

Colorful Family Memories: A Memoir Study

Presenting the Writing Process to ESL Students

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Program Outline and Overview

Essential Question:

How does participating in a writing workshop assist in the development of writers?

Major Goals:

Students will gain knowledge and vocabulary related to the writing process through the study of the memoir form. This unit focuses on:

- Introducing students to the writing process
- Reading and writing narrative text
- Identifying and writing main-idea sentences
- Writing a paragraph with a topic sentence and supporting details
- Reading and responding to text
- Writing descriptively
- Writing grammatically correct sentences

Target Student Age/Level:

The individuals who participated in this writing workshop were twenty eighth-grade ESL learners at the intermediate level. This unit can be adapted to any grade and can be used with both large and small groups. It begins with journal writing and responding to literature that may be chosen by teachers or students involving various themes. Over several weeks, the students work at their own pace and are encouraged to find their own voice.

Timeline:

The writing workshop was scheduled for two forty-five minute sessions twice a week. Some sessions were back to back, depending on class schedules and the students' need for independent writing time. The unit took about two months to complete. Each lesson plan was divided into mini-lessons and took several days to cover. It may be structured in a way to meet the time constraints of any classroom.

All About the Writing Process

Before starting, there are a series of mini-lessons presenting the writing process. These lessons are short discussions that answer certain questions about writing. Students and teacher reach a deeper understanding of how writers think and work. The following questions are presented to the class one at a time at the beginning of the year. The students and teacher think about, share, and record their thoughts about each one.

1. What is writing?
2. Why do people write?
3. Where do we see writing?
4. What do good writers do?
5. What do we already know about English grammar?
6. What steps are there in the writing process? What is a process?
7. Where do writers get their ideas?
8. What is a writer's notebook and how do writers use it?
9. What is brainstorming?
10. What is freewriting?
11. What is a "quick write"?
12. How can we get ideas that are important to us?

Lesson Plans: Gathering "Seed" Ideas

Goal:

Students will gain an understanding of the writing process through the study of the memoir.

Objectives:

1. Students will be able to listen to and comprehend literature related to memories.
2. Students will be able to respond to the text in both oral and written forms.
3. Students will be able to write a variety of responses including "quick writes", templates, lists, sketches, and freewriting.
4. Students will be able to share and discuss their responses.

Materials:

writer's notebooks
overhead projector
overhead transparencies and markers
template: How do people show you they love you?
Response to *Loving* by Ann Morris

text:

My Apron by Eric Carle

Good Luck Gold by Janet Wong

Loving by Ann Morris

Hairs by Sandra Cisneros

We're Good Friends, My Father and I by P.K. Hallinan

We're Good Friends, My Grandpa and I by P.K. Hallinan

We're Good Friends, My Grandma and I by P.K. Hallinan

The Day I Saw My Father Cry by Bill Cosby

The Relatives Came by Cynthia Rylant

Procedure:

The following procedure will be followed for each of the text read aloud, varying only in the responses written in the students' writer's notebooks. Students will be immersed in the genre of memoir through read alouds and written responses called "seed" ideas. Each type of response is specified and modeled by the teacher after the text has been read aloud. The time allotted for writing workshop each week will determine the number of "read aloud and respond" sessions. There can be more than one read aloud and response in a forty-five minute period, depending on the length of the text.

1. The teacher reads text aloud.
2. After reading, the teacher models and shares a specific written response using the overhead projector and transparencies. The response may also be written on chart paper if preferable. While modeling his/her written response, the teacher does a think-aloud to demonstrate her thought process.
3. Students are asked to discuss what they noticed about what the teacher did.
4. Students are then directed to respond to the text in their notebooks in the same way.
5. Students may share their responses with a partner, small group, or class. They should not be forced to share if they do not feel comfortable doing so. Writing can be a very personal and private experience.
6. The teacher demonstrates how he/she decides to choose one response to expand on as a "seed" idea, models the decision-making process, and circles one response to write more about.
7. Students choose one of their written responses to expand on for homework by circling it in their notebooks. They will write more about their response to create a "seed" idea.

