

### Grade 9

#### Master Teacher

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#### Time Allotment

One 75-minute class period

#### Overview

The activities in this lesson are designed with two goals in mind: (1) to bring students back to the very, very beginning of the writing process; (2) to show students fun, familiar ways to begin storing memories, thoughts, ideas, through journal writing, to use in generating ideas, from which they can choose future topics for writing tasks.

#### Differentiation of Instruction

Language is a system used for several purposes: to interact with others, to communicate ideas, emotions, and intentions. A language has symbols and grammatical signals. Seeing language (visual), but not hearing language (auditory) impacts many deaf students' natural use of written language, even in high school. These learners often have difficulty with writing assignments: getting started with the writing task; developing ideas; staying focused. Because many experience difficulties from the very beginning, they are frustrated throughout the writing process. When given teacher-selected topics, reluctant writers often complain that they don't know what to write. They often take the a short-cut in the writing process, just to “get finished,” regardless of the finished product.

Activities for this lesson are based on guidelines from SC Curriculum Standards Implementation Guide, Chapter Four, pages 7-8, 19. Differentiation of Instruction (<http://www.myscschools.com/offices/cso/>

[SIG/k5.htm](#)) modifications for special needs students are included in the lesson plan. The modifications support the achievement of the selected standards.

#### Subject Matter

English

#### Learning Objectives

Students will be able to:

- ✎ Explain the purpose of keeping a journal;
- ✎ List possible journal writing projects/kinds of writing;
- ✎ Enter an entry in their journal.

#### South Carolina Standards

(These Standards are available online at <http://www.myscschools.com/Offices/COS/>.)

English 1:E-W1.1: Demonstrate the ability to choose a topic, **generate ideas** and use oral and written prewriting strategies.

#### Media Components

##### Video

*Club Write*, Lesson 1: “Journal Writing.”

This video allows the student to explore the use of journal writing in a practical and visual manner. It points out, in detail, the purpose and the many kinds of writing that can be stored in writing journals. In addition, it shows that journal writing is an excellent means of writing power because, there is no required structure or level writing. Journalists have the freedom to express themselves in a way most comfortable for them.

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## Web Sites

*Smithsonian Institute Photo Library* (<http://photo2.si.edu/contents.html>) contains photos in many subject areas. Students can select one that they relate to and write about it.

*The Library of Congress, Online Prints and Photographs Catalog* (<http://lcweb.loc.gov/rr/print/catalog.html>). Students can search and then select a picture that they relate to and write about it.

## Materials

pencils (2 per student)  
colored pencils (4 boxes)  
journal books (1 per student)  
magazines  
book covering materials (assorted)  
markers (2 large packs, assorted colors)  
scissors (1 pair for every 2 students)  
invisible tape  
glue (several bottles/sticks)  
Activity Sheets:  
    “Pick Me” 1 copy per team of 2 students  
    “Open Up Mind” 1 copy per student

## Adapting NTTI Strategies for Deaf/Hard of Hearing and/or Visually-Impaired Students

### Adapting Video

- ✎ Closed captioned and total communication for deaf students
  - Interpret (sign) closed-captioned video to provide total communication for deaf students.
    - Use visual communication to enhance understanding of the video scenes for students not reading at the vocabulary level of the captions.

- Signing over narration helps students focus when an emphasis on certain information is needed.

- ✎ PAUSE strategy and closed captioned
  - When using closed captioned, pausing the video can cause the loss of 1-3 sentences of closed captioned as the pause is released and the video begins to play at the pause point. Suggestions for modifying the PAUSE strategy:
    - The teacher may need to rewind after the pause and then begin to play the video.
    - Play closed captioned in longer segments and provide a video guide sheet with the **Focus for Media Interaction**.
    - Play the video segments through from the beginning point to the ending point. The **Focus for Media Interaction** would be given at the beginning. Tell the students that they will watch the entire segment, and then watch it again, pausing for them to answer the focus task for each segment. Tell them some of the caption is lost at pause points, read carefully the first time.
- ✎ Non-captioned video
  - Prepare to interpret (sign) the video for deaf students.
  - Arrange for a qualified interpreter to sign the video. Plan the lesson in advance to allow time for this arrangement.
- ✎ Screen size for visually-impaired students
  - Use a projection device with the VCR to project the video to a large screen.
  - Allow students to sit close to TV or large screen.

