



Course Follow-up Activities

Beginning to Write (K-5)

Activity 1 Narrative Form

Using a narrative read aloud, teach students how to fill out a narrative matrix which includes the following elements: place, time, characters, problem and solution. (Use the six square folded matrix).

Next, demonstrate visible story planning using the Beginning/Middle/End folded paper with quick sketches and notes.

Model how to craft a narrative story using the visible story planner.

Finally, have students repeat this process to create their own individual stories.

Activity 1 Reflection

What happened when you tried Activity 1?

Which narrative text did you utilize and what were the students' responses for the story elements?

How did using these planning guides help your students craft their own story?

Activity 2 Expository Form

Model for your students how to do an informal outline. (Fold a lined piece of paper in half and write Topic = in the blank header space at the top.) Be sure to emphasize coherence of ideas.

Complete the left column with the two big ideas that go with the topic.

In the right column, write elaborations and explanations about each of the big ideas. Be sure to think aloud (using metacognition) as you fill in the informal outline.

Model how to use the visible planning informal outline to write an expository paragraph.

Finally, have students repeat this process to create their own paragraph.

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Activity 2 Reflection

What happened when you tried Activity 2?

What information did you include in your think aloud for students?

How did this visible planning organizer help your students write coherently?

Activity 3 Looking at Student Work

Use a piece of student writing to discuss the following three questions:

What is the student doing correctly?

What is the student using and confusing?

What is the student missing?

As you discuss the three questions, be sure to look at spelling, capitalization, sentence structure, coherence of ideas, grammar, and punctuation.

Activity 3 Reflection

What happened when you did Activity #3 with your students?

How will this analysis process impact your writing instruction?

What instructional decisions might you make after discussing the three questions?

How can you utilize these questions regularly when looking at student work?