



Teacher's Guide



Agency for Instructional Technology



Teacher's Guide

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TABLE OF CONTENTS

How to Use This Series and Guide	v
1. Journal Writing	1
2. Biography/Autobiography	3
3. Writing Epitaphs	6
4. Poetry	9
5. Persuasive Writing.....	12
6. Descriptive Writing	15
7. Expository Writing	18
8. Math Writing	21
9. Writing Reports	24
10. Point of View.....	27
11. Writing the News.....	30
12. Dramatic Writing.....	33
13. Writing a Research Paper	36
14. Lyric Writing	39
Acknowledgements	42

HOW TO USE THIS SERIES AND GUIDE

THE VIDEO PROGRAMS

This series was produced to enhance the teaching of writing across all areas of the curriculum. The programs are both motivational and instructional in design.

The setting for the programs is an after-school writing club whose members explore a variety of projects. Each program highlights the personal experience of an individual member. The journal of that member is used as a dramatic device for the audience to view the experience from that student's point-of-view. The club members in the series model a positive attitude toward writing, but they also demonstrate that the writing process is not always easy. The series documents the real-life applications of writing in different workplace settings.

The writing process is emphasized in each program. Often, an animated graphic appears to remind viewers that students are working their way through the writing process. These graphics are intended as reinforcements for the viewer and/or as natural pause points for discussion with the class. The graphics identify these activities in the writing process:

- ✍ Brainstorming ideas
- ✍ Writing a rough draft
- ✍ Revising the draft
- ✍ Writing the final draft

The videos are most appropriate for classroom viewing, with the instructor leading the discussion in a lecture-style format. Once the class has seen the video, students may be directed to complete extension activities as individuals or in groups. At this time, it is recommended that the video be available for student reference.

THE TEACHER'S GUIDE

Each lesson is organized for the teacher into sections for easy reference.



WHAT THIS EPISODE IS ABOUT lists the content areas that are addressed in the video and the specific, measurable objectives for the lesson.

VIDEO SUMMARY is a synopsis of the story depicted in the video.

KEY WORDS lists vocabulary terms that are presented in the video.

BEFORE VIEWING THE VIDEO provides suggestions for classroom discussion or activities that will provide a focus for viewing. Students derive greater instructional benefit from viewing video when the teacher provides a clear focus for their viewing.

WHILE VIEWING THE VIDEO promotes frequent pauses during viewing so that the teacher may reinforce or expand a concept, give students the opportunity to assimilate the information presented in the video, and/or check for comprehension.

AFTER VIEWING THE VIDEO presents some ideas for immediate reinforcement and application of the concepts presented in the video.

EXTENSION ACTIVITY suggests a natural extension project for the lesson.

INTERNET RESOURCES is a list of Web sites germane to the content and context of the video lesson. Please note that Web sites change all the time and that it is important to check these links often to ensure that they are still viable.

Plan on one 40-minute period for the pre-viewing and viewing activities. Allow from one to three 40-minute periods for extension activities.

1

JOURNAL WRITING

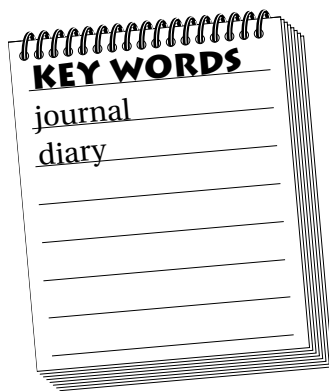
WHAT THIS EPISODE IS ABOUT

In this episode, students will learn how to keep a daily writing journal. By the end of the lesson, students will be able to

- ✎ explain why writers keep journals
- ✎ recognize the importance of daily writing
- ✎ describe the various kinds of writing (poems, songs, jokes, stories, personal experiences, etc.) that can go into a journal

VIDEO SUMMARY

Sarah joins an after-school writing group that includes many of her friends. The writing club's sponsor, Ms. Scott, explains that keeping a journal is a fun way to make sure that the club members write every day.



A journal is simply a place to write down your ideas, feelings, and memories. A journal can be a travel diary, a reading journal, a writer's log of ideas, a field notebook, or a personal diary.

Sarah and her friends buy and decorate their own journals and begin experimenting with their first entries.

Kyle writes and illustrates a story in comic-book style. Robin writes about her favorite wilderness area. Bradley describes his interest in music and his ambition to be a pop star. And Sarah, pretending that she is a member of the Lewis and Clark expedition, records her thoughts and feelings about the new lands she's explored.

The Club Write members learn that keeping a journal is a powerful way to express themselves, and the process helps them to sharpen their writing skills.

BEFORE VIEWING THE VIDEO

Ask students how many of them keep a personal diary or journal. What types of entries do they write in their diaries or journals?

Ask students why it's important to write regularly.

Tell students to watch the video closely and to look for examples of different ways to use a personal journal.

WHILE VIEWING THE VIDEO

1. After Sarah and Robin look through Kyle's journal at the mall, PAUSE the video. Emphasize that journal entries are not finished products. Then discuss possible uses of Kyle's comic strip as a story idea. Ask, "What would Kyle need to do to turn his journal entry into a story?"
2. After Sarah reads the story about Lewis and Clark in the library, PAUSE the video. Discuss the importance of historical journals. What insights do they give us into the past?
3. After Robin writes her journal entry about Otter Creek Park, PAUSE the video and ask students: "Why did Robin write about the park as her journal entry? Why does she like writing in the park? What are some places where you like to write? Do you prefer to write in noisy or quiet places?"
4. After Brad writes his entry about how he loves music, PAUSE the video and ask students, "How is Brad's journal entry different from the others?"

AFTER VIEWING THE VIDEO

Summarize the episode by asking students to

- ✎ explain why it's a good idea to keep a journal
- ✎ describe why it's important to write every day
- ✎ list the different types of writing they can do in a journal

EXTENSION ACTIVITY

Set aside time during each school day for students to write in their journals. You may want to write in your own journal as students write in theirs. Give students choices about topics and writing style.