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- Determine how the students can touch the TV screen, if not by hand, then with a pointer (yardstick). Provide an opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.

## Adapting Web Sites

- ✎ Web sites with audio
  - Provide an interpreter for each hearing-impaired student.
  - Use with small groups with teacher interpreting and guiding the activity.
  - Direct students to alternate text files for the video/audio if available.
- ✎ Screen size for visually-impaired students
  - Use a projection device with the computer to project to a large screen.
  - Allow students to sit close to computer screen or projector screen.
  - Determine how the students can touch the screen, if not by hand, then with a pointer (yardstick). Provide an opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.
- ✎ Web sites with total communication for the blind
  - Use sites encoded with Braille.
  - Use sites with audio.
  - Use sites that are easily read by text reader software. (Page is formatted from left to right allowing tab or arrow keys to move the reader through the text and images. Images have alternate text that identifies the

image in relation to the text on the page.)

## Prep for Teachers

- ✎ Preview and cue the video.
- ✎ Preview and bookmark the Web sites.
- ✎ Prepare the hands-on part of the lesson by:
  1. Setting-up work tables (enough to accommodate the students) with journals, markers, colored pencils, magazines, journals, book covering materials glue, tape, scissors.
  2. Prepare and have ready the cooperative learning activity (Activity Sheets: “Pick Me” and “Open Up Mind”; pencils)
  3. Have the same numbers printed or typed on each pair of strips for partners, folded, placed in a small basket.
- ✎ When using media, provide students with a **Focus for Media Interaction**, a specific task to complete and /or information to identify during or after viewing of video segments, Web sites, or other multimedia elements.

## Introductory Activity

**Step 1:** Begin the lesson by explaining to the students that they are going to brainstorm about any fun or pleasant experiences or memories they have about themselves. These can be about people in their lives, places they have been, things they have done, whatever comes to mind. Ask each student to select a strip with a number and then find his /her partner (person with the same number). Emphasize that they are not to be concerned with

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sentence structure, grammar, punctuation and spelling, none of the “English stuff.” In teams of two, one partner will select five words to name from Activity Sheet: “Pick Me.” Partner 1 will say the words, one at a time. Partner 2 will write ideas that come to mind on “Open Up Mind” activity sheet. When the first person finishes, they will switch task and repeat the activity.

**Step 2:** In a group, circled, each student will share two ideas from the “Open Up Mind” activity sheet. Peers will be allowed to ask one question to help develop an idea.

**Step 3:** Explain to the class that this activity was a way to generate ideas, thoughts, and reflections about themselves. And, they need a special place to keep or store these valuable ideas. One such place is a journal. They can use this very activity to help them with a more formal writing task in the future.

### Learning Activities

**Step 1:** Explain that the students will watch a video, “Journal Writing,” about students, just like them, in a writing club, who keep journals.

**Step 2:** Insert the video into your VCR. START the tape at the very beginning (introduction). The video begins with a teenager saying, “Hi, I’m Robin, and this is my journal.” Provide students with a **Focus for Media Interaction** by asking them what they think the purpose of a journal is. PAUSE the tape. The picture will be of several students outside on a playground with wooden playground equipment. All students present excitedly show their journal books. Ask your students to define the purpose of a journal.

**Step 3:** Provide students with a **Focus for Media Interaction** by directing them to list

the kinds of writings in a journal. START the tape at its previous pause point. In this next scene you will see students’ names show as they talk about what kinds of writings are in journals, as well as what types of writings they keep in their individual journals. PAUSE the tape when the student (Kyle) says, “It’s like a piece of my brain on paper.” Again, ask: “What would be some kinds of writings in one’s journal?”

*(Possible answers—Keeping a journal equals writing projects: creative writing, science, life stories, more than a record book of one’s life; it’s a book of ideas, jokes people tell, comic strips, things one might invent, anything that stretches creativity.)*

**Step 4:** Ask students how they would use a journal. Provide students with a **Focus for Media Interaction** by directing them to list the ways the students in the video use a journal. START the tape at its previous pause point. STOP the tape when the male host says, “By the next class we had to pick out and decorate our journals. We also had to go find a place where we could think and be creative.” Ask the students how they would use a journal.

