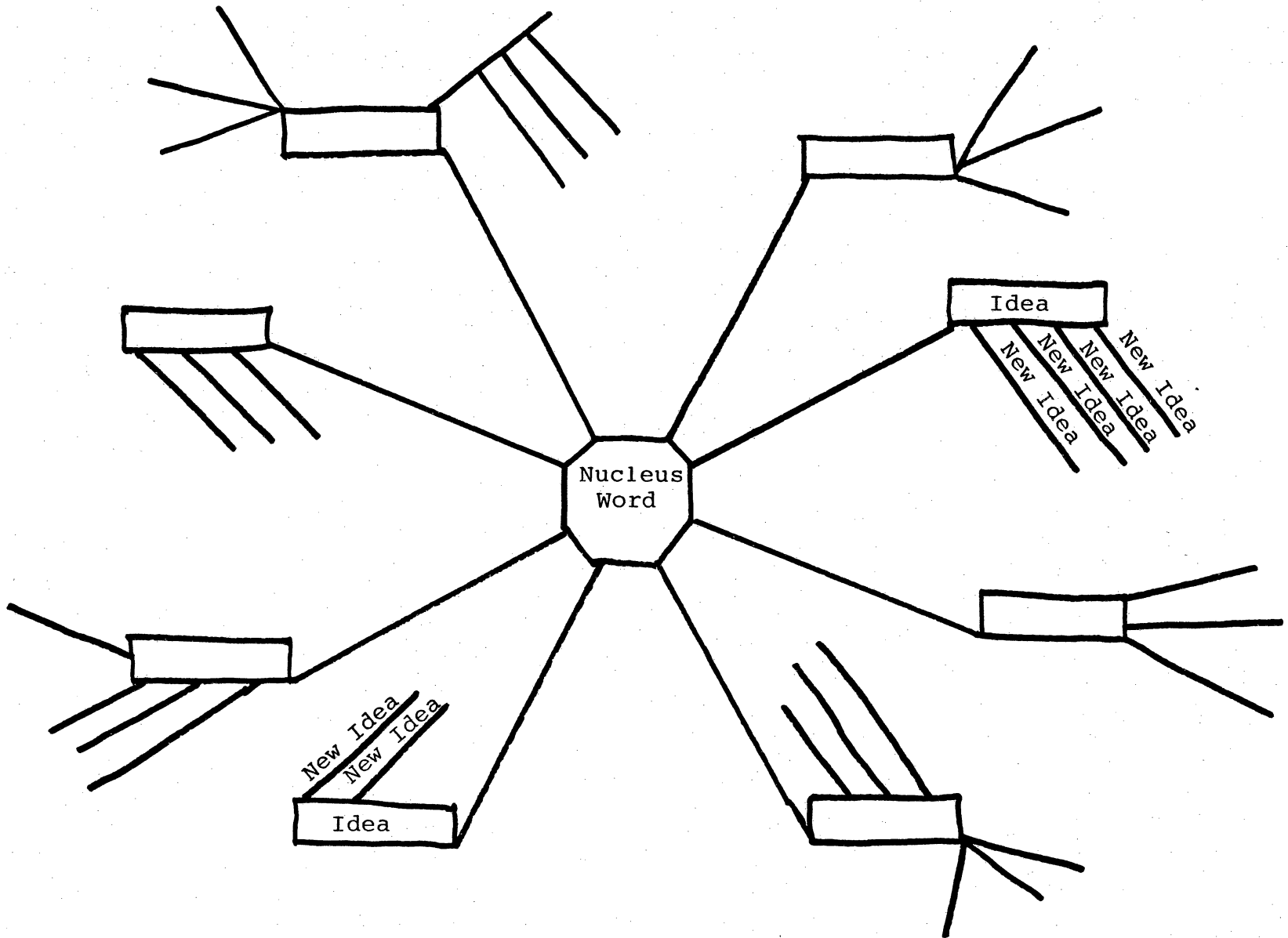
On the next five pages are some samples of clustering, webbing and mapping. These samples can be put on a ditto for the children if the teacher wants to, or they can be put on a laminated chart.











USING YOUR SENSES

C-10

Subject: _____

Name: _____

Looks like:

Sounds like:

Smells like:

Tastes like:

Feels like:

Source: Robbins, Sandy. CSUSB Conference

ROUGH DRAFT

REVISION

Revision Skills

1. Cut what is not needed.
2. Add what is needed.
3. Improve order.
4. Check Facts.
5. Improve word choice.
6. Improve sentences.
7. Add detail.

SOURCE: For the Love of Editing

THIS CAN BE MADE INTO A CHART TO HANG IN THE CLASSROOM

Response Form - Pairs

Writer's Name: _____

Your Name: _____

Date: _____

What is your favorite part of the story?

What is unclear in the story?

Do you have any suggestions to help improve the story?

Response Form - Group

Author's Name _____ Date: _____

1. First Reading (Reader's Name) _____

Is the paper neat? _____

Can you read the paper? _____

2. Second Reading (Reader's Name) _____

Which part of the story do you like best and why? _____

Does any part not make sense?

3. Third Reading (Reader's Name) _____

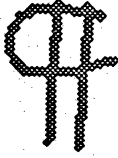


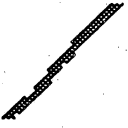
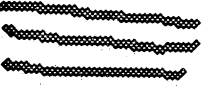

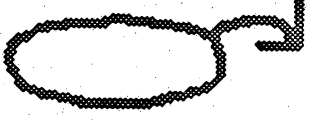
Does each sentence end with the proper punctuation? Do not write on the paper. Tell the author which line or lines the mistakes are in. _____

Can you find any spelling errors? Write the line number here. _____

2

PROOFREADING

Proofreading Marks

MARK	EXPLANATION
	INDENT OR BEGIN A NEW PARAGRAPH
	ADD
	DELETE (TAKE OUT)
	CAPITAL TO SMALL
	SMALL TO CAPITAL
	CHANGE WORD OR SPELLING
	MOVE

SOURCES: For the Love of Editing and Houghton Mifflin Company

THIS CAN BE MADE INTO A CHART TO HANG IN THE CLASSROOM

Name _____ Date: _____

Proofreading Checklist

Does your paper have mistakes that might make it difficult to read and understand? Read each question below. Then check your paper. Correct any mistakes you find. After you have corrected them, put a check mark in the box next to the question.

- 1. Did I spell all words correctly?
- 2. Did I indent each paragraph?
- 3. Does each sentence state a complete thought?
- 4. Are there any run-on sentences?
- 5. Did I begin each sentence with a capital letter?
- 6. Did I capitalize all proper nouns?
- 7. Did I end each sentence with the correct end mark?
- 8. Did I use commas, apostrophes, and quotation marks correctly?

