

Demonstration Summary: “Personalizing the Writing Process”

How does one address the needs of college composition students in the classroom? This demonstration provides information about some techniques that can be used to fill the gaps in students’ knowledge about the composition process. Beginning with a summary of survey information about what makes composition instruction effective, a basic discussion of the product versus process methods of writing instruction follows. The stages of the writing process – prewriting, drafting, rewriting, and editing – are presented with some unusual but effective methods of utilizing each stage. Presenting different ideas will hopefully enable teachers of English to tailor the writing process to individual students, allowing them to find which methods work best for them. Activities include a sharing of ideas among teachers for classroom writings, the use of the “cube” method of prewriting, and the creation of labyrinthine sentences.

Don Bennett

Writers' Workshop: Modeling the Writing Process

This lesson demonstrates how to model the writing process. Based on Cheryl Sunflower's lessons in Really Writing: Ready-to-Use Writing Process Activities for the Elementary Grades, the lesson begins with group brainstorming and writing. As a class, the students write the steps to make a peanut butter and jelly sandwich. The teacher then models how to revise and edit by thinking aloud and soliciting the students' suggestions. With the help of a student volunteer, the teacher also demonstrates how to have a peer listening conference. Once the process has been modeled and the expectations are made clear, students are instructed to write their own "how to" piece. Students are expected to follow the same process and add a labeled diagram to the published copy.

Sabrina Brandon

Edible Aquifers

This demonstration teaches students about aquifers. The teacher explains about the topics of groundwater and aquifers with a KWL chart and PowerPoint presentation. Next, the teacher discusses qualities of an aquifer by the use of an overhead. Afterwards, the teacher allows the class to create an edible aquifer with various materials. The materials include white chocolate chips, coconut, Sprite, sprinkles, and ice cream. The white chocolate chips represent gravel, coconut represents sand, and the sprinkles represent soil. The ice cream used is like clay in the confining layer. The Sprite shows water in the aquifer. The last item used is food coloring which represents pollution. After creating the aquifer, the teacher demonstrates how pollution can affect our groundwater through the use of food coloring. The food coloring seeps through the ice cream and goes into the area representing the groundwater when Sprite is added. The students write the process in creating an edible aquifer, what they learn from the activity, and draw a picture of the aquifer.

Autumn Martin

Read Aloud Summaries

The purpose of this demonstration is to encourage teachers to teach the writing of summaries through read alouds of picture books. It is also an effort to promote reading aloud to students in order to expose them to a variety of writing styles, structures, and genres—as well as an attempt to hone listening skills. While listening, students are allowed to take notes on a graphic organizer. The notes are then utilized to assist the listeners in writing a three to five sentence paragraph summary.

Pam Miller

Teaching Vocabulary

Teaching vocabulary is a demonstration that shows how to teach vocabulary for retention. Students learn new vocabulary word while implementing them. The key to teaching vocabulary is not to teach it in isolation. The demo illustrates how to make the student relate to the new vocabulary words. This will lead to retention because they have now personalized the new words. This presentation of the vocabulary appeals to all learners; the visual learner benefits from the PowerPoint presentation of the new vocabulary. The auditory learner benefit from the participation of oral discussions and the questions and answers dispersed throughout the lesson. The kinesthetic learners also benefit from the construction of the family tree. The vocabulary is no longer foreign to each student as constructing the family tree allows them to personalize each family member. The demo also provides other ways of teaching vocabulary.

This demo also shows how to make and use foldables. The students enjoy the learning process as it allows them to be creative. Students also learn how to connect the previously learned vocabulary with the verbs in order to construct sentences. The students then write an essay about their different family members. The higher level Spanish students will write their essays in Spanish and the lower level Spanish students can write an essay in Spanglish.

Theresa Thomas

Art appreciation and higher order thinking skills

The lesson begins with a discussion of a dramatic portrait by Jan Vermeer called *A Girl with a Pearl Earring*. Participants first describe what they see, then attempt to interpret the thought or moods expressed in the artwork. Then they are shown how the design principles of “movement” and “emphasis” are evident in the work and help explain its strength. This introductory activity is explained as a slight modification of the steps of description, analysis and interpretation that beginning art appreciation students are taught as a way of becoming more skilled art viewers.

The main body of the lesson consists in explaining movement and emphasis, which are two of about seven or eight commonly accepted principles of artistic design. Participants follow the explanation on a handout and make simple explanatory sketches on their notes. Then they view a video showing the creation of collages illustrating emphasis and movement. Then they make their own construction paper collages exhibiting these principles.

Armed with this knowledge, the class views a series of paintings and looks for emphasis and visual movement. They conclude by writing a description, analysis, and interpretation of Berthe Morisot’s *La Lecture*.

Mark Fuller

Connecting Reading and Writing

This demonstration illustrates how reading and writing can be connected. Reading can promote ideas for writing. Listening, reading and writing are incorporated in the demonstration. First, the participants listen to a poem, “I Know Why The Caged Bird Sings,” by Maya Angelou. Then, they read an excerpt from Angelou’s autobiography. The participants discuss the reading, afterwards; write their own biographical sketch, including in it someone who influenced their lives. Finally, they create a cover decorating it with bird feathers.

— Nona Rogers

Historical Fiction Book Project **“Making a Book Jacket”**

This demonstration includes reading the historical fiction book, *Pink and Say*. After the book is read, students design a book jacket using a large sheet of construction paper, markers, writing paper, and a story outline previously provided to them. First, students decorate the front cover of their jackets with an interesting picture, book title, and author’s name. After their front cover is complete, students write on the left inside panel, the main character’s name and adjectives that describe the character. On the right inside panel, the students write a personal review of the book including their favorite part of the story and their recommendation of the book for reading by others. Next, each student writes on the left and right inside covers of each jacket their name, date, and seven interesting words taken from the story along with the definitions of each word. Finally, each student writes a two to three-paragraph summary on the back cover. The summary includes only factual information based on the characters, setting, problems, and solutions contained in the story.

Patti Wilkinson

Therapeutic Writing

The demonstration begins with an introduction to therapeutic writing and research. Copies of poems and poetry books are given to students for them to view. Using deodorant, construction paper, ribbon, and scrap pieces of wall paper, students decorate and create their own poetry notebook which includes their writings and poetry they collect in the class.

Joy McCartney