

# DEVELOPING WRITING SKILLS



CLASSROOM ACTIVITIES & RESOURCES

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## Writing Structure Lessons

Aim: To develop students' awareness of the need to structure writing: Introduction, main body, conclusion. By the end of the lessons students should understand the concept of paragraphs and be able to write a short, structured piece on a familiar topic of about 8-12 sentences.

Materials:

- Youtube videos for *The Ranterino by Seasons*, *Ranterwriter*.
- Jigsaw Sentence Strips

(can be found in the Teachers' Section, Lesson Plan A, A2 -*The Ranterino by Seasons*)

- Ranterwriter EASY & DIFFICULT Worksheets
- Beekeeper example sheet
- Draft Writing worksheet
- Final Draft worksheet

(All the Ranterwriter materials can be found in the Teachers' Section, Lesson Plan B, B2 –*Ranterwriter*)

Free Writing Practice:

- Extension Activity Worksheet 1 – What did you do last summer?

(Can be found at the end of this document)

Making Comparisons:

Extension Activity 2 Worksheets – Class Survey, Graph & Report: Jobs we want to do

(Can be found at the end of this document)

## Lesson 1: Introduction to writing structure using *Ranterino by Seasons*

1. Ask students how many seasons there are. Add the seasons to the board in four columns.
2. Ask students to shout out words they associate with each season and add to the board.
3. Split the students into groups of four and make sure each group puts their tables together to create a larger group desk for the following activity.
4. Show them the cut up jigsaw sentence strips. Explain that each strip is a sentence from the story *The Ranterino by Seasons*. Explain that each group must race to put the whole text together. Explain that because the story is about the Ranterino in four different seasons, they will need to organise the text in four separate parts.
5. Give students a time limit to finish (10 minutes) or use the first to finish rule. Once the activity is completed (or mostly-completed) stop the class and show the whole class *The Ranterino by Seasons* story video on the youtube channel. Then award points to the winning group who managed to get most of the text organised.
6. Explain to students that using the four seasons is a good way to remember how to organise writing because usually, when we write, there are four main 'paragraphs'. Elicit the meaning of this word from students and/or explain it with the headings: Introduction / Details / More Details / Conclusion
7. Explain to students that next lesson they will start work on writing a piece on what they would like to do when they grow up, based on this 4-paragraph approach.

## Lesson 2: Reading Comprehension and Drafting skills using *Ranterwriter*

1. Ask students to tell the class which job they think best suits the Ranterino. Ask students to back up their answers with reasons. Make a list of jobs the students mention on the board. Now ask students if they have any particular jobs they think they would like to do in the future. Again, ask for reasons to support their ideas.
2. Tell students that they will now watch a video-story about the Ranterino's 'new job' and will then complete some comprehension worksheet questions.
3. Show youtube video *Ranterwriter*. Students, in their groups of four discuss what happened in the story.
4. Hand out the two worksheets (Easy and Difficult versions) with five questions each. Make sure the easy version goes to the two weaker students of each group and the difficult version goes to the stronger students.
5. Whole-class feedback on the answers.
6. Explain to students that next lesson they will start drafting/writing a short written piece based on what they would like to do when they grow up. Remind them that they will be using the 4-paragraph approach mentioned in Lesson 1.

## Lesson 3: Drafting and Editing Skills

1. Ask students to recap on what they have studied over the previous two lessons. Explain that in this lesson they will start writing their own piece on what they want to be/do when they grow up.
2. Hand out the example mini-essay (bee-keeper) and make sure students are clear about what the purpose of each paragraph is (Intro, Detail, More Details and conclusion).
3. Now let each student make a draft of their own writing piece on the draft worksheet. Explain that they should not worry too much about grammar/spelling because there will be an editing phase later. Elicit the meaning of editing from the students or explain it.
4. Give enough time for all students to complete their drafts, allowing them to refer to the example bee-keeper text. Collect the students work.

## Lesson 4: Editing through peer-correction

1. Randomly hand out students' drafts from the previous lesson so that no student has their own draft.
2. Give the class about 5-10 minutes to read through the draft they have been given and correct any grammar/spelling mistakes. Encourage them to use the comments box at the bottom of the worksheet to give feedback on the structure of the writing. (Is it easy to read? Does each paragraph follow on from the next?)
3. Let students return the corrected drafts to their rightful owners and now give students the rest of the lesson/homework time to complete a final version of the 4-paragraph writing on the Final Draft worksheet.

## Lesson 5: Presentations

1. Use this lesson to allow students to stand up in front of their peers and read out their written pieces. Make sure they have a bit of time at the start of the lesson to practice reading through their work, and give them a couple of tips (if necessary) on speaking with a loud, clear voice, eye contact etc.



## Extension Activity 1:

### Free Writing Practice – What did you do last summer?

Go through the key points on the first page of the Extension Activity 1 Worksheet, then allow students enough time to brainstorm, plan, draft and write a final piece. If appropriate/accessible, students can use computers and type up their work for display.

## Making Comparisons:

### Extension Activity 2 – Class Survey & Report: *Jobs we want to do*

Students can work through the process of making a short class report which follows the principals of 'structured writing' using four paragraphs, using the accompanying worksheets at the end of this document.