INTERNET RESOURCES

PBS Lewis and Clark

<http://www.pbs.org/lewisandclark/>

Go West Across America with Lewis and Clark

<http://www.nationalgeographic.com/features/97/west/index.html>

2

BIOGRAPHY/ AUTOBIOGRAPHY

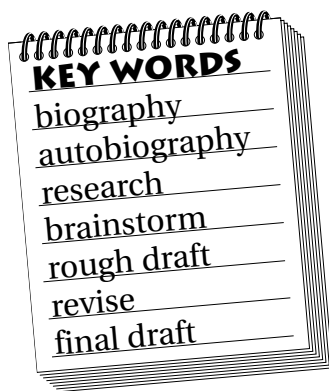
WHAT THIS EPISODE IS ABOUT

In this episode, students will learn that a biography tells the story of someone's life. By the end of the lesson, students will be able to

- ✎ define the terms *biography* and *autobiography*
- ✎ describe examples of research
- ✎ apply the writing process to writing a biography
- ✎ apply the writing process to writing an autobiography
- ✎ describe the importance of revising a rough draft

VIDEO SUMMARY

Bryan and Robin choose Elvis Presley, the “King of Rock and Roll,” as their biographical subject. As part of their research, the two visit Graceland and talk to a tour guide about Elvis's life.



Bryan and Robin discuss how to distill the important details of Elvis's life into a two-page biography.

Later, at the writing club, each student reads a short biography about a famous person. Then Ms. Scott assigns an activity in which the students create a past life for a lemon.

Following that activity, the students choose an event from their own lives and write autobiographical essays about the event. Bryan chooses a time from his past in which he was very sick, and he interviews his mother about the event.

BEFORE VIEWING THE VIDEO

Ask students to explain the difference between a biography and an autobiography. How many students have read a biography or an autobiography, and who were the subjects of those stories?



Tell students to watch the video closely and to look for the steps in the process of writing a biography or an autobiography.

WHILE VIEWING THE VIDEO

- 1.** After Bryan and Robin complete their tour of Graceland, PAUSE the video and ask students what the two learned on their visit. Also ask, “What facts in Elvis’s life would you focus on in a two-page biography?”
- 2.** After we see the students in the writing club read their biographies aloud, PAUSE the video and ask: “Who would you choose to write a biography of? How would you gather your research on that person?”
- 3.** After Bryan thinks about ideas for his autobiographical essay, PAUSE the video and ask students to list events in their lives that could be used in autobiographical essays.
- 4.** After Bryan discusses his illness with his mother, PAUSE the video and ask students to write an essay about one of the events on their lists.
- 5.** After Bryan’s mother helps him revise his essay, PAUSE the video and ask students to form groups of three and to revise their autobiographical essays.

AFTER VIEWING THE VIDEO

After revisions are made, the students may read their autobiographical essays aloud if they wish. Note: Some essays may be too personal to share in front of the class.

Next, summarize the lesson by asking students to

- ✍ define *biography* and *autobiography*
- ✍ list the steps in the process of writing a biography or an autobiography

EXTENSION ACTIVITIES

- 1.** Ask students to read a biography about a famous person. Working in groups, the students may present the lives of their subjects to the class.
- 2.** Ask students to write autobiographical stories that they would be willing to share with the class. Encourage them to write about such themes as “The Funniest Thing That Ever

Happened to Me” or ‘My Most Embarrassing Moment.’
Compile the stories into a class book.

INTERNET RESOURCES

The Biography Maker

<http://www.bham.wednet.edu/bio/biomaker.htm>

A & E’s Biography.com

<http://www.biography.com/>

Cyber Biographies

<http://199.233.193.1/cybereng/05.html>



3

WRITING EPITAPHS

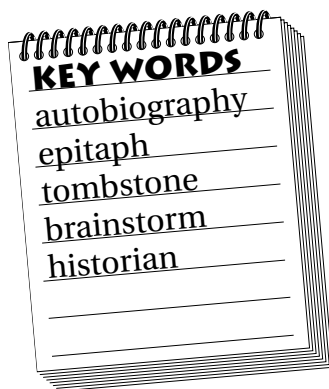
WHAT THIS EPISODE IS ABOUT

In this episode, students will learn that epitaphs are actually short biographies about someone's life. By the end of the lesson, students will be able to

- ✍ define the term *epitaph*
- ✍ describe examples of epitaphs
- ✍ apply the writing process to writing an epitaph
- ✍ develop organized writing through focused, well-developed ideas

VIDEO SUMMARY

Through his journal, Kyle narrates the writing club's field trip to Mt. Olivet, a local cemetery. Writing-club sponsor Ms. Scott tells the students that an epitaph can tell us much about a person's life and philosophy.



The students conduct a scavenger hunt to gather information from tombstones about the lives of people buried in the cemetery.

Later, Ms. Scott asks the students to write their own epitaphs and to design their own tombstones. Kyle writes an epitaph that describes the life he hopes to lead in the future.

After researching famous epitaphs on the Internet, the students display their own epitaphs and tombstone drawings in the classroom.

BEFORE VIEWING THE VIDEO

Ask students to compare an autobiography and an epitaph. Discuss which of their characteristics they would like other people to remember after their death.

Tell students to watch the video to see how the writing process is used to write an epitaph.

WHILE VIEWING THE VIDEO

1. After the writing club finishes its scavenger hunt, PAUSE the video and ask students to brainstorm ideas for types of facts they would want to include in an epitaph.
2. After the students in the writing club complete their Internet search of famous epitaphs, PAUSE the video and ask them to write a rough draft of an epitaph.
3. After Kyle and his two friends complete the tour of the cemetery with a local historian, PAUSE the video.
4. Have students work in groups of three to offer constructive comments about one another's writing. Then have them revise their epitaphs.

AFTER VIEWING THE VIDEO

After revisions are made, you may wish to have students share their epitaphs with the class. Students may do this in oral presentations or in the kind of "Tombstone Expo" demonstrated in the video.

Next, summarize the lesson by asking students to

- ✎ define *epitaph* and *autobiography*
- ✎ list the steps in the process of writing an epitaph

EXTENSION ACTIVITIES

1. Have students read autobiographies of famous people. These may include historical figures, authors, scientists, athletes, or artists.

Ask students to write short summaries of the autobiographies to share with the class.

2. Encourage students to research the epitaphs of famous people on the Internet. Tell them to choose one person and then to read that person's biography or autobiography. Have students compare the accuracy of the epitaph with the information they read.

They could also write papers comparing the biography or autobiography with the epitaph.



