

### **3. Post-writing stage**

The learners can share or display their finished work and give -overall comments on how successful their work has been. The teacher can do follow-up work on any area of the language that still needs work.

#### **Here are some other ideas for writing activities:**

- Learners write notes to each other, for example, asking to borrow a ruler; inviting a friend to a party; arranging to go out.
- They can write a quiz for other learners to answer, for example, about sport, general knowledge, famous people.
- They can design their own birthday cards.
- They can write instructions telling another learner how to do something, for example, how to make a paper aeroplane, how to play their favourite game, how to get to their house, etc.
- They can write labels for things in the classroom or drawings, for example, the parts of the body or parts of a vehicle.
- They can make posters for their class.
- They can write letters to real people, for example, they can write to their local newspaper, or they can find pen friends to write to.
- They can take on longer writing tasks as well they could work together to start a school newspaper, or produce a project on something of interest.

#### **Some classroom activities**

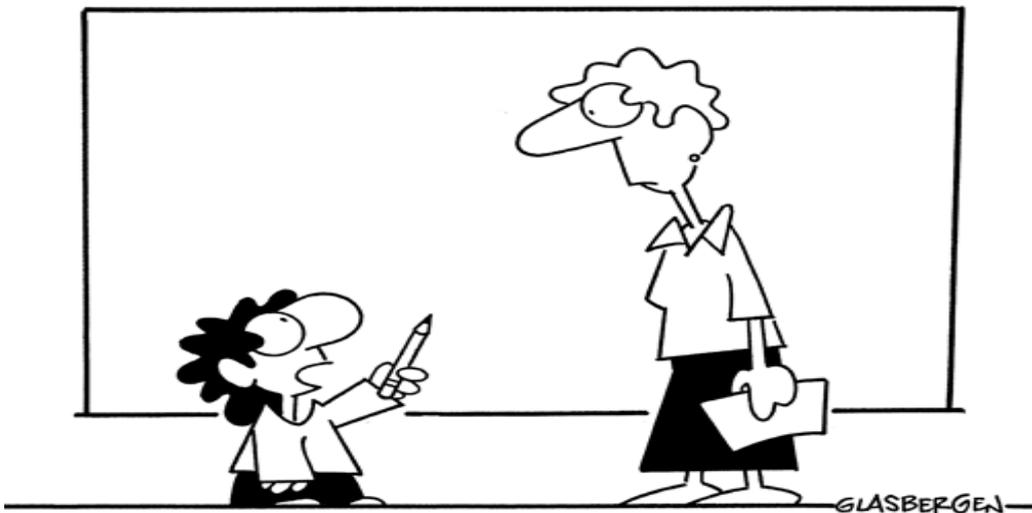
- Find and write
- Listen and write
- Listen and complete
- Listen and take notes
- Write the events in a story
- Write a description of ...
- Write simple phrases, short dialogs and sentences
- Write a biography of ...
- Write a note, e-mail, letter, ...
- Read and complete
- Write comments
- Write sentences using "when", "while", "but", "and", etc.
- Look at the table, chart, map.....and write about it
- Write Use clues and write a paragraph about ....
- Write what you hear

# Modeled Writing

- A think aloud about strategies
- Utilizes a problem-solving approach
- Can be used to teach a specific element of language

Modeled writing is the first step in teaching writing to children. This is when the teacher is in front of the class doing all of the writing.

© Randy Glasbergen. www.glasbergen.com



**“How do you expect me to write with this?  
It doesn’t even have a USB port for a keyboard!”**

If your students struggle greatly with getting their ideas going, come back to this basic step and model your writing process for them. They need to see it being done. I like to have my students sitting on the floor in front of the chart paper so we are in an intimate setting while I discuss my thinking

Make your thoughts about the process known (be explicit) while you are teaching writing to children.

For example, you might say, "Today I want to write about what happened to me last night. I need to make a web to sort out my thoughts, then I can start putting the words into sentences."

If it is a specific skill lesson, such as great beginning sentences, you might say, "I know that author's need to have strong beginnings to hook their readers into a story. Today I am going to use a little-known fact to hook them."

The key to modeled writing is to never assume your students are following you. Tell them everything you are doing and why. It is not enough for them just to watch you. As well, don't try to model so many things that the lesson goes on too long - you will lose their attention.

## GUIDED WRITING

In guided writing, teachers continually provide feedback, redirection and expansion of ideas. Any area of writing can be addressed, but it works well to put similar needs together and address them at the same time. The step between teacher directed and independent writing

- Teacher utilizes prompts and clues to help develop ideas and organization
- Teacher works with students either small group or independently
- Oral discussion of sentences before writing

You may also choose to do guided writing independently as part of how you approach teaching writing to children. I find that using smaller groups works really well for teaching creative writing as so many children struggle with formulating ideas.

### Independent Writing

This is where the students effectively utilize written language for their own purposes or as assigned by the teacher. These writing pieces can be anything, from creative stories and reports to writing journals or letters to friends and family.

Copyright 2002 by Randy Glasbergen.  
www.glasbergen.com



**“I tried to write my school report about Antarctica, but the computer kept freezing. So I changed my topic to Hawaii.”**