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Chapter 1 : 73 4th Grade Writing Prompts & Journal Buddies

Exploring Journals And Diaries Teachers Sourcebook Literature And Writing Workshop - In this site is not the same as a answer directory you buy in a folder gathering or download off the web. Our beyond 12,

Introduce multi-genre writing in the context of community service. When Michael rode his bike without training wheels for the first time, this occasion provided a worthwhile topic to write about. We became a community. Establish an email dialogue between students from different schools who are reading the same book. When high school teacher Karen Murar and college instructor Elaine Ware, teacher-consultants with the Western Pennsylvania Writing Project, discovered students were scheduled to read the August Wilson play *Fences* at the same time, they set up email communication between students to allow some "teacherless talk" about the text. Rather than typical teacher-led discussion, the project fostered independent conversation between students. Formal classroom discussion of the play did not occur until students had completed all email correspondence. Though teachers were not involved in student online dialogues, the conversations evidenced the same reading strategies promoted in teacher-led discussion, including predication, clarification, interpretation, and others. Back to top 3. Use writing to improve relations among students. Diane Waff, co-director of the Philadelphia Writing Project, taught in an urban school where boys outnumbered girls four to one in her classroom. The situation left girls feeling overwhelmed, according to Waff, and their "voices faded into the background, overpowered by more aggressive male voices. She then introduced literature that considered relationships between the sexes, focusing on themes of romance, love, and marriage. In the beginning there was a great dissonance between male and female responses. According to Waff, "Girls focused on feelings; boys focused on sex, money, and the fleeting nature of romantic attachment. Help student writers draw rich chunks of writing from endless sprawl. Jan Matsuoka, a teacher-consultant with the Bay Area Writing Project California, describes a revision conference she held with a third grade English language learner named Sandee, who had written about a recent trip to Los Angeles. I made a small frame out of a piece of paper and placed it down on one of her drawings & a sketch she had made of a visit with her grandmother. Back to top 5. For each letter of the alphabet, the students find an appropriately descriptive word for themselves. Students elaborate on the word by writing sentences and creating an illustration. In the process, they make extensive use of the dictionary and thesaurus. One student describes her personality as sometimes "caustic," illustrating the word with a photograph of a burning car in a war zone. Her caption explains that she understands the hurt her "burning" sarcastic remarks can generate. Back to top 6. Help students analyze text by asking them to imagine dialogue between authors. John Levine, a teacher-consultant with the Bay Area Writing Project California, helps his college freshmen integrate the ideas of several writers into a single analytical essay by asking them to create a dialogue among those writers. He tells his students, for instance, "imagine you are the moderator of a panel discussion on the topic these writers are discussing. The essay follows from this preparation. Back to top 7. Spotlight language and use group brainstorming to help students create poetry. The following is a group poem created by second grade students of Michelle Fler, a teacher-consultant with the Dakota Writing Project South Dakota. Underwater Crabs crawl patiently along the ocean floor searching for prey. Fish soundlessly weave their way through slippery seaweed Whales whisper to others as they slide through the salty water. And silent waves wash into a dark cave where an octopus is sleeping. Fler helped her students get started by finding a familiar topic. In this case her students had been studying sea life. She asked them to brainstorm language related to the sea, allowing them time to list appropriate nouns, verbs, and adjectives. The students then used these words to create phrases and used the phrases to produce the poem itself. Back to top 8. Ask students to reflect on and write about their writing. Douglas James Joyce, a teacher-consultant with the Denver Writing Project, makes use of what he calls "metawriting" in his college writing classes. He sees metawriting writing about writing as a way to help students reduce errors in their academic prose. Joyce explains one metawriting strategy: He instructs the

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student to write a one page essay, comparing and contrasting three sources that provide guidance on the established use of that particular convention, making sure a variety of sources are available. Ease into writing workshops by presenting yourself as a model. Glorianne Bradshaw, a teacher-consultant with the Red River Valley Writing Project North Dakota , decided to make use of experiences from her own life when teaching her first-graders how to write. For example, on an overhead transparency she shows a sketch of herself stirring cookie batter while on vacation. She writes the phrase "made cookies" under the sketch. Then she asks students to help her write a sentence about this. She writes the words who, where, and when. Using these words as prompts, she and the students construct the sentence, "I made cookies in the kitchen in the morning. Then she asks them, "Tell me more. Do the cookies have chocolate chips? Does the pizza have pepperoni? Rather than taking away creativity, Bradshaw believes this kind of structure gives students a helpful format for creativity. Back to top

