

I Did It! LiFe-CHANGiNG EXPeriENCeS

A teaching unit for immigrant high school students



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Based on the reading "Surfing II" from *Discovery Hawaii*

Prepared for AL 6715: Second Language Reading

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Aloha fellow Fall AL6715 teachers-in-training!

The unit I have created was based on the *Discover Hawaii* chapter entitled “Surfing II.” I used my reading to create a unit about different *experiences* that my students have had. The unit I created is for a public high school in Southern California. The climate is much like Hawaii, and surfing is a very popular sport there as well, so I thought many of my students might have had some *experience* with it! The students in my classroom take ESL English as opposed to the mainstream language arts classes, but they are still required to take all other mainstream content courses. This unit is designed for an integrated skills class consisting of 20 freshmen (age 14-15) who are at an intermediate level of English.

While this was the first time I created lesson plans (and an entire unit plan!) for language learners, it is not my first experience in creating either for a classroom of high school students. I think that I have developed a nice variety of activities and have included all four skills in different ways, so hopefully students don’t become bored or overwhelmed.

I think one of the best aspects of “Life-changing Experiences” is the ways in which I try to scaffold activities and themes for students. For example, students begin by working with the definition and collocations of the word *experience* and the see different examples of what it means to experience something for the first time. Finally, students write their own stories about experiences they’ve had. Generally, when students are given the opportunity to tell a story of their own experiences and about their life, they become more interested in sharing what they’ve created. This is why the stories I have the students write would be published for the classroom and department library.

I had a great semester getting to know all of you better and learning what teaching strengths each of you brings to the classroom. I wish you all luck in your future endeavors and hope that we may cross paths again one day!

Happy teaching, my friends!
Corey Gonzales

Background Information

A. Description of program:

This is an English language acquisition program at a high school located in southern California. Most students in this program are also taking other content courses in the high school, but instead of the regular language arts, they are placed into the ELA classroom. The goal of the students who enter the ELA program as freshman is to eventually test into or be placed into the regular English courses.

B. Description of students in the program.

Students enrolled in this program have many different ethnic backgrounds, but most are Asian and Hispanic students. The age range of students in the program is from 14 to 18 and the levels range from very beginning ELLs to low-advanced. Students are almost always literate in their native language.

True beginners are enrolled in a special section of ELA. Aside from electives, students who are considered advanced take mainstream language arts classes, but are required to come to tutoring after school or during study hall three days a week, if recommended by their language arts teachers.

C. Description of course.

This specific course is called Freshman E.l.a.; class size is 20 students; their level is intermediate. Each term is eighteen weeks with students meeting for 65 minutes every day during the week. The classroom has a single computer with a projector, but students have access to the library (before and after school) and multiple computer labs are available for teacher reservation when needed for class projects. The goal for students in this class is to improve their English skills based on different assignments and tasks, many of which have been modified from the NL English courses to meet district, state, and national standards for ESL speakers and freshmen.

D. Description and overall goal of the unit that this lesson is part of.

The encompassing theme of this unit will be *Experiences*. Students are becoming more familiar with American customs, and instead of discussing topics they have heard about in their social studies or American history classes, this unit aims to teach them completely new information so that they may become more aware of customs more relevant and American activities that are more current. Other than a reading assignment, students will also be focusing on the other three basic skills, with two larger assignments focusing on (1) speaking and (2) writing. The unit is created from the chapter “Surfing II” from the book *Discover America: Hawaii* written by E. and V. Klein. Other authentic and teacher-made materials are also incorporated into the unit. Students will use their own life-changing experiences to relate to the content of the class as well as demonstrate their abilities with English using the four skills.

The unit will culminate during the following week and the stories the students have written will be collected as typed, final drafts and will then be compiled into a book for the program library and our classroom.

E. Recent work.

Prior to beginning this lesson, students had just completed a longer unit about US Ethnic writers, where students worked in small book groups reading different novellas written by various artists. At the end of the unit, students had group presentations to discuss the novellas they had read and what they had learned from reading them. They had the option of using either PowerPoint, or some other electronic presentation, or on a poster-board to present their story.

