

Bearing Hope & Peace



for the World

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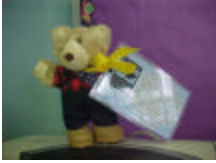
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PROGRAM OUTLINE AND OVERVIEW

Major Goals:

The purpose of this program is to meet Language Arts Standards while providing the students an opportunity to deal with a real-life tragedy.

- Demonstrate the importance of oral communication.
- Explore the purpose of writing as another form of communication.
- Demonstrate value of sharing, emphasizing oral and listening skills.
- Learn to respond and ask relevant questions of others' work.
- Revise written work.
- Work cooperatively with a partner to discuss each other's work.
- Edit work for publication.
- Use technology as a form of presentation.

Target Student Age/Level:

I used this program with a second grade class of 28 students. However, it can definitely be used with third grade students and up, possibly to sixth grade, with a variety of modifications, depending on your purpose and goals.

Timeline:

The actual mini-lessons took about eight days. Many days were spent to follow up with each student's work during individual writing conferences or small group instructions. There were days where groups of students were sent to the multi-media room to scan their illustrations, type in their writing, and record their voices. Depending on how much of this program you would like to implement, the time can range from two weeks to four weeks, including the technology component.

Types of Assessments Used:

The students' writings became an ongoing assessment throughout the school year. My continuous observation of how students work together and independently during the writing workshop also served as a source of assessment. Finally, individual conferences provided the greatest insights as to how each student is growing and perceiving himself/herself as a writer.



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Sample questions:

- Are students more open to share with a partner, a group, and/or the class?
- Are students more willing to express their feelings in their writing?
- Are students using the revising and editing skills that were taught?
- Are students able to engage in a constructive discussion about their own writing as well as other students' work?
- Are students becoming more confident and independent as writers?

Instructional Structure:

All the instructions are structured within the components of the Writing Workshop:

10 – 15 minutes of mini-lesson (whole class/small group)

20 –30 minutes of independent writing/individual conference/guided writing

10 – 15 minutes of sharing (whole class/pairs)

The mini-lessons are planned according to the students' needs. They are usually designed for whole class instruction. Small-group instruction is scheduled the following day if necessary, based on the daily assessment. The lessons can be a brief discussion, a simple model demonstration by the teacher, or from a student's writing piece. The teaching focuses we have covered during our mini-lessons throughout this program may vary according to the needs of your students or the genre you would like to work in.

Independent Writing is a time set aside for the students to work alone and/or in pairs, depending on the task. The students are encouraged to try the strategies or crafts we have focused on during the mini-lessons. This is also the time the teacher sees if students need extra support or conferences with individual students who have requested guidance. Sometimes this is also a good time to schedule guided writing with a few students who are having difficulties staying on task or understanding the task on hand. This is a valuable time not only to help, but also to assess where each student's strengths and needs are in their writing.



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Sharing is crucial to the success of this writing program. Not only do the students understand that the purpose of writing is to have an audience/readers, but they get to share their attempts and take pride in their efforts. The class can see who has tried a new craft or learned a new strategy. It also enables the teacher to see if what was taught during a mini-lesson was, in fact, well received and understood. A decision on whether a particular focus needs to be revisited can be determined from the students' work at this time. Selected pieces for subsequent mini-lessons may also be chosen from the pieces being shared. This is the time when students get very excited about their own writing and learn from and about each other as writers.



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LESSON PLANS

The lessons are provided in sequential order in an attempt to scaffold the student's learning. Depending on your students' needs, the lessons can be taught alone or eliminated. The lessons as written are meant to run for 45 minutes, although they can be adapted to shorter or longer periods if necessary. There were days when I had extended the writing time because the students were so involved, while other times I had to shorten it.

Lesson I: Purposeful Writing

Objective:

Students will find writing purposeful and functional when they are given the opportunity to share and discuss the things or topics that are important to them.

Materials:

Writing folder/writer's notebook for each student
Big writing tablet

Procedure:

1. Have students gather on a large rug, usually designated as the meeting area.
2. Encourage the students to share something important, personal, and/or meaningful that has happened in their lives. If students are hesitant to start, the teacher can start by sharing something that is important to him/her. This often helps the students feel closer to the teacher, and serves as a good model for them to take risks. Building this rapport with the students and providing a comfortable learning environment is the beginning of an effective and successful writing workshop.



