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Writing Activity
Creative Writing

Language Skill: Pre-writing, during writing, and post writing (auto-revising) is what this lesson plan will cover.

Background Information: This ESL classroom is situated in a French high school, and the students (Ss) are in grade 8. Their English level is considered to be high-intermediate. The classroom includes 25 students that had formerly been exposed to the English language due to their previous schooling. Before this lesson, the teacher (T) has worked with the students on a variety vocabulary and grammar rules. Short stories have been examined in earlier classes. Students would summarize each paragraph of the tale in order to get a sense of the text's structure. T and Ss found that short stories usually include an introduction, three main ideas or events, and an ending.

Objectives: *Students will be able to:*

1. Use pre-writing strategies when writing creatively.
2. Use during writing strategies in order to make writing down ideas easier.
3. Post- writing strategies in order to auto- correct their stories when looking at sentence structure and spelling.
4. Be familiar with the structure of creative writing.

Material:

The materials needed for this activity are numerous. First students will receive a multitude of hand-outs for pre-writing strategies, directions for the activities all three lessons will based on, and a checklist for post-writing. They will also need their grammar books and dictionaries. Finally, they receive a hand-out with only an introductory sentence and are asked to use the same methods for writing a short story as they formerly did.

Procedures:

Each Activity (lesson) is around 30 minutes.

Pre-writing Lesson plan (lesson #1)

Step 1 (5mins)

Here the teacher explains to students what creative writing is, how it is different from essay writing, and the steps they should take in order to get started on their creative writing activity.

Step 2 (5mins)

T distributes the hand- out on brainstorming, and goes over it with Ss. T explains how one goes about writing their ideas in point form, and that spelling and grammar are not significant at this stage. T says this so that Ss can focus on getting their ideas out on

paper, instead of bickering over spelling and grammar rules. T then hands out the sheet with the first and the last sentence of the story that they will be working on.

Step 3 (10mins)

For the next 10 minutes T instructs the Ss to begin jotting down ideas about what to write in the story.

Evaluation (10mins)

At this point, T tells students to stop writing. She then allows students to share some of their ideas. T gives praise to all the good ideas that have come about, and tells students to put their papers away in their binder's writing section, so they can use them the next time they work on writing. T does not focus on spoken errors, but could, when judged appropriate, repeat in a correct manner an idea a student might have communicated wrongly. No grades are given at this point. T looks at observation check list to evaluate student's comprehension.

Class Number two

During Writing Activity (course #2)

Step 1 (5mins)

T explains to Ss that they will have 20 minutes to write down as much as they want. Ss are told that they need not be concerned once again with spelling or grammar, but instead on trying to get their ideas out on paper in as much of a clear manner as possible. This sort of writing is called free-writing.

Step 2 (20mins)

Ss begin writing their ideas. T also indicates to Ss that their stories should be double spaced. The assignments are double spaced in order to allow students, in the editing stage, to make corrections on the top of the error they have made.

Step 3 (4mins)

Teacher warns students that they should be finishing up their stories in the next 4 to 5 minutes.

Step 4 (1min)

Teacher tells Ss to stop writing and to hand in their sheets to the T.

Evaluation

The T will look over the stories, commenting only on things that Ss should pay attention to when writing their final draft. No grade is given at this point. No correction of spelling or grammar will take place either.

Post Writing Activity (Course #3, part 1)

Step 1(10mins)

T hands out the Ss stories and tells them to take out their grammar guides as well as their dictionaries. Next, she hands out a checklist that each student will use when they are editing their stories. T goes through the checklist with the students and asks them if they have any questions.

Step 2 (30mins)

Ss begin editing their stories by using the checklist as a guide to correct their stories.

Step 3

Ss hand in their projects to the teacher.

Evaluation

The T once again looks over the stories and comments on things the student should pay attention to. The errors T will watch for are in the range of idea clarity to the structure of the text.

Post Writing Activity (Course #3, part 2)

Step 1(2mins)

T hands back the stories to the Ss. T instructs the Ss that today they will be writing their final drafts. Any corrections they made in the editing section of this activity will be rewritten correctly on a new sheet of paper.

Step 2 (20mins)

Ss begin writing their final drafts. T walks around the class and helps any student that asks questions.

Step 3(10mins)

T warns students that they have a few minutes to finish rewriting. Those who finish before the time runs out are asked to read their book of the month.

Step 4 (2mins)

Ss are asked to hand in their rough and final draft to the teacher.

Evaluation

This is the stage where a first, but not final, grade is given to the students. Teacher will be looking for the flow of ideas. Comments will be few when it involves spelling or grammatical errors. Positive comments are just as important as the ones indicating a mistake or an incomplete idea. (There is a teacher checklist that I would follow when correcting attached to this project.)

Follow-Up Activity

A number of activities occur in the follow-up section. First, Ss get their stories back and are permitted to rewrite their work. T does this in order to allow Ss to see where their flow of ideas has been interrupted or unclear. It is not, on the other hand, looked at as a punishment or just time spent on correcting errors. T will then collect them again and mark them for a final grade. Next, the teacher begins discussing another similar activity in relation to creative writing. This time, however, Ss will only get the introductory sentences and no concluding sentence. Their task is to create another story, but this time on their own. They will have a week to do it in class as well as homework. Once a week has passed, the T collects the stories and corrects them using the same checklist. When she has finished marking them, T hands the stories back to the students and they are permitted to make the corrections needed. The papers are collected and a final grade is given once again. Both stories will be entered in the students writing portfolios. When a third and final draft has been done by all the Ss, the T will make a book with all the different stories from the students and leave it in an area where all the students will have access to when there is some free time for reading.