Source: Houghton Mifflin

Kent Gill's Convention Plan

The following plan is for teaching conventions during the proofreading stage. Kent Gill, from Davis, California developed this plan.

- Steps:
1. Use a sentence which has a number of problems in it.
 2. Dictate the sentence to the students.
 3. For each sentence, ask a series of yes-no questions about spelling, punctuation and capitalization.
 4. About three sentences can be done at each session.
 5. State the mechanic rule as you ask the question.
 6. Students answer yes or no on their paper as each question is asked, correct their paper, and rewrite the sentence correctly.

Example: The boy yelled, "Leave me alone!"

Ask:

1. Did you start the sentence with a capital?
2. Did you put a comma after 'yelled?'
3. Did you spell leave, l-e-a-v-e ?
4. Do you have an exclamation point after 'alone' to indicate the strength of feeling with which it was said?
5. Did you mark the spoken words with a set of quotes?
6. Did you capitalize leave as the first word of a direct quotation?

On the following page is a sample of the ditto the children need.

Name: _____

1. _____

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

2. _____

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

3. _____

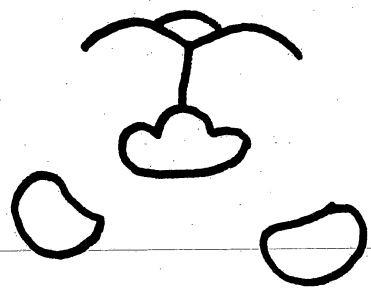
- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Three Daily Sentences

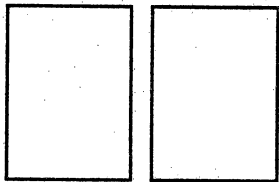
The teacher will put three sentences on the board daily. Write the sentences with several convention errors. The class will go over the sentences orally using colored chalk and the correct proofreading marks. The children love to come up to the board and correct the mistakes. The students check their papers as the corrections are made on the board.

PUBLISHING

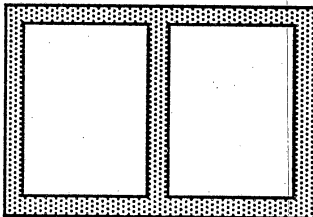
Once upon a time, there lived a precious, baby seal. The seal became curious one day and swam away from his mother. He explored a cave when suddenly a shark darted toward him. He swam back to his mother quickly.



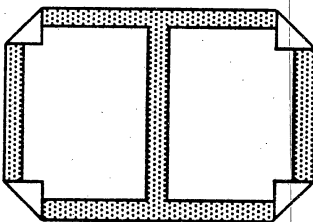
1. CUT 2 CARDBOARDS 6" X 9"



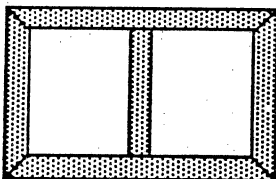
2. PLACE CLOTH, WALLPAPER OR CONTACT PAPER FACE DOWN LEAVING 1/4" SPACE BETWEEN THE TWO PIECES. CONNECT INSIDE EDGES WITH A STRIP OF WHITE CONTACT PAPER.



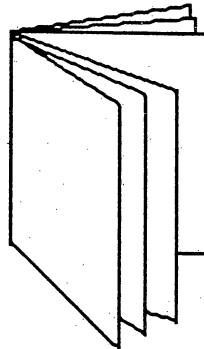
3. FOLD CORNERS OVER AND GLUE.



4. FOLD SIDES UP AND GLUE.



5. CUT PAPER SLIGHTLY SMALLER THAN INSIDE OF OPEN COVER. FOLD PAGES.

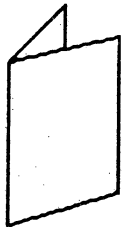


6. SEW IN AND OUT THROUGH ALL PAGES (AT FOLD) OR USE A LARGE STITCH ON A SEWING MACHINE.

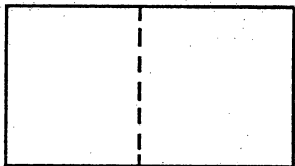
7. PLACE SEWED PAGES INTO COVER, WITH STITCHES IN SPACE BETWEEN CARDBOARDS. GLUE FIRST AND LAST PAGES TO COVER, MAKING ENDPAPERS.

**MAKING HARD-
COVERED BOOKS**

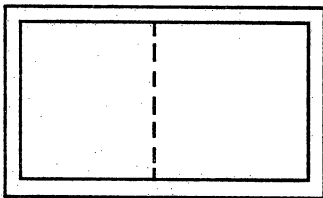
1. FOLD PAPER IN HALF TO FORM PAGES



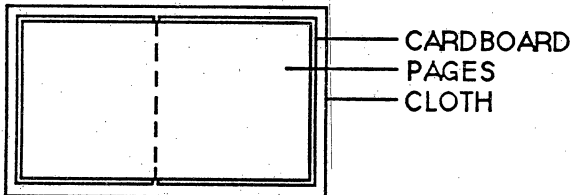
2. SEW DOWN THE CENTER (ON FOLD) WITH NEEDLE AND THREAD.



3. CUT CLOTH OR WALLPAPER ONE INCH LARGER THAN BOOK PAGES.

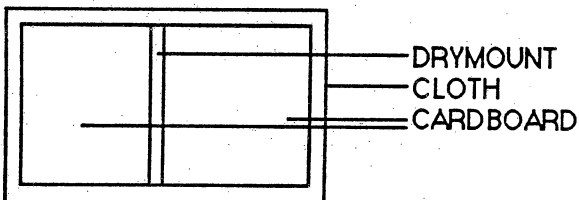


4. CUT TWO PIECES OF CARDBOARD SLIGHTLY LARGER THAN BOOK PAGES.

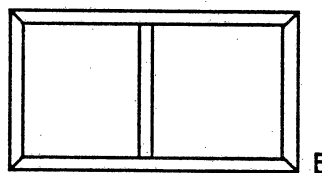
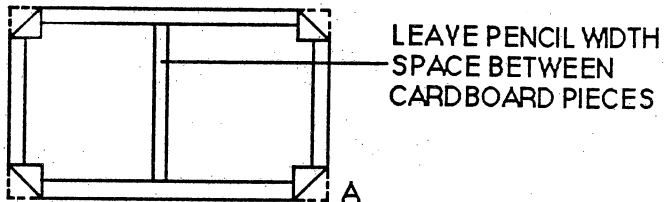


5. CUT A PIECE OF DRYMOUNT TO FIT BETWEEN THE CLOTH AND CARDBOARD.

6. LAY CLOTH FLAT, PLACE DRYMOUNT ON TOP, THEN CARDBOARD PIECES.



7. WITH IRON, PRESS CARDBOARD IN A FEW PLACES TO HOLD IN PLACE. FOLD IN CORNERS (A), THEN FOLD BOTTOM UP AND IRON. FOLD IN EACH SIDE AND IRON. FOLD DOWN TOP AND IRON (B).