The following is a list of the text and the type of response:

- *My Apron* by Eric Carle
"Quick Write": a very short period of time (2 to 3 minutes) during which the student **must** write continuously.
- "Good Luck Gold" by Janet Wong
List three gifts someone from your family gave you.
- *Loving* by Ann Morris
Complete the template (see graphic organizers).
- *Hairs* by Sandra Cisneros
Name three people in your family and write one adjective next to each one.
- *We're Good Friends, My Father and I* by P.K. Hallinan
List three ways you spend time with your father.
(If students don't spend time with their father, allow them to write about any male figure they spend time with and feel close to.)
- *We're Good Friends, My Grandpa and I* by P.K. Hallinan
List three ways you spend time with your grandfather or three memories of times you spent together.
- *We're Good Friends, My Grandma and I* by P.K. Hallinan
List three ways you spend time with your grandmother or three memories of times you spent together.
- *The Day I Saw My Father Cry* by Bill Cosby
Do a "quick write."
- *The Relatives Came* by Cynthia Rylant
List two times when relatives visited you or you visited them.

Final "Seed" Ideas

The following are samples of the teacher's "seed" ideas. After each "read aloud and respond" session, I chose one "seed" idea to expand upon and model in front of the class on the overhead.

My response to *My Apron*

When I was young, my dad was always fixing something in our house. My dad is a carpenter, so he knows how to build almost everything. He would fix the doors, the floors, the lights, or the closets. He painted the house or fixed our sink. Every time he fixed something, he would call my name. He always wanted me to help him. I never did anything fun. I would just bring him things like a screwdriver or a hammer. Or he would tell me to hold something still for a long time, like a piece of wood or something. I would get bored and tired and wish he would tell me to stop. I never told my dad I did not want to help because I didn't want to make him angry or think I was selfish. He always tried to make things for us, so I think it was important to help.

My response to "Good Luck Gold"

When I was a little girl, my grandmother gave me a handkerchief. I don't know why she gave it to me except that she just wanted to give me something to remind me of her. The handkerchief had two birds on it and some flowers. It had a blue border all around and felt very soft. I still have that handkerchief and every time I see it, I think of my grandmother.

My response to *Hairs*

My mother is a very bossy woman. She likes to tell everyone what to do because she wants to help. My mom still tells me what to do sometimes even though I am 30 years old. She is a wonderful person and takes really good care of my father, my sister, and I. She works and cooks and cleans and washes the dishes and the clothes. She does everything for us.

My response to *We're Good Friend, My Father and I*

When I was young, I did not spend too much time with my dad because he was always working. He was a carpenter. He built houses, stores, and restaurants for people. He worked very hard and would come home very late. Sometimes, he was angry and tired, so my sister and I did not whisper a word. When he was happy, we ate dinner together and talked about what happened that day. He listened while we told him our news.

My response to *The Relatives Came*

Last Christmas, my family from Greece came to visit us. My cousin, his wife, and his two sons came to see us for the first time in New York. They stayed at our house for two weeks. We had a wonderful time together. We took them to see different parts of New York like the Empire State Building and Rockefeller Center. We went shopping and ate different kinds of foods together. They loved New York. They also enjoyed spending time with us. We did not want them to leave but they went home. We hope they come to visit again.

Lesson Plan: Choosing "Seed" Ideas

How do writers choose their ideas for writing?

Materials:

teacher's "seed" ideas
students' writer's notebooks
overhead projector and transparencies
transparency pens
chart: Criteria for Choosing an Idea

New Vocabulary:

choose
pick
select
decide

Procedure:

1. The teacher distributes copies of his/her "seed" ideas for the students to skim over. The teacher rereads the "seed" ideas aloud.
2. Through a think-aloud, the teacher chooses a "seed."