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3. Together as a class, generate a list of experiences, events, or topics that are of particular interest to the students.
4. Ask the students to generate a more-personal list in their writing folder or writer's notebook. This is done at their desk or anywhere in the classroom where they feel comfortable and it is quiet enough for them to concentrate and write.
5. After 15-20 minutes, invite the students back to the meeting area to share some of the ideas that are on their list. Add to the list that was generated together by the class. This list can be hung up for the students to refer to or added to throughout the school year during writing time.

Ongoing Assessment:

While the students are writing independently, walk around and read the ideas each student is coming up with. See how general or specific their topics are. Assist those who may need some prompting. Select a few that may serve as good examples and request those students to share them with the class.

Homework:

Students are encouraged to talk to their parents/grandparents and find out more about special incidents or events that happened to them as they were growing up. They can add these to their list for possible writing topics.



Lesson 11: Brainstorming Ideas and Feelings

Objective:

Students will select a particular topic from the list and start collecting ideas or feelings that come to mind.

Procedure:

1. Have students bring their personal list to the meeting area.
2. Encourage a few students to volunteer and share some of their favorite topics. These may be added to the class-generated list from the previous day.
3. Together as a class, select one topic from this list. (This is how my class came up with the topic of September 11.)
4. Ask students to share anything they know or that comes to their minds when they think of this topic. If the students are hesitant, the teacher can model and share some of his/her ideas and feelings on the topic.
5. Have the students talk to a partner near them about the topic for a few minutes. This helps ease their fear of speaking in a big group and also fosters a sharing atmosphere with a partner, which may be less threatening for some students.
6. Facilitate a whole-class discussion to find out what the students have shared, know, and feel about the topic.
7. Send the students back to their own desk or have them find a place in the classroom where they can start jotting down their ideas and feelings freely and independently.
8. For sharing time, gather the students together in the meeting area and encourage one or two volunteers to read their writing.



Dreaming Hope & Peace for the World **Bearing Hope & Peace for the World**

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Ongoing Assessment:

While the students are writing independently, attend to those who seem to be having difficulty starting their writing. Engage in a brief conversation with each. If there are quite a few, it might be necessary to gather them in the meeting area and have a guided writing session with them. This way, the teacher can support them by engaging them in a productive conversation on the topic or demonstrate by jotting down their ideas on a big writing tablet. This is especially helpful for students who are English Language Learners (ELL). They need the oral language practice and support to develop their English-language skills and extend their vocabulary for their writing task. For some students who have difficulty staying on task or working independently, this guided-writing small group can help them stay focused and offer extra support.

Homework:

Students are constantly expected to share what they do in class with their parents. They are encouraged to speak to their parents or anyone special about their writing. This way, they can also gather more information and perhaps discover new information on the related topic. This is a good way for the students to partake in the process of what a good writer does, and take back more ideas to enhance their own writing piece.



Zooming Home & Peace for the World Bearing Hope & Peace for the World

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Lesson III: Zooming In

Objective:

Students will learn to “zoom in” on a particular idea or experience that keeps coming up consistently in his/her free writing piece(s).

Advanced Preparation:

Selected piece(s) from students’ free writing on transparency sheets

Materials:

Overhead projector & screen
Color markers for transparency

Procedure:

1. Gather students together in the meeting area. Share a selected piece of a student’s free writing by projecting it on an overhead projector, making sure all the students can see and read it.
2. After reading the piece together as a class, ask the class to verbalize what ideas or feelings seem to permeate the piece.
3. As the students help point out each idea or feeling, highlight it on the transparency. This way the students can sort out all the sentences or parts that are connected to this one idea or feeling. This is a good way to model to students how they can “zoom in” on what is important to them as writers.
4. Encourage the class to comment or ask the actual writer of the piece questions regarding to his/her “important” idea or experience. This helps students extract irrelevant details and elicit more relevant ideas that can aid the writer to extend his/her piece.
5. After a few demonstrations and the children understand the task, students are asked to work independently or in pairs to try this strategy on their personal piece of writing. They may gather all the relevant ideas and start a complete new draft or they may choose to do the revision on the old draft.



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6. During sharing time, the teacher may select students or have volunteers read their personal piece of writing and talk about any revisions they have made.