INTERNET RESOURCES

A Browser's Collection of Epitaphs

<http://www.alsirat.com/silence/epitaphs/index.html>

Eulogies and Epitaphs

<http://www.katsden.com/death/eulogy.html>

Benjamin Franklin's Epitaphs

<http://home.cwnet.com/exchange/epitaph.html>

Shakespeare's Epitaphs

<http://members.aol.com/liadona2/epitaphs.html>

4

POETRY

WHAT THIS EPISODE IS ABOUT

In this episode, students will learn that writing poetry can be fun and challenging. By the end of the lesson, students will be able to

- ✍ define the term *poetry*
- ✍ apply the writing process to writing poetry
- ✍ compose an original poem

VIDEO SUMMARY

Through his journal, Kyle narrates the writing club's first experiences with writing poetry.

A Shakespearean actor recites some poems, including Edgar Allen Poe's "The Raven."

Writing-club sponsor Ms. Scott tells the students that they are now going to read a lot of poetry. She also tells them that each student will choose one poem. Then Ms. Scott says that each member will be asked to create a poem and recite it for the club.

Kyle and his friends talk about how they are going to write their poems, and they recite famous poems at a party.

They then visit a poetry workshop to get insights on writing poetry. Finally, they present their original poems at a poetry reading (staged Beat-style, with much finger snapping). Kyle's poem, "The Pier," is a big hit.



BEFORE VIEWING THE VIDEO

Ask students to define and give examples of poetry. Invite them to share any favorite poems they may have memorized.

Tell students to watch the video to see how the writing process is used to write a poem.



WHILE VIEWING THE VIDEO

1. After Kyle makes a list of poetry topics, PAUSE the video and have each student make a list of possible topics for poems. Encourage students to choose familiar topics.
2. After Kyle writes a rough draft of his poem, PAUSE the video and ask students to select one topic from their list and then to write a rough draft of a poem.

Let each student choose whether the poem will rhyme.

Note: Some students may be a bit “poetry phobic.” A little encouragement will help them get started.

3. After Kyle attends the poetry workshop, PAUSE the video. Have each student exchange his or her poem with at least two classmates. Encourage students to offer one another suggestions on how to improve the poems.

You may want to choose a few poems at random and read them to the class.

4. At the end of the video, ask students what they think of Kyle’s poem, “The Pier.”

The Pier

*I sat on the redwood pier
and gazed out into the lake
Red-orange with the sun’s glare
The waves churned as they swept past me
The water captured my image
reflecting it back to me
The sky was set in orange fire
as the sun drowned itself behind the shade of trees
leaving nothing but me in the dark
to look upon the lake*

AFTER VIEWING THE VIDEO

After revisions are made, the students may publish their poems on unlined paper. Make copies of the poems, and create a classroom anthology of poetry.

Summarize the lesson by asking students to

- ✍ define *poetry*
- ✍ list the steps in the process of writing a poem

EXTENSION ACTIVITY

Have students write a haiku about a science, math, or social-studies topic. Students should use the following formula for their haikus:

Line 1: five syllables

Line 2: seven syllables

Line 3: five syllables

INTERNET RESOURCES

The Science Poetry Corner

http://www.mms.mendocino.k12.ca.us/ms/cur/cw/Science_Poetry/Poetry.html

The Academy of American Poets

<http://www.poets.org/>

The Internet Poetry Archive

<http://sunsite.unc.edu/ipa/>



5

PERSUASIVE WRITING

WHAT THIS EPISODE IS ABOUT

In this episode, students will learn a step-by-step process for writing persuasive essays. Persuasive essays are opinions backed up by facts and examples. By the end of the lesson, students will be able to

- ✎ define the term *persuasive writing*
- ✎ apply the writing process to writing a persuasive essay
- ✎ develop an organized persuasive essay containing focused, well-developed ideas

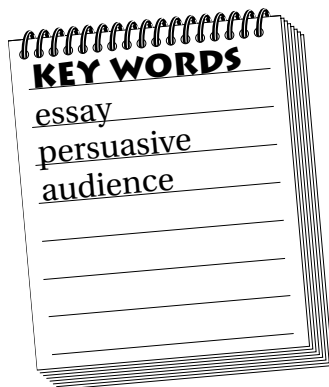
VIDEO SUMMARY

Ms. Scott, sponsor of the writing club, tells the students about an essay-writing contest that a local television station is sponsoring. A prize will be awarded for the best persuasive essay about the environment.

Bryan, Kyle, and Brad tour the Science Museum to brainstorm ideas for their essay. They decide to write about endangered animals.

Later, the three boys visit a wildlife park. A guide tells them about the endangered gopher tortoise and how the extinction of the tortoise would have a negative effect on the survival of other animals.

The boys work on the three parts of their essay: the introduction, the body, and the conclusion. Bryan, Kyle, and Brad win the contest with their essay and get to read it on television.



BEFORE VIEWING THE VIDEO

Ask the class to discuss what it means to “persuade” someone. Select an important or controversial issue and encourage stu-

dents to discuss how they might persuade another person to share a particular view on that issue.

Tell students to watch the video to see how the writing process is used to write a persuasive essay.

WHILE VIEWING THE VIDEO

- 1.** After Bryan, Kyle, and Brad brainstorm ideas for their essay, PAUSE the video and divide the class into groups of three or four students. Guide the students to choose topics for persuasive essays.

The essays should deal with an issue that the group feels strongly about.

- 2.** After the boys write their rough draft, PAUSE the video and ask students to write rough drafts of their essays. The essays should include a introduction, an argument for the issue (with reasons to support the argument), and a conclusion.
- 3.** After Bryan, Kyle, and Brad write their rough draft, PAUSE the video. Ask students to work with another group to revise their essays. Each group should give the other group constructive suggestions for improving the essays.

AFTER VIEWING THE VIDEO

After the essays are revised, share them with the whole class. You may wish to explore the possibility of publishing the essays in the school newspaper.

EXTENSION ACTIVITY

Give students an assignment to write a persuasive essay on some issue at your school, such as the question of whether students should be required to wear uniforms.

Share the completed essays with the class.

