



Teacher's Guide



Agency for Instructional Technology

AGENCY FOR INSTRUCTIONAL TECHNOLOGY
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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. Cassie is the main character. She and her friends in the club model a positive attitude toward writing, but they also demonstrate that the writing process is not always easy.

The writing process is emphasized in each program with special emphasis on pre-writing. Animated graphics are used as natural pause points for discussion with the class. The graphics identify these activities in the writing process:

- ✍ Pre-writing activities
- ✍ Writing a rough draft
- ✍ Revising the draft
- ✍ Writing the final draft

A variety of pre-writing strategies and activities are demonstrated in the series. The videos are 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.

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 an appropriate project to extend 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.

THE STUDENT WORKBOOK

A Student Workbook also accompanies the series and this guide. The workbook may be accessed at www.ait.net/products/clubwritekids. Teachers with authority to use the video series or legitimate copies of the programs may print copies of the Student Workbook as needed, one per student.

It is recommended that teachers print the Student Workbook onto three-hole punched paper, so that students can assemble their work into a portfolio.

1

WRITING ABOUT FAMILY

WHAT THIS EPISODE IS ABOUT

In this episode, students will learn how to write about family. By the end of the lesson, students will be able to:

- ✍ apply the writing process to writing about family.
- ✍ write in a way that “shows” rather than “tells.”

VIDEO SUMMARY

The students of Club Write use the writing process to write about their families. They are encouraged to write about events to “show” the audience certain characteristics instead of simply telling them.



Cassie wants her audience to know that her family spends a lot of time together and is very close. She decides to describe family events and things her family does together, to show the audience the closeness of her family.

Rina, who is from Japan, is new to the group. She decides to write about some of her special family customs to let students become more familiar with Japanese culture. She invites Cassie to her house to meet her family. Cassie learns about some of the food, games, and holidays that are celebrated in Japan. This shows Cassie that families may be different in some ways, but they may still have many characteristics in common.

When the students have finished their final draft, they draw pictures to go with it and turn it into a book. The families of the club members are invited to a party, where the students share their finished books.

BEFORE VIEWING THE VIDEO

Ask the class what the word “family” means. Have them name characteristics of a family, and write these on the board. Each student’s answer may be different depending on the type of family he or she is familiar with. Explain to your students that the word “family” can mean many

things. A family may be made up of people who are related, or who are simply bound together through love and responsibility for one another.

Tell your students to watch the video to see how the writing process is used to write about family.

WHILE VIEWING THE VIDEO

1. After Miss Ferris describes the assignment, PAUSE the video and ask your students to brainstorm a list of people in their family to write about. Ask them to think about why they would want to write about each of the family members on their list.
2. After Cassie describes her ideas for her writing, PAUSE the video. Ask your students to write a rough draft about their chosen person or topic. Encourage them to think about the following questions:
 - a. Who is your audience?
 - b. What do you want your audience to know?
 - c. How can you show instead of tell, using events or stories?
3. After Cassie, Orlando, and Sam share their drafts, PAUSE the video. Have your students get into groups and read their drafts aloud. They may use the following questions to guide them:
 - a. How can you make your story better?
 - b. Does it flow?
 - c. Does it make sense?
 - d. Are there unnecessary details that you can leave out?
 - e. Does your writing show instead of tell?
4. After Cassie visits Rina's house, PAUSE the video and ask the students to share the special holidays and traditions that their family celebrates.

AFTER VIEWING THE VIDEO

After the writings are revised, each student should publish a final draft. Students may wish to draw pictures, like the kids in Club Write did, and bind their work into a book. You may invite the families of the students to your class to share the books, or put them on display in the school library.



Have your students complete the student worksheet that goes along with this episode. The worksheet can be found at www.ait.net/products/clubwritekids.

EXTENSION ACTIVITY

Have your students write about an important memory or event in the life of a family member. This should not be something that the students remember themselves. Instead, they should interview the family member, paying special attention to important details. Remind your students to “show” the audience what they want them to know. For example, they should not just state that an event was exciting. Instead, they should describe what made the event exciting and how it made the family member feel.

INTERNET RESOURCES

Story Quest

http://tqjunior.thinkquest.org/5115/s_writing.htm

ABC's of the Writing Process

<http://www.angelfire.com/wi/writingprocess/>

2

KEEPING A NATURE JOURNAL

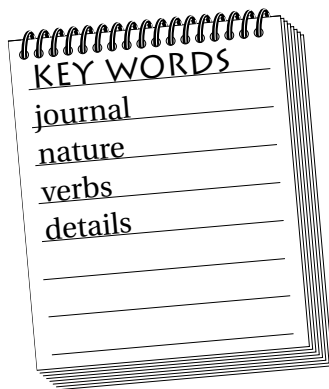
WHAT THIS EPISODE IS ABOUT

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

- ✍ apply the writing process to writing about the natural world around them.
- ✍ use verbs that make their writing more interesting.
- ✍ use details to make the writing colorful, exciting, and full of life.

VIDEO SUMMARY

The kids of Club Write learn the importance of keeping a journal. Writing in a nature journal on a daily basis not only helps improve writing skills, but also sharpens observation skills. The students begin their nature journal project by taking a hike in the park with Cathy, a naturalist. They learn to look closely at the world around them. Cathy encourages them to look at trees, plants, and flowers, and draw them in their journal. Then, the students will be able to identify what they observe by looking in field guides. At the end of their hike, the students write their first entry in their nature journal about their day at the park.



Over the course of the next few weeks, Cassie writes about the things that go on in her backyard. She observes the types of birds that have come to eat at the feeder. With the help of her grandfather, she identifies the birds, then writes about them in her journal, focusing on how they make her feel and the sounds they make. She also draws a picture of a downy woodpecker.

Cassie and Rina return to the park to check on the eggs that were observed during their first visit. They observe some bugs on the ground and some moss-covered rocks. Cassie writes a story in her journal about strange creatures that live in the moss.

Miss Ferris explains to the class the importance of good details. These make the writing more colorful, exciting, and full of life. Students are able to picture the story in their minds when good details are used. The students partner up and decide what details can be added to their writing to make it more interesting.