In that unit, students were introduced to student-centered discussions, which are referred to as seminars, and had multiple opportunities to practice this skill during small-group and large-group discussions in class. Students choose personal goals for themselves to meet during seminars (speak at least twice, ask questions, remind peers to refer to text, etc.) as well as goals for the class (everyone speaks at least once, speak loudly, refer to text, stay on task, etc.). Each student has a list of example goals and the rules for seminar, as well as notes from previous seminars in their class notebooks.

Additionally, students have written short essays and stories prior to this unit and have worked in class with their peers in workshops to further develop drafts of their writing. The workshop will be explained more in the fifth lesson, but students have had multiple experiences with this type of collaboration and know the rules and instructions that they should be following. The handout provided shows the rules from all workshops and the instructions for this specific workshop.

I. Getting ready to teach Lesson #1 – Intro to “Surfing”

A. General topic of this lesson:

Intro to watersports, specifically, surfing.

B. General goal of this lesson:

Students will use listening, speaking, and kinesthetic skills to learn about watersports, focusing on surfing based on a reading about surfing in Hawaii.

C. Student learning outcomes for this lesson:

By the end of this lesson, students will:

- identify Hawaii on a map
- discuss topics and ideas relating to watersports
- demonstrate understanding of text and subject with drawings
- discuss or describe personal experiences

D. Vocabulary, structures, and other key language points to be taught in this lesson:

Students will be (re)introduced to vocabulary word *experience* including the definition and collocations. Words to describe watersports surfing will also be taught and discussed.

E. Materials to be used in teaching this lesson:

Teacher materials:

- Computer, projector, speakers
- PPT – “Intro to Surfing”
- Whiteboard/markers
- 21 copies of “Surfing”
- 21 copies of Student Seminar Planning Form
- White paper, art materials (colored pencils, crayons, markers)
- Internet page cued with Pandora and “Luau Hula Radio” ready to play

Student materials:

- Pencils
- Paper/Notebooks

F. Assessment(s):

Assessment will be done by checking students understanding by their active participation in discussion about *experiences*, watersports, and surfing. Students will show they understand the word *experience* by using it and its collocations while discussing with partners. The artwork that students produce will demonstrate that they understood the text that was read to them as well as made inferences to the subject of surfing in Hawaii that was presented.

II. Teaching the Lesson

Activity 1: Opening/Warm up (10 minutes)

1. Plan for day – written on board

Activity 2: Working with collocations of *experience*

1. (*Already written on board*)

*Experience – something that happens to somebody, or an even that somebody is involved in.

*My first experience, good/bad/best/worst experience,

*experience with,

*an experience that changed his life,

*real-life experience,

*in my experience,

*in your experience,

* unique (special) experience,

*a lot of experience

2. Students write definition and collocations in notebooks

3. Teacher gives examples using above collocations

4. Demonstrate “An experience that changed my life...” “In my experience, the best food is made in my kitchen.” (Etc.)

5. Students copy teacher, tell partners about an experience they have had, using collocations listed on board

Activity 3: Introduction (15 minutes)

1. Facilitate teacher-led discussion using PPT.

✓ Use **PPT** “Intro to Surfing”

2. Last slide: “Look at words on screen, these words are going to help you understand the story that I am going to read to you.” *Keep final slide up of words used in text while students work on their drawings (as ‘motivation’ or ‘helpful hints’)*

Activity 4: Discover Hawaii Listening (3 minutes)

1. Students listen to text. “Pay attention to what the story makes you think about while I’m reading. Jot down words that help you see what I say, or words that you don’t know.”