INTERNET RESOURCES

Writing Argumentative Essays

<http://cougar.vut.edu.au/~dalbj/arguweb/frntpage.htm>

The UVic Writer's Guide

<http://www.clearcf.uvic.ca/writersguide/Pages/MasterToc.html>

Writing a Basic Essay

<http://members.aol.com/lklivngstn/essay/>



6

DESCRIPTIVE WRITING

WHAT THIS EPISODE IS ABOUT

In this episode, students will learn tips and techniques for writing descriptive essays. By the end of the lesson, students will be able to

- ✍ define the term *descriptive writing*
- ✍ apply the writing process to writing a descriptive essay
- ✍ write and revise an organized descriptive paragraph

VIDEO SUMMARY

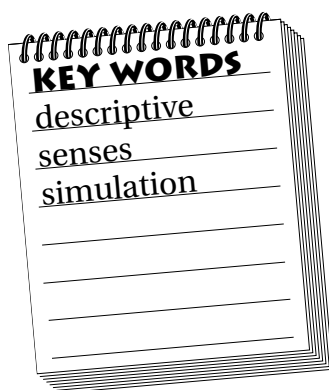
The students in the writing club learn that their next assignment is to write a descriptive essay. Ms. Scott does a writing experiment with Bradley.

Bradley wears a mask over his eyes and dips his hand into a box. He describes the gooey, cold, slimy substance that he can feel but can't see. Then he smells and tastes the substance. It's a mixture of strawberry gelatin and cold spaghetti.

Ms. Scott says that students will learn to use and sharpen their five senses—touch, taste, hearing, sight, and smell—as they do research for their descriptive essays. A good descriptive essay includes many sensory words and vivid details that help the reader feel as if he or she were actually there with the writer, experiencing the same thing.

Kyle considers a list of places he could describe, and he decides to visit the U.S. Space and Rocket Center. Kyle, Sarah, and Bryan tour the space-travel exhibits and ride the Space Shot simulator, which creates a few moments of weightlessness.

Later, Kyle writes a vivid descriptive essay about what it was like to ride the Space Shot.



BEFORE VIEWING THE VIDEO

Have students close their eyes and imagine a favorite food. Ask: “What color is it? What does it smell like? What does it taste like? What kind of texture do you feel in your mouth when you are eating it? What sound does the food make when it’s cooking or when you bite into it?”

Next, ask students to make a list of the descriptive words that come to mind as they imagine their favorite foods.

Tell students to watch the video to see how the writing process is used to write a descriptive essay.

WHILE VIEWING THE VIDEO

1. After Bryan makes a list of places to describe in his essay, PAUSE the video and ask students to brainstorm a list of possible places at school to describe—for example, the playground, the cafeteria, the music room, the gym, etc.
2. After Kyle writes the rough draft of his Space Shot essay, PAUSE the video and ask students to make a list of descriptive phrases about the place they have chosen to describe. Make a class list of some descriptive phrases on the board.

Ask students to write a descriptive paragraph about their place. Encourage them to use some of the phrases they created.

3. After Kyle revises his rough draft, PAUSE the video. Ask students to exchange papers with a classmate. Each student should offer constructive suggestions for revising the partner’s descriptive paragraph. Students should point out and encourage colorful, descriptive phrases that paint vivid “mind pictures” for the reader.

AFTER VIEWING THE VIDEO

After the descriptive essays are revised, each student should publish a final draft of the descriptive essay. You may wish to use a bulletin board to display the paragraphs, along with drawings or photos of the places that students have described.

EXTENSION ACTIVITY

Place several objects inside a box. Have students try to describe the objects inside the box without seeing them. They may use any of their other four senses. After all of the objects have been described, open the box and discuss the accuracy of the descriptions.



INTERNET RESOURCES

WritingDEN

http://www2.actden.com/writ_den/index.htm

U.S. Space & Rocket Center

<http://www.ussrc.com/>

Bill Nye Labs Online

<http://nyelabs.kcts.org/>

7

EXPOSITORY WRITING

WHAT THIS EPISODE IS ABOUT

In this episode, students will learn tips and techniques for writing expository essays. By the end of the lesson, students will be able to

- ✍ define the term *expository writing*
- ✍ explain the purposes of expository writing: to inform, clarify, explain, define, or instruct
- ✍ define the term *transition* and give some examples of transitional words and phrases
- ✍ apply the writing process to writing an expository essay
- ✍ write and revise an organized expository paragraph

VIDEO SUMMARY

Robin, Lindsey, Sarah, and the other students in the writing club go on an electronic field trip. Through a high-speed teleconferencing linkup at their school, they tour the Elephant Sanctuary.



Sanctuary cofounder Carol Buckley introduces the students to Tara, the world's only roller-skating elephant, who lives at the sanctuary.

After the field trip, Ms. Scott tells her students that they are going to form groups to write expository essays about the Elephant Sanctuary. She explains that the purpose of expository writing is to explain or inform.

Robin, Lindsey, and Sarah decide to write about why and how the sanctuary was created. They brainstorm a list of questions that they want to answer in their essay.



Robin and Lindsey go on an actual tour of the sanctuary with Carol Buckley, and they get to meet Tara. The girls ask Carol a lot of questions to get more details for their essay.

To obtain feedback, the girls show the first draft of their essay to another group of students. The group suggests that the paper needs more transitional words to connect the different ideas and events in the essay.

The girls revise their essay until they have a final draft that everyone likes.

BEFORE VIEWING THE VIDEO

Ask students to think of a topic they would like to know more about. The topic could be something of personal interest or something they have recently studied.

Determine what students know about their topics. Discuss how they would find more information on the topics.

WHILE VIEWING THE VIDEO

- 1.** After Robin, Lindsey, and Sarah decide to write down the questions they want to answer in their essay, **PAUSE** the video and ask students to make a list of questions they have about their topics.
- 2.** As the writing-club members begin their rough draft, **PAUSE** the video and give students time to find information about their topics. You may wish to have students go to the library or use classroom resources.

When students have gathered enough information, each of them should write a rough draft of an expository essay on the chosen topic.

- 3.** After the revision session at the writing club, **PAUSE** the video. Ask students to define the term *transition*. Write a list of transitional words and phrases on the board.
- 4.** Next, have students meet in small groups to revise their essays. Each student should read his or her essay to the group and listen to constructive suggestions offered by classmates. Let each student decide whether to make the suggested changes.

AFTER VIEWING THE VIDEO

After their expository essays have been revised, ask students to share them with the class.

EXTENSION ACTIVITY

After students have completed their expository essays, ask them to create posters that present the same information contained in their essays.

