

Daily Journals

- Decide on a purpose
- Select topics based on purpose and lesson content
- Do not comment on all writing!
 - Have students trade journals and read each other's silently; then discuss [What's the most interesting idea in the writing? What would I like to know more about? Or give specific prompts—such as find a place where the writer used transitions (or something else you've discussed) very well—explain why it works.]
 - Have students pair up and read their own entry aloud to partner and discuss
 - Have 2 or 3 students volunteer to read their entry aloud to the class—and all are expected to volunteer a specific number of times during the term. Have students who listened tell the parts they liked best.
 - Collect all journals periodically and glance through them. Read and comment and mark ONE—either decide ahead which entry to use or have students select one for you to read and mark.
 - Grade for participation, if you need to grade at all.

Possible Prompts

- Imagine a small box sitting on the table in the front of the room. What is it meant to hold? Where was it made? Why is it here? Whose is it? What do you think it means to have an unidentified box on the classroom table?
- What do you think are the enemies of mankind? Why?
- What makes you happy? Sad? Afraid? Angry? Why?
- Make up a new game. What is it? How is it played? Who would it appeal to?
- Who is the bravest person you can think of and why? The kindest?
- What is a subject you find particularly interesting? Why does it interest you? What do you know about it that no one else in this room does?
- How would the world change if tomorrow morning everyone in the world woke up bald? What industries would collapse and what would grow?
- What is your favorite song or type of music? Why do you like it? What does it say about you?
- What kind of weather do you like best? Why?
- If you could choose to visit any place on earth, where would it be and why?
- [Teacher has picture of famous piece of art.] What does this art make you feel? How do you think the artist felt when he/she created it?
- Think of someone you know very well and describe him or her. Tell not only what that person looks like but also what he or she is like inside.
- What are some questions you have about life? What makes you want to know the answers to these questions?
- I look forward to . . .
- I feel proud when . . .
- I used to But now I . . .

- Write a story with this title: The Magic Glass
- Write a story with this title: Sibling Rivalry
- What is your ideal vacation?
- Describe a piece of fruit from the inside out.
- What is your favorite animal in the zoo? Why?
- What lifetime dream are you still trying to make come true? How?
- What does it mean to be successful?
- Complete the statement, "If I could live my life over, . . ."
- What do you think about when you can't fall asleep?
- Describe your life in 30 years.
- What famous people would you like to invite for dinner? Why?
- If you could become invisible, where would you go and what would you do?
- What is the best advice you ever received?
- What would you like to be remembered for? Why?
- Complete this statement: "A new world opened up for me when . . ."
- What makes something beautiful? What are the most beautiful things in the world to you?
- What do you like to do in your free time?
- [Teacher shows a picture] Describe this scene or tell what is happening in this picture.
- What confuses you about life?
- If you could be the world's best at anything, what would it be and why?
- If you were in the Olympics, what sport would you like to be competing in and why?
- Tell about your day as if you were the pencil or pen you are now using.
- What poem or book have you read that changed you or your thinking? How?
- If you could go back to live in another period of history, which one would you choose and why?
- What predictions do you make for the world 100 years from now?
- Tell a funny story about something that happened to you or someone you know.

Also consider as prompts some topics that could contribute to Level 3 writing. So, for example, if students will be writing an autobiography, daily journals could include prompts that might serve as early drafts for that revised writing later in the course.

Journal Prompts: These are level 1 writing prompts that could be used to explore students' concept of self as a writer with the ultimate objective of having students write a level 3 reflective essay that describes their past, present, and future writing selves. To begin with, the journal entries will be useful for students to think about themselves as writers; they are also useful for discussion after journal writing to discuss writing in general.

1. My favorite kind of reading is . . . My favorite kind of writing is . . .
2. The best time and place for me to write for school is . . . Explain why.
3. These situations or circumstances cause me to write "for myself":
4. The best writing experience I ever had was . . .
5. The worst writing experience I ever had was . . .
6. My writing seems to improve most when I . . .
7. When I am given a writing assignment for school, these are the steps that I follow to get it done:
8. When I have graduated from school, I will need to do these kinds of writing:
I imagine the steps I will need to follow are . . .
9. The first time I remember writing something was . . . or an early writing experience was . . . (Describe how your "audience" responded to your writing.)
10. Someday, I would like to write . . . or
Someday, I would like my writing to be like . . . Why?