BOOK MAKING DIMENSIONS

- ONE CLOTH 8 1/2" X 13"
- ONE DRYMOUNT 11 1/4" X 7 1/4"
- TWO PIECES CARDBOARD 4 1/2" X 5 1/2"
- WHITE PAPER AND/OR COLORED PAPER FOR PAGES 8 1/2" X 5"
- ONE DRYMOUNT 8 1/8" X 4 3/4"

BOOK-MAKING WITH DRYMOUNT

(DRYMOUNT IS AVAILABLE AT MOST PHOTO SUPPLY STORES)

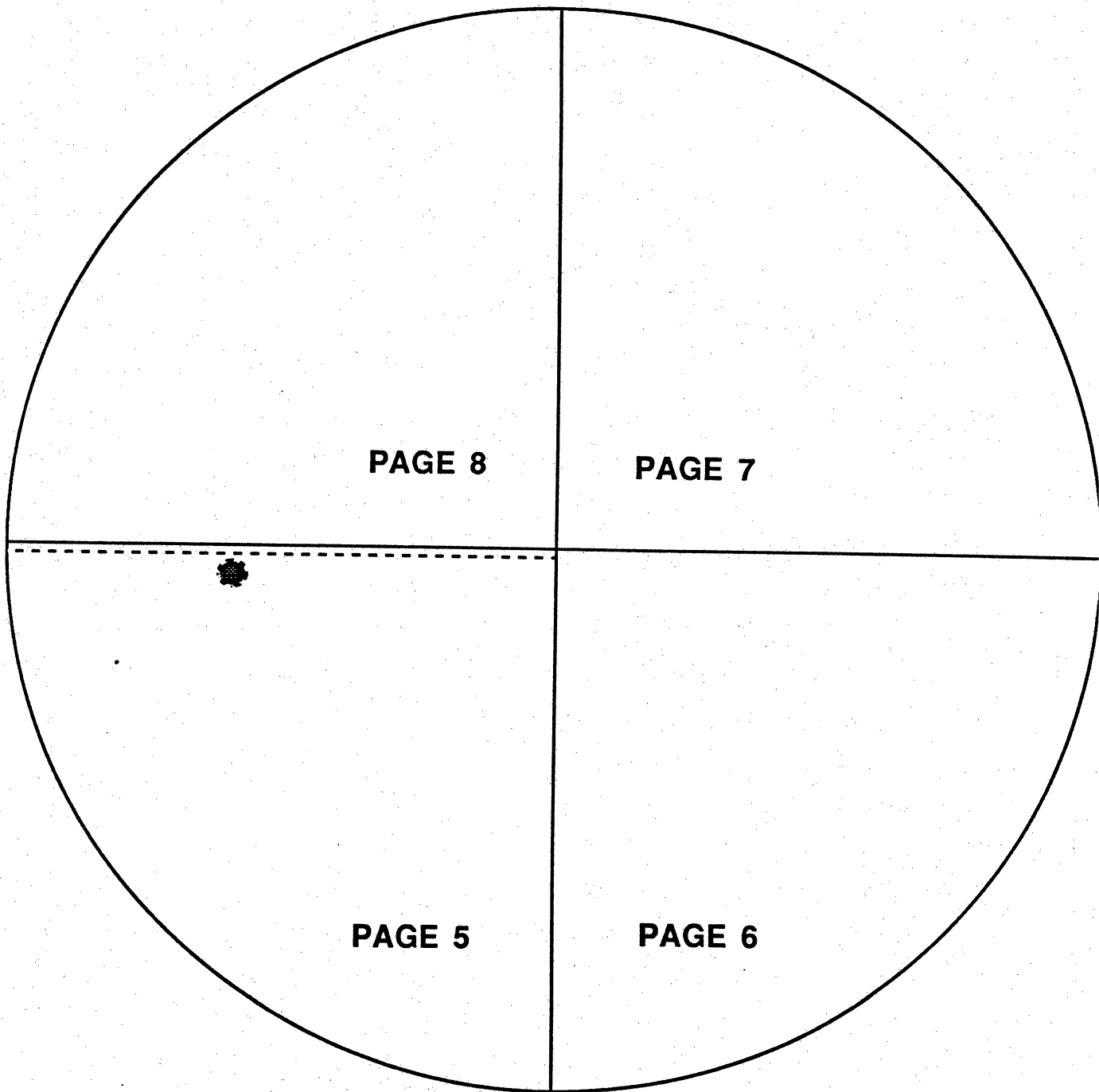
SOURCE: JACQUE WUERTEBERG

Plank Books

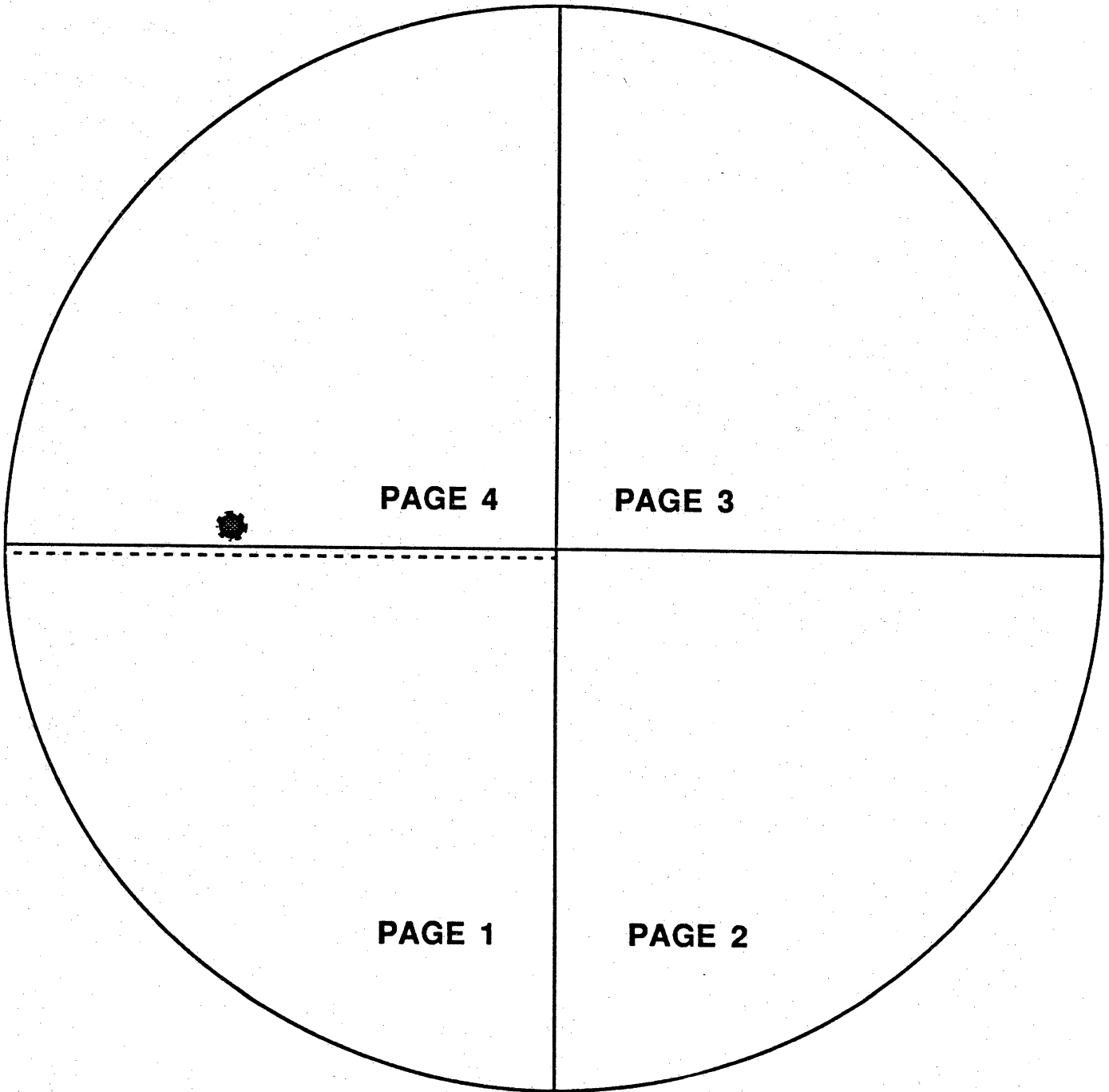
Plank books are made with two pieces of thin plywood, which is 3/16 inches thick. A hole is drilled into the top, left corner of each piece. The story needs to have holes punched into the same place on the top, left corner. The book is held together by a key chain or notebook ring. The front can be decorated with paint, stickers or crayon.

Plastic Thread Binding

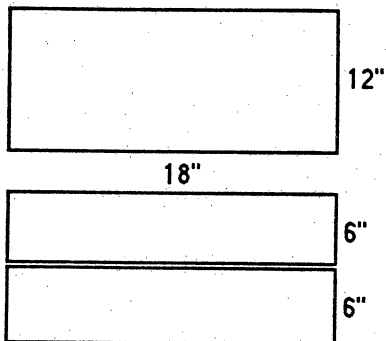
To bind books with plastic thread, use two pieces of construction paper or cardboard 6 x 9 inches. Insert the story in between the cardboard. The teacher needs to have a comb-binding hole punch. The thread is pulled through each hole from the back. When at the end, the student laces the thread back through all the holes again in the opposite direction. An X-shape will be formed at each hole. Tie off the end in a knot.



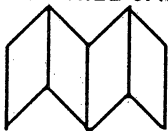
DIRECTIONS: Cut on the dotted lines.
Line up the dots and tape.
Fold on each line.



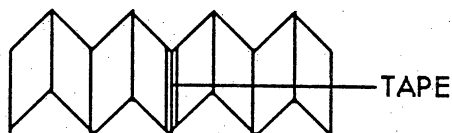
1. CUT AN 18" X 12" SHEET OF CONSTRUCTION PAPER IN HALF LENGTHWISE.



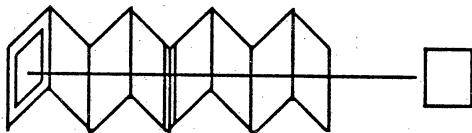
2. FOLD THE TWO STRIPS IN HALF TWICE. THIS WILL CREATE AN ACCORDION PATTERN.



3. ATTACH THE TWO FOLDED STRIPS WITH CLEAR CELLOPHANE TAPE TO FORM A SIXTEEN SECTION ACCORDION STRIP WITH EIGHT SECTIONS ON EACH SIDE. **DO NOT ALLOW THE STRIPS TO OVERLAP.**



4. PASTE SIXTEEN 5 1/2" X 4" PIECES PAPER, ONE ON EACH SECTION, ON TO BOTH SIDES OF THE FOLDED STRIP.



5. THE FRONT PAGE WILL BE THE TITLE PAGE. THE BACK PAGE WILL BE ABOUT THE AUTHOR.