2. Read “Surfing”

Activity 5: Picture the story – Art connection (17 minutes)

1. Students will use white paper and art supplies to draw a picture of what they “see/saw” in their heads as text is read to them. Write the words along the page that helped you decide what to draw. (*Art supplies ready in front of room.*)

2. Read text again, students begin drawing.

3. Students can ask questions to teacher and discuss with peers about what they heard.

4. Play “Luau Hula Radio” on Pandora as students work – explain that this music is important to Hawaii culture.

Activity 5: Discussion/Cleanup (10 minutes)

1. Students use drawings to talk with partners about what they “saw” when they listened to story.
2. Students clean up/put art supplies away

Activity 6: Instructions for Tomorrow/Closing (10 minutes)

1. Pass out **copies** of “Surfing” text to students
2. Pass out **copies** of Student Seminar Planning Form
3. Inform students that they will be participating in a seminar the following day.

**To prepare students should: review notes from previous seminars; review and write notes on student planning seminar form; read Hawaii text and ‘mark’ it (*explained more below*); choose a personal goal or goals for seminar and think of ideas for the class goal[s].

4. **Students write HW in notebooks**

**“As you read, mark the text for questions, comments, ideas, and pictures. Bring to text and goals to class tomorrow. Be ready to get started right away!”

Surfing

Today surfing is Hawaii's most popular sport. Many people surf in other parts of the world also—Australia, South Africa, South America, California, and even Japan! There were three things which helped surfing become more popular in the late 1950's. One was surfing music. Another was surfer¹ movies. The most important thing, however, was the development of light surfboards². Nowadays, surfboard are made of styrofoam³ covered by plastic. Now it is easy to carry a surfboard anywhere, even on the bus or on a bicycle!

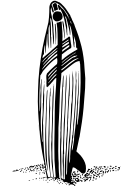
Both men and women go surfing in Hawaii, but the sport is especially popular among young men in their teens⁴ and twenties. All of the islands have beaches good for surfing. However, the best surfing beaches are on Oahu. Waikiki Beach is the favorite spot for beginners. The waves there are not too high or dangerous. They come in quite regularly⁵. Most of the waves at Waikiki are from two to four feet high.

Experienced surfers like to go to places where the waves are higher. Makaha, Waimea, and Sunset are famous beaches on the west and north shores of Oahu. At these beaches the waves are often fifteen or twenty feet high—sometimes even thirty feet! Storms in the North Pacific make the big waves in the winter months. In summer, these beaches are usually very calm⁶. If you see a Hawaiian surfing contest on television, you can be sure that it is being held in the winter on the west or north shore of Oahu.

Surfing is a rigorous⁷ sport. You must be a good swimmer. Good surfers have strong arms from paddling⁸ their boards. If you can swim, you can probably learn to surf on small waves in a couple of days. Wouldn't you like to go surfing in Hawaii?

¹A person who surfs

²



³a lightweight material

⁴ the years between 12 and 20

⁵ again and again

⁶ quiet, smooth

⁷requires strength



⁸
"She is paddling."

Seminar Planning Form – Student Copy

Text: “Surfing”

Class: Freshman E.l.a.

Pre-Seminar

Content

***Watersports**

***Surfing**

Process

Participants have three main tasks/rules in the seminar: prepare, participate (listen, think, speak, refer to text), and respect.

Personal Goal: _____

Class Goal: _____

Seminar Questions

Opening – Identify main ideas from the text.

1. What did you learn about watersports?
2. What did you learn about surfing?

Core – Focus/analyze textual details.

3. Which words did you find most helpful to create a picture in your mind?
4. Were there any words that made the text difficult to understand?

Closing – Personalize and apply the textual ideas.

5. Does this make you want to learn to surf? Watch surfing on TV? Learn a different watersport?
6. What else does this text make you think of?

Post-Seminar

I. Getting ready to teach Lesson #2 – From Seminar to First Experiences

A. General topic of this lesson:

Students will discuss more about watersports and surfing as a way to introduce the story about a first time experience with snorkeling.

B. General goal of this lesson:

Students will participate in a student-centered discussion to connect topic of surfing in Hawaii to teacher's experience. Finally, students will compare teacher's experience to personal experiences.

