

## Lesson 41- Presenter/ Reading Journeys

### Objectives:

Students will:

- Listen and learn from guest presenter who will talk about the purpose of writing and the significance it has for her.
- Brainstorm and discuss their purpose for writing.
- Read entries from Journeys publication for examples and inspiration.

### Materials:

- Stories (3-5) from Journeys publications. There are many copies in the Teacher Room. Bring the books or choose 3-5 stories and make copies for class.

### Calendar Question (15 min)

### Activities:

- **(Up to 1 hr) Guest Speaker.** Presentation and discussion led by Shoonie Hartwig, a writer and consultant to Mwangaza Education for Partnership in Tanzania. She will aim to inspire students to value writing, identify a purpose/ motivation for writing and possibly help students choose topics to write about.
- **(15 min) Purpose.** Ask students to brainstorm the reasons someone would choose to write. Provide 1-2 examples first. Examples could include: creative outlet, relieve stress/ therapeutic, to get clarity or understanding, to remember/ have record, to learn to write in English.
  - Allow students time to think about why they would write, whether it is in English or another language. Some may choose to write in their notebooks about this. After some time have students discuss.
  - Have students brainstorm specific purposes/ goals for the story they will write over the next 3 weeks in class. Their purpose may vary from writing to read at the end of semester party, writing for the ELC newsletter, writing for Journeys, writing for themselves or writing for their families.
  - Ask students to consider who they want their audience to be.
  - Explain the plan for the next three weeks of the writing unit. Students will learn more about how to brainstorm ideas, organize thoughts, the structure of a story, grammar and creating a finished product. If students like the idea, PM Program Assistant will help them create a book that they can decorate and bind to keep and share. PM Program Assistant will come to class to show an example and explain more about this process if needed.
- **(Remaining time) Read from Journeys.** Choose stories from Journeys. Ask students to read stories aloud, more than once if needed to understand the full meaning. Ask students for their reactions to the stories.

## Lesson 42 – Genres

### **Objectives:**

Students will:

- Discuss different genres of writing.
- Read select entries from Journeys and discuss what sort of genre they are.

### **Materials:**

- See **Journeys/Alley Worksheets Tab** for lesson materials: Handouts # 2-3 (#4 is for teachers only).
- Copy 1 story to read aloud to students, and create 1-3 comprehension questions to write for discussion on the board after the reading.

### **Calendar Question** (15 min)

### **Activities:**

- **(30 min). Listening Activity.** Read a Journeys story that only you have the copy of. Ask students 2-3 comprehension questions (you decide on the questions based on the stories that you copy) and discuss as a group. Re-read story as needed for students to answer comprehension questions.
- **(45 min) Genres.** Pass out handout #2-3. Handout #4 is an answer key for the teacher. Define “genre” for learners as “a category characterized by similarity in form, style, or subject matter.” Movies, music, literature, and more have genres. Ask students what kind of movies they like. Crime? Romance? Etc..? Have them choose a genre for each story and then discuss answers as a group.
- **(15 min)** Have students think about what type of genre they would like to write in. Then have students each explain what genre appeals to them and why.

### **More Activity Ideas or Homework (15-30 minutes):**

Have students brainstorm by freewriting about topic and ideas/ topics they want to write about. Freewriting: Give them 5-10 minutes to write without correcting grammar or anything else.

## Lesson 43- Brainstorming/ Mind maps

### Objectives:

Students will:

- Practice brainstorming using a Mind Map
- Think about a topic that want to write about.

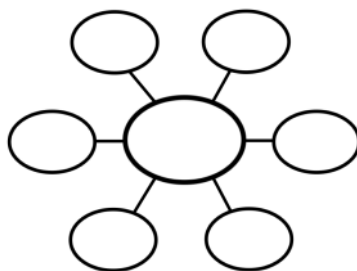
### Materials:

- See **Journeys/Alley Worksheets Tab** for lesson materials: Handouts #14-15.
- Stories (2-3) from Journeys. Copies of Journeys located in the Teacher Room. Create 1-3 comprehension questions to write for discussion on the board after the readings.

### Calendar Question (15 min)

### Activities:

- **(30 min) Reading.** Pass out two or three stories and have students read it. Ask students comprehension questions for the stories. If there's time, discuss with students how the stories compare and contrast with their own life stories (and your own).
- **(15 minutes) Review Genres.** Pass out Handout #2 from yesterday. If needed read 1-2 stories in Journeys and ask students to define the genre. Ask students to discuss what they thought about yesterday for the genre they want to write.
- **(45 min) Brainstorming with a Mind Map.**
  - Mind Map: draw a simple Mind Map (on the board and have them copy it into their notebooks. Have them try filling it out with themes such as "home" or "my friend". Pass out examples, blank and filled out (Worksheet #14-15). They can then try using a mind map to brainstorm ideas for their own piece.
  - If mind map isn't working for students, try bullet points, lists or freewriting.