Ongoing Assessment:

While the students are working, the teacher needs to circulate and observe. It may be necessary to assist those who need extra support to identify and gather their important ideas. If many students appear to be having a difficult time, it may be necessary to have another lesson the next day. It may be helpful to use one of the competent student's drafts on an overhead as a model and walk the class through the thinking process out loud. This often serves as a model for those students who might not know how to select the relevant details or events for their writing piece. Keep in mind that a small guided-writing group is also another alternative.



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Lesson IV: Different Point of View

Due to the tragedy of September 11, our school received over one thousand Hope Bears from the people of Oklahoma City. Each student received one as a gift of hope and love.

Objective:

Students will pretend they are Hope Bears and write from their bear's point of view.

Materials:

Digital camera
Disks

Procedure:

1. After gathering the students in the meeting area, explain to them where the Hope Bears come from and why they were given to the children in our school.
2. After each student receives a Hope Bear, they have to give it a name. Then they are asked to pretend they are Hope Bears. They describe themselves as Hope Bears and explain why they are here in New York.
3. Students share their ideas with each other on the rug. Encourage volunteers to verbalize some of their ideas.
4. As students become more confident about what they want to write, they can go off to write independently. They are also encouraged to read their writing to their neighbors so they can get some input for revision.
5. While the students are working independently, go around and teach each student how to use a digital camera. Have each student take a photo of one of his/her classmates with their Hope Bear.
6. For sharing time, gather the class together and have one or two students read their writing. As always, the class is expected to respond and to comment on each writing piece.



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Lesson V: Through the Eyes of the Hope Bears

Objective:

The students will be able to express their inner wishes and hopes as writers and realize another important reason for writing.

Materials:

The big book *On American Soil* by Oklahoma City National Memorial Trust

Computers with Microsoft Word software (optional)

Procedure:

1. After the students gather in the meeting area, introduce and read the book *On American Soil* together. Review the message the author is trying to convey to the readers. From the reading, the students will be able to understand how and why the Hope Bears came to be.
2. Emphasize the idea of empathy and the importance of the love and care that the people from Oklahoma City have brought to our city.
3. Encourage students to envision a peaceful world and discuss what they hope it will be like.
4. Have students share their ideas with each other, then to the class.
5. Ask the students to draw an illustration representing this peaceful world and write down their hopes.
6. The students will share their work during sharing time.

Ongoing Assessment:

As students work on their illustrations and writing, meet with each for individual conferences to review their previous drafts and prepare them to be polished or published. This is also the time to discuss with students their individual writing goals as writers. Those students who choose to publish using Microsoft Word may work on the computer.



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Homework:

Students who have a computer at home may choose to publish their piece of writing as homework. This saves time, since we only have two computers in class. Otherwise, we have to wait until there is open access in the multi-media room in order to send groups of students there to work. Students who choose to publish by hand may take their revised draft home and copy it neatly.



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Lesson VI : Revision

Objective:

Students will learn to reread and revise their writing, making sure their ideas are complete and clear.

Advanced Preparation:

Have a selected piece of a student's writing on a transparency sheet. (It is important to select a piece that will serve as an example of the writing skills or strategies that your class needs.)

Materials:

- Overhead projector & screen
- Color markers for transparency

Procedure:

1. For a mini-lesson, present a student's piece of writing on the overhead projector. Read it with the class.
2. Ask the students to read each sentence to make sure the idea is complete and clear. If not, demonstrate how they can revise it by deleting or adding more information. Sometimes it is necessary to ask the actual writer to elaborate on some points.
3. Continue this process while slowly shifting more and more responsibilities to the class to help with the revising. Assist and prompt only when necessary.
4. As the students become more competent, ask them to go back to the piece about September 11 and the one about their Hope Bears. Reread and have them try to revise the work by themselves first.
5. Students are paired up as partners to help revise each other's pieces. (Since my class has quite a few ELL students, I paired them each with a stronger writer so they will have extra support.)
6. During sharing time, have a volunteer read his/her revised piece and facilitate a brief discussion about the revision process between the two partners.

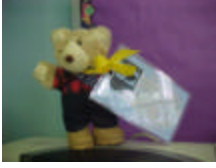


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Ongoing Assessment:

As the students attempt to revise their two pieces of writing, confer with those students who have the most difficulties, whether because of the English language or the actual process of revision. This can be done in small groups or individual conferences, depending on the needs of your class. It may also be necessary to have a few subsequent mini-lessons to reinforce the process. These lessons may also focus on different teaching points, like organization of ideas, interesting beginnings, or dramatic endings, etc. But the goal is whichever writing skills we choose to demonstrate; we need to expect the students to do the same--to transfer and apply the same skills or strategies in their other writings.