C. Student learning outcomes for this lesson:

By the end of the lesson students will:

- Participate in seminar by discussing further watersports and surfing
- Discuss if personal and classroom goals for seminar were successful
- Compare an experience they've had to the story about snorkeling with classmate

D. Vocabulary, structures, and other key language points to be taught in this lesson

Students will use conversational language to discuss new ideas, and new places and cultures with peers

Students will use language/vocabulary used in "Surfing" text and about Hawaii to participate in seminar.

Students will use language to discuss personal stories about experiences they've had

E. Materials to be used in teaching this lesson.

Teacher materials:

- Computer, projector,
- Pictures of snorkeling
- Whiteboard/markers
- Experience questionnaire

Student materials:

- Marked "Surfing" text, seminar planning form
- Pencils
- Paper/Notebooks

F. Assessment(s).

Discussion will be used as assessment to check students' understanding of new ideas presented in yesterday's class and reading assignment; planning form will be used to check that students are prepared for discussion. Students will demonstrate understanding of teacher's experience with snorkeling and of collocations learned about experiences to describe their own experience doing something for first time.

II. Teaching the lesson

Activity 1: Opening/Warm up (5 minutes)

1. Plan for day – written on board
 - ✓ “As you remember from yesterday, we talked about experiences. I’m going to tell you about an experience I had this morning while getting my coffee....”

Activity 2: Prepare for Seminar (5 minutes)

1. Have students review their text and goals, write goals if they haven’t already done so. (*While students review, check to make sure they “marked” their paper.*)
2. Review the rules and tasks of seminar (*Refer to student copy of Seminar Planning Sheet.*)
3. Class determines class goal – write on board.

Activity 3: Seminar (15 minutes)

1. Seminar is student-centered, so teacher should only speak if an interruption is needed/or for clarification.
**If students get stuck, teacher refers to seminar planning sheet. Watch for participation and active listening—students should be watching speaker or glancing to their notes. (*Refer to seminar planning sheet*)

Activity 4: Seminar Review (10 minutes)

1. Discuss
 - if seminar was successful
 - if seminar helped them understand the text better
 - if personal goals were met
 - if classroom goal was met
 - discuss what they can do next time based on this seminar

Activity 5: “My first experience” (10 minutes)

1. Tell students about first experience snorkeling
 - Show pictures on overhead

Activity 6: Students’ Experiences (10 minutes)

1. Have students work with a partner talking about the first time they did something.
 - ✓ “Now that you’ve heard my first experience doing something, can you think of something to tell your friends about a first experience you had?”

Activity 7: Instructions for Tomorrow/Closing (10 minutes)

1. Pass out Experience Questionnaire
2. Students should think about what they talked about with their peer, prepare to write about it soon
 - ✓ “We are going to create a book of all of our first experiences to put in the ELA library and for you to take home. So make sure you think of a great story to tell!”
3. Questions what we did today/what we’re doing for homework?

4. Students write HW in notebooks

--Think of your own experience doing something (it can be the first time, the best time, the worst time, etc. "Think of all the kinds of experiences you can have, look in your notebooks at our notes from yesterday if you need help!")

--Answer questions on back of paper for the story

(give example answers based on first time snorkeling, i.e.: 1. When I visited Hawaii for the first time. At Hanauma Bay; 2. With my husband, before we were married; 3. I was 23; 4. I felt very nervous but excited; 5. I can still see the sea turtles and taste the water in my mouth when I used the mask wrong; 6. Wonderful memory; 7. It is a part of my life today, but not as much as I would like. 8. I want to go back and do it again!)

Seminar Planning Form – Teacher Copy

Text: “Surfing”

Class: Freshman ELA English

Pre-Seminar

Content – Present relevant background information. Prepare participants to discuss selected text.

Before giving students “Surfing” text, introduce them to Hawaii by means of PPT, including the new vocabulary. Have students listen to the text (2x) and then create drawings from what they imagined. Finally, give students text to take home and prepare for seminar.

Day of seminar, *desks are arranged in a circle before students entre room*. Allow students two minutes to review the text, their notes and their goal[s].

