

1: 8 Common Writing Weaknesses (How to Spot & Fix Them)

This practice guide provides four recommendations for improving elementary students' writing. Each recommendation includes implementation steps and solutions for common roadblocks.

It offers speaking and grammar practice. It is suitable for groups intermediate and above. It is a perfect for Conversation classes as it offers plenty of student talking time. The Task Step 1 Start by eliciting some key vocabulary. Ask your students to imagine the following situations and ask them HOW they felt. Try to put on the board at least 3 adjectives, preferably two ED ones: Now, move on to the situations. Ask your students WHAT each situation was like: I usually represent it graphically: You are watching a really long film where nothing happens. How do you feel? You meet your neighbour and she tells you the same story about her cat all over again. Step 2 Distribute the worksheets and let students work individually on the exercises. Check the answers, clear whatever doubts there still are. Step 3 Move on the speaking activity. Take one more look at the rules and talk with the whole group to answer first two questions one from the upper one from the lower row. Students may talk in pairs or small groups. When your students are done, ask them to tell you stories about their classmates: Ok, so who can tell me something about Maria. When was the last time she was annoyed? For some more grammar practice see this lesson about using will or this one about used to, be used, get used to. Personal Experience ED and ING adjectives is one of the topics when students get confused, especially if their mother tongue offers no equivalent. I usually teach this class to my FCE students at the beginning of the course to get rid of this adjectives confusion once and for all. Speaking practice helps them personalise the grammar and use it in context to talk about their experiences. They usually enjoy sharing stories and really want to get their message across right.

2: Spelling Worksheets for elementary school

Writing is one of the most difficult task for most students to achieve successfully. One reason for this difficulty is the fact that writing has been an area of the curriculum that has been ignored for many years in some of our schools.

I was a student teacher in a Massachusetts elementary school, and it took me awhile to figure out the correlation between the pencil and hallway behavior. If I replied, "Yes, you should bring a pencil," the walk to my classroom took 15 minutes and involved a lot of disruptions, student squabbles, drifting students and other various misbehaviors. As a student teacher, I was very focused on keeping order and creating a challenging learning environment. So, what was the correlation? The students knew that if they had to bring a pencil they would have to do writing in the class, and they dreaded it. This improved the hallway behavior, but still left me with the question of how to improve ESL student writing when they were frustrated by the practice and went to great lengths to avoid it. I have been teaching ESL for many years and there is no perfect solution to this problem; however, I do believe I have added quite a few writing activities to my bag of tricks and improved my ability to differentiate writing tasks based on student ability. As I improved my ability to ensure that each student would be successful in the writing activity, their confidence increased, and they were less likely to engage in disruptive behavior. I hope some of the writing activities I share with you will help you to reduce anxiety in your ESL students and increase their language and writing skills. There is a very important correlation between writing and language development. Why is writing often the last skill to emerge? It would seem writing might be easier because students are sharing their own ideas already in their heads and simply putting them on paper. However, writing requires a lot more processing of language in order to produce a message. First the student must have an idea, then think of the appropriate way to say it, then start to write it and spell it correctly, and then create another sentence to continue to communicate the idea. In fact, the way we communicate, or the way students put their ideas on paper, is largely influenced by their culture. In some of my classes, my Asian students were very confused when I told them to revise their writing because this was a "first draft. Students from other cultures may have developed a storytelling style that involves laying out a lot of background information and detail and takes quite a while to get to the point. In most western writing, we expect a topic sentence or a lead paragraph that will tell us what the point is, and then everything written after that leads to a direct conclusion. Many of my students had great difficulty connecting their ideas this way. With that said, teachers have a big task in improving ESL student writing skills, but the payoff for instructional dedication can be great. All of the students were involved in a six week study and during that time they were responsible for creating brochures and other types of communication on computers. They had criteria to input a certain amount of text and graphics to create a final project. This required lots of thought and revisions to achieve the final result. At the end of the six weeks the students took a reading test and the majority of them had improved their reading skills significantly. This was a very interesting result, considering that the teachers had not focused on teaching reading skills. The conclusion was that students used meta-cognition to process language and work with it in a more meaningful way, so that consequently their reading skills improved even though they were mostly working on writing. Additional positive academic results have been seen in the "90 90 90 Schools. This is a most remarkable combination in the educational world. The researchers examined these schools and found one common denominator among them – they all focused on developing writing skills. Each school had an agreed upon writing curriculum and methodology that was used at all grade levels, and student writing was prominently displayed throughout the building and in classrooms. Students used writing in all content areas to demonstrate academic concepts learned. Now that I have hopefully convinced you that all your hard work will pay off, I would like to introduce some effective writing activities. For the purpose of this article, I will focus on a few writing activities that I think are particularly useful when working with students with a wide-range of English language skills. How to differentiate writing activities: With some pre-planning, a teacher can create a writing assignment that will allow every student to be successful. For example, the teacher may give a writing assignment that has A, B and C levels or they can be number or color-coded. ELL students at Level A copy a sentence or short passage