The students also learn the importance of using interesting verbs in their writing. They revise their entries to include verbs that tell what a character is feeling, thinking, and experiencing.

BEFORE VIEWING THE VIDEO

Take your students outdoors to sit in the grass under a shade tree or among the rocks of a creek bed. Encourage your students to sit quietly for a few minutes, taking in the sights and sounds around them. Ask students to share what they observe about their natural world. They may hear birds singing or cars honking, observe a grasshopper hiding in the weeds, or notice an ant scurrying down the sidewalk. Explain to your students that keeping a nature journal will not only give them practice writing, but also help them improve their observation skills.

Have students design their own nature journal; use the handout from the student workbook (www.ait.net/products/clubwritekids). They may decorate and customize it to fit their individual needs. For example, some people like to draw pictures in their journal of what they see, so they can identify it later using a field guide. In this case, your students may want to use white drawing paper with light lines or no lines for their journal pages.

Tell your students to watch the video to see how the writing process is used to write about nature.

WHILE VIEWING THE VIDEO

1. After Miss Ferris describes the characteristics of a journal, PAUSE the video. Ask the students how many of them keep a journal. What types of things do they write about?
2. After Miss Ferris describes the characteristics of a nature journal, PAUSE the video. Ask the students how a nature journal is different from a regular journal. How are they similar?
3. After Cassie writes about the birds in her backyard, PAUSE the video. Remind the students that a journal can be a place to store ideas for stories. How can Cassie turn this entry into a story? What ideas can she get from the information she observed? For example, she can write about a day from the viewpoint of a bird.
4. After Sam reads the sentence “my little brother walked to the tree,” PAUSE the video. Write the word “walked” on the board. Ask the stu-

dents to name other verbs that can be used instead of “walked” that would make the writing more interesting, such as “skipped” or “marched.” List these verbs on the board.

AFTER VIEWING THE VIDEO

Have your students complete the student worksheet for this episode. This may be done as a homework assignment, as students will need to observe their natural world. The worksheet can be found at www.ait.net/products/clubwritekids.

EXTENSION ACTIVITY

Have your students write in their nature journals on a weekly basis. They may write about their surroundings at home or in their neighborhood. Take field trips to various habitats, such as a forest, pond, or marsh. Have your students observe the animal and plant life that lives there, drawing pictures and taking notes.

INTERNET RESOURCES

BirdSource

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

Kids' Planet

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

Kids' Planet

<http://www.kidsplanet.org/defendit/new/journal.html>



3

WRITING A PLAY

WHAT THIS EPISODE IS ABOUT

In this episode, students will learn about playwriting. By the end of the lesson, students will be able to:

- ✎ explain how writing for a play is different from writing an essay or story.
- ✎ define *dialogue*, *character*, *setting*, and *plot*.

VIDEO SUMMARY



The students of Club Write go on a field trip to visit a replica of the Parthenon located in Nashville, Tennessee. The museum director takes them on a tour. The director explains many of the ancient myths associated with the goddess Athena. The club's assignment is to transform an ancient myth into a play.

A myth is a story, often involving supernatural beings, that explains some unusual natural phenomenon or provides moral guidance. In ancient Greece, myths defined a hierarchy of deities that created the basis for their religious beliefs and practices.

Cassie's group decides to use the myth of Pandora's Jar, which has a valuable moral at the end of the story.

BEFORE VIEWING THE VIDEO

Invite students to share mythological stories that they know. Point out the location of Athens on a world map or globe. Show pictures of the original Parthenon. Explain that the Parthenon was an architectural feat, crafted by the finest artisans of the day in order to bring the greatest praise to Athena.

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

WHILE VIEWING THE VIDEO

1. After Cassie talks about myths, PAUSE the video. Discuss with your students what a myth is. Invite students to share any ancient or modern mythological stories that they know.
2. After the students brainstorm and research Greek myths, PAUSE the video. Provide your students with books containing different Greek myths. Have students get into groups to choose a myth to perform. Ask students to keep the following questions in mind:
 - a. Is the story interesting?
 - b. Does the story have a good message?
 - c. Does the story have good actions that can show what's happening?
3. After Cassie's group makes an idea map of their story, PAUSE the video. Ask students to answer the following questions about their story, then have them make an idea map using the key scenes:
 - a. Where does the play take place?
 - b. When does the play take place?
 - c. Who is the audience?
 - d. What are the key scenes in the story?
 - e. What is the problem or conflict, and how does it get solved?
 - f. Who are the characters? How do they look, feel, and act in the story?
4. After Cassie's group writes their first draft, PAUSE the video. Allow students time to write the rough draft of their play.
5. After the groups revise together, PAUSE the video. Allow the students to interact with other groups, sharing their rough drafts and getting ideas on how to make them better. Then give the students time to revise their plays. Ask students to keep the following questions in mind when revising:
 - a. Does the play make sense?
 - b. Is it logical?
 - c. Are there good details in the play?
 - d. Can the audience follow the actions in the play?



6. After Cassie's group gets together to practice their play, PAUSE the video. Allow students time to practice their plays as a group. They should decide on who will play what role and what type of costumes to wear (if any).

AFTER VIEWING THE VIDEO

When students have written the final draft of their play, have them complete the student worksheet that goes along with this episode. The worksheet can be found at www.ait.net/products/clubwritekids.

After students have completed the student worksheet, allow them to perform their plays in front of the class. If you have access to an indoor or outdoor stage, allow your students to perform their plays there. If you wish, you may invite families and friends to the performance.

EXTENSION ACTIVITY

Allow your students to participate in a reader's theater activity. Provide short story books for students to read. When they have found a book that they enjoy, have them choose a scene to read as they act it out in front of the class. There need not be any memorization, props, or costumes, as the students should focus on using their body movements, gestures, facial expressions, and voice while they read, to show the audience the dramatic action of the scene.