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Lesson VII : Editing

Objective:

Students will learn to reread and to edit their own writing.

Advanced Preparation:

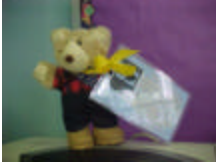
Have a selected student's draft on a transparency sheet. (Choose one that is relevant to the needs of your students and can serve as a good demonstration for your teaching focus.)

Material:

- Overhead projector & screen
- Color markers for transparency

Procedure:

1. Present the student's draft on the overhead projector. Read it to the class or have the class read it with you.
2. Depending on which editing skill(s) you choose to focus on, reread each sentence and demonstrate how you would edit it.
3. Continue this process, each time getting the students more engaged, and ask them to help you with the editing. This will help them internalize the process and lead them toward independence.
4. As the students become more competent, ask them to go back and try to edit their previous pieces of writing related to September 11.
5. Again, students are encouraged to review their pieces with their writing partners and help each other with the editing skills.
6. Once again, sharing time involves students reading their edited pieces. It is very important that the teacher also facilitates a brief discussion about the editing process between the two partners.

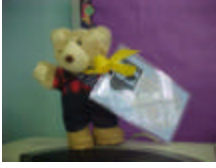


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Ongoing Assessment:

As always, the teacher needs to attend to the students who are most in need of assistance. As stated throughout the previous lesson plans, the teacher needs to use his/her professional discretion as to which is the most feasible and effective way to assist these students--small group instruction or individual conferences. The instructional focus in editing skills may be any of the following, depending on the needs of your class: subject and predicate agreement, correct use of prepositions, appropriate tenses, singular/plural usage, etc. Due to the needs of my students who are mostly ELL, I spend many more mini-lessons with my class in this area, especially in small guided-writing sessions. This permits me to work on grammatical language structures that are in the students' own writing. Students tend to learn and remember what they've encountered in a meaningful context and an authentic setting.



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Lesson VIII : Publishing

Objective:

Students will learn to publish and present their work by incorporating technology as another tool.

Advanced Preparation/Arrangement:

Reserve class session time with the computer teacher during an open-access period so you can arrange to have small groups of students to work in the multi-media/computer room with his/her assistance and support.

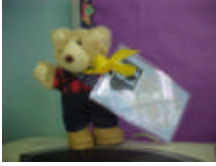
Materials:

- Computer
- Scanner
- Printer
- Adobe Photoshop
- Microsoft PowerPoint

Procedure:

1. Join the students in the meeting area. Find out what they are still working on in their September 11 project. Group the students accordingly--those who are ready to scan their illustrations and those who are ready to record part of their writing.
2. Send these two groups to the multi-media/computer room with a volunteer so they can start to record their work in the computer. The other students stay and continue with their writing while the teacher conferences with those who are ready to get their drafts published.
3. As students slowly finished their projects, they continue writing freely on topics of their own choice during writing time. Have the chart of writing ideas available for students having difficulty coming up with their own topic of interest. Of course, they are expected to

constantly reread, revise, and edit their own drafts. Have students refer to the writing chart as a reminder.



Creating Hope & Peace for the World Bearing Hope & Peace for the World

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4. They are also encouraged to share and check their work with their writing partners. This reinforces all the writing skills and strategies that have been taught up to a particular time. The students become responsible for all that they have learned and are expected to transfer the acquired knowledge to other writing work throughout the school year. The teacher continues to confer with the students and help get their project ready to publish and record into the computer while the rest of the class writes freely during independent writing time. This may extend to a few sessions until the whole class completes the project.
 4. At the end of each writing session, those students who published their project get to share their work. This also serves as a mini-celebration of our project. (The big celebration is when I put all the students' work into a PowerPoint presentation at our school's Literacy Fair at the end of the school year.)

Ongoing Assessment:

This assessment continues throughout our writing workshop and the rest of the school year, even after this project is completed. The writing skills, strategies, and crafts that were taught continue to be reinforced through the students' free writing and other writing projects as well, while new ones are introduced. Discussions as a class, in small groups, with partners, and in individual conferences continue to extend the students' ability to see themselves grow and talk about their work as real writers!