### More Activity Ideas or Homework (15-30 minutes):

Have students brainstorm by freewriting again. Encourage them to use adjectives as much as they can. Or they can read through more Journeys stories for ideas (especially if they are new to class or to the unit).

## Lesson 45- adjectives

### Objectives:

Students will:

- Read Journeys entries
- Study adjectives and adverbs
- Practice order and arranging adjectives

### Materials:

- See **Journeys/Alley Worksheets Tab** for lesson materials. (Pay special attention to Adjectives Activity: Word Order of Adjectives). Handouts #8-11.
- Stories (1-2) from a Journeys publications. See Volunteer Coordinator for a copy (there are several in the ELC office). Make one copy and white-out 5-10 **adjectives**. Make copies for class.
- List of names of students who have met one-on-one with teacher already
- Picture Dictionaries in Teacher Room (ask ELC staff if you need help finding them)

### Calendar Question (15 min)

### Activities:

- **(15 min) Adjective Introduction/ Review.** List a few examples of adjectives on the board and ask students to brainstorm words as well. Try going around the room until someone can't think of one.
  - **Warm up Activity/ Mad libs with adjectives:** Pass out one Journeys story with the adjectives whited out. Create blank spaces where a word should be. Have students work in pairs to come up with adjectives for the story.
  - **Alternative activity:** Ask an advanced student to write a sentence or story on the board, but leave the adjectives out. Then ask another student(s) to come to the board and fill in the adjectives.
- **(30 min). Adjectives Worksheets, # 6-7** Explain to students that they will learn how to arrange adjectives in the correct order. On the board, write: *a beautiful, young child*
  - Explain that with adjectives, opinion (beautiful) comes before fact (young).
  - Read through chart together and then do exercises. With the exercises, do the first few together as a group, and then have students work alone or in pairs to finish. Check answers as a group.
- **(45 min) Adjectives Activity: Word Order of Adjectives. Handouts #8-11.**
  - Read through Chart on Adjective Word Order #8
  - Adjective Order Sentence Maker Activity #9-11: Copy and cut up sentences and pass out words or phrases to students (Directions also on top of page). Students will work together to arrange the sentence according to rules in chart above.
  - Encourage students to use adjectives. Pass out picture dictionaries if students would like to use them.

- **(Remaining time) Writing.** Have student begin to write using the mind maps they worked with the previous week (see Lesson 43 for details) if they haven't begun already. Encourage students to use adjectives. Pass out picture dictionaries if students would like to use them. With students who may be finished already, meet with them one-on-one to talk about their topic and/or what they have written so far.

## Lesson 46- Review and start writing

### Objectives:

Students will:

- Read Journeys entries
- Review genres and adjectives.
- Continue brainstorming and start writing if they haven't already done so!

### Materials:

- See **Journeys/Alley Worksheets Tab** for lesson materials. Handouts #2 (review)
- Stories (2-3) from Journeys publications.
- Picture Dictionaries in Teacher Room (ask staff if you need help finding them)

### Calendar Question (15 min)

### Activities:

- **(15 min)** Warm-Up. Pass out 2-3 Journeys stories. Have students read at their own pace. If they want to, they should try to identify the genre of the piece they are reading. (See **Worksheets Tab** for list of Genres-Handout #2).
- **(15 min)** Review Handout #8 Adjective Order Chart. Ask students to each come up with a sentence with one opinion and one factual adjective. Remind them of the appropriate order to list adjectives. Have students share the sentence they came up with and ask the others to choose which adjective is opinion and which is fact.
- **(5-10 min) Freewriting.** Explain to students that you will spend the next few minutes just freewriting. They will not need to show or share any of it with anyone. It is a tool writers sometimes use to help them warm- up and clear their mind. We will try this practice each day to try to get people more comfortable with writing. Demonstrate stream of consciousness writing on the board. It could be as simple as: *I don't know what to write. I'm hungry. I am writing with a pencil.*
- **(30 min) Writing.** Have student start writing their piece if they haven't begun already. Explain to the students that for the next 4 days they will work on their stories.
- Try to create a schedule/ plan to meet one-on-one with each student to answer questions about their draft and read through it with them. If it is helpful use Handout #13. Write down the students who you meet one-on-one with, so that other teachers know who has had a meeting.
  - Encourage students to use adjectives. Pass out picture dictionaries if students would like to use them.
  - Some students may also choose to continue with their mind map or outlining what they want to write about. If students are struggling to get going ask them to think about who, what, when, where, why? First ask students to answer those questions to help them develop their ideas.