Process – Review seminar objectives and guidelines. Prepare participants to participate in seminar discussion, and set classroom goal[s].

Remind students that participants have three main tasks in the seminar: prepare, participate (listen, think, speak, refer to text), and respect. As a group, determine one group goal; each student should write this in his/her notebook. Write it on the board.

Seminar Questions

Opening – Identify main ideas from the text.

1. What did you learn about watersports?
2. What did you learn about surfing?

Core – Focus/analyze textual details.

3. Which words did you find most helpful to create a picture in your mind?
4. Were there any words that made the text difficult to understand?

Closing – Personalize and apply the textual ideas.

5. Does this make you want to learn to surf? Watch surfing on TV? Learn a different watersport?
6. What else does this text make you think of?

Post-Seminar

Process – Assess individual group participation by reviewing student participation during seminar.

Content – Extend application of textual and discussion ideas; continuation of pre-seminar.

- What do you think it would be like to try surfing?
- Introduce next text: My first time surfing.

Experience Questionnaire

My Experience: _____

1. Where were you?
2. Who were you with?
3. How old were you?
4. How did it make you feel?
5. Can you still smell/hear/taste/feel/see in your mind something from that experience?
6. Good memory or bad memory?
7. Is it still a part of your life today?
8. What else is important to remember about that event?

I. Getting ready to teach Lesson #3 – “The Big Wave”/Storytelling: pre-writing

A. General topic of this lesson:

Another example of an experience; pre-writing activities for students’ stories

B. General goal of this lesson:

Students will learn about another experience; use pre-writing activities to plan stories.

C. Student learning outcomes for this lesson:

By the end of this lesson, students will:

- tell about their own experiences and compare it to other people’s experiences
- complete worksheet about story/adjectives
- create pre-writing sheets for personal experience stories

D. Vocabulary, structures, and other key language points to be taught in this lesson:

Students will further use the word *experience*; students will learn different pre-writing and brainstorming activities to plan their own stories; *brainstorm*

E. Materials to be used in teaching this lesson:

Teacher materials:

- Computer, projector, speakers
- Electronic copy of “The First Wave”
- Whiteboard/markers
- 21 copies of “The First Wave”
- 21 copies of “The First Wave” – worksheets
- Teacher notes for brainstorming (map, outline)
- Internet page cued to YouTube video
http://www.youtube.com/watch?v=z1jaCR_rAzg (STOP AT 1:11)

Student materials:

- Pencils
- Paper/Notebooks
- Experience Questionnaire

F. Assessment(s):

Students will use language learned to discuss with teacher and peers about ideas pertaining to *experiences*; demonstrate understanding about story and connotation of adjectives by completing worksheet; create multiple examples of pre-writing and brainstorming for their own stories about experiences they’ve had to show comprehension of *brainstorming*.

II. Teaching the Lesson

Activity 1: Opening/Warm up (10 minutes)

1. Plan for day – written on board
2. “Today we’re going to talk more about our experiences and experiences someone else has had.”
3. “This is a scene from the movie *Elf*, have you all seen it?” (Explain background of movie and set up scene: “Buddy is an elf from the North Pole and he is going to New York City for the first time to find his father. This is the first time Buddy will have ever been inside of a store at the mall. Watch and tell me the different things Buddy experiences for the first time.”
(Some words might have to explain: Christmas, Santa, North Pole, elves)
4. Play video clip two/three times:
http://www.youtube.com/watch?v=z1jaCR_rAzg (STOP AT 1:11)
5. Discuss with peers what they think, and then, “Who can tell me something Buddy experienced for the first time?” Review clip to point out experiences.
**Discuss: crossing the street, being in a mall, trying perfume, riding the escalator

Activity 2: Pre-reading – Determining Story Topic (5 minutes)

1. Show students title of story on overhead.
2. Discuss with small groups, what could the story be about? Ask for volunteers.