Get students to focus on their writing by holding off on grading. Stephanie Wilder found that the grades she gave her high school students were getting in the way of their progress. The weaker students stopped trying. Other students relied on grades as the only standard by which they judged their own work. She continued to comment on papers, encourage revision, and urge students to meet with her for conferences. But she waited to grade the papers. It took a while for students to stop leafing to the ends of their papers in search of a grade, and there was some grumbling from students who had always received excellent grades. But she believes that because she was less quick to judge their work, students were better able to evaluate their efforts themselves. Erin Pirnot Ciccone, teacher-consultant with the Pennsylvania Writing and Literature Project , found a way to make more productive the "Monday morning gab fest" she used as a warm-up with her fifth grade students. She conceived of "Headline News. The writers then told the stories behind their headlines. As each student had only three minutes to talk, they needed to make decisions about what was important and to clarify details as they proceeded. On Tuesday, students committed their stories to writing. Give students a chance to write to an audience for real purpose. Slagle, high school teacher and teacher-consultant with the Louisville Writing Project Kentucky , understands the difference between writing for a hypothetical purpose and writing to an audience for real purpose. She illustrates the difference by contrasting two assignments. Write a review of an imaginary production of the play we have just finished studying in class. They must adapt to a voice that is not theirs and pretend to have knowledge they do not have. Slagle developed a more effective alternative: Practice and play with revision techniques. Mark Farrington, college instructor and teacher-consultant with the Northern Virginia Writing Project , believes teaching revision sometimes means practicing techniques of revision. An exercise like "find a place other than the first sentence where this essay might begin" is valuable because it shows student writers the possibilities that exist in writing. In his college fiction writing class, Farrington asks students to choose a spot in the story where the main character does something that is crucial to the rest of the story. At that moment, Farrington says, they must make the character do the exact opposite. Bernadette Lambert, teacher-consultant with the Kennesaw Mountain Writing Project Georgia , wondered what would happen if she had her sixth-grade students pair with an adult family member to read a book. She asked the students about the kinds of books they wanted to read mysteries, adventure, ghost stories and the adults about the kinds of books they wanted to read with the young people character-building values, multiculturalism, no ghost stories. Using these suggestions for direction, Lambert developed a list of 30 books. From this list, each student-adult pair chose one. They committed themselves to read and discuss the book and write separate reviews. Most of the students, says Lambert, were proud to share a piece of writing done by their adult reading buddy. Several admitted that they had never before had this level of intellectual conversation with an adult family member. Teach "tension" to move students beyond fluency. One day, in front of the class, she demonstrated tension with a rubber band. Looped over her finger, the rubber band merely dangled. The initial prompt read, "Think of a friend who is special to you. Write about something your friend has done for you, you have done for your friend, or you have done together. Students talked about times they had let their friends down or times their friends had let them down, and how they had managed to stay friends in spite of their problems. In other

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words, we talked about some tense situations that found their way into their writing. Encourage descriptive writing by focusing on the sounds of words. Ray Skjelbred, middle school teacher at Marin Country Day School, wants his seventh grade students to listen to language. He wants to begin to train their ears by asking them to make lists of wonderful sounding words. They may use their own words, borrow from other contributors, add other words as necessary, and change word forms.

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Chapter 2 : Exploring Daily Life throughout History : How Did They Live?

*Exploring Journals and Diaries, Teacher's Sourcebook. (Literature and Writing Workshop.) [Ken Joudrey.] on calendrierdelascience.com *FREE* shipping on qualifying offers.*