ACCORDION BOOKS

SOURCE: LORETTA M. CEASAR STRIPLIN

Adding Machine Tape

For a change, the children can recopy their stories onto adding machine tape.

Another way to use adding machine tape is to have the children write a kernel sentence such as, "The dog ran." The children can see how long they can make the sentence.

Banner

Stories can be made into banners instead of the usual publishing. It is a nice change for the children.

Song Books

The children can make up songs or use songs they like to sing. The song should be illustrated frame-by-frame. The words are then written on the picture and made into a class book.

Slide Show

Have the children illustrate songs they will perform frame-by-frame. The words are not written on the pictures. Slide pictures are taken of the art work by using an Ektagraphic camera. A slide show is put on as the children are singing.

STORY STARTERS, TOPICS, WHAT IF . . .

For the Creative Writing Center

Ambiguity Is The Parent of Decision

Here are some examples of ambiguous assignments designed to challenge students to make their own decisions about how to respond.

- * Invent an odor.
- * Stare at something for five minutes and explain what you learned.
- * Invent a new language and a form of writing it.
- * Prove that the earth is moving.
- * Make a potato beautiful.
- * Explain time.
- * Design a better human being.
- * Make a puzzle with no pieces.
- * Make a map of your emotions.
- * Draw a picture of democracy.
- * Create a dance that explains arithmetic.
- * Bring five examples of past, present, and future in from the playground.
- * Show five different kinds of energy.
- * Make sense out of something that is perfectly sensible.
- * Explain air to a two-year-old.
- * Invent something impossible.
- * Demonstrate infinity.
- * Describe the sound that wondering makes.
- * Make sense out of something that doesn't make sense.