INTERNET RESOURCES

The Drama Teacher's Resource Room

<http://www3.sk.sympatico.ca/erachi/>

Children's Creative Theater

<http://tqjunior.thinkquest.org/5291/?tqskip=1>

Mythweb

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

Greek Mythology Galore

<http://library.thinkquest.org/23057/six/frames/index.html>

4

WRITING TO PERSUADE

WHAT THIS EPISODE IS ABOUT

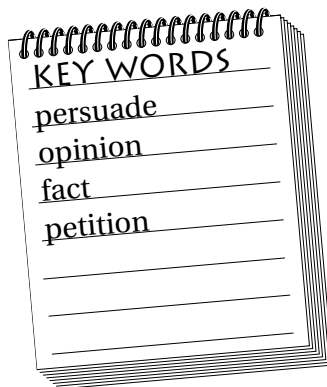
In this episode, students will learn tips and techniques for writing to persuade. By the end of the lesson, students will be able to:

- ✍ define the term “persuasive writing.”
- ✍ apply the writing process to writing to persuade.
- ✍ distinguish between fact and opinion.
- ✍ write an opinion statement and use facts to support it.

VIDEO SUMMARY

Cassie and her friends learn that Dragon Park is going to be closed down to make room for a drugstore. The students learn that the pen is mightier than the sword, and that their writing may help save the park.

For this reason, Miss Ferris decides to focus the next project of Club Write on writing to persuade.



The students work in groups to figure out different ways that persuasive writing can help save the park. Cassie’s group decides to write a letter to the drugstore company persuading them not to build in Dragon Park. They first think about their audience, then brainstorm reasons that would help change the minds of the drugstore’s owners.

Orlando’s group takes a petition around the neighborhood, getting signatures of people who believe that Dragon Park should be saved, then sends the petition to the town council. The other groups write a letter to the newspaper and make a video showing why Dragon Park should not be replaced with a drugstore.

Miss Boyd, a representative of the drugstore company, visits the class to let them know of the decision to build the drugstore somewhere else. The group’s efforts finally pay off.



BEFORE VIEWING THE VIDEO

Write “8:00 Curfew” on the board. Ask the class to pretend that the town council is passing a new curfew act which states that everyone under the age of 18 must be in their homes by 8:00 p.m. What are the suggestions of the class as to what actions can be taken to stop this act? The class may think of a petition, a letter to the editor, or a presentation to the town council. Explain to the class that these are all forms of persuasive writing.

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

WHILE VIEWING THE VIDEO

1. After Miss Ferris tells the importance of being able to write to persuade others, PAUSE the video. Ask students to name things that they feel strongly about, such as littering, school lunches, or a dress code. Have them write an opinion statement, one sentence that states their opinion about the topic.
2. After Miss Ferris discusses audience, PAUSE the video. Ask students to think about to whom they would write a persuasive letter about their topic.
3. After Cassie’s group brainstorms, PAUSE the video. Have each student list reasons and facts to support his or her argument. Remind your students to keep their audience in mind and to list arguments that would persuade others to agree with them. They may need to include a trip to the library to check facts.
4. After Cassie’s mother gives Cassie advice, PAUSE the video. Ask the class to think about reasons the other party will give. Students may need to prepare reasons and facts to head them off. Have your students write the rough draft of their persuasive writing.
5. After Miss Ferris discusses things to think about when revising, PAUSE the video. Have the students revise their essays, thinking about the things Miss Ferris listed.
6. After Cassie’s grandfather proofreads the letter, PAUSE the video. Have the students proofread their own papers, focusing on grammar, spelling, and punctuation.

AFTER VIEWING THE VIDEO

After their letters have been revised, ask the students to write the final draft. Then have them share the letters with the class and, if necessary, send them to the appropriate people (principal, school board, town council).



Have your students complete the student worksheet for this episode as a homework assignment. The worksheet can be found at www.ait.net/products/clubwritekids.

EXTENSION ACTIVITY

Share with your students other ways that persuasive writing is used. Study the use of propaganda in history as well as in today's society. View commercials and ads that use the bandwagon method ("join the crowd") and testimonials that appeal to the viewer's emotions. Why are these methods effective?

INTERNET RESOURCES

Powers of Persuasion

<http://www.nara.gov/exhall/powers/women.html>

Writing to Persuade

<http://www.aacps.org/aacps/BELVEDES/persuasivewriting.htm>

Persuasive Writing

<http://www.conknet.com/hhs/departments/english/persuasion.html>



5

WRITING FROM ORAL HISTORY

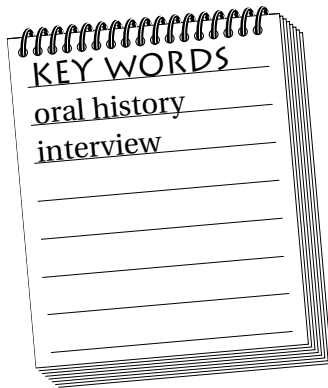
WHAT THIS EPISODE IS ABOUT

In this episode, students will learn the importance of oral history as well as tips and techniques for recording the stories. By the end of the lesson, students will be able to:

- ✍ define the term “oral history.”
- ✍ apply the writing process to writing from oral history.
- ✍ write interview questions and conduct an interview.

VIDEO SUMMARY

The students of Club Write learn of a new Web site that will publish stories about people in the community. Miss Ferris has the students get into groups to interview and write a story about someone who interests them.



Cassie and her friends are caught skating at the World War II memorial by Mr. Johnson, the guard. When Cassie tells her grandfather about the rudeness of Mr. Johnson, she is told that he is a war hero. Her grandfather insists that Cassie and her friends apologize to Mr. Johnson.

After speaking to Mr. Johnson, Cassie and her friends discover the importance of learning about history. They all agree that Mr. Johnson would be the perfect subject for their story for Club Write. They interview him, focusing on how he got into the war, things that happened to him in the war, how he returned home, how the war changed his life, and what life was like for his family during the war.

After publishing their stories on the Web site, the students have a party to celebrate. Mr. Johnson himself attends, letting them know that he has learned something too—that it is important to remember the past, but equally important to share it with younger generations.

BEFORE VIEWING THE VIDEO

Have your students share stories that their parents or grandparents have told them about historic events.

Tell the students to watch the video to see how the writing process is used to write from oral history.