INTERNET RESOURCES

The Elephant Sanctuary

<http://www.elephants.com/>

WritingDEN

http://www2.actden.com/writ_den/index.htm

Writing a Basic Essay

<http://members.aol.com/lklivngstn/essay/>

8

MATH WRITING

WHAT THIS EPISODE IS ABOUT

In this episode, students will learn how to write a creative story with a math theme. By the end of the lesson, students will be able to

- ✎ apply the writing process to writing a story with a math theme
- ✎ incorporate math concepts into a creative-writing assignment

VIDEO SUMMARY

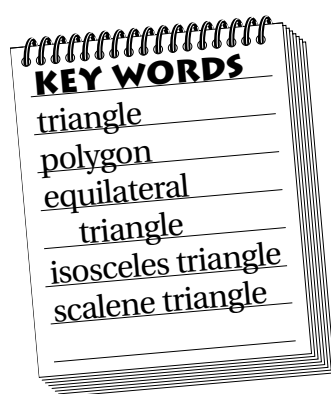
Through her journal entries, Sarah tells a story about her “math anxiety.” She is worried that she takes too long to complete her math assignments and has trouble relating math concepts to the real world.

One day, Mr. Parsons, a math teacher, reads the class a picture book called “The Greedy Triangle.” Sarah likes the story and begins to see a connection between literature and math.

Mr. Parsons surprises the students by giving them a writing assignment. The students are to work in groups to take photos of triangles around town and to produce a creative story about the shapes.

Sarah teams with Robin and Kyle, and together they take photos of triangular shapes in the architecture of downtown buildings. As they discuss the photos and the assignment, Kyle suggests that they write a detective story about triangles.

The three students brainstorm ideas, write a rough draft, and then hash out the revisions. They create a story entitled “The Case of the Twisted Triangles,” featuring the characters Ray Dius, Sir Cumference, and Di Agonal. Then they produce a slide show based on the story.



BEFORE VIEWING THE VIDEO

Ask students to think of any interesting stories they've read or movies they've seen that have themes related to math or science. Stories by such authors as Ray Bradbury and Arthur C. Clarke often feature math in the plots. (Clarke's *2001: A Space Odyssey* is a book and movie about a powerful geometric shape from another world.)

Ask students how they would go about writing a story about math. Which math concepts (formulas, addition and subtraction, fractions, decimals, etc.) would they write a story about?

Tell students they are going to watch a video in which a young girl who has trouble with math finds a fun and creative way to tell a story about triangles.

WHILE VIEWING THE VIDEO

1. After Sarah, Robin, and Kyle discuss their project in the restaurant, PAUSE the video. Assign students to small groups, and ask them to brainstorm ideas for a creative story involving geometric shapes.

Ask students: "What kind of story could you write? Who would be the main characters? Where would the story take place? What would happen in the story?"

2. After Kyle leaves Sarah's house, PAUSE the video and ask the groups to write a rough draft of a story by using some of the ideas they have brainstormed.
3. After the revision session in the library, PAUSE the video. Ask each group to work with another group to revise their rough drafts.

AFTER VIEWING THE VIDEO

After groups have revised their stories, ask each group to create a book to be shared with the class. Each group should illustrate its story with drawings, computer graphics, or photos.

EXTENSION ACTIVITY

Encourage students to keep math journals. Journal entries may include steps for solving difficult problems, explanations of problem-solving tips and techniques, and math vocabulary.



INTERNET RESOURCES

The Math Forum

<http://forum.swarthmore.edu/>

Activities Integrating Math, Science, & Technology (AIMS)

<http://www.aimsedu.org/>

The Geometry Center

<http://www.geom.umn.edu/>

Creative Writing for Kids

<http://kidswriting.miningco.com/>

9

WRITING REPORTS

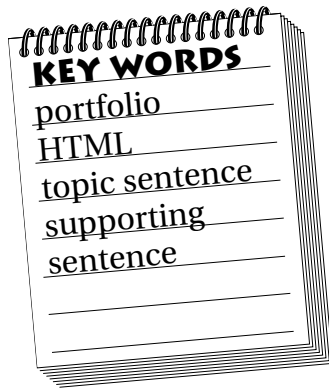
WHAT THIS EPISODE IS ABOUT

In this episode, students will learn a step-by-step process for writing a report. By the end of the lesson, students will be able to

- ✍ apply the writing process to writing a report
- ✍ write a well-organized report with focused, well-developed ideas

VIDEO SUMMARY

As the students in the writing club organize their work into portfolios, Ms. Scott introduces the next assignment: producing a Web page.



As a way to get started, Ms. Scott assigns each student a career report to post on their own personal Web pages. Each student will choose a career, research it, interview someone working in that career, and then post his or her report in HTML format on the Web.

Robin chooses to write her report on a civil-rights lawyer. Sarah picks her uncle, a police officer. And Lindsey decides to interview a local sportscaster.

Mr. Putnam, an Internet expert, gives the club members some tips and techniques for creating Web pages.

Lindsey, Robin, and Sarah write rough drafts of their reports, help each other with revisions, and then post the reports on their new Web sites.

BEFORE VIEWING THE VIDEO

Ask students to list three career areas that interest them.



Ask students: “What are some possible careers related to those areas? How could you learn more about those careers? Who are some people you could interview in your career research?”

Tell students to watch the video closely so they can identify how the writing process is used to write a report.

WHILE VIEWING THE VIDEO

1. After Lindsey schedules an interview with the sportscaster, PAUSE the video. Ask the class to brainstorm a list of general questions to ask someone about a career.

After they’ve compiled a list, give students time to interview people who have different careers. This activity could be done in conjunction with a career day.

2. After Lindsey writes her rough draft, PAUSE the video and ask students to write rough drafts of their reports on careers.

3. After Robin and Sarah help Lindsey revise her rough draft, PAUSE the video. Assign students to work in groups to revise their reports. Students should offer constructive suggestions on ways to improve the reports. As always, each writer should be allowed to decide whether to use the suggestions.

AFTER VIEWING THE VIDEO

After students finish revising their reports, you may wish to have them share their work with the class.

Note: If careers are not in your district’s curriculum, you can still use the steps in this lesson to help students produce a report on a different topic.

EXTENSION ACTIVITY

Ask students to research any topic that they are currently studying in other classes, such as social studies, science, or math.