Activity 3: Another experience: “The First Wave” (10 minutes)

1. Pass out student copies of “The First Wave”
2. Show story “The First Wave” on overhead, read to class and have them follow along
3. This is a story about someone else’s first time doing something. “Did you like reading it? Why?”
- Also, “Were there any words that were hard to understand?” –Discuss these words, students should write them in notebooks.

Activity 4: Post-reading Worksheet (10 minutes)

1. Explain each activity on worksheet to students.
2. Students complete worksheet about “The First Wave” reading. Students are encouraged to work with a partner to complete.
3. Turn it in when complete.

Activity 4: Pre-writing/Brainstorming (25 minutes)

1. Show “brainstorm” on projector (see attached). Discuss what it means to brainstorm.
2. Use whiteboard to draw map on board (see attached)
- Talk about importance of details (adjectives) to describe the story
3. Show students story outline of snorkeling story (see attached)
- Talk about importance of timing
4. Students should create their own maps and outlines

Activity 5: Instructions for Tomorrow/Closing (5 minutes)

1. Questions about today's work. Recap of what we did.
2. "Tomorrow we are going to start writing our rough drafts of our stories, so don't forget to bring your brainstorming activities to class!"

3. **Students write HW in notebooks:**

- Finish brainstorm/pre-writing if you didn't finish in class

The First Wave



Once upon a time, there was a boy that lived near the ocean that was guarded by a large cliff. At these cliffs, you could climb down to the water and surf the waves that broke along the rocky shore. The boy saw surfing as a sport that looked fun, exciting and dangerous all at the same time.

The boy's dad grew up near these cliffs and surfed as much as he could, so he decided to teach his son how to surf near the cliffs too. The father took the boy down to his favorite spot along the cliffs called No Surf. They both climbed down the sandy cliff with their boards and walked to the beach. When they reached their destination, they paddled out towards the waves.

The day had been very calm, with light winds and small waves. It was later in the evening and the sun was setting when the boy and his father made it out in the lineup to wait for the perfect wave. When it came, the boy turned around and paddled as hard as he could. When he caught the wave, the boy stood up and rode it all the way in. The boy was very excited to have done so well in front of his father. The boy's dad and other surfers in the lineup cheered loudly for the boy. The boy was very happy. The boy's father paddled in and congratulated the boy on his first wave. Surfing would now be a part of the boy's life, just like it was for his father; and it will always be¹.

¹ <http://otterwriting.blogspot.com/2007/03/short-story.html>

The First Wave – Worksheet

1. Put the events from the story in the order that they happened:

- _____ In the evening the boy and his father waited in the lineup for a wave.
- _____ The boy and his father paddled out to the waves.
- _____ The perfect wave came.
- _____ The boy and his father went to a beach called No Surf.
- _____ The boy's father and other men in the lineup cheered.
- _____ The boy stood up on his board and rode the wave to the beach.
- _____ Surfing will always be part of the boy's life.

2. Did you like this story? Why or why not?

3. Put the adjectives in the correct place on the chart. You already know some of them, use your dictionary or ask your classmates to help understand any new words.

afraid	bored	calm	confused
energized	grumpy	happy	hopeful
inspired	lazy	nervous	scared

Positive feelings	Negative feelings

Story Brainstorming (Teacher's Notes)

Outline:

I. Introduction – I'll never forget the first time I went snorkeling...

A. who I was with

B. the weather

II. First point – Equipment

A. Foggy goggles, so...

III. Second point – How I felt

A. claustrophobic (I get scared in small places) and the feeling of the goggles

IV. Third point – What I saw

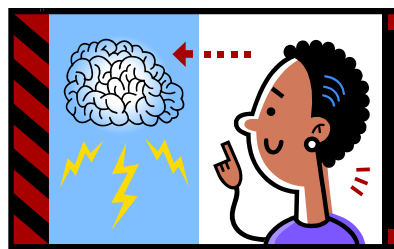
V. Conclusion – Why it is so special to me

MAP:

Brainstorm!



Brainstorm Together!



- ✓ Use your brain to think of lots of different ideas to write a story about.
- ✓ Think of as many as you can.
- ✓ There are no bad ideas when you are brainstorming!