WHILE VIEWING THE VIDEO

1. After Cassie and her friends apologize to Mr. Johnson, PAUSE the video. Ask your students why oral history is important. (It helps us remember the past.)
2. After Cassie's group brainstorms a list of people to interview, PAUSE the video. Have each student brainstorm his or her own list of people to write about. You may wish to encourage your students to think of people who have lived through a historic event, such as a war, a political movement, or an interesting time in history.
3. After Miss Ferris discusses the interview, PAUSE the video. Write Miss Ferris's questions on the board:
 - a. Who are you writing for?
 - b. What do you want to focus on in the interview?
 - c. What questions do you want to ask?
 - d. What do you hope to accomplish by writing this story?

Have your students follow these questions as they plan their paper and write their interview questions.

4. After Cassie's group interviews Mr. Johnson, PAUSE the video. Allow the students time to interview the person they chose.
5. After Cassie's group discusses the categories of their story, PAUSE the video. Have the students plan how to organize the information they obtained from the interview.
6. After Cassie's group completes their rough draft, PAUSE the video. Allow the students time to complete the rough draft of their story.



7. After Cassie's group revises their story, PAUSE the video. Have each student revise his or her story, focusing on the following areas:
 - a. Does the story begin with an attention-grabber, such as a question or fact?
 - b. Does the story flow?
 - c. Does the story stay focused?
 - d. Does the story make sense?

AFTER VIEWING THE VIDEO

After revisions have been made, have your students write a final draft of their story. If you wish, bind the stories together to make a book of community memoirs.

Have your students complete the student worksheet for this episode. This may be done during class time or as a homework assignment. When the students have finished their quilt block, you may connect the blocks together to make a classroom story quilt. The worksheet can be found at www.ait.net/products/clubwritekids.

EXTENSION ACTIVITY

Discuss with your students the use of storytelling in Native American culture. Explain that these stories were passed down from generation to generation. Many times, they were meant to explain nature, such as why the sun disappears at night. Have your students write a "why story," then sit in a circle and share it with the class. You may wish to have students practice various storytelling techniques, such as using gestures, body movements, voice, simple sound effects, and descriptive words to add to the story.

INTERNET RESOURCES

World War II: An American Scrapbook

<http://tqjunior.thinkquest.org/4616/?tqskip=1>

American History on Display

<http://www.nara.gov/exhall/>

Women of WWII

http://www.stg.brown.edu/projects/WWII_Women/tocCS.html



6

WRITING AN AUTOBIOGRAPHY

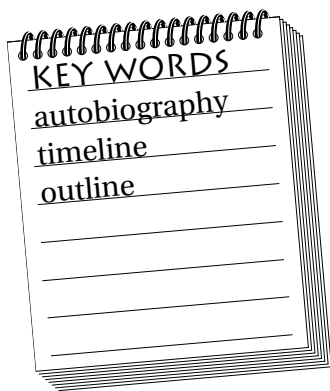
WHAT THIS EPISODE IS ABOUT

In this episode, students will learn tips and techniques for writing an interesting autobiography. By the end of the lesson, students will be able to:

- ✍ define the term *autobiography*.
- ✍ apply the writing process to writing an autobiography.

VIDEO SUMMARY

The kids in Club Write get to know their best friend—themselves! Miss Ferris asks the students to write an autobiography, a history of their life. However, she doesn't want the writing to be just facts, such as name, age, and so on. Instead, she wants the students to focus on events and interesting stories that would make people want to read about their life.



To help get ideas, Cassie looks through an old photo album. She finds a picture of herself dressed as a princess, with a woman who is dressed as a queen. The picture becomes a mystery, as nobody knows who the woman is.

Cassie interviews her aunt Cherie, who has come to visit. Cherie tells Cassie stories about her childhood that she can include in her autobiography.

The students learn to make the opening of their autobiography interesting, so that it grabs the reader's attention right away. After revising, they publish a final draft, drawing pictures to go along with their writing.

BEFORE VIEWING THE VIDEO

Ask each student to stand up and tell a little about him- or herself. Most students will focus only on their name, age, how many brothers and sisters they have, and so on. Explain to the students that an autobiography is a story that a person writes about the history of his or her life. Ask your students how they could make their autobiography better than just a



statement of their name and age (by including interesting stories and events that have happened in their life). Tell the students to watch the video to see how the writing process is used to write an autobiography.

WHILE VIEWING THE VIDEO

1. After Cassie and Sam brainstorm, PAUSE the video. Have your students brainstorm information, events, and stories to include in their autobiography. You may encourage your students to look at a photo album. Pictures taken at important events may help them better remember details about those events.
2. After the students of Club Write share their ideas, PAUSE the video. Ask the students to think about whom they can interview for more information. Encourage them to think about the following tips before interviewing:
 - a. Prepare your questions before the interview.
 - b. Write only the key words of what the interviewee says, not the whole answers to the questions.
 - c. It is okay to ask your interviewee to slow down or repeat his or her answer.
 - d. Look over your notes after the interview to see what you can use in your autobiography.
3. After the students of Club Write complete their timeline outline, PAUSE the video. Have your students do a timeline outline of their lives to help plan their autobiography.
4. After the students of Club Write complete their rough draft, PAUSE the video. Allow your students time to write the rough draft of their autobiography.
5. After the students of Club Write revise their rough draft, PAUSE the video. Allow your students time to revise their autobiography, focusing on the following questions:
 - a. Is the opening interesting, grabbing the reader's attention by using dialogue, feelings, and colorful words?
 - b. Does the autobiography make sense?
 - c. Does it flow?
 - d. What can you add to make it more interesting?
 - e. Is all spelling, punctuation, and grammar correct?

AFTER VIEWING THE VIDEO

Have each student write a final draft of his or her autobiography on a clean sheet of paper or use a computer to compose the final draft.

EXTENSION ACTIVITY

Use the student worksheet found at www.ait.net/products/clubwritekids to explore the Cherokee cultural experience as expressed in people's names.

Use the book *Animal-speak: the Spiritual and Magical Powers of Creatures Great and Small* by Ted Andrews, Llewellyn Publications, St. Paul, MN, 2000, for reference on the symbolism of animals.