Following is an early version of a chapter that was published as follows: Uses and benefits of journal writing. I have included it here exclusively for use by students who are interested in journaling. You may not cite or quote from it. Use the original source if needed for that purpose. Rog Hiemstra September, Journal writing in its variety of forms is used in various ways by adult learners; adult educators should consider the benefits in terms of enhancing learning and professional development. Uses and Benefits of Journal Writing Roger Hiemstra Journal writing as an instructional or learning tool in adult education has gained cogency during the past three decades. As early as , psychologist Ira Progoff and his colleagues began seeing the value of personal journals in enhancing growth and learning. Adult educator Malcolm Knowles introduced readers to notions of personal reflection through activities such as self-assessment and proactive reading of materials. Another useful source is Christensen , in which she describes how a diary can be used as a learning tool for adults. Brookfield , provides various ideas pertaining to critically reflective writing through such tools as autobiography, critical incident citing, and seeing ourselves as others see us. However, even given more than three decades of use and attempts by a few adult educators to encourage personal reflection in various ways, journaling still remains underused as a teaching or learning tool. As a professor I have found tremendous value in the journaling process for those learners with whom I have interactions. Thus, this chapter reflects not only what others are saying about journal writing, but also my own personal experiences. Why Use the Journaling Process? Journaling in its various forms is a means for recording personal thoughts, daily experiences, and evolving insights. The process often evokes conversations with self, another person, or even an imagined other person. Add the advantage available in most journaling formats of being able to review or reread earlier reflections and a progressive clarification of insights is possible. I urge my learners to use one of the journaling formats as a means for assisting them obtain the maximum amount of interaction, knowledge, and personal growth from their reading efforts or other learning experiences. There also is the potential for a journaling technique to promote critical self-reflection where dilemmas, contradictions, and evolving worldviews are questioned or challenged. In the graduate classroom, for example, this may be an especially valued result as teachers attempt to facilitate a professional development in their learners. Learning something that is new or different and then reflecting on what that means for a current or expected professional position can be an important outcome. Some of my students include portions of a journal or diary in a professional portfolio as a means of demonstrating to current or prospective employers their ability to critically reflect on issues. I also urge my students to incorporate such self-reflection through a journaling technique into the development of a personal statement of philosophy or a code of personal ethics Hiemstra, The purpose of the next section is to describe a variety of these journaling techniques, types, and formats. Several have been tailored to fit my particular instructional philosophy and approach, so you may need to make appropriate adjustments if you decide to use them in your own classroom Hiemstra and Sisco, I have additional material related to many of the techniques at Hiemstra Various Journal Types and Formats A variety of journaling types and formats have been developed over the years. A literature search produces a plethora of types, descriptions, and examples. For purpose of this sourcebook I am including those I have found particularly useful in the graduate classroom. Each has advantages and disadvantages, but all are effective in helping students record information important to their efforts. Most students even use them to move beyond the knowledge and skills available through normal classroom activities. A learning journal typically is a hand written in a notebook or on a pad of paper as a means for recording thoughts, reflections, feelings, personal opinions, and even hopes or fears during an educational experience. However, students can use a tape recorder or computer keyboard. The point is to find a recording device that feels comfortable and enhances frequent

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writing. The comments included can come from stimulation received while reading course materials or talking with fellow students. They also can simply be random reflections obtained during a learning experience or just through participation in life. Progoff even suggests having simulated conversations with the inner self or real conversations with others, including obtaining feedback, as a means of furthering any value received from the process. This can include systematic observations of insights, events, and changes in personal perspectives during the course. Journaling, as it is often called, typically is one of the most complex of all forms for recording personal changes and insights. For many students, the process of maintaining a journal helps them become more organized and focused on the areas they are studying. There is often a bit of personal clarification that takes place, too, as the journaling process helps in the elucidation of opinions, beliefs, and feelings. Progoff outlines various tools or procedures to aid in the writing process, such as personal logs, daily logs, and life history logs. In my courses I provide students with a large workbook of supplemental materials. I include a write up on keeping journals, diaries, reading logs, and theory logs and provide bibliographic references to several supportive sources. I also have on hand a few learning journals and diaries from previous students who have given me permission to share their materials with others needing to look at samples. I also suggest that students search the World Wide Web for samples of various journaling forms. A diary is typically a notebook, booklet of blank pages, or any source for students to record thoughts, reactions to learning experiences, and even innermost fears about a learning activity. Some learners prefer to create electronic or audio diaries. Regardless of the particular format, entries of daily experiences, insights, and problems often are made: Another feature of a diary is being able to look back on specific days or time periods in an attempt to sort out personal feelings. Combining such features with instructor feedback, the development of something like a statement of personal philosophy, and subsequent student writing and reflection can begin desired or even unanticipated personal changes. Dream Book or Log. This usually involves keeping a recording device such as a tablet, notebook, and even tape recorder on a nightstand to be used upon waking for recording the dream experience before it has faded from conscious memory. Subsequent analysis of those dreams can lead to interpreting how the subconscious might be directing or impacting on the conscious. I tell a student who is really struggling with some particular concept or subject to consider keeping a dream book or log for awhile as a means of obtaining new insights. Bethards describes how to examine such remembered or recorded symbols from a dream and tie them to potentially new understanding or knowledge. Autobiographies, Life Stories, and Memoirs. Autobiographies, life stories, and memoirs can reveal the heart and soul of human existence. Something like an autobiography can even be used as a way of understanding or gaining knowledge on a particular topic. For example, a student might obtain a better understanding of adult development by creating an autobiography that focuses on the various stages of personal development over two or more decades. This typically involves asking students to draw on their own lives and experiences, as well as the lives of others with whom they have associated, to develop a critical self-reflection on some aspect of their personal development. Not only do autobiographies, memoirs, and life stories encourage self-reflection, they also can promote a sharing of experiences with others to examine similarities and differences between individual life histories. Autobiography thus moves beyond learning as a solitary experience to one based on the potential of synergistic interaction with others. A spiritual journal usually is somewhat different than a regular journal or diary. It normally involves recording personal reactions to spiritual or religious matters. This particular approach may not match the needs of many adult students, especially if they are taking a course for credit, but occasionally a student with deep religious convictions will find the technique a useful companion to their other study activities. Spiritual journals also can be used in retreat settings where learners use mechanisms to help improve their self-understanding. Journals also can have a very specific purpose in mind. For example, asking a student to keep a professional growth and development journal can be very important, especially as they near completion of a degree program. I ask my students in their final graduate seminar to keep a professional journal that includes developing a statement of professional commitment Hiemstra, The interactive reading log provides a mechanism for a student to critically reflect on information as it is read. It is essentially a series