I. Getting ready to teach Lesson #4 – Writing the Rough Draft

A. General topic of this lesson:

Students will use a template to write rough drafts of experience stories.

B. General goal of this lesson:

Students will use a writing template to complete a first draft of their stories about a personal experience.

C. Student learning outcomes for this lesson:

By the end of this lesson, students will:

- use a writing template to write a story
- explain the story structure using the words: title, introduction, body paragraph(s), conclusion

D. Vocabulary, structures, and other key language points to be taught in this lesson:

Students will review words used in prior class meetings including: *title, introduction, topic sentence, body paragraph(s), conclusion*; students will use template provided to use language structures appropriate for writing a story about an experience they've had.

E. Materials to be used in teaching this lesson:

Teacher materials:

- Computer, projector, speakers
- Whiteboard/markers
- 21 copies of story structure guidelines
- Notes (outline/brainstorming) from last class
- Internet page: <http://www.youtube.com/watch?v=iuG91tYk18Y&feature=relmfu>

Student materials:

- Pencils
- Paper/Notebooks
- Brainstorming worksheets

F. Assessment(s):

Students will use template provided to write a rough draft of their stories. They will be able to demonstrate their understanding of a story using the words discussed in class to explain the parts of their stories.

II. Teaching the Lesson

Activity 1: Opening/Warm up (5 minutes)

1. Plan for day – written on board
2. “We have a lot to do today, but before we get started I want to show you another example of an experience somebody had. Watch carefully and remember what you see happen.”
3. Play YouTube clip:
<http://www.youtube.com/watch?v=iuG91tYk18Y&feature=relmfu>
4. “Tell the person next to you what happened. Make sure you use all past-tense verbs. For example: The cat made a lot of noise. He was meowing. Or: The man told the cat, “shhhh!”

Activity 2: Writing the Rough Draft – Teacher demonstration (15 minutes)

1. Pass out story structure guidelines handout
2. “We are going to use this handout to help us write our stories”
3. Using outline and brainstorming sheet from last class, show students (on overhead projector/computer) how to use the handout to write their stories by creating example of snorkeling experience.

Activity 3: Students write Rough Drafts (40 minutes)

1. Students will use class time to write rough drafts of experience stories using handout.
2. Students can ask for help from teacher/collaborate with peers to write stories.
3. “You can talk about your stories with your classmates or ask me for help, but I want to see your personal story in your own words.
✓ “Make sure you use this time well because what you don’t finish you will have to do for homework.”

Activity 4: Instructions for Tomorrow/Closing (5 minutes)

1. “Tomorrow we will talk about titles for our stories. You can think of one tonight, but we will work on that in class.”
2. “Tomorrow we will have a workshop to help each other revise your experience stories.”
3. **Write HW in notebooks:**
- Finish experience story rough draft, don’t forget to bring it to class tomorrow.

Conclusion: This paragraph tells the most important moment from that experience. Tell me again why you are writing about that experience here. Why is it an important experience for you?

Now, go back and reread your story.

- * **Can someone else read your story and “see” what you are describing?**

I. Getting ready to teach Lesson #5 – Workshop

A. General topic of this lesson:

Students will peer edit/review stories in an editing workshop.

B. General goal of this lesson:

Students will create titles for their stories; and workshop their stories to prepare to type their next drafts for teacher review.

C. Student learning outcomes for this lesson:

By the end of this lesson, students will:

- explain what makes a title a “good” title
- create a title for their stories
- collaborate with peers in a workshop to edit stories to type for next draft

D. Vocabulary, structures, and other key language points to be taught in this lesson:

Students will review use words learned in prior class meetings including: *title, introduction, topic sentence, body paragraph(s), conclusion*; students will proofread and make editing notes on peers’ stories in workshop; students will check that their peers have used the template provided appropriately for the stories about a **past** experience.