NAME: _____

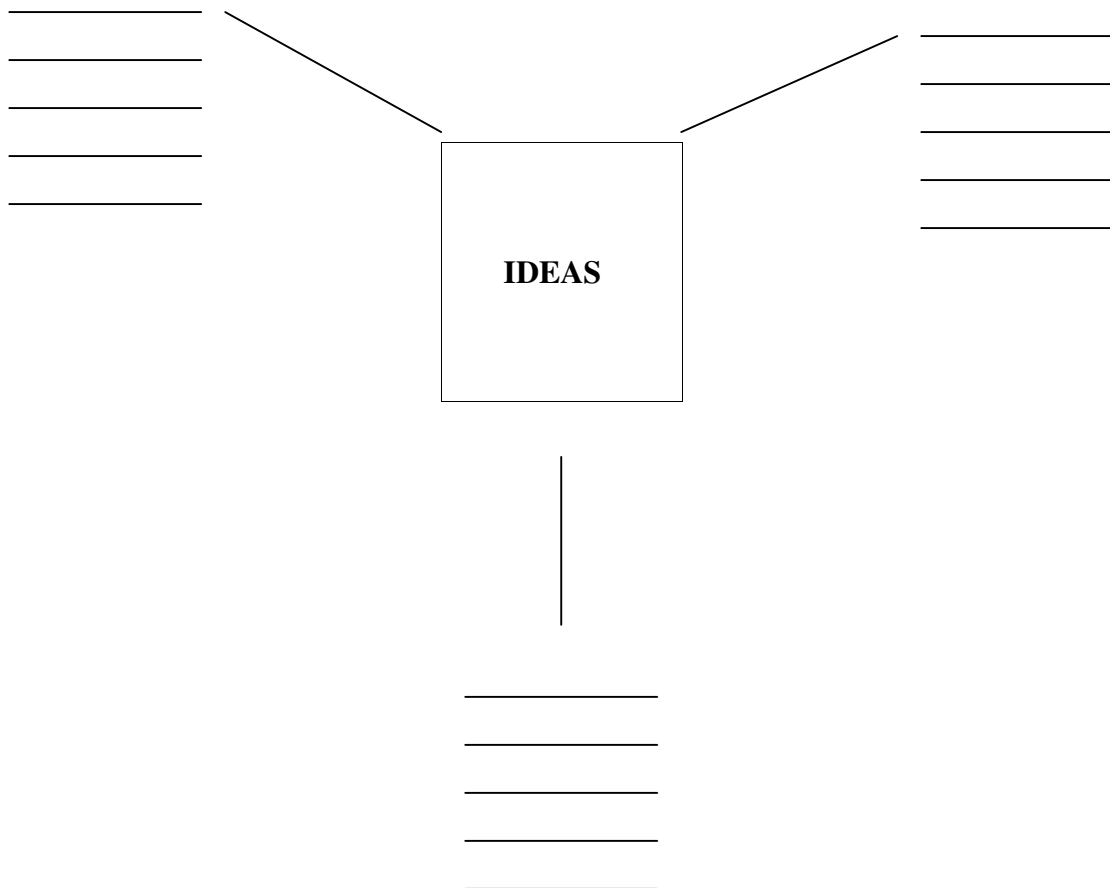
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BRAINSTORMING WORKSHEET
(Lesson 1 & 2)

Brainstorming is a technique used in order to get your main ideas out on paper. This helps you in the composition stage of your creative story.

Hints on brainstorming:

- Write down any ideas you have on paper
- No order has to be followed
- Do not worry about spelling
- Do not worry about grammar
- Write in point form as we practiced in earlier classes
- This is just to get your ideas out on paper!



NAME: _____

DATE: _____

WRITING CHECKLIST

Use this checklist to help you correct your rough draft.

1. In **RED**, underline any words you think you have misspelled or that you want to check in the dictionary
2. In **ORANGE**, write on top **S** for subject, **V** for verb, and **O** for object.
3. Circle punctuation in **BLUE**. Then check in your grammar book if you have used it correctly.
4. Do a slash (/) every time a new idea or event begins.
5. Read your sentences from the last one to the first one and see if they make sense to you.

Example: Next , I will go eat at a fancy restorant.

You will soon be ready to rewrite your final draft!

TEACHER CHECKLIST
Correction sheet for the stories

1. Watch that your corrections do not take away the importance of expressing clear ideas in the text.
2. Indicate to students where it is that you are puzzled or confused about a certain idea they were trying to communicate.
3. You should correct some errors. Grammar errors that you judge can affect the meaning the student is trying to convey.
4. Do not look so much at sentence level errors, but more on structure errors.
5. When correcting this activity look at the structure of the text: does the S show three clear ideas in the text? Do the paragraphs begin with an introductory sentence and end with a concluding sentence?

TEACHER CHECKLIST
Observation checklist

1. When Ss share their ideas, make sure to listen to what they are trying to communicate and not only focus on their pronunciation.
2. Listen to see if Ss got the idea of what they were supposed to do in the exercise. If in case they do not, then re-explain what Ss were supposed to do by showing an example, and give Ss a few more minutes to complete the exercise if they did not have time to complete it.
3. Make sure that all, or most, Ss get the chance to share their ideas.