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of reactions or responses to those elements in any material being read that is particularly meaningful or provocative. In essence, such logs enable learners to record aspects of what they are reading in their own voice or words Perham, In a graduate course, the items selected for reaction typically include books, instructional media, and professional journal articles. I recommend to my students that they use the following format: Begin with one or two introductory paragraphs describing the reasons for choosing whatever subject area was covered, include the log of reactions this could be several pages constituting the bulk of the report , conclude with a two or three page retrospective overview of the effort as a whole, and supply a list of references utilized. I note that they can skip some sections in their reading efforts, skim others, read others at a normal rate, or read some passages more carefully and in depth. The spacing and number of reactions depend on the scope and purpose of any reading. It might involve including entire sentences or longer passages striking for their clarity, insight, stimulation, and usefulness. It might include items the student regards as ambiguous, exaggerated, poorly reasoned, insufficiently supported, or with which they disagree. They are even encouraged to have simulated conversations with any authors as a means of prompting clarification or new insights. The idea is to read and react letting the experience help in growth of knowledge and ability to practice critical reflection, and as a means of expressing personal thoughts in synthesizing the reading experience. The assumption serving as a basis for this activity is that each student taking a graduate course will need to learn to think and critically reflect on corresponding terminology, theory, and knowledge. Brookfield refers to this as reading theory critically. Throughout a learning experience, students who choose to keep a theory log are asked to make notes regarding what they perceive to be theoretical concepts, salient points, truths, bridges to known theory, ideas to be tested, and gaps in the knowledge. They are encouraged to ask various kinds of epistemological, experiential, communicative, or political questions about what they read. The ultimate result is a log, statement, outline, or whatever else seems appropriate in expressing their grasp of the theory providing a foundation for the course content. Because of the growing use of computer technology and distance education in various forms, many students are choosing to record their insights or reflections in some electronic form. In essence, any of the previously described journaling techniques can be carried out fully or partially in an electronic form. One of my students, for example, likes to publish his insights on his web page for fellow students to read. He subsequently encourages computer-mediated conversations as a way of further enhancing his own knowledge and understanding. Some related web sites can be seen in "Life Journal" and "My Story" Benefits of Journal Writing There are a number of potential benefits for learners in maintaining some type of journal, diary, or log. For example, enhanced intellectual growth and development is achievable by most learners, especially as they gain more experience with the writing or recording procedures. However, as a teacher I have been pleased with how these learning tools can help learners in their personal development and ability to examine new knowledge in critical ways. The following sub-sections provide more detail on those benefits I have observed learners achieving. Personal Growth and Development. Perhaps most important for the adult learner of all the benefits is the enhancement of personal growth and development.

Chapter 3 : Uses and Benefits of Journal Writing

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Chapter 4 : Sara J Kerr â€“ An Accidental Programmer Exploring 19thC Literature

Exploring Journals and Diaries, Teacher's Sourcebook. (Literature and Writing Workshop.) starting at \$ Exploring Journals and Diaries, Teacher's Sourcebook.

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Chapter 5 : Exploring journals and diaries (Braille book,) [calendrierdelascience.com]

A small pamphlet-size paperback for Literature and Writing Workshops, Exploring Journals and Diaries includes excerpts from the private writings of Christopher Columbus, Laura Ingalls Wilder (author of The Little House on the Prairie books), and Anne Frank.

Chapter 6 : 30 Ideas for Teaching Writing - National Writing Project

If looking for the book Exploring Lyric Poetry: Teacher's Sourcebook. (Literature&Writing Workshop) in pdf format, then you've come to correct site.

Chapter 7 : Teaching/Writing: The Journal of Writing Teacher Education | English | Western Michigan University

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

Chapter 8 : Exploring journals and diaries. (Book,) [calendrierdelascience.com]

Based on a series of seven summer workshops on creative writing and pedagogy, this book offers an "inside-out" approach to teaching and writing, an approach that teachers can use for personal growth and self-enrichment as well as for application and inspiration in their public school classrooms.