ALL ABOUT ME

Family Information

Father's Name and Occupation

Mother's Name and Occupation

Brothers and Sisters, in Birth order

Names of Schools you have attended

Places you have visited in China

Places you have visited outside China

Groups you belong to

What is your favorite sport?

What are your interests?

What are your future plans?

Who are your friends?

Why are they your friends?

Favorite colors

Favorite foods

Do you like music?

What kinds of music do you like?

What foreign teachers have you had?

What is the best about school?

What is the worst about school?

What things are you good at?

What qualities do you like in a teacher?

Where do you live? Tell me about your home?

What would you like to know about me?

What things have you done in the past that you enjoyed?

What does your Chinese name mean?

Do you have an English name?

Why are you taking this class?

What do you expect from it?

What topics would you like to discuss?

What is your greatest difficulty in learning, speaking, reading English?

Example: Objective versus Subjective Writing

	OBJECTIVE	SUBJECTIVE
	<ul style="list-style-type: none">• based on facts, not influenced by personal feelings	<ul style="list-style-type: none">• characteristic of an individual, opinionated, personal
Appearance	red pink green gray	beautiful gorgeous lovely colorful
Number	25 flowers	a lot of flowers a few flowers
Size	100 cm high 75 cm diameter	big small large
Weight (mass)	1 kg	heavy light
Status	picked from plant within last 12 hours	freshly cut
Arrangement	flowers approximately 5 cm apart	neat orderly messy

OBJECTIVE

The gray vase is filled with 25 red and pink roses that were cut from the bush within the last 12 hours. Including the vase, the arrangement is 100 cm high with individual flowers approximately 5 cm apart.

SUBJECTIVE

The odd-looking vase is overflowing with many gorgeous rose buds. The freshly cut flowers are neatly displayed in a highly attractive arrangement.

In-Class Writes

Purpose: To practice writing; to develop specific skills; to use as class text for improving writing.

Process: These can be conducted in a variety of ways:

- as individual writing, although this might make using them for lessons more difficult
- small group writing together to create the text
- sequential writing (see **Fortunately/Unfortunately**)

After students write, individually or in small or large groups, use the writing as the basis for a lesson. Although some deal more specifically with certain aspects of writing and grammar, most of them could be used for instructing articles, verb tense, sentence construction, or punctuation.

Ideas:

- Directions for a game (students write directions for a game they are familiar with): clarity; imperatives
- How to make popcorn (see handout): transitions; imperatives
- Gumdrops activity (see handout): transitions; imperatives; clarity
- Engineer's name (see handout): complete sentences; pronouns
- Superman's life (see handout): chronological transitions; verb tense; pronouns
- Comic strips (see handout): dialogue; chronological transitions; details; punctuation
- Good thinker/poor thinker (see handout): transitions for comparison/contrast; complete sentences
- Big Cats (see handout): complete sentences; verb tense
- Vitamins (see handout): subject-verb agreement; complete sentences
- Rewriting stories (have students rewrite stories they know well from a different time frame [yesterday, not today] or from a different perspective [a different character's perspective]): pronouns; verbs
- Captions for comics: pronouns; complete sentences
- Show not tell (see handout): sensory details; verbs and adjectives/adverbs
- Using vocabulary in writing (Give students a list of words and in small groups have them write a story or description or explanation using as many of the words as possible.): complete sentences; punctuation.
- Considering Audience (In small groups have students describe a red sports car four different ways, each about 100 words long, once for each of these audiences: as a police officer would describe it if were stolen, as a car salesman would, as a hopeful teenager would to his wealthy, overprotective grandmother, and as a conservative older brother would.): word choice; tone

Grading? I would not grade these. These writes should be for practice, so students need to be able to try without worrying about grades.

Fortunately/Unfortunately Class Write

This activity is based on the picture book *Fortunately* by Remy Charlip (1964). It can help students generate sentences connected to those that came before, and it can teach about adverbs, subject-verb agreement, and commas.

