

*The explicit teaching of grade two children who have difficulty with the writing process using SAID framework using the questions of who, where, when, what and why together with stimulus pictures will increase the quantity and quality and their writing output.*

**Shared Writing Sessions**

<b><u>Format</u></b>	<b><u>Lesson One</u></b>	<b><u>Lesson Two</u></b>	<b><u>Lesson Three</u></b>
<p><b>Stimulate:</b> Invite students to be involved in the construction of the piece of writing.</p>	<p>Students make thumb prints on the page These thumbprints become characters in the Thumb family</p>	<p>Present to the children the setting of a beach. The children select a picture from a magazine of a person. They will place in the picture.</p>	<p>Read to the students the story of "Dear Zoo". Discuss the adjectives used to describe the animals. Where are there natural surroundings? Identify their home is the jungle and what we would see there.</p>
<p><b>Articulate:</b> Invite students to decide what they want written about each of the characters personality or physical appearance. They can also express their ideas of each character's thoughts.</p>	<p>Teacher tells the time this takes place. Write in each speech balloon what each character is thinking about. Under each character write words to describe him/her.</p>	<p>The teacher will scribe words that describe each character. The teacher will scribe words that describe the setting.</p>	<p>The teacher will scribe words that describe each character and where they are and what they are doing. The teacher will scribe words that describe the setting.</p>

<p><b>Integrate:</b> Engage students in formulating the language to be written by the teacher. The children to discuss with each other an appropriate sentence for each character.</p>	<p>The children discuss with each other a sentence that will be applicable for each character in the story. Each student will have an opportunity to contribute to the written text.</p>	<p>The teacher and students will use the vocabulary to write about the place and people in the picture</p>	<p>The teacher and students will use the vocabulary to write about their chosen animal in the jungle.</p>
<p><b>Demonstrate:</b> Each student has the opportunity to re-read the sentence they created and the teacher wrote to indicate the links between the spoken and written language.</p>	<p>Each child reads their sentence The group will read the whole text together. The children may suggest modifications to the text for better clarity of the ideas for the audience.</p>	<p>The group will read back the prose and discuss if the message makes sense and is written with the purpose of conveying an interesting message to the reader. To note if any changes are necessary to improve the piece. To use poster notes to change any words in the story.</p>	<p>The group will read back the prose and discuss if the message makes sense and is written with the purpose of conveying an interesting message to the reader. To note if any changes are necessary to improve the piece. To use poster notes to change any words in the story.</p>

### Language Experience Writing Sessions

<u>Format</u>	<u>Lesson four</u>	<u>Lesson five</u>	<u>Lesson six</u>
<b>Stimulate</b> Engage the students in thinking about an experience or activity they have all been engaged in recently. It is to be an enjoyable to all the students.	The conversation was centred around the Twilight Sports that they all attended on the weekend. They gave vocabulary that described the events.	The stimulus will be an Easter egg wrapping. They each will describe the Easter egg they will receive on Easter Sunday	The stimulus will be a picture of a playground at the local park. The students will discuss what they like to do on each piece of equipment.
<b>Articulate</b> Tell and show the student how the speech and writing come together in this text.	Each student rehearsed the sentence so that there was a feeling of co-construction.	Each student rehearses the sentence so that there was a feeling of co-construction.	Each student formulates a sentence and then rehearses the sentence so that there was a feeling of co-construction. Each student will listen to the suggestions made by their peers.

<p><b>Identify</b> The students are involved in writing the easy words and the teacher writes the hard ones. It is important to continue to re-read what has already been written to monitor the writing.</p>	<p>Each student re-reads the sentence thus far so that each would know what word was required next.</p>	<p>Each student re-reads the sentence thus far so that each will know what word is required next.</p>	<p>Each student re-reads the sentence thus far so that each will know what word or phrase is required next.</p>
<p><b>Demonstrate</b> Provide opportunities for the student to demonstrate their understanding of the links between spoken and written language by rereading the completed piece of writing.</p>	<p>The group read the text written and confer that this message is what they wanted to convey to others.</p>	<p>The group will read the text written and confer that this message is what they will want to convey to others.</p>	<p>The group will read the text written and confer that this message is what they will want to convey to readers.</p>

**Interactive Writing Sessions**

<u><b>Format</b></u>	<u><b>Lesson Seven / Eight</b></u>
<p><b>Stimulate</b> Invite students to compose and help record a brief message.</p>	<p>Picture chat of boys jumping in a pile of autumn leaves. The discussion concentrated on activities we do outside in the backyard. The questions asked to clarify our meaning to the reader were; <b>When? Where? Who? What? Why?</b></p>

<p><b>Articulate</b>          Demonstrate to students the various aspects of the recording process. Support them in making appropriate choices when recording new or unfamiliar words. Negotiate spelling strategies</p>	<p>The students initially composed a sentence orally including answers to all the above questions. Each student had their own 'Have-a-go' sheets where they initially attempted a difficult word. The strategies shown to the children were:</p> <ul style="list-style-type: none"> <li>• Boxes for each letter heard in the word</li> <li>• Analogy of a known word to an unknown word.</li> <li>• Write a high frequency word several times on different surfaces so that it may imprint on the child's brain</li> </ul>
<p><b>Integrate</b>          Demonstrate that the recording aspect is part of the writing process. Show that people convey meaning to others by the use of written language.</p>	<p>Re-read while constructing the sentence to ensure that the message will be clear to the reader. To be aware that there needs to be clear formation of letters and that there are spaces between words.</p>
<p><b>Demonstrate</b>          Provide students with the opportunity to demonstrate their emerging awareness of how to use conventional written language so that others can readily interpret writing. To understand the links between the various aspects of the writing process.</p>	<p>The text was re-read by the students to ensure that the message was clear. This gave the student an opportunity to edit any language that was unclear to the reader. The students decided to change 'One sunny, autumn afternoon' to "On a sunny autumn afternoon". This indicated that they do the activity more than once.</p>

Due to the extra expectations of Interactive writing in regards to the students writing the hard words the time taken to complete the task was two sessions.

**Assessment task:**

<b>Format</b>	<b>Procedure</b>
<b>Stimulus</b>	There is a picture chat that incorporates a group of children enjoying a birthday party. Each student is encouraged to relate this picture to a personal experience. <b>Who?</b> <b>When?</b> <b>Why?</b> <b>Where?</b> <b>What?</b>
<b>Articulate</b>	Each child will speak about their own experience of having a birthday party. The teacher and peer may offer support, especially to clarify the ideas of the speaker.
<b>Identify</b>	There will be a quick discussion of the aspects of the writing that each will need to include in his/her piece of writing.
<b>Demonstrate</b>	At the conclusion of the writing time each student will share their story with the group.

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