INTERNET RESOURCES

How to Write an Autobiography

<http://www.sarasota.k12.fl.us/bhs/bryan/bryan%5Fauto.html>

Write Your Own Autobiography Poem

<http://www.familyeducation.com/article/0%2C1120%2C2%2D15918%2D1%2C00.html>



7

WRITING A MYSTERY

WHAT THIS EPISODE IS ABOUT

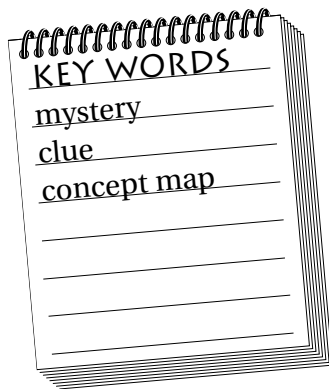
In this episode, students will learn tips and techniques for writing a good mystery. By the end of the lesson, students will be able to:

- ✍ name the elements of a mystery.
- ✍ apply the writing process to writing a mystery.

VIDEO SUMMARY

Things are disappearing in Cassie's neighborhood. Cassie's scooter has been stolen. Other kids are missing inline skates and bicycles. Cassie's group at Club Write decides to write a story based on this real-life mystery.

First, the group brainstorms about what elements make up a mystery. Miss Ferris writes these things on the board, and the students put them into categories with headings. They draw lines to connect things that are related, making a concept map. This helps the students figure out the important elements of a mystery.



Cassie's group makes an outline of their plot, characters, and setting based on the real situation in their neighborhood. Then they write their rough draft based on their outline. The groups get together and read their rough drafts aloud, then suggest ways to improve them.

Writing this mystery not only allows Cassie and her friends to practice writing, but also helps them think about the clues that are present and solve a real-life mystery!

BEFORE VIEWING THE VIDEO

Invite your students to share their favorite mystery stories. What are some of the plots? What are the characters like? What makes these mysteries so good?

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

WHILE VIEWING THE VIDEO

1. After Miss Ferris mentions the characteristics of a mystery, PAUSE the video. Ask the students to brainstorm things that make up a mystery. Write their ideas on the board.
2. After Miss Ferris divides the ideas on the board into categories and gives them headings, PAUSE the video. Ask the students to help make a concept map with your list.
3. After Cassie's group brainstorms ideas, PAUSE the video. Have your students get into small groups and brainstorm ideas for their mystery.
4. After Cassie's group makes an outline of the plot of their mystery, PAUSE the video. Allow your students time to work in their groups to create an outline of the plot of their mystery. Remind them to think about events that will happen in the beginning, middle, and end of the mystery.
5. After Miss Ferris discusses characters and setting, PAUSE the video. Have the groups add characters and setting to the plot outlines. Encourage your students to answer the following questions:
 - a. What do the characters look like?
 - b. How do the characters feel?
 - c. How do the characters act?
 - d. What kind of personality do the characters have?
 - e. Where and when does the story take place?
6. After Cassie's group writes their rough draft, PAUSE the video. Have the groups use their outline of plot, characters, and setting to write the first draft of their mystery. Remind the students that they don't have to follow the outline exactly, and that they may add things as they go.
7. After the groups in Club Write read their rough drafts, PAUSE the video. Ask each group to read their rough draft, allowing the rest of the class to make suggestions on how the mysteries can be improved. Remind your students that a mystery must have a satisfying ending—one that answers all of the clues the reader has been wondering about.



8. After Cassie's group revises their rough draft, PAUSE the video. Allow the groups time to make the changes that the class suggested.

AFTER VIEWING THE VIDEO

Have each group write or type the final draft of their mystery. When they are finished, have a Mystery Madness night when parents can come and listen to each group read their mystery. If you wish, have your students play scary or mysterious music softly in the background while they read their mystery.

EXTENSION ACTIVITY

Create a chain mystery! Print off the student worksheets for this episode. The students will read each of the beginnings, then circle the one they like best. Have the students write for a few minutes, adding to the beginning that they circled. Then, ask each student to pass his or her paper to the person on his or her right, allowing the next student a few minutes to add to the mystery. Continue this process until the mysteries are complete or until the students get their original mysteries back. Then have each student read his or her mystery aloud. Discuss how different stories arise from one beginning. The worksheets can be found at www.ait.net/products/clubwritekids.

INTERNET RESOURCES

You're the Detective

<http://tqjunior.thinkquest.org/5109/>

Millennium Mystery Madness

<http://library.thinkquest.org/J002344/?tqskip=1>

Surfing the Net with Kids

<http://www.surfnetkids.com/mystery.htm>

8

CREATING A WRITING PORTFOLIO

WHAT THIS EPISODE IS ABOUT

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

- ✍ name the important elements of a writing portfolio for a small business.
- ✍ apply the writing process to creating a writing portfolio.

VIDEO SUMMARY

The kids of Club Write create their own businesses in this episode. They learn how to put together a writing portfolio to help them plan and execute their business.



Cassie's group decides to make and sell popcorn balls. They make a business plan stating how they are going to produce their product, as well as where and how they will market their idea. They calculate the cost of each popcorn ball and figure out how much they need to charge in order to make a profit. They learn how to organize their data using a bar graph. This allows them to see their progress more easily.

The students finish up their projects by putting all of this information, as well as recipes, receipts, and other items that were important to their business, into a folder. They summarize their activities using a timeline, then put their writing portfolio on display in the school library.

BEFORE VIEWING THE VIDEO

Have your students share different ways they have earned money, such as selling lemonade, mowing grass, or walking dogs. How much money did they charge? How much did they earn in total?

Tell the students to watch the video to see how the writing process is used to create a writing portfolio for a small business.