Source: Bob Samples, Learning, April/May 1984

Sentence Starters

1. You know it is the first day of school when...
2. You can tell it is back to school night because...
3. Being in Miss Nagle's class is like...
4. Christmas (or any holiday) means...
5. You know it is going to be a long day when...
6. You sense the principal is in the room when...
7. Writing assignments remind me of...
8. I love my parents when...
9. I wish my teacher would...
10. I feel most important when...
11. Ways I am alike or different from others...
12. I get angry when...
13. Girls/boys are like...
14. People think I am...
15. I hate it when...
16. I feel sad when...
17. Nighttime is like...
18. Before I could yell for help...
19. If I do not catch the last bus I will...
20. Boy, was I surprised when I opened the door to my classroom and
saw...
21. If I do not get there on time...
22. Right in the middle of the farmer's field...

23. Coming right down the middle of the street...
24. All the kids on the hike got scared when...
25. As the fire began to spread we looked for...
26. As it came slowly toward me...
27. Floating down the river we saw...
28. After many unsuccessful tries we finally...
29. When somebody left the gate open...
30. Suddenly, the door slammed and...
31. Joe watched the old man trying to...
32. I turned around quickly and saw...
33. You open a bottle and a genie appears to grant you three wishes.
34. You drink a potion that makes you one inch tall...
35. For your birthday you receive a crystal ball. You look...
36. Your teacher arrives at school wearing roller skates. You knew
today...
37. It upsets me so much when I can not...
38. Most people do not know that I...
39. When I am angry, I always...
40. I become the angriest when...
41. I do not like myself when...
42. I remember being happiest when...
43. I am a clump of clay...
44. I am a diamond...
45. I feel like screaming when...
46. This morning when I woke up, I was six inches tall...

47. I am a shoe...
48. I am walking on velvet...
49. If families would...
50. When I was small, I used to think...
51. I am full of goose pimples because...
52. I expect my friends to...
53. I was so embarrassed when...

What if...

1. You began life as an old man or woman and died as a baby?
2. War and killing people were okay and peace and friendship were wrong?
3. Human beings did not die?
4. Television was the cause of cancer?
5. Your parents were your children?
6. You were one of the stone faces carved out of Mt. Rushmore?
7. The force of gravity stopped twenty miles above the earth?
8. Everyone in the world spoke the same language?
9. Mosquito bites were poisonous?
10. Human beings could only live in water?
11. All the answers were given to man and he had to find the questions?
12. Baldness was common in women?
13. Humans had 10 senses, not five. What are they?
14. Your body needed 20 hours of sleep at night?
15. Every family in the world lived on a separate island?
16. Humans have three senses, not five. What are they?
17. Your ears were where your eyes are and your eyes were where your ears are?
18. You were President of the United States?
19. You knew your future?
20. The only color in the world was white?
21. Chairs had rubber legs?

22. Toys could talk?
23. Things disappeared when we touched them?
24. It rained every Saturday?
25. Your pet could talk?
26. Animal crackers came to life?
27. You could be a small fairy?
28. Tomorrow you looked like someone else?
29. You found a dragon in your bathtub?
30. I had eyes on my fingers?
31. Everyone had four arms?
32. You are a pencil whose person has to write a 1000-word essay?
33. You are a park bench on a sunny day?
34. You are a traffic light at a busy intersection?
35. You are a rocking chair in an old lady's house?
36. You are a piano whose person hates to practice?
37. You are a fire cracker on the 4th of July?
38. You are a yo-yo in a yo-yo contest?
39. You are a football in a muddy game?
40. You are a piece of bubble gum which has been chewed all day?
41. You are a cake at a picnic on the look-out for ants?
42. You are a wool coat in a closet with a hungry moth?
43. You are a kite who gets loose on a windy day?
44. You are a ball of yarn a playful kitten has found?
45. You are a camera in a drugstore who secretly takes pictures of people?

46. You are a baseball bat in a little league game?
47. I were as small as my thumb?
48. I were a bug?
49. I were my mother? I would let...
50. I were an old car?
51. I were a soccer ball?
52. I were a new pair of shoes?
53. The world were all water?

Topics

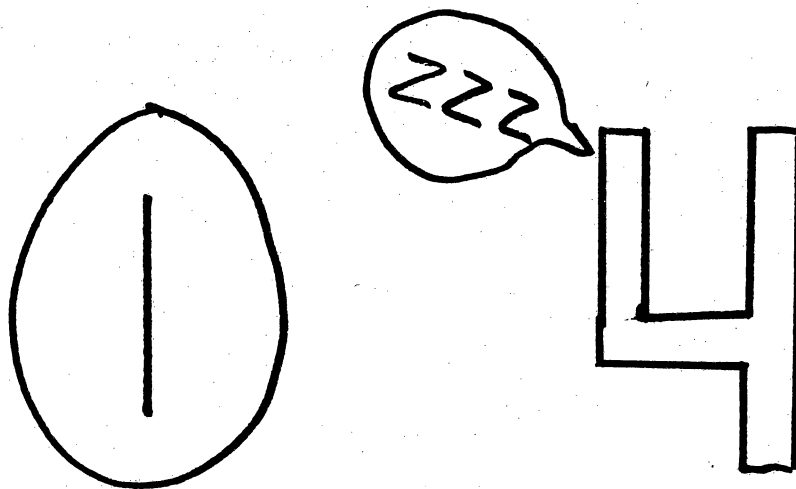
1. The Thing That Ate Cities
2. How a Mummy Changed My Life
3. The Mystery of the Missing Monster
4. The Thing I Created
5. The girl Who Could Change
6. Skeletons Are Following Me!
7. Invent a machine.
8. Invent an animal.
9. You are visiting a space station for the first time. When you arrive, you learn that an exploring party to Mars has found life and will bring back guests.
10. Choose a goal, like a career or a special achievement such as being the best runner or gymnast. How would you achieve the goal? What problems might you face? How would you feel after?
11. Favorite foods.
12. Places you have been.
13. You are standing on skis at the top of a snowy slope in the mountains.
14. What you think you will be like when you are 40.
15. Write about your classroom.
16. Write an ad to sell your pencil.
17. You are trapped in an elevator.
18. List the qualities you think a good teacher should have.