Writing Workshop

(Class 2-203 /S. Poon)

Please *remember*:

- *Write your name and the date on the top of your paper.*
- *Skip lines in your drafts (first or second try).*
- *Do not erase your attempts in your drafts. Just cross them out.*
- *Underline any attempts you are not sure about.*
- *Reread your own piece of writing.*
- *Share your writing with someone else to see if it makes sense to him/her.*
- *Do not skip lines when you are working on a polished or published piece.*
- *Make sure the polished or published piece is as accurate and neat as possible.*

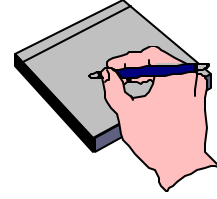
Writer's Notebook

(Class 2-203 / S. Poon)

You can write about...

- *Something that you have learned*
- *Something that you wonder about*
- *Something that has happened*
- *Places you have been*
- *People you know*
- *Ideas that you have*
- *Feelings that you have*
- *Dreams that you have*
- *Wishes that you have*
- *Your observations*
- *Your fantasies*
- *Poems*
- *Memorable events*
- *Special things you own*
- *Unforgettable moments in your life*
- *Letters to people that you might not want to send to them*
- *Secrets that you are willing to share*

Anything and everything special !!!



Are You a Good Writer?

(Class 2-203 / S. Poon)

A good writer always checks to see if...

- *Each sentence is complete*
- *Each sentence begins with a capital letter*
- *Each sentence ends with the right punctuation*
- *Each sentence makes sense*
- *Each sentence sounds right*
- *All the ideas are clear and easy to understand*
- *The thoughts are organized*
- *The words are spelled correctly*
- *The writing is neat*



Name: _____

Class 2-203 / S. Poon

Writer's Checklist

- Did I write my name?
- Did I write the date?
- Did I read my writing over?
- Does my writing make sense?
- Why is this piece of writing important to me?
- Did I stay on my topic?
- Did I read my writing to my neighbor?
- What else can I add to my writing to make it interesting?
- What action words can I use?
- What descriptive words can I use?
* * *
- Did I check the space between the words?
- Did I begin each sentence with a capital letter?
- Did I end each sentence with the right punctuation?
 - Period.
 - Question mark?
 - E xclamation point!
- Did I begin all the names with a capital letter?
- Did I check to see if the word is singular or plural?
- Did I use the right tense?
- Did I check the spelling of the words that I learned?



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RESOURCES

People:

Computer teacher
Volunteers (American Reads tutor)

Materials:

Writing chart tablet
Transparency sheets
Color markers for transparency

Books/Magazines:

Big Book: *On American Soil* by Oklahoma City National Memorial Trust

Software:

Microsoft Word
Microsoft PowerPoint
Adobe Photoshop

Equipment:

Overhead projector & screen
Digital camera
Computer
Scanner
Printer
Microphone

Field Trip:

World Trade Center Site (suggestion for the future, especially after the memorial is built)



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Sample writing from our big book *We Remember... We Reflect...*

Xinni Liu

Date 9-21-2001

I feel sad because lots and lots of the people died. Even some police died too, because they just wanted to help the people get out of the buildings. We must thank the people who save us. It is important to let them know. Even some of my mom's friends have died. I wish all the people will be safe. I started to cry when I saw the twin towers came down. There are lots of fire men who want to help. Even some people from other states drive their cars to New York to help. Some of the streets need to check IDs or Passports. My mom wanted to help the fire men. She bought two water bottles for the firemen. My mom said, "I am trying to help the firemen." Some of the people's body was filled with dust. My mom said, "I wish every one will be safe."