WHILE VIEWING THE VIDEO

1. After Cassie tells about the assignment, PAUSE the video. Put students in small groups and allow them time to decide what type of small business they would like to try.
2. After Cassie's group writes the rough draft of their business idea, PAUSE the video. Allow students time to write a rough draft of their business idea. Remind them that this draft does not have to be perfect. They should just concentrate on getting their ideas down on paper.
3. After the groups in Club Write share the rough draft of their business ideas, PAUSE the video. Have each group share their rough draft, allowing others to share comments and suggestions on how to improve them.
4. After Cassie's group revises the rough draft of their business idea, PAUSE the video. Allow each group time to type their business idea on the computer, making changes and improvements that were suggested by their classmates. Have them check their writing for mistakes, then print a final copy.
5. After Cassie's group writes the rough draft of their business plan, PAUSE the video. Have each group write a rough draft of their business plan, answering the following questions:
 - a. How are you going to produce your product or service?
 - b. When and where will you market your product?
 - c. How much does it cost to produce and market your product?
6. After Cassie's group gets ideas from local small business owners, PAUSE the video. Arrange for business owners from your area to come give suggestions to each group.
7. After Cassie's group revises their business plan, PAUSE the video. Allow students time to revise their business plans, incorporating changes and suggestions of the local business owners. Encourage them to "show" their product by using adjectives that create a visual image in the mind of the customer. When the revisions are made, have the groups print out a final copy of their business plan.
8. After Cassie's group makes fliers for their business, PAUSE the video. Have students complete the student worksheet for this episode. If possible, bring in ads to share with the students that show effective advertising techniques. The worksheet can be found at www.ait.net/products/clubwritekids.

9. After Miss Ferris makes a graph, PAUSE the video. Practice making a bar graph with the students using their favorite foods (pizza, French fries, ice cream, fish sticks). After practicing a bar graph together, have each group create a bar graph that shows information about their business.
10. After Cassie's group creates a summary of their business activities, PAUSE the video. Have each group summarize their business activities in a paragraph or a timeline.

AFTER VIEWING THE VIDEO

Have each group gather the materials they've written, as well as recipes, receipts, and other information important to their business, and place them into a folder. Then have the groups share their business portfolios with the class. When they are finished, put the portfolios on display in the school library or classroom.

EXTENSION ACTIVITY

Have each group create business cards for their business using production software, such as Microsoft Publisher. Encourage them to experiment with color, text, and drawing techniques that the software offers.

INTERNET RESOURCES

YoungBiz

<http://www.kidsway.com>

How to Tell If Your Idea for a Business Is Any Good

<http://sbinformation.about.com/library/tips/bltip116.htm>

Naming Your Business

<http://sbinformation.about.com/library/tips/bltip70.htm>

Surfing the Net with Kids

<http://www.surfnetkids.com/games/businessgames-ws.htm>



9

WRITING A FICTIONAL STORY

WHAT THIS EPISODE IS ABOUT

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

- ✍ use colorful adjectives to paint a picture of characters, setting, and plot.
- ✍ apply the writing process to writing a fictional story.

VIDEO SUMMARY

Cassie and her friends at Club Write explore an architectural treasure in their town. They visit Union Station, an old train station built 100 years ago and turned into a hotel. Their assignment is to investigate the history and events revolving around it then write a story set in the station in an earlier time period.



Cassie and Daniel partner up to write their story. They brainstorm ideas, then decide to write an action/adventure/love story about a train robber and a schoolteacher. They incorporate the legend of the ghost who inhabits the train station into their story.

The students of Club Write learn to make their characters, setting and plot come alive by using colorful adjectives to describe them. Cassie fears that something else has come alive when she hears ghostly noises in her own house!

BEFORE VIEWING THE VIDEO

Have the students brainstorm different historic monuments or buildings in your neighborhood. Which would be the best to work with for a short story?

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

WHILE VIEWING THE VIDEO

1. After Miss Ferris gives the assignment, PAUSE the video. Have the students partner up and decide which historic monument or building to use as a setting for their fictional story.
2. After Cassie and Daniel make an outline of their story, PAUSE the video. Discuss the features of an outline with the students, creating a simple one on the board. Then have the students create an outline for their story. They should be sure to include characters and events for the beginning, middle, and ending.
3. After Cassie and Daniel write their rough draft, PAUSE the video. Allow students time to work on the rough draft of their story.
4. After the students of Club Write work in groups to revise their stories, PAUSE the video. Have the students get into groups, reading their stories aloud and giving advice and suggestions of how to improve. Then allow the students time to revise their stories. Encourage them to help the story come alive by using colorful adjectives to describe events and characters.
5. After Cassie and Daniel proofread their revised draft, PAUSE the video. Allow students time to check over their draft for spelling, punctuation, and grammar mistakes.

AFTER VIEWING THE VIDEO

Allow time for the students to share their stories with the class.

Have the students complete the student worksheet for this episode. Discuss the importance of using pictures. The worksheet can be found at www.ait.net/products/clubwritekids.

EXTENSION ACTIVITY

Have the students illustrate their story. Bind these stories and illustrations together to make a classroom book of short stories.

INTERNET RESOURCES

ACEKids

<http://www.acekids.com/read.html>

CBC 4Kids

<http://www.cbc4kids.ca/general/words/default.html>

Kids on the Net: Creative Writing

<http://kotn.ntu.ac.uk/create.htm>



10

WRITING ABOUT FEELINGS

WHAT THIS EPISODE IS ABOUT

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

- ✍ use color to show emotion in a self-portrait.
- ✍ apply the writing process to writing about feelings.

VIDEO SUMMARY

When Miss Ferris gives the next assignment for Club Write, Cassie gets the perfect opportunity to mend things with her sister, Mia.



The students of Club Write make a web to describe emotions. This leads to a discussion of synonyms and the realization that, although words may be similar in meaning, there are often subtle differences.

Miss Ferris challenges the students to write a personal narrative about an experience in which they felt strong emotion. Cassie decides to write about the fight she had with Mia. She expresses the emotions she felt when she broke Mia's sunglasses, lied to Mia, and said things she didn't mean.

After writing, the students paint self-portraits to show the emotion presented in their personal narrative. They use color and brush strokes to further show these emotions.

When she is finished with her project, Cassie gives her personal narrative and self-portrait to Mia.

BEFORE VIEWING THE VIDEO

Discuss emotions with your students. Write the word "feelings" on the board. Make a web of the different words that describe feelings, such as anxious, sad, and excited. Encourage your students to list words that aren't often used. Then, invite them to share a time when they were happy, nervous, scared, or gloomy.