19. Write about the color you feel like today.
20. Write a letter to your favorite Disneyland character.
21. Write a letter to your best friend.
22. Write a letter to a far away friend.
23. If you could meet anyone you wanted, who would it be? Why?
24. Today you are an ant. Write a story about what you will do all day.
25. Describe what it would be like to live in a small mountain cabin.
26. Which weighs more, a scream or a bag of potatoes? Explain your answer.
27. If you had a magic carpet, where would you go?
28. Write a story about a Volkswagon.
29. Write a story about a comic strip.
30. Suppose someone left you a million dollars. Make a list of what you would do.
31. You are the principal. Write new rules for our school.
32. Think about a problem in our school or class. Write what you would do about it.
33. You look out of the porthole of your ship and imagine you are a giant finger scraping along side the ship. Write about your experience.
34. Tell about a playground accident you saw.
35. Write about an experience in the dentist's office.
36. What does a star feel like?
37. How did the camel get his humps?

38. The sun is tired and will not come out. Write a letter and make him come out.
39. Write a fairy tale.
40. I am a streak of lightening.
41. Which is angrier the kitchen or the living room? Tell why.
42. What might happen if you could only take giant steps?
43. Tell about an article of clothing that you would like to have.
44. What would happen if everyone's hair turned green overnight?
45. Write about a man that is 12 feet tall.
46. What animal would you like to be and why?

Source: Alvord Unified School District

Poetry



Thinking About Numbers

My favorite number is one

It looks like a honeybun

Next is four

It can snore.

Make it rhyme.

Now you try:

My favorite number is _____
It looks like _____
Next is _____
It can _____

Noun and Verb Poems

AIRPLANE

jumping

falling

PALM TREE
PALM TREE
PALM TREE
PALM TREE
PALM TREE

SNEEZE

PALM TREE
PALM TREE
PALM TREE
PALM TREE
PALM TREE

Broken

These can be arranged in such a way as to picture their meanings. Just arrange the letters of a word or words in the form of the word's meaning.

Since verbs show action, your poem might do the same.

Telephone Number Poems

The number determines the syllables.

Sample: 6 There once was a poem
6 about a telephone.
1 The
3 writer tried
2 to make
6 it ring but all he got
9 for all his work was a wrong number.

You can write a long distance poem, 1-376-621-3269.

Two-Word Poems

You may have as many lines as you wish, but you are only allowed two words to a line. Must have commas.

Sample: Peanut butter,
Sticky stuff,
Tastes good,
Want lots,
So full,
Now sick.

Sept Verse

Syllables: (1, 2, 3, 4, 3, 2, 1)

Sample: Cute
 Little
 Barking dog
 With a big mouth
 Opening
 To make
 Sounds

Septet Verse

Syllables: (3, 5, 7, 9, 7, 5, 3)

Sample: Golden moon
 Now fading away,
 The black clouds are now clutching
 Their grasping hands reaching around you.
 Your brightness dimmer, dimmer
 Completely fading,
 Golden moon.

Haiku

The art of painting with words. Uses emotion, insight, imagination, nature, and still heart of things.

Short, unrhymed verse that deals with the five senses and nature. Oriental verse of 3 lines and 17 syllables (5, 7, 5). Haiku is like making notes of things we see. They are moments to remember, like a snapshot.

Samples:

Broken time and time
Again on the sea the moon
So easily mends

Dried by my tears of
Gratitude the maple leaves
Fall on the damp ground

Over the snowy
Forest the angry winds howl
With no leaves to fall

Tanka Verse

Oriental verse built onto Haiku.

31 syllables (5, 7, 5, 7, 7)

Mood is fragile and you can tell more of a story.

*Chain tankas may also be made.

Samples: Looking in the sky
 I saw a bright, falling star
 Zooming through the dark
 My mistake—it's an airplane
 With its blinking lights so bright.

 The dew is kissing
 The dainty queen butterfly
 She is a monarch
 In her robes of black and gold
 She always reigns in glory.

Quatrain Poems

4 lines

Either 2nd and 4th lines rhyme or 1st and 2nd, 3rd-4th.

Samples: Hippety hop to the barber shop,
 To get a stick of candy,
 One for you and one for me,
 And one for sister Mandy.

Peter, Peter, pumpkin eater,
 Had a wife and couldn't keep her;
 He put her in a pumpkin shell,
 And there he kept her very well.

Quintet Verse

Syllables - (3, 5, 7, 9, 3)

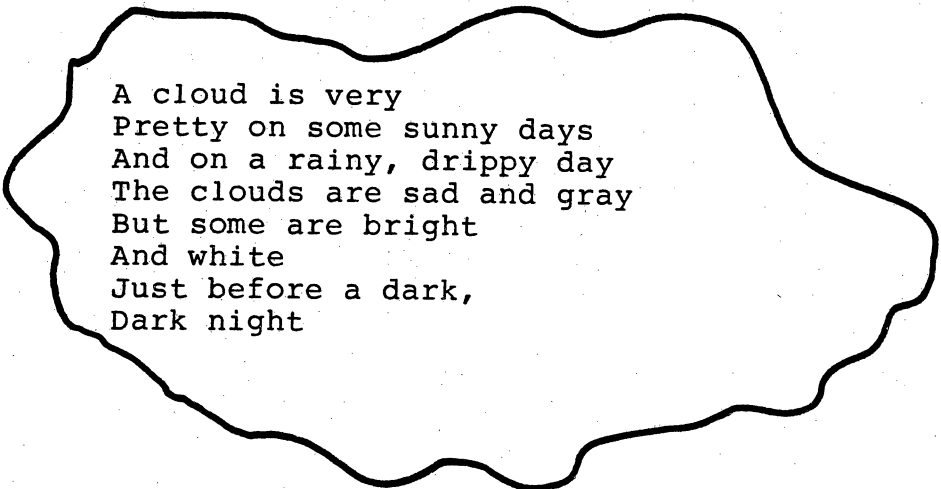
Sample: Newborn Deer
 In the woods
 Behind the tall trees
 Hides a baby fawn so limp
 Who tries to stand on its wobbly legs
 And succeeds

Lanterne Poems

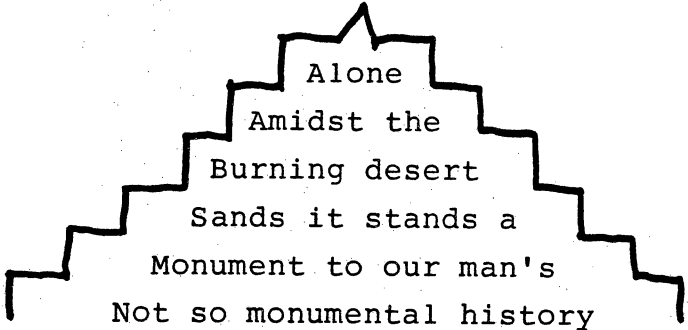
A poem written in syllables that look like a Japanese lanterne.