3. Students discuss the teacher's decision-making process.
 - What did you notice about what I did?
 - What did I think about when I chose my "seed"?
 - What reasons did I give for choosing a particular "seed"?
4. The teacher presents criteria for how writers choose their ideas to write about on a chart. Students discuss.

Criteria for Choosing:

Writers think...

This is meaningful to me.
I have strong feelings about this.
I want to share this with an audience
This line really "strikes" me.
I have more to say.

(From *Breathing In Breathing Out: Keeping a Writer's Notebook* by Ralph Fletcher)

Culmination:

Students reread "seed" ideas from their writer's notebook. Using the criteria discussed, students choose one of their "seed" ideas to develop. Students are reminded that selecting one line from their writing that "strikes" them can be a "seed." Changing one's mind about his or her choice is definitely allowed.

Lesson Plan: Developing a "Seed" Idea

Goals:

Students will gain an understanding of the writing process through the study of the memoir form.

Objectives:

1. Students will be able to read and use vocabulary relating to the study of family relationships and memoir in both oral and written form.
2. Students will be able to identify and draft main-idea sentences.
3. Students will be able to identify and draft detail sentences.
4. Students will be able to use graphic organizers to draft and develop specific ideas for their writing pieces.
5. Students will be able to read and discuss short text.
6. Students will be able to listen to, read, and write grammatically correct sentences.

Background Information

Students have been participating in the Writing Workshop process, where they have been listening to various texts related to the theme of family memories. Students were asked to respond to the text in specific forms. This process is referred to as the gathering of “seed” ideas. The following lessons will present the process of *developing* an idea for writing to include a main idea and supporting details. Students are already able to summarize text for Reading Workshop and therefore are already familiar with identifying the main idea.

Materials:

- overhead projector
- transparencies and markers
- graphic organizers
- teacher’s writing
- students’ “seed” idea
- copies of text:

In My Family / En Mi Familia by Garmen L. Garza
Family Pictures / Cuadros de Familia by G. L. Garza

Procedure:

I. Minilesson: I identifying a main idea sentence

Materials:

copies of excerpts from authentic literature
highlighters

Procedure:

*Through the use of authentic text, students read with a **writer's** eye.*

1. Teacher Modeling:

- Teacher displays a copy of "The Fair in Reynosa" (pg. 4 from *Family Pictures*) on the overhead.
- After reading the text out loud, the teacher models identifying the main-idea sentence of the text.

What is this text about?

What is the "Big Idea"?

- Teacher highlights the main-idea sentence.

2. Scaffolding and Gradual Release:

- Teacher distributes copies of "Oranges" (pg. 6).
- Teacher reads text out loud.
- Students discuss, identify, and highlight the main-idea sentence of the text with a partner.
- Teacher distributes a variety of excerpts from both texts. Students practice identifying and highlighting the main-idea sentences.
- Students share and discuss what they know about main-idea sentences.

II. Writing Workshop: Main Ideas

Materials:

graphic organizer: Drafting Main Idea Sentences
"seed" ideas
overhead projector
transparency of graphic organizer
transparency markers
Editing Checklist 1 (see graphic organizers)

Procedure:

1. Teacher Modeling:
 - Teacher rereads his/her "seed" idea.
 - Teacher drafts main idea sentences for "seed" idea on the overhead transparency. (Think Aloud)
 - Students discuss the process.
"What did you notice as I drafted?"
2. Independent Writing:

Students draft their own main-idea sentences, following the same procedure as modeled. Students use the graphic organizer to record their drafts.

Culmination:

Students choose one of the drafts to be their main-idea sentence and exchange it with a partner. The partner uses the checklist to check the sentence. Student edits writing when necessary.

III. Mini-lesson: Identifying Detail Sentences

Materials:

The Relatives Came by Cynthia Rylant
copies of excerpts from authentic literature
highlighters
Graphic organizer: T-Chart (on overhead transparency)
overhead projector
chart paper and markers

Procedure:

Students read text with a writer's eye.