Here is the original story:

Fortunately one day, Ned got a letter that said, "Please Come to a Surprise Party."
But unfortunately the party was in Florida and he was in New York.
Fortunately a friend loaned him an airplane.
Unfortunately the motor exploded.
Fortunately there was a parachute in the airplane.
Unfortunately there was a hole in the parachute.
Fortunately there was a haystack on the ground.
Unfortunately there was a pitchfork in the haystack.
Fortunately he missed the pitchfork.
Unfortunately he missed the haystack.
Fortunately he landed in water.
Unfortunately there were sharks in the water.
Fortunately he could swim.
Unfortunately there were tigers on the land.
Fortunately he could run.
Unfortunately he ran into a deep dark cave.
Fortunately he could dig.
Unfortunately he dug himself into a fancy ballroom.
Fortunately there was a surprise party going on. And fortunately the party was for him, because fortunately it was his birthday!

Activity: After reading the story to students so that they understand the pattern of it, have each student write the opening sentence to a story on the top of a piece of paper—a sentence that sounds like it will bode well for the character mentioned in it and begins, "Fortunately." Then, have students pass the paper to the next person who writes the next sentence that begins "Unfortunately" and complicates the story. Continue this process for several sentences, with each student reading the sequence to that point and continuing the complication. After several passes, have students start writing sentences that seem to circle around to (potentially) resolving the story. Have the final person write the last two or three sentences to finish the story. Give the papers back to the original writers and share them in small or large groups. If students read them aloud or share them with partners, they can check for correct grammar as well as vote on the cleverest story. Students tend to feel less worried about sharing because, although they start the story, they know that the errors are fairly anonymous—so fixing them is a group effort not directed at a single individual.

Considerations: This book was published in 1964. Since then the expectations for comma use with introductory adverbs has changed. According to current handbooks, every one of the sentences should have a comma after the adverb. I put the original text on the handout. You might want to insert commas and put the text on an overhead in order to teach correct, current punctuation. Also, the text is a little easier to understand with the pictures that go along with the sentences in the book—in case you want to pick it up.

Transitions and Linking Words

show location

above	away from	beyond	into	over
across	behind	by	near	through
against	below	down	off	to the
along	beneath	in back of	onto	under
among	beside	in front of	on top of	
around	between	inside	outside	

show time

about	first	meanwhile	soon	then
after	second	today	later	next
at	third	tomorrow	afterward	as soon
before	all	next week	immediately	when
during	until	yesterday	finally	

show when things happen

in the same way	likewise	as	also
similarly	like		

contrast things - show differences

but	otherwise	although	still	on the other hand
however	yet			even though

emphasize a point

again	for this reason	truly	in fact
to repeat	to emphasize		

conclude - summarize

as a result	finally	in conclusion	to sum up
therefore	last	in summary	all in all

add information

again	another	for instance	finally
also	and	moreover	as well
additionally	besides	next	along with
in addition	for example	likewise	equally important

clarify

in other words	for instance	that is	put another way
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HOW TO FEND OFF A SHARK

1

Hit back.

If a shark is coming toward you or attacks you, use anything you have in your possession—a camera, probe, harpoon gun, your fist—to hit the shark's eyes or gills, which are the areas most sensitive to pain.

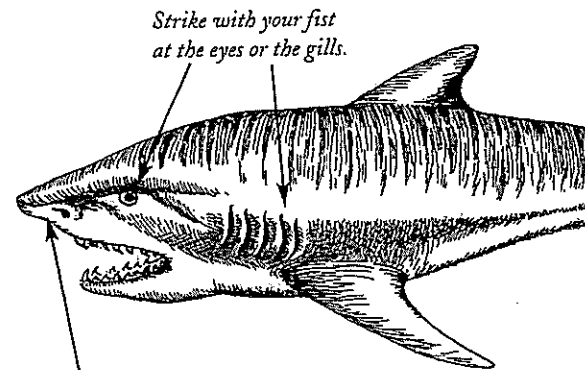
2

Make quick, sharp, repeated jabs in these areas.

Sharks are predators and will usually only follow through on an attack if they have the advantage, so making the shark unsure of its advantage in any way possible will increase your chances of survival. Contrary to popular opinion, the shark's nose is not the area to attack, unless you cannot reach the eyes or gills. Hitting the shark simply tells it that you are not defenseless.