(1, 2, 3, 4, 1).

My
panda
is black, white,
soft, a cuddly
bear.

Shaped Poems

A cloud is very
Pretty on some sunny days
And on a rainy, drippy day
The clouds are sad and gray
But some are bright
And white
Just before a dark,
Dark night



Alone
Amidst the
Burning desert
Sands it stands a
Monument to our man's
Not so monumental history



The
Great
Big,
Ball

bounced

down

the

stairs

One-Letter Verses/Alliteration

Choose a letter of the alphabet for almost all words.

Sample: Funny, fat Fred
 Fell fumbling for the football
 Forgetting friend Francis
 Failing for the first.

Acrostics

Acrostics are poems that go up and down. All you do is think of a word and write it going down. It does not have to rhyme. They can have as many words as you like.

Crunchy, munchy
Oh so sweet
Oodles of chocolate and nuts
Kids love them!
Yummy, chocolate chip cookies!

Poet Tree Bulletin Board

Put a large tree in the middle of a bulletin board. The flowers that grow from the tree are the children's poems. Label the board "Come read our Poet Tree."

Tat Verse

First and last lines rhyme.

Second and fifth lines rhyme.

Third and fourth lines rhyme.

Syllables: (8, 3, 7, 7, 3, 8)

Sample: Little house, so pretty and small
 Resting there.
 I wonder how long you'll last
 You have a very old past
 Sitting there,
 I don't think you will ever fall

Clerihew

A man named Edmund Clerihew Bentley invented these humorous poems in the form of quatrains.

Sample: When Sandy Green came down the path,
 The wind blew away her homework, pages of math.
 She ran after it far and near,
 Don't worry, Teacher, she'll be back next year.

Vignettes

Represents genuine emotion.

Syllables: (2, 4, 4, 6, 7, 3)

Sample: Parrots
 Can talk like us
 They can whistle.
 Parrots are expensive
 Birds and I have one myself.
 He's all mine!

Pensees

5 lines

Syllables (2, 4, 7, 8, 6)

Sample: Silent
 Bright watching birds
 Preening beautiful feathers
 Blue-white and scarlet, red and gleam
 Of clean feathers shining.

Diamante (Diamond) Poems

Written in the shape of a diamond. The first word and the last word are opposites such as: Hot and cold, rich and poor, new and old, fast and slow, happy and sad. There are seven lines in a diamante. Each line has its own requirement.

- Line 1 one-word subject: noun, opposite of word in last line.
- 2 two words: adjectives describing subject in first line.
- 3 three words: participles: -ing -ed words about subject in first line.
- 4 four words: nouns about subject in first and last lines.
- 5 three words: participles: -ing -ed words about subject in last line.
- 6 two words: adjectives describing subject in last line.
- 7 one-word subject: noun—opposite of word in first line.

Sample:

boy
 rough, dirty
 running, falling, chasing
 football, baseball, dolls, jacks
 dancing, flirting, smiling
 sweet, clean
 girl

Cinquain

Oriental pattern; Cinq means 5 in French; Fragile, nature verse

Syllables: (2, 4, 6, 8, 2) - 5 lines

Samples: Quiet
 Is the river
 Lonely and deserted
 Fishermen have made their catches
 Once more

 I see
 The bird lying
 In the crispy, white snow
 Awake again my little bird
 Awake

Chain Cinquains

Combine several Cinquains

Syllables: (2, 4, 6, 8, 1)

Sample: I
 Poor skunk
 You smell so bad
 Then get mad easily
 And the poor man who makes you mad
 Sure smells

II

Your stripe
 Down your black back
 Is how to know a skunk
 If you don't, you will be smelling
 So-o-o bad

Hexadual Verse Form

Rhymed Couplets

Syllables: (2,2, 6,6, 8,8, 4,4, 6,6, 4,4)

Sample: Cygnus

Swan bird
 Song heard
 Seldom seen on the marsh,
 Careful goose's give harsh
 Honking sounds, and alarming cry.
 For muted birds which will not try
 To sing alone.
 Coot's odd, long moan
 Revealed the nesting place
 Pale cygnus in such grace
 Cluster of light
 Oh what a night

Cameo Form

Pictured scenes. A rise and fall of mood as feeling builds up to eight syllables on a line and then decreases.

Syllables: (2, 5, 8, 3, 8, 7, 2)

Sample: Running Away
 Small deer
 Rustling in the grass
 So young to leave, it is scared and
 Runs hard by
 The bushes and trees so swiftly
 Until it reaches safety
 All gone

 Oh please
 Come back little deer
 I wouldn't hurt you for any
 Thing I like
 You, for you are very pretty
 Come back

 I hate
 To see you go far
 For you will get hurt in the woods
 Please, oh please
 I will miss you so very much

Wild animals are by
He's gone

Tercet

3 lines, rhymed or unrhymed; all of the lines have the same rhythm and length.

Sample: The trapeze lady mounts the high wire,
 Graceful and dazzling in shiny attire,
 A sure-footed artist climbing higher and higher.

4-Line Poem

4 similar ending words that rhyme.

Sample: I once knew this fake
 Who wanted to try to make
 A fabulous, fantastic cake
 But somehow it wouldn't bake.

Ballad

A ballad tells a story, without emotion. Ballads used to be sung, and many have a refrain repeated after each verse.

Sample: Jack came home one evening,
 Set his lunch bucket down by the sink.
 He glanced at the breakfast dishes,
 Saw blood that had dried black as ink.

Lai Verse

Line 1 - 5 syllables.

Line 2 - 5 syllables, last word rhymes with #1.

Line 3 - 2 syllables - a new rhyme.

Line 4 - 5 syllables - last word rhymes with #1 and #2.

Line 5 - 5 syllables - Words rhyme with #1, #2, #4.

Line 6 - 2 syllables - rhymes with line 3.

Line 7 - 5 syllables - rhymes with #1, #2, #4, #5.

Line 8 - 5 syllables - rhymes with #1, #2, #4, #5, #7.

Line 9 - 2 syllables - rhymes with #3 and #6.

Like solving a puzzle. Appropriate subject and mood which is rhythmical.

Select definite objects like flowers, birds, etc.

Sample: A calm lake at night
 Is a lovely sight
 So mute
 Some white birds in flight
 Came out in the light
 Don't shoot
 The birds were so white
 Which flew with mad fright
 The brute

Free Verse

This poetry follows no regular, metrical pattern, nor recurrence of stress.