*(A daily diary or journal is a place to store our memories, thoughts, our reflections. It can be of our daily lives or nightly dreams. There are all kinds of journals: travel, science skills, many writers like to store their creative thoughts: songs, stories, poems, comic strips.)*

### Culminating Activity

**Step 1:** Ask your students to explore the bookmarked Web sites: *Smithsonian Institute Photo Library* (<http://photo2.si.edu/contents.html>) and *The Library of Congress, Online Prints and Photographs Catalog* (<http://lcweb.loc.gov/>)

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rr/print/catalog.html) . Students can search and then select a picture that they relate to and write about it. Explain that they will be generating ideas through pictures, similar to the drawing that was shown in Kyle’s journal in the video. Provide students with a **Focus for Media Interaction** by directing them to explore the site; search for a visual they like, then write anything that comes to mind as they look at the photo they select.

## Cross-Curricular Extensions

**Technology:** Start an online Pen Pal Writing Club. Ask students to e-mail the students.

## Teacher Resource

*Visual Literacy Using Web-based Photo Resources*

(<http://eduscapes.com/sessions/digital/>)

This Web site uses visuals, practical, curriculum-connected activities to teach practical writing skills. The activities incorporate digital imaging by enhancing learning through connecting pictures and words. The activities also build visual writing skills for the classroom.

**Journals in Other Subjects:** Ask students to write in their journals their thoughts about a favorite or fun activity in another class: Social Studies, Math, Science or Driver’s Education.

**Field trips:** Take the students on a nature scene outside; discuss what was seen, then ask students to write their reflections.

**Social Studies:** Ask students to discuss school life and dorm life, then compare and contrast the two.

## Community Connections

✍ Take students on a field trip to visit the Deaf Museum. Ask the person in charge to share history of the school and deaf alumni. Have students read some of the

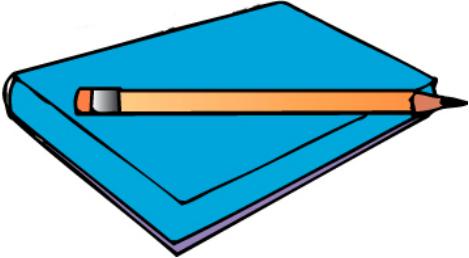
simple diaries and writing samples that have been collected and preserved over the years, along with pictures, and other historical items collected.

✍ Invite the person in charge of the Deaf Museum to visit the class and talk about experiences at Deaf School as a child living in the dormitory setting, so students can compare and contrast life stories in their journals of past and present living experiences.

✍ Take students on a field trip to the local library to view journal and diary books that have been published.

## Student Materials

“Pick Me” and “Open Up Mind” activity sheets.



**OPEN UP MIND!**

Name: \_\_\_\_\_

**Directions:** Write whatever comes to mind when your partner says or signs five words to you.

1. \_\_\_\_\_ : \_\_\_\_\_  
(word)

\_\_\_\_\_

2. \_\_\_\_\_ : \_\_\_\_\_  
(word)

\_\_\_\_\_

3. \_\_\_\_\_ : \_\_\_\_\_  
(word)

\_\_\_\_\_

4. \_\_\_\_\_ : \_\_\_\_\_  
(word)

\_\_\_\_\_

5. \_\_\_\_\_ : \_\_\_\_\_  
(word)

\_\_\_\_\_

# PICK ME!

## Activity Sheet 2

**Directions:** Choose any five words, one at a time, and say or sign them to your partner. Your partner will then write what comes to his/her mind.

SPORTS                      OUTDOORS                      HOME                      BOOK  
FOOD

CLASS                      PARENT                      STATE                      SHOES

COUNTRY                      FRUIT                      VEGETABLE                      BIRDS

ANIMAL                      WINTER                      CLOTHES                      INSECT

BEDROOM                      BREAKFAST                      MOVIE

CITY PARK                      FAMILY                      COLORS                      FUN

TRANSPORTATION                      TV                      DESERT                      JUNGLE

ICE CREAM                      RESTAURANT                      EXERCISE

FURNITURE                      SPRING                      JOB                      FALL

SUMMER                      VACATION