samanthakaman

date 9/21/01

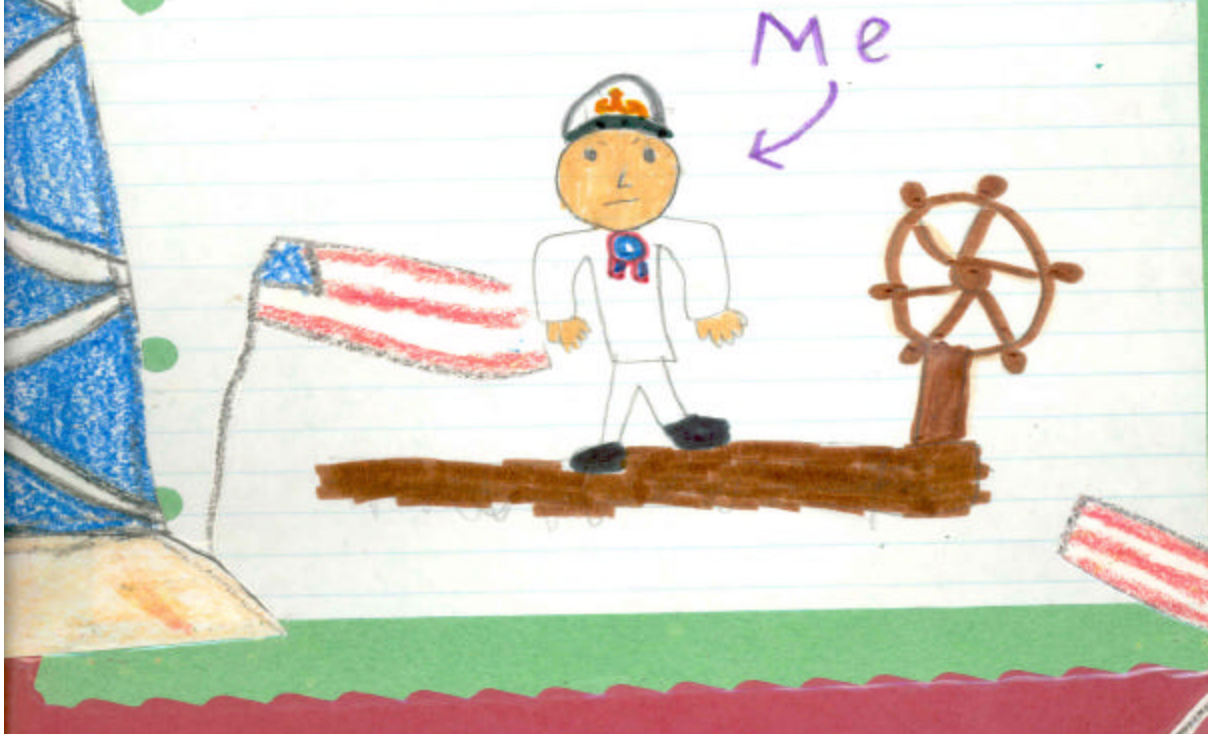
I felt scared when the two twin towers collapsed. I was scared that it might crash into my building but it is not going to. I felt sad for the people who passed away. A lot of people in the twin towers died. There were more than 2000 people that got burned and also crushed. A lot of people was sad also scared. Some phones do not work because there are no electricity. There are lots of wires near the twin towers. on that day I heard a lot of ambulance and police siren. There were also fire fighters. A lot of rescue workers helped to dig up the dirt and try to find people who are still alive. A lot of people put up posters of people who are missing. They put the posters ^{on the} streets. when the twin towers collapsed, a lot of people got dirt on their hair and some cars got crushed because there were so many bricks and broken glasses.

Sample writing from our big book *We Remember... We Reflect...*

Ryan

Sept. 20, 2001

- I feel sad because a lot of people died and the twin towers are gone. I feel angry that the bad guys killed a lot of people. When I am bigger I want to be a soldier and protect the United States of America.