HOW TO AVOID AN ATTACK

- Always stay in groups—sharks are more likely to attack an individual.
- Do not wander too far from shore. This isolates you and creates the additional danger of being too far from assistance.
- Avoid being in the water during darkness or twilight hours, when sharks are most active and have a competitive sensory advantage.



The nose is NOT as sensitive as the above-mentioned areas, a common misconception.

- Do not enter the water if you are bleeding from an open wound or if you are menstruating—a shark is drawn to blood and its olfactory ability is acute.
- Try not to wear shiny jewelry, because the reflected light resembles the sheen of fish scales.
- Avoid waters with known effluents or sewage and those being used by sport or commercial fishermen, especially if there are signs of bait fish or feeding activity. Diving seabirds are good indicators of such activity.
- Use extra caution when waters are murky and avoid showing any uneven tan lines or wearing brightly colored clothing—sharks see contrast particularly well.
- If a shark shows itself to you, it may be curious rather than predatory and will probably swim on

Gumdrop Activity

Give all students in the class 7 gumdrops and 6 toothpicks. Have them use them to create a three-dimensional design.

Then, have them write directions for someone else to create the same design. Put all the designs to the side or front of the room. Collect the writing (make sure no names are attached), mix them up and hand them out again. Then, give students 7 gumdrops and 6 toothpicks again. Have them follow the directions they have been given. Then, see if they can find the original design theirs should match with.

Discuss what made it easier to follow some directions than others. What can they learn about giving directions in writing?

Take some of the directions and have them written on the board. Use them to teach about clarity, imperatives, verb tense and pronoun use.

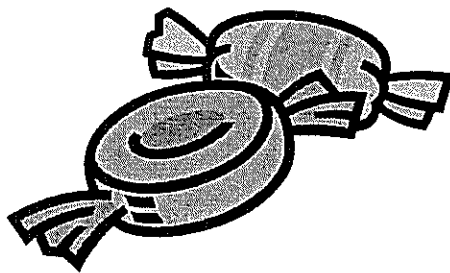
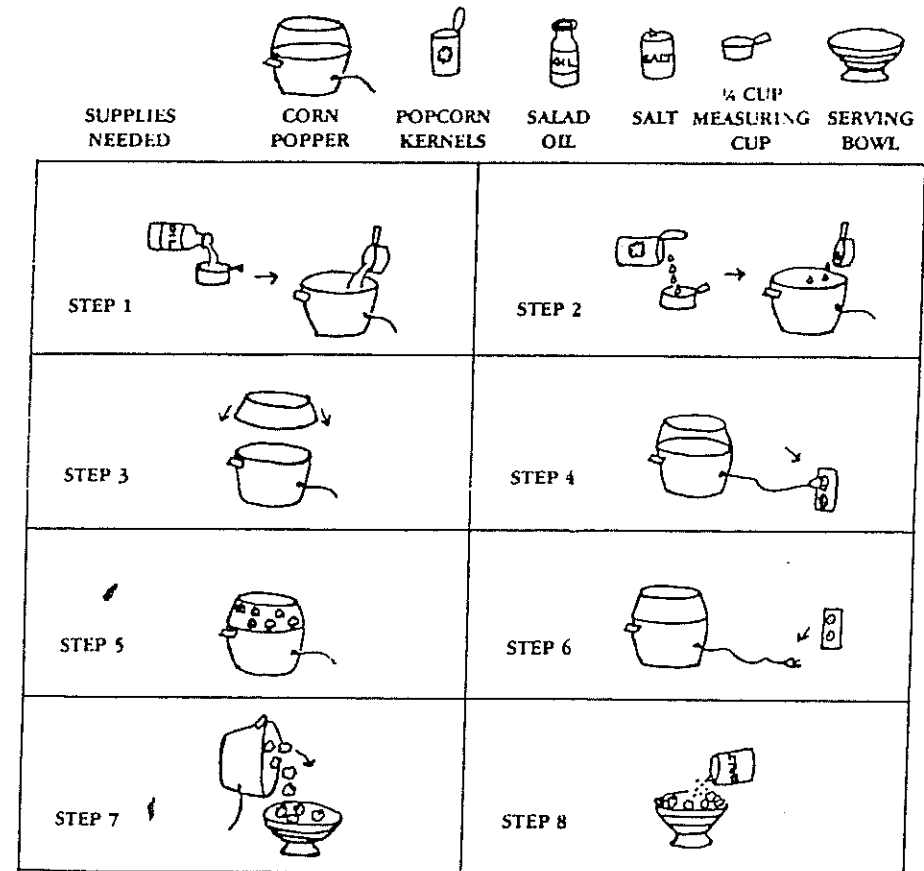


Figure 3
How to Make Popcorn



Write a clear explanation of how to make popcorn based on the information given in the illustration above.