Using their research, students can write a report on the chosen topic. The report may include photos, drawings, computer graphics, models, or anything else they can create to support their research.

INTERNET RESOURCES

WritingDEN

http://www2.actden.com/writ_den/index.htm



Critical Thinking, Reading, and Writing

http://www.indiana.edu/~eric_rec/bks/ctr%26w.html

Paradigm Online Writing Assistant

<http://www.idbsu.edu/english/cguilfor/paradigm/>



10

POINT OF VIEW

WHAT THIS EPISODE IS ABOUT

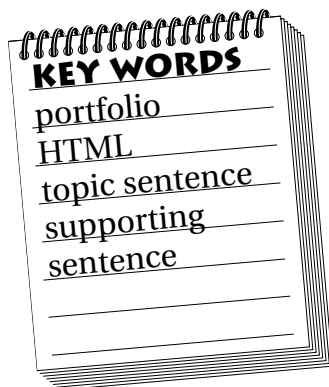
In this episode, students will discuss variations on familiar tales and the changes that occur when a story is told from a different point of view. By the end of this lesson, students will be able to

- ✍ define the term *point of view*
- ✍ apply the writing process to writing a creative story from the point of view of an unexpected character
- ✍ write a well-organized story with a focused point of view

VIDEO SUMMARY

In the writing club, Ms. Scott has the students read a story about the Three Little Pigs as told from the Big Bad Wolf's point of view. (The wolf claims it was all a big misunderstanding.)

The students talk about the importance of point of view—who is telling the story. Ms. Scott assigns groups to write a story with an interesting and unexpected point of view.



Robin reads several different versions of the classic Cinderella story, including a story about a Korean Cinderella and another about an Egyptian Cinderella.

Robin goes roller-skating with Bryan and Kyle, and they decide to do their story on Robin Hood from the point of view of the Sheriff of Nottingham.

The three students visit a festival celebrating medieval and Renaissance culture. This gives them a chance to soak up the atmosphere and to experience the period when Robin Hood may have lived.

Robin's brother, Bradley, helps her revise the story and add more of the sheriff's feelings and thoughts so that the story better reflects his point of view.

Finally, Robin, Bryan, and Kyle act out their story in front of the other students.

BEFORE VIEWING THE VIDEO

Invite students to tell the story of “Little Red Riding Hood” from the wolf’s point of view. Begin by choosing a student to introduce himself as the wolf. Just as the woodcutter is about to save Little Red Riding Hood, choose another student to continue the wolf’s explanation of events.

Ask students to identify whose point of view is used to tell the story in the movies *Star Wars*, *E.T.*, *Godzilla*, *Babe*, *Jurassic Park*, and *Independence Day*.

Discuss how those stories would have been different if they were told from a different point of view? For example, what if *Jurassic Park* had been told from the T-Rex’s point of view? Or what if *Star Wars* had been told from Darth Vader’s point of view?

Tell students to watch the video closely so that they can explain how the writing process is used to write a creative story from an unusual point of view.

WHILE VIEWING THE VIDEO

1. After Robin, Kyle, and Bryan brainstorm story elements, PAUSE the video. Using a popular children’s story, ask students to think of the story from the villain’s point of view.

Have students brainstorm story elements for the new story from the villain’s point of view.

2. After Robin writes her rough draft, PAUSE the video and have each student write a rough draft of a story from the villain’s point of view.
3. After Bradley helps Robin with her revisions, PAUSE the video. Have students work in small groups of three or four to revise their stories.
4. Encourage students to offer constructive suggestions for ways each story could be improved.

AFTER VIEWING THE VIDEO

After students finish revising their stories, they can create picture books based on the stories. The stories can be illustrated with drawings, computer graphics, or photos and shared with younger students in the school.

EXTENSION ACTIVITY

As a further exercise in point of view, have students write an essay from the point of view of an historical figure, a rock, a tornado, a triangle, or any other person or thing.

For fun, ask students to write about a typical class period from *your* (the teacher's) point of view.

INTERNET RESOURCES

Creative Writing for Kids

<http://kidswriting.miningco.com/>

Inkspot's Resource for Young Writers

<http://www.inkspot.com/young/>

Young Writer's Clubhouse

<http://www.realkids.com/club.htm>

Writers Write

<http://writerswrite.com/>

11

WRITING THE NEWS

WHAT THIS EPISODE IS ABOUT

In this episode, students will learn tips and techniques for writing for a newspaper. By the end of this lesson, students will be able to

- ✍ define the term *journalism*
- ✍ describe how newspaper writing is both different from and similar to other kinds of writing
- ✍ apply the writing process to writing a news report
- ✍ write a well-organized news story with focused, well-developed ideas

VIDEO SUMMARY

The school principal visits the writing club to announce the creation of a school newspaper. The club members are excited and want to contribute stories to the new paper.



Brad, Lindsey, and Robin visit the Hillsboro High School newspaper staff to learn how the high school newspaper is produced.

At the next club meeting, a local journalist speaks to the group about news writing. He talks about the importance of having a strong, detailed, interesting lead for each story.

The students in the club brainstorm ideas for the first issue of their newspaper. Brad decides to write about Principal Thompson and his new plans for the school.

After interviewing the principal, Brad write a rough draft of his front-page story. Lindsey helps him revise the story to make it shorter and more focused.



Meanwhile, Brad, Bryan, Sarah, and Robin tour the local newspaper printing plant with another journalist. They learn how a daily newspaper is put together and printed.

Back at school, the students revise and polish all of their stories until the big day when the paper is finally printed and distributed to the whole school.

BEFORE VIEWING THE VIDEO

Give each student a page from a newspaper. Allow a few minutes for them to read the pages.

Ask students how a news article is different from an essay or a creative story. How are they the same? Write their responses on the board.

Tell students to watch the video to see how the writing process is used to write a news article

WHILE VIEWING THE VIDEO

- 1.** After the students brainstorm ideas for their school newspaper, PAUSE the video. Ask your students to brainstorm a list of possible topics to include in a classroom or school newspaper.

Then assign small groups of students to each of the topics. Decide which students will gather information on the topics through interviews, books, articles, and other research.

Allow students plenty of time to gather facts.