1. Teacher Modeling:

- Teacher reads *The Relatives Came* to the class.
- Using the T-Chart, the teacher models identifying the main ideas and details of the text.
- Teacher promotes a discussion about detail sentences.
 - “What do you notice about these sentences?”
 - “What information do they give you?”
 - “What do detail sentences tell us?”
- Teacher charts students' responses.

Detail sentences give us specific information about:

time	how something looks
place/setting	how something tastes
sequence of events	how something sounds
people	how something smells
actions	how something feels
feelings	

2. Scaffolding and Gradual Release:

- Teacher distributes various texts to students.
- Using a T-Chart, students identify the main idea and details of each text with a partner. They are asked to label the details accordingly, showing what type of detail it is. They may refer to the Details Chart.

IV. Writing Workshop: details

Materials:

drawing paper and colored pencils
"seed" ideas
overhead projector
transparencies and markers
graphic organizers: Web
Drafting Detail Sentences
Editing Checklist 2 (see graphic organizers)

Procedure:

1. Teacher Modeling:

- Teacher displays and discusses a drawing he/she created related to his/her "seed" idea.
- While displaying a brainstorming web on the overhead, the teacher models writing important words and phrases specifically related to his/her "seed" idea.

- The teacher model choosing the most interesting and important details from the web to include in his/her first draft.
- The teacher models writing these detail ideas in complete sentences using the Drafting Detail Sentences graphic organizer.
- The students and teacher reflect on and discuss the writing process by responding to the questions:
 - What did you notice about what I did as a writer?
 - What did you notice about the sentences I wrote?
 - What kind of information do the sentences give you as my readers?
 - What do we know about details?

2. Independent Writing:

The students work independently and proceed through the same process as the teacher in writing detail sentences. The sequence of the process is reviewed and the teacher walks around to facilitate individual students. Students should feel free to assist each other.

Culmination:

Students draft and edit their detail sentences and share them with a partner. The editor checks the sentences using the Editing Checklist 2.

Lesson Plan: Drafting and Revision

Goal:

Students will gain an understanding of the writing process through the study of memoir.

Objectives:

1. Students will be able to read and write vocabulary related to the study of family relationships and memoir.
2. Students will be able to read and comprehend literature.
3. Students will be able to write a paragraph.
4. Students will be able to use authentic text as a model for their own writing pieces.
5. Students will be able to draft and revise.
6. Students will be able to write grammatically correct sentences.

Materials:

overhead projector

transparencies and markers

teacher's writing: main idea and detail sentences

students' writing: main idea and detail sentences

graphic organizer: Draft

text:

Family Pictures/Cuadros de Familia by Carmen L. Garza

In My Family/En Mi Familia by Carmen L. Garza

Procedure:

DRAFTING: Draft 1

1. Teacher Modeling:

- Teacher rereads graphic organizer with his/her main idea and detail sentences. The teacher demonstrated how to sequence details for draft.
- The teacher writes first draft using the graphic-organizer draft template (overhead projector).

➤ The students and teacher discuss:

What did you notice about what I did as a writer?

2. Teacher displays various excerpts from the text *In My Family* and *Family Pictures* using the overhead. Students come up and underline the main idea and detail sentences using different-colored pens.

3. Teacher distributes copies of text to pairs. Students read and identify the main idea and detail sentences. Students discuss what they noticed about the main idea and detail sentences.

What kind of main ideas do they have?

Where do writers put their main idea sentences?

What detail sentences do they use to support their main idea sentence?

How do they sequence their details?

4. Independent Writing:

Students will follow the same procedure the teacher modeled in writing their first draft.

5. Peer Conferencing:

Students will conference with their partner. Each partner reads the first draft and checks for the following:

- Does the writer have one main idea?
- Does the writer have supporting details?
- Do they connect to the main idea?