DO NOT WRITE ON THIS PAPER

Figure 2

Assignment

Using the information given below, write a brief account of the life of the comic-strip character Superman.

Superman

Born:

Where: Krypton (planet in another solar system)

To Whom: Jor-El and Kal-El (Krypton scientists)

Sent to Earth:

When: as infant

Why: Krypton doomed to explode

How: in rocket ship

Found:

By Whom: elderly American couple (Eben and Sarah Kent)

Became:

What: the Kents' adopted child

Who: Clark Kent

Discovered to have:

What: unusual powers (ability to leap tall buildings, enormous strength, x-ray vision)

When: as he grew up

Employed:

When: when adopted parents died

Where: Daily Planet (large newspaper)

As What: reporter

By Whom: Perry White (editor of paper)

Kept identity hidden:

From fellow workers (Lois Lane, reporter, and Jimmy Olsen, cub

Whom: reporter

How: by assuming disguise (glasses, business suit, and meek manner)

Assumed true identity when needed:

How: by removing disguise to reveal Superman costume (blue tights and red cape)

To Do

What: fight crime and rescue people

Situation: On a certain train, the crew consists of the brakeman, the fireman, and the engineer. Their names listed alphabetically are Jones, Robinson, and Smith. On the train are also three passengers with corresponding names, Mr. Jones, Mr. Robinson, and Mr. Smith. The following facts are known:

Mr. Robinson lives in Detroit.

The brakeman lives halfway between Detroit and Chicago.

Mr. Jones earns exactly \$20,000 a year.

Smith once beat the fireman at billiards.

The brakeman's next-door neighbor, one of the three passengers mentioned, earns exactly three times as much as the brakeman.

The passenger living in Chicago has the same name as the brakeman.

What is the engineer's name? Write out completely the process of reasoning that leads to your answer.

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SHOWING THROUGH SINGLE SENTENCES

what is diff. between telling & showing?
note how individual responses
may differ - reader-centered writing -

what picture
comes to your
mind? may
be diff. than
these showings

TELLING SENTENCE:

The jocks think they're cool.

A small group of boys clad in shorts and tank tops stand inside the shady entrance of the cafeteria, puffing up their chests to full capacity as they proudly recall last Saturday's drunken exploits.

TELLING SENTENCE:

Mother Nature absorbed us.

A bluejay, flapping its wings frantically, comes to a sudden stop on a sturdy tree branch, squawking wildly, demanding attention, and without hesitation flies to another tree twenty feet away, still shrieking.

TELLING SENTENCE:

The children were having fun.

Tumbling off the couch, letting out banshee-like screams, the small children fell to an imaginary death at the foot of the torn and tattered "cliff."

TELLING SENTENCE:

I was annoyed.

The blue Ford pickup came bouncing down the winding dirt road, grinding to a halt beside me, the dust rising and writhing up into the air, curling its way into my eyes and making them itch.

TELLING SENTENCE:

The soldier was impressive.

He was a stocky, barrel-chested man in his thirties with thick muscular forearms, a jagged scar running along his forehead, a Purple Heart and Vietnam Service Ribbon emblazoned on his chest.

Can a writer show an idea satisfactorily in only a single sentence?
Underline the effective details in each sentence above.



WRITING ASSIGNMENT

Try showing this idea in a single sentence:
She was embarrassed.