- 2.** After Brad interviews Mr. Thompson, PAUSE the video. Using the facts that your students have gathered through their research, have them brainstorm the best ways to tell the story.
- 3.** After the writing-club members visit the local newspaper, PAUSE the video. Have students write the rough drafts of their news articles.
- 4.** After Lindsey helps Brad revise his article, PAUSE the video. Assign groups of students to work together to revise their articles. Encourage each group to review the work of another group and to make constructive suggestions for improving the articles.

AFTER VIEWING THE VIDEO

After students finish revising their news stories, select several students to use a computer to lay out the articles in newspaper for-

mat. Make copies of the newspaper, and distribute them throughout the school.

EXTENSION ACTIVITY

If you don't already have one, create a school newspaper. Get other teachers in your school to help organize the staff.

Accept stories, reviews, poems, and other writings from students and teachers. Assign two editors per classroom to revise the stories before publication. Print the paper, and distribute it widely throughout the school and community.

INTERNET RESOURCES

The Write Site

<http://www.writesite.org/>

Improving School Newswriting

<http://www.edvidnet.com/regtitles/reg-012.html>

Guide to Basic Newswriting (Medill Web)

<http://www.medill.nwu.edu/people/riles/rules3.html>

Time Magazine

<http://www.pathfinder.com/time/>

USA Today

<http://www.usatoday.com/>

The New York Times

<http://www.nytimes.com/>



12

DRAMATIC WRITING

WHAT THIS EPISODE IS ABOUT

In this episode, students will learn tips and techniques for writing a dramatic script. By the end of this lesson, students will be able to

- ✍ define the term *drama*
- ✍ describe how dramatic writing is different from and similar to other kinds of writing
- ✍ apply the writing process to writing a dramatic script

VIDEO SUMMARY

Following a trip to a Children's Theatre production of *Anne of Green Gables*, the students get a new writing assignment. They are to take a well-known children's story and write a dramatic adaptation of it.

Bryan learns that good drama involves the audience emotionally. Drama is driven not just by what you see and hear during the play, but also by what you feel and imagine.



A local dramatic producer/director tells the writing-club students that the essence of drama is that one character wants something that another character doesn't want him to have. This is conflict, the heart of all drama.

Bryan works in a group with Brad, Sarah, and Lindsey. They try to collaborate on story ideas.

They often disagree, but they find ways to overcome their differences. They settle on adapting an unusual version of "Hansel and Gretel." The play focuses on the witch, and the drama unfolds from her point of view.

After helping write a rough draft that needs a lot of improvement, Bryan reads some other plays and a book about scriptwriting at

the library. Bryan and the rest of the group revise their play by writing sharper, more realistic dialogue and adding some humor to the plot.

Finally, the students present their play before the whole class. It gets even more laughs than they thought it would. Bryan says he has learned that each piece of writing takes on a life of its own and the end result can often surprise everyone—especially the writer.

BEFORE VIEWING THE VIDEO

Ask students to define the term *drama*.

Next, ask how many of your students have ever seen a play. What plays have they seen? Ask them to talk about their experiences with live theatre.

Ask students to explain the difference between a movie and a play.

Ask students what they think it would be like to write a play? How would it be different from the other kinds of writing they've done. How would it be similar?

Tell students to watch the video to see how the writing process is used to write a script.

WHILE VIEWING THE VIDEO

- 1.** After the writing-club students select "Hansel and Gretel," PAUSE the video. Organize students in groups of three or four. Ask each group to brainstorm a list of stories that could be dramatized. Working together, each group must choose one story to turn into a script.
- 2.** After the brainstorming session at Sarah's house, PAUSE the video. Ask each of your student groups to brainstorm ideas about their story. Then they should write the rough draft of their script.
- 3.** After the revision session at the library, PAUSE the video. Have each group exchange scripts with another group. Encourage the groups to provide constructive criticism for revision.



AFTER VIEWING THE VIDEO

After students have revised their scripts, they may publish them for others to read. You may also wish to have students perform their dramatizations for the entire class.

EXTENSION ACTIVITY

Schedule a field trip for your class to attend a live theatre production. Make arrangements with the theatre management to take students on a tour of the theatre after the play.

INTERNET RESOURCES

Anne of Green Gables

<http://www.cs.cmu.edu/People/rgs/anne-table.html>

Institute for Readers Theatre

<http://www.readers-theatre.com/>

13

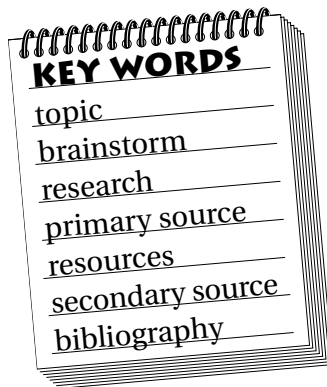
WRITING A RESEARCH PAPER

WHAT THIS EPISODE IS ABOUT

In this episode, students will learn a step-by-step process for writing a research paper. By the end of the lesson, students will be able to

- ✍ identify the steps involved in writing a research paper
- ✍ describe how to do research for the paper
- ✍ apply the steps in the writing process to a research paper

VIDEO SUMMARY



Robin wants to write an interesting research paper, but she has trouble finding an appropriate topic. She'd like to write about the weather, but that topic is too broad.

After watching a weather bulletin on TV, Robin decides to write about tornadoes.

With help from her friends and her teacher, Robin follows a detailed but simple process for writing her paper. She researches her subject, interviews a TV meteorologist, organizes her ideas, and then writes and revises until she has a final draft.

BEFORE VIEWING THE VIDEO

Ask students what topics they would like to learn more about. Discuss how they could find information on those topics.

Tell students to watch for the steps in the writing process and to take notes as they watch Robin research, organize, write, and revise her research paper.

WHILE VIEWING THE VIDEO

1. After Robin and her two friends discuss choosing a topic in the school library, PAUSE the video. Ask students to brain-



storm their own topic ideas. List the topics on the board, and discuss whether each topic is specific enough for a short research paper.

2. After Robin sees the TV weather bulletin and decides to write her paper on tornadoes, PAUSE the video. Ask students what resources Robin could use to find more information about tornadoes.
3. After Robin talks to Mr. Moriarty about primary and secondary sources, PAUSE the video. Using the list of topics your students have generated, ask them to list primary sources for each topic.

