

GED 2002 Teachers' Handbook of Lesson Plans

Content Area Language Arts, Writing	Lesson Title <i>Quick Writes</i>	Correlation to Framework 01.09	Lesson Number 52
Objectives/Learner Outcomes At the end of the lesson, the learner will be able to: <ul style="list-style-type: none"> • Write on a variety of topics • Maximize creative and expository writing skills • Develop focused writing • Organize ideas • Incorporate detail in writing • Exhibit varied and precise word choice • Relate the information to the GED Language Arts, Writing Test 		Materials/Resources/Internet Sites/Handouts/Worksheets <ul style="list-style-type: none"> • Spiral notebook • Timer • Handout – <i>Quick Writes</i> • Handout – <i>Writing Reflection</i> • Internet Resources <ul style="list-style-type: none"> ○ CanTeach http://www.canteach.ca/elementary/prompts.html 	
Pre-Requisite Knowledge The learner should be able to: <ul style="list-style-type: none"> • Write a complete sentence • Demonstrate basic grammar and usage rules in writing • Develop paragraphs 		Key Words <ul style="list-style-type: none"> • Main idea • Prompt 	
Anticipatory Set/Introduction Say: How long do you feel it takes a writer to complete a book? Give examples of books students with which students are familiar. Ask: Do you believe that an author writes perfectly the first time?			

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Preview Questions for Lesson

Say: Writing well does not happen overnight. Writing is a process that is developed over time with practice.

Ask: Do you feel that you are a good writer? Why? When in your everyday life are you asked to write?

Brainstorm occasions when writing is required.

Instructional Outline

Say: Writing is communicating on paper. It is important to write in an effective manner so that the reader understands. To become more comfortable when writing, you have to write often. Each week we will concentrate on a different skill required for effective writing: fluency, focus, organization, detail, and precise vocabulary. Give students spiral notebooks with Handout – **Quick Writes** attached to the front cover. Have a student(s) read the directions.

Ask: Do you expect the first time that you write an essay to be easy? Reassure students.

Say: This week, the writing objective is to write continuously for five minutes. On an overhead projector or flip chart, personally model writing on Topic #1 for five minutes. Ask a student to set the timer. Discuss the process that you use as you write – prewriting, organizing, writing, editing, and revising.

Say: Now it is time for you to write on Topic #1.

Have the students write for five minutes. Coach those students who are having trouble writing continuously. When the students have finished, have them read what they have written.

Ask: Did you write continuously for five minutes? What else did you find yourself doing during the five minutes? Was five minutes enough time to write a polished piece of work? Why or why not?

Follow up: At the end of the week, give students a **Writing Reflection** to complete in their **Quick Writes** notebook. (See Handout – **Writing Reflection**.)

Process/Activities			
<p>Have students write in their Quick Writes notebook a minimum of three times a week. Variations: Each week, focus on different objectives (i.e., brainstorming before writing, writing in detail, varied vocabulary, organization). See Handout – Quick Writes or visit the following website for additional writing prompts to use in the classroom – <i>CanTeach</i> at: http://www.canteach.ca/elementary/prompts.html.</p>			
Product/Evaluation/Summary			
<p>Weekly journal evaluation can be based on the following criteria:</p> <ul style="list-style-type: none"> ▪ Completion of each assignment ▪ Date on each entry to show consistency ▪ Assignment written on topic ▪ Descriptive details used ▪ Varied word choice used ▪ Self assessment by students 			
Teaching to Different Types of Learners			
	Visual	Auditory	Kinesthetic/Tactile
Learning Activity	Have students draw diagrams or graphic organizers before they begin the writing process.	Have students work in pairs, discussing the topic before writing. Students should read aloud the Quick Writes directions.	Give students the time-keeping responsibility as a first Quick Write is completed.
Special Differentiation Strategies	Use an overhead transparency to visually show students a five-minute writing. Write in a bright and easy-to-see color. Students can date journal entries in colors to assist them to visually track what has been completed.	Check for understanding orally and by asking questions when giving directions or assigning a prompt.	Have students choose pens or pencils and large, colorful, and texturized paper for a journal. (Very smooth, rough, or heavy paper works well.)
Evaluation	Allow students to show mastery by creating a visual to complete their reflection worksheet.	Have students read samples of their writing. Students can answer reflection worksheet questions in small groups and assign a scribe to record their reflections.	Assessment of learning can be in the form of manipulatives using the reflection questions as a guide. Students can choose the best journal entry to rewrite on decorative paper.

<p>The Family and Adult Literacy Connection</p> <p>If students have school aged children, have the students bring samples of their writing home to read. An assignment can be for the parent and child to write together. Students can then bring the writings to class to read.</p> <p>Students can connect the idea of writing to their daily life. Have students list the kinds of things that they use writing for in their daily lives, e.g., lists, notes to teachers, letters to friends and businesses, email, etc.</p> <p>Discuss GED essay writing requirements and show examples of an effective and adequate GED essay.</p>	<p>ESE/ESOL Accommodations</p> <ul style="list-style-type: none">▪ Take time to review the correct pronunciation of vocabulary words.▪ Work in small groups with a designated writer or scribe.▪ Allow extended time for discussion before writing.▪ Allow extended time for writing.
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Quick Writes

Have students date their entry.

Tell students – No stopping; even if you write I do not know what to write.

Have students write for the established time period. Begin the semester with five minutes. Add a minute each week until students are writing for 15 minutes.

Have students write complete sentences.

Punctuation and spelling are always important, but do not be overly concerned about these areas.

1. A best friend is
2. If I were the teacher, I would
3. I wish
4. I love the way
5. If I could travel to any city in the world, I would go to
6. It reminded me
7. Why did I
8. In twenty years, I will
9. If I had a million dollars
10. I don't see
11. I wonder
12. I can't understand
13. I felt so sad
14. If I were the President of the United States, I would

15. I like how
16. Maybe
17. I thought
18. I began to think
19. I noticed
20. I remember
21. One of these days
22. My biggest mistake was
23. It takes effort to
24. The most memorable time in my life
25. I enjoy living in the city
26. If I were famous
27. My favorite thing to do is
28. The funniest thing that ever happened
29. It's not unusual
30. I trust
31. I dreamed
32. I have the most fun

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Writing Reflection

Choose from the following reflections to create a student assessment.

1. Name the title of the journal entry you feel is your best.
2. Name the title of the journal entry you feel needs the most improvement.
3. Which writing surprised you and why?
4. The easiest thing about writing is...
5. I write or do not write for the established time.
6. My writing goal this week is.....
7. _____ is my most interesting journal entry.
8. I am or I am not staying on topic.
9. My vocabulary is or is not improving.
10. The journal entry that has specific details is...
11. The hardest thing about writing is ...
12. My writing is improving because...