DRAFTING: Draft 2 and 3

1. Teacher Modeling:

The teacher writes a second and third draft on the overhead projector. Students discuss the differences of each draft.

Each draft may change its focus. It may focus on:

- a person
- an event
- an object

2. Independent Writing:

Students use the Draft graphic organizers to draft their writing. They may choose to write more than three drafts.

REVISION

1. Teacher Modeling:

- Teacher chooses one of his/her drafts to revise.
- Teacher models revising a piece of writing.
- Students and teachers discuss revision and chart.
“What did you notice about how I revised my writing?”
- Teacher discusses and charts what writers do when they revise:

add more words or sentences

delete words or sentences

rewrite parts to make them clearer or more descriptive

3. Independent Writing:

- Students choose a draft to revise.
- Students revise their drafts.
- Students have writing conferences with peers and the teacher to help them revise their piece.
- Students revise until they feel satisfied with their piece.

4. Extension minilessons:

The teacher may do minilessons on the following to help students revise their work:

using adjectives

using adverbs

using dialogue

Lesson Plan: Editing

Objective:

Students will be able to write grammatically correct sentences.

Materials:

students' writing
Editing Checklist for Final Draft
overhead projector
green pens for editing

Procedure:

1. Teacher models editing his/her own writing using the checklist on the overhead projector.
2. Teacher models editing a student's draft.
(The teacher should ask permission from the student first and copy it without the student's name on it.)
3. Students edit their own writing using the checklist.
4. Students give their writing and checklist to their editor. The editor uses the checklist to edit the writing.

Culmination:

After students have edited their writing, they write their final drafts.

Lesson Plan: Publishing

To celebrate their writing, students publish a bilingual text consisting of their narrative writing and illustrations. The students will use *Family Picture/Cuadros de Familia* and *In My Family/En Mi Familia* by Carmen Lomas Garza as models.

- Final Draft
Students publish their final pieces using Microsoft Word.
- Dedications
 1. Students look through authentic text and read a variety of dedications. They discuss what they notice about them.
 2. Teacher model writing a dedication for his/her piece.
 3. Students write their own dedications and publish them on Microsoft Word.
- Translations
The teacher and students translate and write their story in their native language. The teacher points out that the story must be the same, but the grammar must be that of the native language. Students review and edit their peers' translations. Those students who are not proficient in their native language may dictate their story to a peer. If the teacher isn't able to edit the students' translation, she/he may need to ask for help from an adult native speaker.

□ Illustrations

The teacher and students create illustrations using watercolors.

□ Title

1. Students draft three titles for the class book.
2. Students share their ideas with their group. The group will come up with one or two suggestions to share with the class.
3. Students chart group suggestions. Students discuss and revise choices.
4. Students vote for the title they feel is best.

□ Layout

Committees are formed to lay out the text using the Garza books as models. The committees are responsible for collecting all the writing, illustrations, translations, and dedications from the students and putting them together.

Assessment

E= Excellent

G= Good

F= Fair

P= Poor

Content:

- ___ main-idea sentence
- ___ detail sentences
- ___ vocabulary
- ___ clear and coherent
- ___ focused
- ___ logical
- ___ consistent with theme
- ___ interesting to read

Conventions:

- ___ capital letters
- ___ punctuation
- ___ spelling
- ___ plurals
- ___ verb tense
- ___ sentence structure
- ___ paragraphing

Writing Workshop:

- ___ followed directions
- ___ completed all tasks
- ___ organization
- ___ participation
- ___ collaboration with peers
- ___ effort

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Name: _____ Date: _____

Response to *Loving* by Ann Morris

How do people show you they love you?

_____ gives me _____
_____ makes me _____
_____ tells me _____
_____ takes me _____
_____ teaches me _____
_____ helps me _____
_____ shares _____
_____ plays _____

How else do people show you they love you?