WHILE VIEWING THE VIDEO

1. After Miss Ferris discusses synonyms, PAUSE the video. Ask students to point out the synonyms on the web that you created before beginning the video.
2. After Miss Ferris gives the assignment, PAUSE the video. Talk about experiences in which students felt strong emotions.
3. After Miss Ferris gives the homework journal assignment, PAUSE the video. Allow students time to write a short journal entry that tells about the experience they have chosen.
4. After Miss White discusses how color is related to feelings, PAUSE the video to review and explore this idea.
5. After the students paint the background of their self-portrait, PAUSE the video. Allow students time to paint the background of their self-portrait.
6. After Miss Ferris discusses similes, PAUSE the video. Allow students time to create an outline of their personal narrative. Encourage your students to use similes in their notes.
7. After Cassie writes the rough draft of her personal narrative, PAUSE the video. Allow students time to write their rough draft.
8. After the students finish their self-portraits, PAUSE the video. Have your students finish their self-portrait, adding expression. You may wish to have the students look in a mirror to see how their face changes when they imitate different emotions.
9. After the students share their personal narratives, PAUSE the video. Invite your students to share their narratives in small groups. Encourage them to focus on the following questions:
 - a. Does the story make sense?
 - b. Does it flow?
 - c. Does the story have a good beginning, middle, and end?
 - d. Are adjectives and similes used to describe the writer's feeling?
10. After Cassie revises her first draft, PAUSE the video. Allow students time to revise the rough draft of their personal narratives, incorporating the suggestions of their classmates.



AFTER VIEWING THE VIDEO

Have students write the final draft of their personal narrative. Then create a gallery of emotions in the classroom or school library, displaying each student's narrative along with his or her self-portrait.

EXTENSION ACTIVITY

Discuss with your students the fact that music can show emotion just as color can. For instance, music that is slow and low-pitched often portrays sadness. Music that is upbeat, on the other hand, portrays happiness. Music can often create a story in the mind of the listener. Play different examples of music for your students (classical music such as Mozart and Beethoven works well). Have the students think about how the music makes them feel. Then have them complete the student worksheet for this episode. You may need to play the music again as needed. The worksheet can be found at www.ait.net/products/clubwritekids.

INTERNET RESOURCES

Dealing With Feelings

<http://kidshealth.org/kid/feeling/>

The Color Wheel

<http://www.irvinemuseum.org/activity1.html>

11

WRITING IN SCIENCE

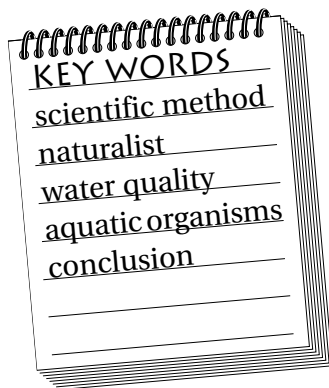
WHAT THIS EPISODE IS ABOUT

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

- ✍ make a prediction and test it using scientific methods.
- ✍ apply the writing process to writing in science.

VIDEO SUMMARY

Cassie and her friends at Club Write take a trip to the local river. They meet with a naturalist who discusses the importance of clean waterways. The group makes a prediction about the quality of the water in the river.



The naturalist shows the group how to test the water quality by studying the aquatic organisms that are found in the river. The group uses nets to catch as many organisms as possible. They then divide the types of organisms into three groups and count the number in each group. They can tell by the variety of organisms that the quality of the river water is good.

The students then write a science report describing their experience at the river, the method and tools used to test the water, and their conclusion about the quality of the water in the river.

BEFORE VIEWING THE VIDEO

Discuss with your students the importance of clean water. Ask the class how someone can tell if water is safe to drink. To help students understand that even clear water may not be free of pollutants, complete the following activity with your class.

Place five clear liquids in small cups. Students should be able to recognize upon tasting that some of these things are not water. Things to include may be sugar water, salt water, white vinegar, tap water, and water mixed with citric acid.

Have the students taste each liquid using separate cotton swabs, and record what they taste. Discuss that some types of water pollution, such as chemical or thermal, can't be seen.

WHILE VIEWING THE VIDEO

1. After the students of Club Write make a prediction about the quality of water in their river, PAUSE the video. Allow your students to make a prediction about the quality of the water in a nearby river, stream, or lake. Ask them to answer the questions, "Is the water clean or polluted? Why do you think this?"
2. After the students of Club Write complete their experiment at the river, PAUSE the video. Visit a local body of water with your students. Have them complete the same activity as the students of Club Write, catching aquatic organisms, identifying them, and counting how many are in each of the three groups mentioned in the video. Be careful with the organisms, and return them to their natural habitat unharmed!
3. After the students of Club Write complete a conclusion, PAUSE the video. Have your students think about their results and write a conclusion as to whether the body of water is clean or polluted.
4. After Miss Ferris gives the journal assignment, PAUSE the video. Allow your students time to write in their journals, focusing on the following questions:
 - a. What did you do at the river?
 - b. What did you observe?
 - c. What did you learn?
 - d. How can you use this knowledge?
5. After the students of Club Write complete a rough draft of their science report, PAUSE the video. Allow your students time to write a rough draft of their science report, focusing on the following areas:
 - a. Describe the experiment.
 - b. Describe the method used.
 - c. Describe the tools used.
 - d. Write your conclusion, including reasons to back it up.

6. After the students revise their rough draft, PAUSE the video. Allow your students time to revise their rough draft, being sure to add order words and possibly tables to show data.
7. After the students of Club Write proofread their report, PAUSE the video. Have your students check their report for spelling, punctuation, and grammar mistakes.

AFTER VIEWING THE VIDEO

Have your students write or type the final draft of their science report. Then allow them to share their report with the class or members of the community. You may wish to set up a trip to a water plant in your city. This will allow the students to witness firsthand how the water is made safe to drink.

EXTENSION ACTIVITY

Allow your class to further practice writing a science report. Have your students complete the student worksheet for this episode. While completing the worksheet, the students will examine whether the school lunches are healthy, according to the variety of food offered versus the suggested servings in the food guide pyramid. The worksheet can be found at www.ait.net/products/clubwritekids.