Sample: Vanishing Beauty

The towering pink flower hanging
From the tall green-leaved branches brushing
Its petals clustering close together
Soon they will wither and die. The night
Winds will blow them to the ground
Not to be seen again, until next spring
When flowers bloom.

Color Poem

Think of a color. Look around and find the color in many places.

List the places and your poem will begin to write itself.

To motivate:

1. Eat a starburst that is the color you want to write about.
2. Make a squiggle drawing and color in hot or cold colors.
3. Make foodcolor dip and dye pictures.

Sample: Green is like fresh grass, sparkling with
 dew in the morning.
 Green is like the smell of a pine tree.
 Green is grass blowing in a meadow.

Name Poems

You can describe yourself, make up a humorous poem about yourself,
or even tell a story.

Sample: T Timothy
 I Imaginative
 M Mechanical
 O Organized
 T Truthful
 H Happy
 Y Young

Limerick

Sing-song verse with a special rhythm. Lines 1, 2, 5 rhyme. Lines 3, 4 rhyme.

Sample: There once was a girl named Colleen
 Who was always so doggone mean.
 One day someone said,
 "I'm gonna knock you on the head."
 And ever since then she's serene.

Didactic Couplets

Must tell a message. Last 2 words of each line rhymes.

Sample: You will never be a fool,
 If you always go to school.

Cliche

Make up a new cliche.

Samples: As old as the hills
 As slow as a turtle
 As stiff as a board
 As round as a ball
 As white as a ghost

As black as night

As clear as glass

As dead as a doornail

As dumb as an ox

As sly as a fox

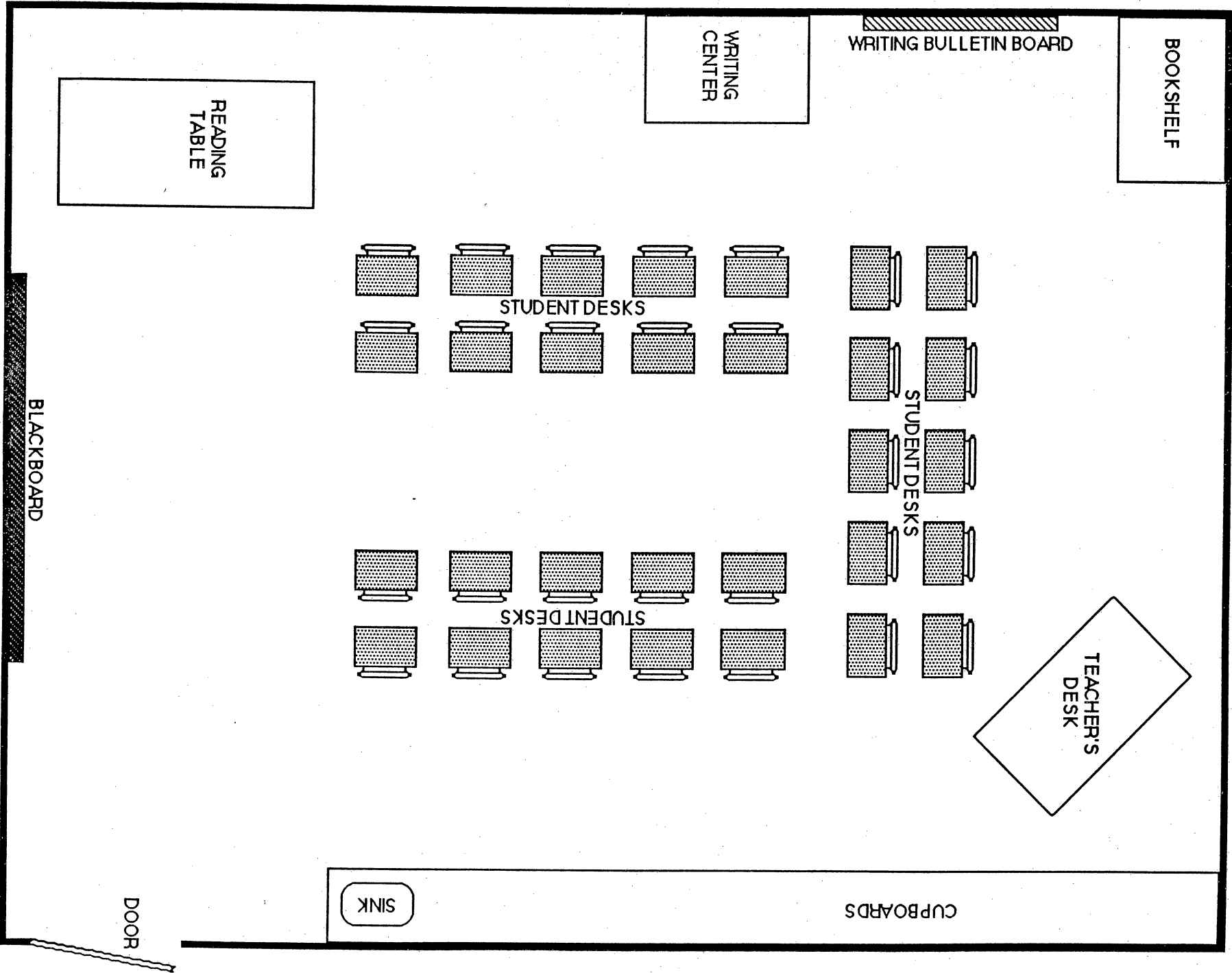
As stubborn as a mule

Slogans

Make up a slogan for a bumper sticker from Mars.

Samples: America, Love it or leave it.
 Smile if you love America.
 Love your land, don't pollute.
 It's 55
 Reagan Country

Miscellaneous



BOOKSHELF

WRITING BULLETIN BOARD

WRITING CENTER

READING TABLE

STUDENT DESKS

STUDENT DESKS

STUDENT DESKS

TEACHER'S DESK

CUPBOARDS

SINK

DOOR

BLACKBOARD

Weekly Checklist Sample

_____ has performed as follows for the week of _____

Homework Completed Yes__ No__ _____

Classwork Completed Yes__ No__ _____

Behavior Good__ Okay__ Poor__

Please sign this checklist saying you have looked over these papers.

Thank you,

Colleen Nagle

Signature_____

_____ has performed as follows for the week of _____

Homework Completed Yes__ No__ _____

Classwork Completed Yes__ No__ _____

Behavior Good__ Okay__ Poor__

Please sign this checklist saying you have looked over these papers.

Thank you,

Colleen Nagle

Signature_____

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