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Writer: _____

Date: _____

Drafting Main-Idea Sentences

Draft 1:

Draft 2:

Draft 3:

Final Choice:

CHECKLIST # 1: Main Idea

Writer: _____

Editor: _____

Date: _____

Main-idea sentence:

1. Content:

___ "seed" idea

___ makes sense

a. Convention:

___ capital letters

___ plurals

___ punctuation

___ spelling

___ verb

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Name: _____

Date: _____

T-Chart

Main Idea	Details

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Writer: _____

Date: _____

Drafting Detail Sentences

Details:

CHECKLIST 2: Details

Writer: _____ Date: _____

Editor: _____

1. Content:

- tell about to the main idea
- type of information
 - time
 - place/setting
 - sequence of events
 - feelings
 - people
 - actions
 - how something looks
 - how something tastes
 - how something sounds
 - how something smells
 - how something feels
 - makes sense

2. Convention

- capital letters
- punctuation
- spelling
- plurals
- verb tense

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Writer: _____

Date: _____

Draft # __: _____

Beginning:

Middle:

End:

Editing Checklist for Final Draft

Writer: _____

Editor: _____

Content:

___main-idea sentence

___main-idea sentence

___detail sentences

___ detail sentences

Conventions:

___capital letters

___capital letters

___punctuation

___ punctuation

___spelling

___ spelling

___verb tense

___ verb tense

___plurals

___ plurals

___ use of adjectives

___use of adjectives

___use of adverbs

___use of adjectives

___ indent

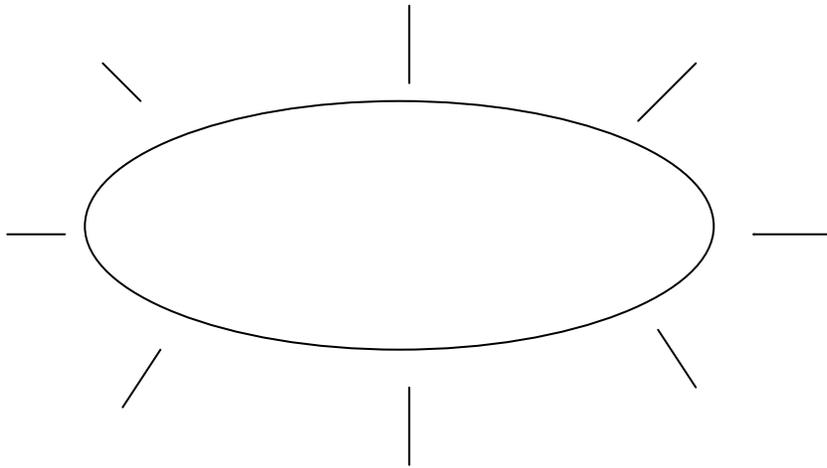
___indent

Colorful Family Memories
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I.S. 131

Name: _____

Date: _____

WEB



Resources

The following are books that helped me understand the writing process.

- ❖ *A Writer's Notebook*
Unlocking the Writer Within You by Ralph Fletcher
- ❖ *Breathing In Breathing Out*
Keeping a Writer's Notebook by Ralph Fletcher
- ❖ *Craft Lessons* by Ralph Fletcher
- ❖ *How Writers Work*
Finding a Process That Works for You by Ralph Fletcher

Bibliography

Read Alouds:

Good Luck Gold by Janet Wong

Hey World, Here I Am by Jean Little

Loving by Ann Morris

My Apron by Eric Carle

The Day I saw My Father Cry by Bill Cosby

The Relatives Came by Cynthia Rylant

We're Good Friends, My Father and I by P.K. Hallinan

We're Good Friends, My Grandma and I by P.K. Hallinan

We're Good Friends, My Grandpa and I by P.K. Hallinan

Models for Writing:

Family Pictures/Cuadros de Familia by Carmen Lomas Garza

In My Family/En Mi Familia by Carmen Lomas Garza