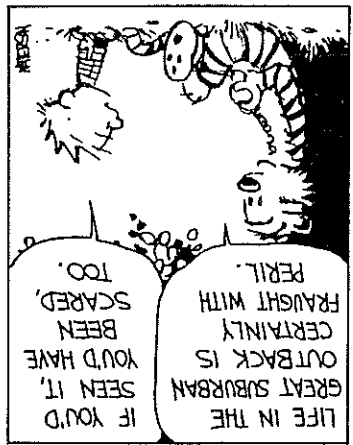
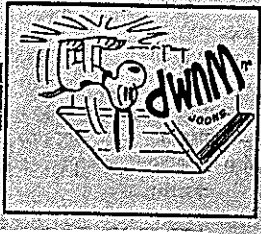
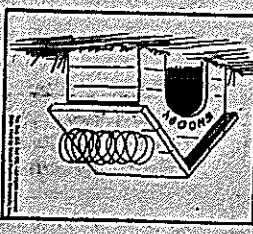
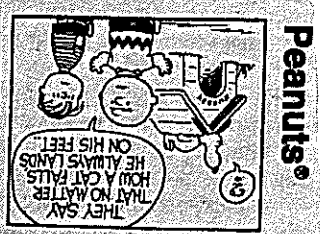
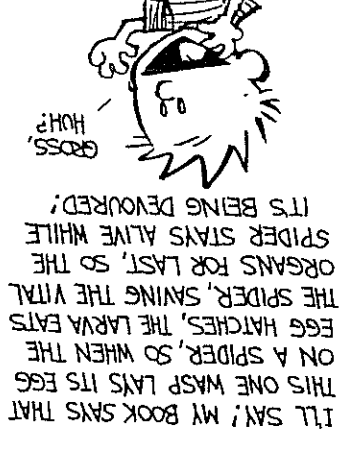
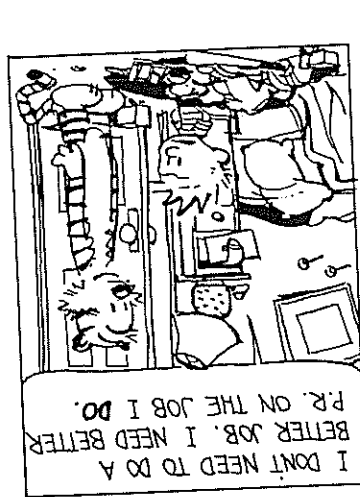


FIGURE 1 Good Thinking vs. Poor Thinking

ASPECT:	THE GOOD THINKER:	THE POOR THINKER:
General Traits	<ul style="list-style-type: none"> • Welcomes problematic situations and is tolerant of ambiguity. • Is sufficiently self-critical; looks for alternate possibilities and goals; seeks evidence on both sides. • Is reflective and deliberative; searches extensively when appropriate. • Believes in the value of rationality and that thinking can be effective. 	<ul style="list-style-type: none"> • Searches for certainty and is intolerant of ambiguity. • Is not self-critical and is satisfied with first attempts. • Is impulsive, gives up prematurely, and is overconfident of the correctness of initial ideas. • Overvalues intuition, denigrates rationality; believes that thinking won't help.
Goals	<ul style="list-style-type: none"> • Is deliberative in discovering goals. • Revises goals when necessary. 	<ul style="list-style-type: none"> • Is impulsive in discovering goals. • Does not revise goals.
Possibilities	<ul style="list-style-type: none"> • Is open to multiple possibilities and considers alternatives. • Is deliberative in analyzing possibilities. 	<ul style="list-style-type: none"> • Prefers to deal with limited possibilities; does not seek alternatives to an initial possibility. • Is impulsive in choosing possibilities.
Evidence	<ul style="list-style-type: none"> • Uses evidence that challenges favored possibilities. • Consciously searches for evidence against possibilities that are initially strong, or in favor of those that are weak. 	<ul style="list-style-type: none"> • Ignores evidence that challenges favored possibilities. • Consciously searches only for evidence that favors strong possibilities.

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Express clearly in writing the information about the locations of the big cats given in the map above.