## Lesson 47- writing

### Objectives:

Students will:

- Work on drafts and meet with the teacher
- Remind advanced students that they should be writing longer and more detailed stories.

### Materials:

- See **Journeys/Alley Worksheets Tab** for lesson materials. Handout #12.
- List of names of students who have met one-on-one with teacher already (write down who you meet with on this list) – #13 – in **Journeys/Alley Worksheets Tab**
- Picture Dictionaries

### Calendar Question (15 min)

### Activities:

- **(5-10 min) Freewriting.** Explain to students that you will spend the next few minutes just freewriting. They will not need to show or share any of it with anyone. It is a tool writers sometimes use to help them warm- up and clear their mind. We will try this practice each day to try to get people more comfortable with writing. If needed teacher will demonstrate stream of consciousness writing on the board.
- **(1 hr ) Writing.** Have students continue to work on their draft. The teacher should continue meeting and checking in with students.
  - Those who have a completed draft can meet with you one-on-one. Encourage students to use adjectives.
  - Pass out picture dictionaries if students would like to use them.
  - Be sure advanced students are trying to write longer stories with more details and more than one paragraph. When meeting with students help them think about an introduction, topic for each paragraph and conclusion

# Lesson 49- writing

## Objectives:

Students will:

- Work on drafts and meet with the teacher
- Remind advanced students that they should be writing longer and more detailed stories.

## Materials:

- See **Journeys/Alley Worksheets Tab** for lesson materials. Handout #12.
- List of names of students who have met one-on-one with teacher already (write down who you meet with on this list) – #13 – in **Journeys/Alley Worksheets Tab**
- Picture Dictionaries

## Calendar Question (15 min)

## Activities:

- **(20 min) Editing explanation.** As a class, go through handout #12, **Edit Checklist**. Make sure everyone understands the worksheet.
- **(5-10 min) Freewriting.** Explain to students that you will spend the next few minutes just freewriting. They will not need to show or share any of it with anyone. It is a tool writers sometimes use to help them warm- up and clear their mind. We will try this practice each day to try to get people more comfortable with writing. If needed teacher will demonstrate stream of consciousness writing on the board.
- **(1 hr) Writing.** Have students continue to work on their draft. Those who have a completed draft can meet with you one-on-one. Encourage students to use adjectives. Pass out picture dictionaries if students would like to use them. Encourage advanced students to work on their **Edit Checklist** for their piece (handout #12). Be sure advanced students are trying to write longer stories with more details and more than one paragraph. When meeting with students help them think about an introduction, topic for each paragraph and conclusion.
  - Students who are done should exchange drafts with each other and peer edit each other's pieces. When peer editing, students should answer the following questions:
    - What is the story about?
    - What does the author do well?
    - What is confusing in the story?
  - Students are also encouraged to edit their own writing using the Edit Checklist from previous lesson.
  - You should continue to meet one-on-one with students as possible, and write down who you met with.
- **Computer Lab.** Students should go to the Computer Lab and type up their drafts.



## Lesson 50- writing, peer review, typing

**Objectives:** Students will:

- Continue working on the draft.
- Students who are finished peer edit/ give feedback in small group
- Type their stories in the computer lab if they choose to.
- Hear about making a book from PM Program Assistant.

**Materials:**

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**Calendar Question** (15 min)

**Activities:**

- **(5-10 min) Freewriting.** Explain to students that you will spend the next few minutes just freewriting. They will not need to show or share any of it with anyone. It is a tool writers sometimes use to help them warm- up and clear their mind. We will try this practice each day to try to get people more comfortable with writing. If needed teacher will demonstrate stream of consciousness writing on the board.
- **(10 minutes)** A staff member will come in to explain the option of making a book and students will sign up to do this, so we have a sense of how many materials to get. Students will also decide if they want to handwrite or type their story.
- **(1 hour) Writing.** Students will work on writing their story. The teacher will continue check-ins with each student to proofread and help students
  - For students who have already completed their story they may go to the computer lab to type their story, start designing a book cover, practice reading it out loud in the case of wanting to read it at the End of Semester Party.

# **Lesson 51- make books, finish writing, read to class, practice reading.**

## **Objectives:**

Students will:

- Finish any remaining work on their stories. PM Program Assistant will help students bind books.
- Any students who want to share will read their story to the class. Students can ask questions and provide feedback.

## **Materials:**

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## **Calendar Question** (15 min)

## **Activities:**

- Students will work on completing their stories, typing, reading to the class, decorating the cover of their books and making their books.