AFTER VIEWING THE VIDEO

Summarize the episode by asking students to define the KEY WORDS listed on page 36. Then have students list the steps of the writing process:

- ✍ choose a topic
- ✍ brainstorm resources
- ✍ do research
- ✍ outline the paper
- ✍ write first draft
- ✍ revise to final draft

EXTENSION ACTIVITY

Assign each student to research and write a two- or three-page research paper. Let each of them choose a topic.

Have students work in small groups. Each student must have his or her topic approved by the other members of the group. The topics must be specific and interesting to a general audience.

Each student's paper must list at least five different bibliographical sources used in researching the topic.

INTERNET RESOURCES

Researchpaper.com
<http://www.researchpaper.com/>

My Virtual Reference Desk

<http://www.refdesk.com/index.html>

Ask an Expert

<http://www.askanexpert.com/askanexpert/>

The Argus Clearinghouse

<http://www.clearinghouse.net>

Information Please

<http://www.infoplease.com/>

The Seven Steps of the Research Process

<http://www.library.cornell.edu/okuref/research/skill1.htm>



14

LYRIC WRITING

WHAT THIS EPISODE IS ABOUT

In this episode, students will learn a step-by-step process for writing song lyrics. By the end of the lesson, students will be able to

- ✎ define the terms *lyric*, *theme*, *verse*, and *chorus*
- ✎ apply the writing process to lyric writing
- ✎ write song lyrics that include a theme, hook line, verses, and chorus

VIDEO SUMMARY

Jeff Chase, a professional songwriter, visits the writing club. Jeff describes the parts of a song and illustrates the elements with a performance of “This Land Is Your Land.”

Brad is excited about the lyric-writing competition at the writing club, but he has trouble getting started. He listens to some songs recorded for the club by previous members.

Then Brad, Kyle, and Robin visit the Country Music Hall of Fame, where they learn about famous songwriters and see scraps of paper (napkins, matchbooks, postcards, etc.) with the original versions of song lyrics that were later made into hit records.

The three also tour a recording studio, where they meet Fred Bogert, a recording engineer.

Brad writes a rough draft of his song. After other club members read and respond to it, he makes revisions.

Sarah and Robin win the competition with their song about Sarah’s grandmother, but, with the help of Fred Bogert, Brad still gets to record his song.



BEFORE VIEWING THE VIDEO

Ask students to name some of their favorite songs. Ask, “What are the lyrics to those songs about?”

Ask students to define the terms *theme*, *verse*, and *chorus*. Then ask, “How does the songwriter decide the lyrics for a song? Are the lyrics as important as the music?”

Discuss how lyric writing is different from and similar to other kinds of writing.

WHILE VIEWING THE VIDEO

- 1.** After Brad says, “The trouble was, I just couldn’t get started,” PAUSE the video. Ask students to brainstorm a list of ideas for their songs.
- 2.** After the scene in which Robin asks to accompany Brad to the Country Music Hall of Fame, PAUSE the video. Ask students to identify the theme of the song they are going to write. Once the theme is chosen, students should work on the hook lines for their songs.
- 3.** After the restaurant scene in which Brad writes his lyrics, PAUSE the video. Ask students to write rough drafts of their songs. When the rough drafts are finished, have students share their songs with one another. Encourage them to offer constructive comments for revisions.

AFTER VIEWING THE VIDEO

After all revisions to the lyrics have been made, the students may share their songs with the class. You may wish to invite a local songwriter or music teacher to set some of the lyrics to music.

EXTENSION ACTIVITY

Have the class brainstorm ideas for a song. Encourage students to collaborate in writing a song and to perform it at a student assembly.

INTERNET RESOURCES

Nashville Songwriters on Songwriting
<http://www.sesac.com/nashvill.htm>

Lyrical Line
<http://www.lyricalline.com>

The Muse's Muse

<http://www.musesmuse.com/infohome.html>

ASCAP

<http://www.ascap.com/ascap.html>



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published by Anchorage Press, New Orleans, Louisiana

The Book of Knowledge Encyclopedia, Vol. T
©1995, Grolier Books
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Cinderella, A Classic Tale
retold by Dr. Alvin Granowsky
illustrated by Barbara Kiwak
©1993, Steck-Vaughn Company

Cinderella's Rat by Susan Meddaugh
©1997, Houghton Mifflin Company

"Dreams" by Langston Hughes
©1932, Random House, Inc.
used by permission of the Estate of Langston Hughes

"The Eagle" by Lord Alfred Tennyson

The Egyptian Cinderella by Shirley Climo
illustrated by Ruth Heller
©1989, HarperCollins Publishers

The Elephant Family Book
by Iain and Oria Douglas Hamilton
©1990, North-South Books

Eyewitness Classics: Robin Hood by Neil Phillip
illustrated by Nick Harris
©1997, Dorling Kindersley Limited

"Fog" by Carl Sandburg
©1916, Holt, Rinehart and Winston

The Greedy Triangle by Marilyn Burns
illustrated by Gordon Silveria
A Marilyn Burns Brainy Day Book
©1994, Marilyn Burns Education Associates
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*How We Crossed the West: The Adventures
of Lewis and Clark* by Rosalyn Schanzer
©1997, National Geographic Society

The Korean Cinderella by Shirley Climo
illustrated by Ruth Heller
©1993, HarperCollins Publishers

"The Lion" from *Zoo Doings* by Jack Prelutsky
published by William Morrow Publishers

Pool Players (1942) by Jacob Lawrence
Courtesy of the Metropolitan Museum of Art

The Random House Book of Poetry for Children
edited by Jack Prelutsky, illustrated by Arnold Lobel
©1981, Random House, Inc.

"The Raven" by Edgar Allen Poe

The Sierra Wildlife Library: Elephants by Eric S. Grace
illustrated by Dorothy Siemens
photographs by John Cancalosi, G. C. Kelley,
John Downer, Jeffrey McNeely
©1993, Sierra Club Books for Children

Smoky Mountain Rose, An Appalachian Cinderella
by Alan Schroeder, illustrated by Brad Sneed
©1997, Penguin Books USA, Inc.

That Awful Cinderella by Dr. Alvin Granowsky
illustrated by Rhonda Childress
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"This is Just to Say" by William Carlos Williams
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Corporation

"This Land Is Your Land"
words and music by Woodie Guthrie
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The True Story of the Three Little Pigs
as told by Jon Scieszka, illustrated by Lane Smith
©1989, published by Penguin Books USA Inc.

The Ultimate Writing and Creativity Center
©1997 the Learning Company



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