Assignment

Figure 1

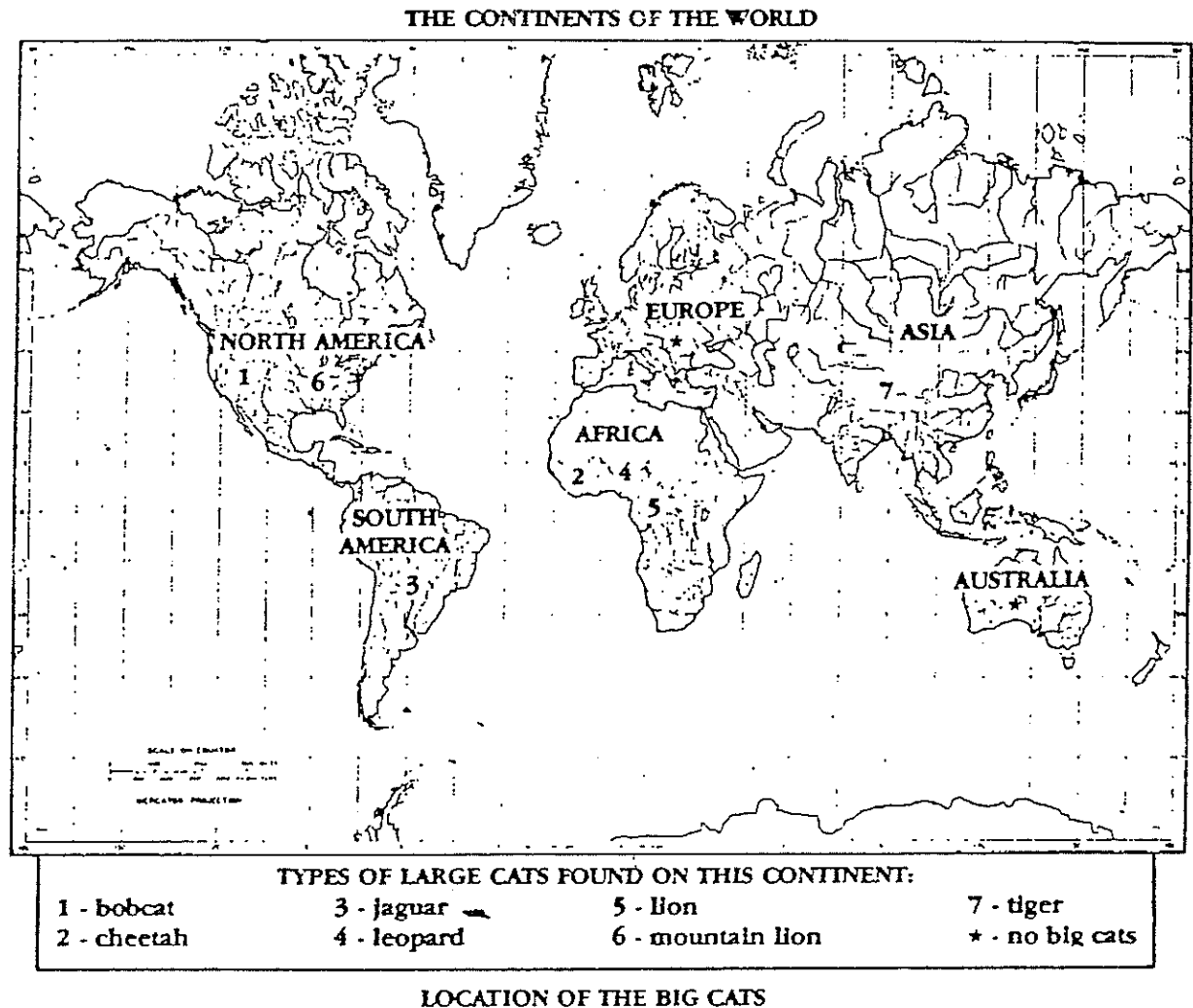


Figure 4
ORGANIZING INFORMATION

Assignment

Below is a chart which as yet contains no information. All the information that belongs in the chart is given in the sentences below it. Copy the blank chart onto your paper. Then, using the headings on the chart as a guide, fill in all necessary information to complete the chart.

SOURCES OF ESSENTIAL VITAMINS

<i>Vitamin</i>	<i>Food Group Which Supplies this Vitamin</i>	<i>Specific Foods in this Food Group</i>

1. Vitamin A is found in corn and carrots.
2. Leafy green vegetables include spinach, kale, and mustard greens.
3. Vitamin D is supplied by dairy products.
4. Citrus fruits provide Vitamin C.
5. Milk and butter are dairy products.
6. Whole grain cereals and bread both belong to the food group called "cereal products."
7. Corn and carrots are yellow vegetables.
8. Vitamin C is found in oranges, lemons, limes, and grapefruit.
9. Spinach and kale are good sources of Vitamin K.
10. Cereal products provide vitamin B.