INTERNET RESOURCES

EPA

<http://www.epa.gov/safewater/kids/>

The Food Guide Pyramid

<http://www.nalusda.gov:8001/py/pmap.htm>

Just for Kids: Stream Watch

<http://au.riversinfo.org/library/docs/kids.html>

Yuckbusters

http://users.senet.com.au/~terry1/rivert_index.html



12

MAKING A MOVIE

WHAT THIS EPISODE IS ABOUT

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

- ✎ list the key elements of a movie.
- ✎ apply the writing process to making a movie.

VIDEO SUMMARY

Cassie and her friends learn the art of video production firsthand when Miss Ferris gives the next Club Write assignment. The kids of Club Write enter a video contest for kids. Their challenge is to make a movie with a home video camera.



The students get into groups to work on their videos. Their first task is to write a screenplay. In order to do this, the members of the group must work together to come to an agreement about what the movie should be about. After some slight difficulties, Cassie's group decides to write a funny kung fu mystery.

They begin writing the outline of their story. However, difficulty working as a group arises once again. The principal suggests a solution—jigsawing. With this process, each member of the group is responsible for different parts of the movie. For instance, one member may focus on the characters of the story—their names and personality traits, as well as their role in the movie. Another group member may work on the setting of the movie—its location, the time of day, and even the weather conditions. This method works well for Cassie's group, and they are able to get a basic outline for their movie.

After figuring out who is to play each part, the group gets started taping the movie. When they are done, they begin the long job of editing—choosing the best shots and making sure they fit with the script. In the end, all the hard work pays off. Cassie's group receives an honorable mention in the contest!

BEFORE VIEWING THE VIDEO

Invite the students to talk about their favorite movies. What type of movies do they like best? Why? They may write a journal entry describing a favorite scene in a movie they enjoy.

Tell students to notice how the writing process is used to write a movie.

WHILE VIEWING THE VIDEO

1. After the students brainstorm ideas for their screenplay, PAUSE the video. Allow the students to brainstorm ideas for their screenplay. What kind of movie would they like to make? Encourage them to write all of their ideas down. You may remind them that a screenplay describes the pictures that might be seen, the words and other sounds that might be heard, and the action in their movie.
2. After the principal discusses the jigsaw method, PAUSE the video. Have your students use this method to help them with the outline of their video. You may remind your students that in the jigsaw method, each person in the group is responsible for a different part of the movie, such as characters, setting, and plot. To aid in this process, have students complete the student worksheet for this episode. The worksheet can be found at www.ait.net/products/clubwritekids.
3. When the students have completed the individual parts of the movie, have them put the parts together in an outline.
4. After the students of Club Write create a rough draft, PAUSE the video. Allow your students time to write the rough draft of their video, focusing on the following tips:
 - a. Your rough draft must have a clear beginning, middle, and end.
 - b. Don't lose the focus.
 - c. Concentrate on key events and actions.
 - d. Add detail after you have a clear story.
 - e. Be sure your ending clearly resolves any conflict.
5. After Cassie's group writes their movie script, PAUSE the video. Allow your students time to work on their movie script. They may choose to organize it as Cassie's group did, with the characters' names on the left and their lines on the right. You may remind them that a movie script contains things that can be portrayed visually. They should only include things that are necessary.



6. After Cassie's group revises their script, PAUSE the video. Allow students time to revise their movie script.
7. After Cassie's group makes their movie, PAUSE the video. Allow students time to decide who will play each part, to choose the location of the movie, and to actually shoot the video.
8. After the Club Write groups edit their movies, PAUSE the video. Allow your students to edit their own movies, looking at all the shots and choosing the ones that are best.

AFTER VIEWING THE VIDEO

Have students work on the final version of their videos. When the students are finished, invite parents to a "night at the movies" where students can premiere their movies.

EXTENSION ACTIVITY

Investigate the art of silent films with your students. Explain that, in the early days of moviemaking, actors were faced with the challenge of acting without sound. Watch different silent films with the class, asking them to pay attention to ways actors got their point across without sound (body movement, facial expression, and so on). An excellent example is *Gold Rush*, featuring Charlie Chaplan.

INTERNET RESOURCES

Cinema

<http://www.learner.org/exhibits/cinema/>

The Noodlehead Network

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

Movie Magic

<http://www.hbomagnet.com/cree8/30x30/cmp/mmagic.html>

Film 101

<http://www.hbomagnet.com/cree8/30x30/cmp/navindex.html>



Check out these additional AIT titles!

Club Write

Writing Grades 5–7

Fourteen 15-minute videos

This series provides a comprehensive, contextualized support for writing competence in middle school. In each program, students are challenged to approach a writing assignment in a different way, each time employing the writing process. Strategies for organizing information and structuring personal schedules to complete the assignments are depicted as are real-life applications of writers and writing at work.

Heroes Read

Contemporary Literature Grades 3–7

Fifteen 15-minute videos

An inventive approach to exploring contemporary children's literature and the authors who create it. Episodes feature living authors reading their own works and discussing their passion for writing, what inspires them, and the challenges they encounter. Easily segmented to use either the interview, the reading, or both.

Reading Way

Reading Grades 1–3

Fifteen 15-minute videos

Demonstrate word analysis skills and contextual and metacognitive strategies. Beginning readers will see specific strategies employed to unlock the meanings of words. Many of the most difficult phonemic and contextual hurdles in early reading are explored including: diphthongs, digraphs, blends, silent "e," and variant vowel combinations.

Storylords

Reading Grades 2–4

Twelve 15-minute videos

CD-ROM

Clever stories show strategies for becoming a good reader, such as inferring or decoding words in context, identifying the main idea, activating prior knowledge before reading, story mapping, and self-monitoring during reading.

Reading between the Lines

Reading Grades 4–6

Five 20-minute videos

Introduce powerful strategies that learners can utilize before, during, and after reading to evaluate the meaning of text and to increase their understanding of it.

Teaching Reading Comprehension

Professional Development

Fourteen 30-minute videos

Improve instruction for reading comprehension at the first- through fourth-grade level. Incorporate recent research in reading comprehension with practical suggestions for the classroom. Join experts in the field and outstanding classroom teachers as they model how to teach reading comprehension with typical basal readers.