1. Go through the example 'data' worksheet with the whole class, including the True/False questions.
2. Ask students to mingle and ask/note down their peers job preferences for when they finish their education.
3. Ask students to convert their chart into graph form. Give them as much support as necessary to get this done, possibly show a number of examples of simple graphs picked off the web.
4. Show students the list of example comparative sentences on the worksheet. Ask students to look at the graph they made and come up with some example sentences of their own.
5. Remind students about the 4-paragraph writing they did previously and tell them they must now put together a mini report explaining the findings of their class data on 'Jobs we want to do'. Give them hints such as comparing boys & girls / comparing most and least popular jobs.

## Extension Activity 1

– *What did you do last holiday?*



### Developing Writing Skills

**You have already practiced how to write about what you want to be when you grow up. Now it's time for free-writing practice!**

#### **Writing Checklist**

Please write 4 paragraphs about what you did in the last holiday. Each paragraph should have 2-3 sentences.

Remember to follow this plan:

- 1 – Think about ideas and make a note (just 1-2 words per idea).
- 2 – Think about which idea should go in which paragraph.
- 3 – Write a 1st draft on scrap paper. Don't worry about spelling and grammar too much. Just try and get your ideas in ordered sentences.
- 4 – Check your work for ways to make it better (now you can check the grammar, spelling, punctuation etc).
- 5 – The last step. Write up your final work. Remember to use neat hand-writing and check for careless mistakes. Use the writing space on the other side of this worksheet. Or...what about typing it up on the computer?!?

**Extension Activity 1**

*- What did you do last holiday?*



**Developing Writing Skills**

**Class Information:** \_\_\_\_\_

A large writing area with 15 horizontal lines, enclosed in a rounded rectangular border.

## Extension Activity 2

## - Example 'Data'

Look at the chart and circle the True / False answers to the sentences on the other side of this worksheet.



Job	Boys	Girls
Beekeeper	0	1
Dentist	0	1
Police Officer	5	2
Singer	1	0
Film Director	1	0
Firefighter	2	0
Writer	0	1
Model	0	1
Nurse	0	1
Pilot	2	0
Photographer	0	3
Teacher	1	0
Doctor	1	0
Olympic Athlete	1	0

# Extension Activity 2

# - Example 'Data'



Developing Writing Skills

**Class Information:** \_\_\_\_\_

- |  |   |   |
|--|---|---|
| 1. More boys want to be _____ than girls       | T | F |
| 2. More students want to be _____ than _____   | T | F |
| 3. Less students want to be _____ than _____   | T | F |
| 4. The most popular job is _____               | T | F |
| 5. Some boys want to be _____                  | T | F |
| 6. Some students would like to be _____        | T | F |
| 7. Lots of girls want to be _____              | T | F |
| 8. A couple of students would like to be _____ | T | F |
| 9. Most students who want to be _____ are boys | T | F |
| 10. One girl wants to be an Olympic Athlete    | T | F |



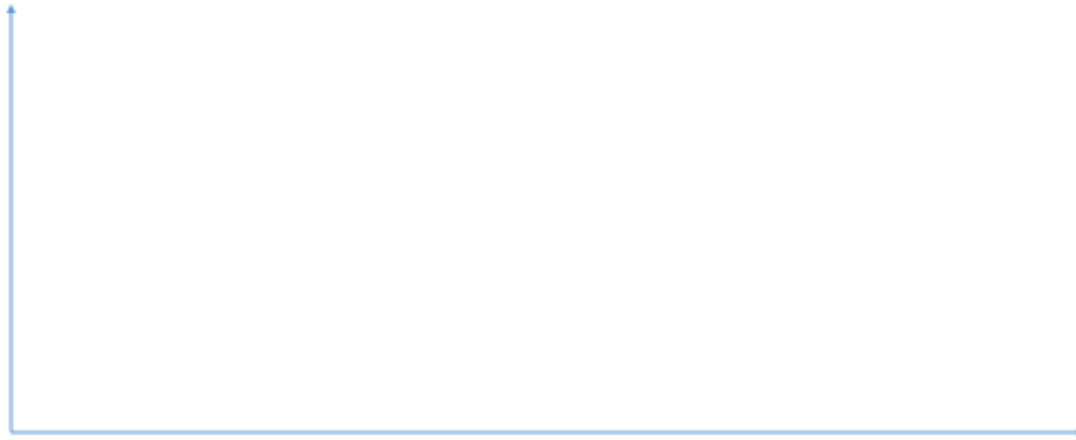
## Extension Activity 2

-Make a graph of your data



Developing Writing Skills

Class Information: \_\_\_\_\_





## Extension Activity 2

## - Making Comparisons examples



Developing Writing Skills

Class Information: \_\_\_\_\_

Key words:

**More** students want to be police officers than doctors

**Less** students want to be doctors than police officers

**The most** popular job is police officer

**The least** popular jobs are teachers, beekeepers and dentists

**A lot of** students would like to be police officers

**Some** students would like to be photographers

**A couple of** students would like to be firefighters

**Not many** students want to be Olympic athletes

**Most students** who want to be police officers are boys

**Extension Activity 2**

**- My Class Report**



**Developing Writing Skills**

**Class Information:** \_\_\_\_\_

A large rounded rectangular area containing 15 horizontal lines for writing.