Sample writing from our big book *Through the Eyes of Our Hope Bear*

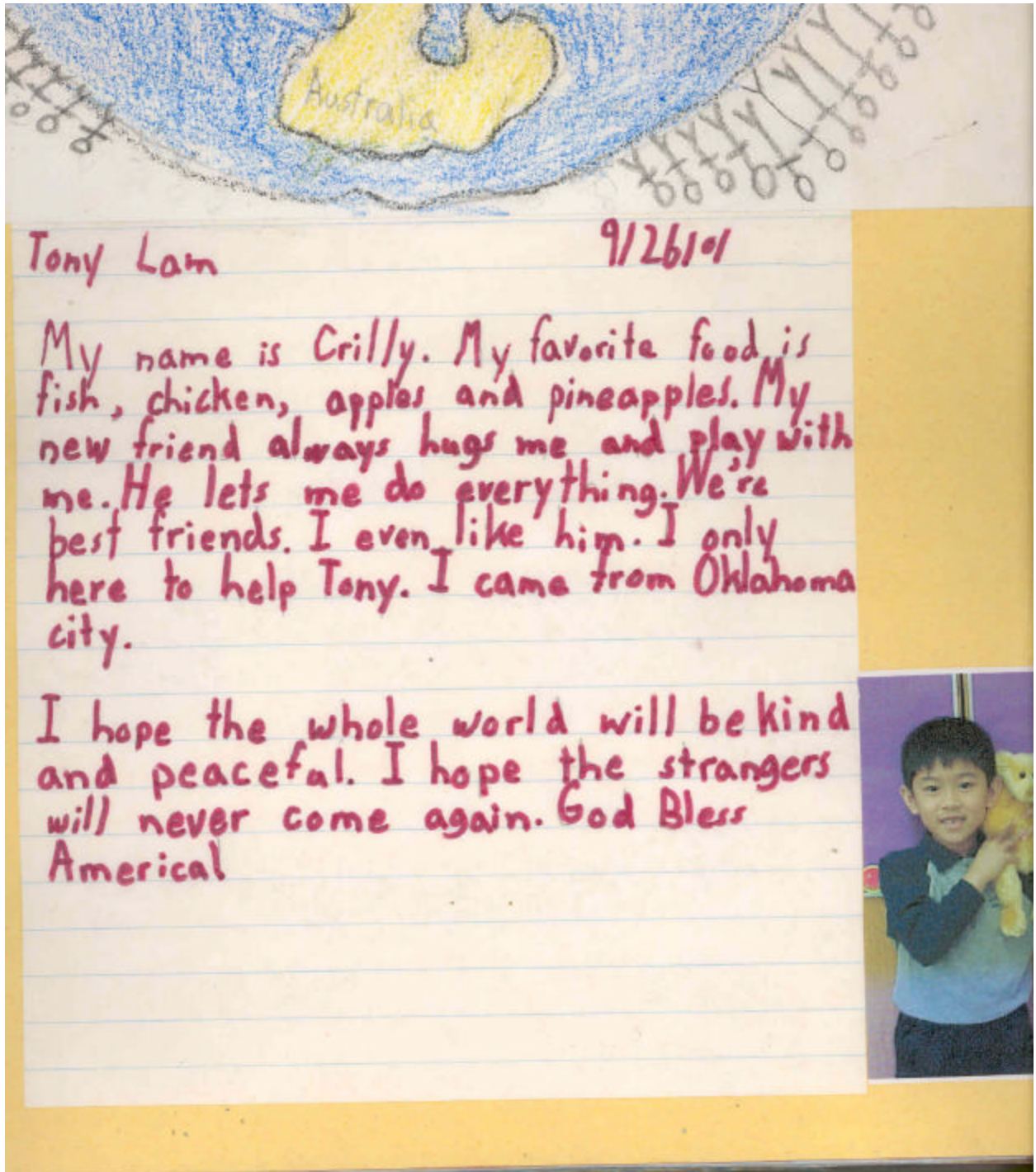
About my Bear

Hi, My name is Kelly. I am 2 years old. I have white skin. I have black eyes. I have a blue and white dress on. I have two bows on my hair. I have a best friend and she has a little sister, Doris. My best friend Sandy reads to me. My friend brought me to her daddy's car. I sleep on Sandy's bed. I play with Sandy's sister a lot. It was fun. I love to be friends with her. I came from Oklahoma to help them feel happy.

I hope the world can be peaceful. We can make this world beautiful. We love this world beautiful. We love this world. We love each other. We can cooperate. We can be polite, and not hurt other people!



Sample writing from our big book *Through the Eyes of Our Hope Bear*



Tony Lam

9/26/01

My name is Crilly. My favorite food is fish, chicken, apples and pineapples. My new friend always hugs me and play with me. He lets me do everything. We're best friends. I even like him. I only here to help Tony. I came from Oklahoma city.

I hope the whole world will be kind and peaceful. I hope the strangers will never come again. God Bless Americal



Sample writing from our big book *Through the Eyes of Our Hope Bear*

Mai Lan

9/26/01

Hello, my name is Jeffery. I like to play basket ball with Mai Lan. I am white and black. My shirt is red, white and blue. My feet are white and black. My ears are black. I care about people. I came from Oklahoma City because I saw the Twin Towers fell down on t.v. So I came to New York to see if I can help.

I hope the world will be peaceful. The children will play together and help each other.