E. Materials to be used in teaching this lesson:

Teacher materials:

- Computer, projector, speakers
- Whiteboard/markers
- Workshop Rules and Instructions (large white sheet of paper created last time, taped to whiteboard)
- Workshop Pen color assignments (to write on board): **RED PEN**: vocabulary words/spelling, **BLUE PEN**: Verbs – are they in past tense?, **GREEN PEN**: Structure – do they have an intro, body paragraph with three points, and a conclusion?, **ORANGE PEN**: punctuation
- Colored pens for workshop (blue, red, orange, green)
- 21 copies of “A Good Title” handout

Student materials:

- Pencils
- Paper/Notebooks
- Rough draft of story on template provided

F. Assessment(s):

Students will create a title for their stories that is appropriate for the content they have written about; students will participate in workshop with peers to proofread and edit one another’s stories to prepare for the next draft of their stories.

II. Teaching the Lesson

Activity 1: Opening/Warm up (5 minutes)

1. Plan for day – written on board
2. “Today we are going to create a title for our stories. Who can think of a good title of a book or movie you’ve seen?”
3. Write titles that students name on board, list some other examples.
4. “Why do you think these are these good titles?” (List student responses on board)

Activity 2: Creating a Title (10 minutes)

1. Pass out “A Good Title” handout
2. “We are going to use this handout to help us write titles for our stories.”
3. Using projector, display handout for all students to see. Explain points on handout.
4. “Now think of some titles for your story, just write down as many ideas as you can think of and next week we’ll work on choosing the right one for own personal story.”
5. Students work on creating their own titles
6. “Good job, keep these with your story notes. We don’t have to decide a title yet, but we want to have a good list of titles to choose from.”

Activity 3: Workshop (45 minutes)

1. Put students into pre-assigned groups of four
2. Using white paper on board, talk about rules and instructions of a workshop
 - ✓ Rules
 - ✓ Instructions
3. One student from each group will come to front of class and get pens for group (red, green, blue, orange)
 3. Students will spend 3-5 minutes on each paper checking for errors/making notes using the pen they have. After students have read all four papers in the group with their color pen, they will rotate pens (clockwise) so that they are looking for something new on all four drafts. If time permits, students will rotate pens a third time. Students work at pace of the group.
4. Ask students if they would like to listen to “Luau Hula Radio” while they work, and play it if class agrees.

Activity 4: Instructions for Tomorrow/Closing (5 minutes)

1. Clean up from workshop, return to seats, and put things away. “Great job in workshop today, ladies and gentlemen! Next week we are going to start the week in the computer lab so you can use your drafts that your classmates have reviewed to type your first draft to turn in to me!”
2. “No new homework over the weekend because you worked so hard all week, but make sure you bring your draft and all your brainstorming worksheets to class on Monday.”
3. **Write HW in notebooks:**
 - Don’t forget to bring all story materials to class on Monday.

A Good Title

What makes a good title? Why are they important? How do writers choose good titles?

A good title...

Fits the whole piece of writing	Is memorable
Isn't a label or description ("When I Went Snorkeling for the First Time" = ☹)	Doesn't come first: the author looks back on finished writing for a sense of the focus
Attracts a reader's attention—even creates a bit of mystery	Is a strong or beautiful combination of words and sounds
Comes from the story, it isn't too vague(unclear)	Can replace a 'working title' that the writer uses while writing drafts of the pieces
Gives a hint or a "taste" of the topic to come	Is the result of brainstorming: write down as many as you can think of!

Now, think of some GOOD titles for your story!

Workshop Rules and Instructions

RULES:

Groups of four students

Write constructive feedback and comments (help them, but don't be mean)

Make sure you are using the correct color of pen for what you are checking

Only mark what you are supposed to mark

No talking unless you are asking for clarification or for the teacher's help

Write your name on each paper, each time you get it

PEN COLORS:

RED PEN: Vocabulary words/spelling

BLUE PEN: Verbs – are they in past tense?

GREEN PEN: Structure – do they have an intro, body paragraph with three points, and a conclusion?

ORANGE PEN: Punctuation/title – does it fit the story? Does it follow the rules of a “good title?”