

Creation 12 – Pre-Writing Activities

Name: _____

Instructions: To help you develop a range of techniques for teaching writing you will create an original sample writing activity each week. This week you will focus on techniques related to artistic expression through writing. Read the informative section below then follow instructions to complete the rest of the worksheet.



Information: An important part of writing instruction is helping students generate possible ideas to include in their texts. Writing in a second language is already difficult but it is impossible if students don't have a clear set of ideas they want to include in their text. There are a number of different strategies you can use to help them generate and organize their ideas.

Pre-Writing Tasks for Idea Generation and Organization

- **Buzz Groups:** Students get in groups and quickly generate as many ideas as possible about a topic in a short amount of time and then pause to review, edit, classify, and share them with the class.
- **Pyramid Planning:** Students start by generating ideas individually. Then they share and compare their ideas with a partner and make a new consolidated list. Finally, students are put in groups of three or four with members of each group coming from different pairs. Here they share and compare their lists.
- **Looping:** Students work individually to write as much as they can for a determined period of time (usually no more than 5 minutes). Then they stop and read their work and write a one-sentence summary of their ideas. Then they start free writing again and continue the process.
- **Board Fill:** Students work in groups to brainstorm ideas. Then they are asked to write all of their ideas on the whiteboard. The ideas are written in no particular order and should fill up most of the space on the board. Students and teacher then discuss and agree on which ideas go together and they draw lines connecting them. The end result is something like a mind map.
- **Papers in a Hat:** Student generate ideas and write them on slips of paper which are put in a hat or bowl and mixed. The papers are then dumped on a table and students have to work together to organized them and figure out how they can be put together to form a composition.
- **Main Idea Magnets:** Students brainstorm and come up with four main points which they write on the board and draw circles around them. These are now the main idea magnets. Then they have to come to the board and write all of the other ideas they previously generated but classify them by associating them with one particular main idea magnet. If an idea does not connect to one of the magnets, it can be put in a new category called "extras". At the end of the activity students can decide what to do with the items in the extras category. Maybe they can reclassify them, delete them, or create a new main idea magnet to associate with them.
- ***Note Making:** Students take notes in a creative way by writing ideas on a paper and drawing lines or bubbles to connect them. They can share their notes with a partner who can make suggestions on additional notes or connections to add. Click the link below to see some examples.
 - <https://docs.google.com/document/d/1YL8BUubpl-Q-5WDbQ1auStqKMSH0-ly-/edit?usp=sharing&ouid=107763629840246002410&rtpof=true&sd=true>

- ***Outlining:** Similar to note making, this process involves generating and organizing ideas but in a more structured way. This usually involves the teacher imposing a structure that students need to follow such as a main idea, three reasons, and two details for each reason. Click the link below to see an example.
 - <https://drive.google.com/file/d/1oiA922gWSftQifVTDS3xqPPsYuAq3sOg/view?usp=sharing>
- ***Questioning:** Students generate ideas following a specific set of questions that help them analyze a topic. For example with topic of a party students can generate ideas about WHO will be invited, WHAT activities and decorations the party will have, WHEN the party will be and how long it will last, WHERE the party will be held, WHY the party will be organized, HOW the party will be organized, etc.
- ***Cubing:** Cubing is a similar technique to questioning where students need to consider a topic from six different perspectives like the six different sides of a cube. Imagine the topic is pets. Student can DESCRIBE the kinds of pets that are most popular, COMPARE different kinds of pets, ASSOCIATE the topic of pets with different feelings, ANALYZE the characteristics of a good pet, IMAGINE what it would be like to have an unusual pet, EVALUATE which kind of animal makes the best pet, ARGUE in favor or against having pets, etc. The key here is to give students the perspectives they need to take and encourage them to think creatively.
- ***Reading Like a Writer:** Have students reflect on organizational patterns by giving them a sample text similar to the one they will write. Have them read and label the different sections or paragraphs with questions that the author is answering in each section. For example, students read the introduction to an article about a vacation destination and write “What is Paris like?”. Then they read the next paragraph and write “What are some activities visitors can do in Paris?”. They read the next paragraph and write “What are the downsides of visiting Paris?” and finally they read the conclusion and write “What is the author’s opinion about Paris as a vacation destination?”. The purpose is to have students analyze and label the author’s purpose in each of the sections so that they can see the underlying organizational structure. They can then be instructed to write similar questions about their topic and create an outline to follow as they write.
- ***Expanding Writing:** Students write their ideas for a designated period of time on a piece of paper on every other line. Then they count how many words they wrote and write the number at the top of the paper. Then they use a different colored pen and read their text and try to add as many new ideas as they can about the topic in the blank lines on their paper. When time is up, the count how many new words they could add to the text. Then they write the text again incorporating the ideas from both versions. Encourage students to reorder the ideas to make the text more coherent if necessary.

Instructions: Now it’s your turn to create an original Pre-Writing Task. I gave you 12 ideas but I want you to choose one of the six activities above that is marked with an **asterisk** and develop your own version in the space below. Complete the required information in the section below. Please note, you can use published materials for inspiration but be sure that the sample activity you submit is 100% your own work. No plagiarism will be accepted.

Title: Pre-Writing Activities

Description: 75-100 word description of the category of Pre-Writing activities in your own words.

Pre-Writing activities involve...

Original Example Activity: An original student created example of a Pre-Writing activity. Include everything you would need to give students in order to successfully complete the task including the instructions, prompts, materials, and texts.

Instructions:

Sample Student Response: Write a sample response to your example activity that represents what a student might write.

Instructions:

Analysis & Reaction: 75-100 word personal response to the following questions.

What are the strengths of this activity type for students?	What are the (potential) challenges of this activity type for students and teachers?
<i>Pre-Writing activities can be a helpful way for students to learn to write because...</i>	<i>Some of the challenges involved in using Pre-Writing activities are... because...</i>