exactly as it is written. This helps beginning-level students who are not very familiar with the language, but may be able to interpret some of the information as they copy it. Level B students receive a paragraph or two that has blank spaces in the text. The students write the word or phrase that completes the sentence. This allows the student to write an amount that is not overwhelming and helps them comprehend the information. Level C students write on their own, but perhaps they receive paragraph prompts or are allowed to look in a book, but must put the idea in their own words. Language Experience Approach The Language Experience Approach draws on instructional techniques used with younger children who have not yet developed literacy skills. In this approach, the teacher presents information to the students, or they have an "experience" of some sort – for example, a field trip, or acting out a scene in a book. Then the students tell the teacher what to write on the board to explain the experience. Here are the steps. Experience something – for example, the students have listened to the story, "The Little Red Hen" and then acted it out. The teacher stands by the board or a large sheet of paper and says to the students, "Tell me the story of the Little Red Hen. For example, a student might say, "The Little Red Hen work so hard and nobody want help her. For example, one student may raise her hand and say, "I think it should say, "worked" not "work. If the suggested change is correct, the teacher offers praise and moves on to the next suggestion. If the suggested change is not correct, the teacher should help the student analyze the suggested change. We can say "She worked so hard. As a final activity, students are instructed to take the story home and read it to three people and bring it back with signatures. After this activity, usually even beginning-level ELL students are able to read the story to others because it was their experience, it is in their own words, and they have worked with the text in a meaningful way.

Sentence Auction This activity helps students analyze common writing errors through a personalized activity since they are trying to buy their own sentences. Once a week or once a month, a teacher can hold a "Sentence Auction. The identity of the student who wrote each sentence is not revealed. The students are told to "bid" on the good sentences. The winner is the student with the highest number of "good" sentences. The teacher reads out the sentence confidently exactly as it is written. Some sentences will not sell because students will know they are "bad. After all the sentences have been sold, the teacher goes through the list and the students say whether the sentence was good or bad. If they agree that it was a bad sentence, then the teacher asks them to explain how they can make it a "good" sentence. Finally the students can count how many "good" sentences they have since they may have bought some bad ones and a winner is declared. The teacher may want to give a little prize or certificate to the student. In a variation of this activity students can work in pairs or groups to buy the sentences. I have always told my students, "If I correct your English, I improve my English; if you correct your English, you improve yours. If I pre-set the errors I would look for, for example correct use of past tense, I would only correct past tense errors, even if I saw other glaring errors in the paper. If I set a number of errors I would circle, for example, five, then I carefully chose those five and ignored the rest. When I returned the papers, the students were responsible for correcting their own mistakes. Invariably the students would ask, "Are these the only errors in the paper? They might be disappointed, but they came to understand the value of correcting their own errors when they submitted a piece of writing.

Quick Write One of the challenges for ELL students when they approach writing is their anxiety about writing their ideas correctly and writing a lot of information in English. This may feel overwhelming when a student is assigned an essay. In order to get students comfortable with the idea of just putting ideas on paper and not worrying about mistakes, we do regular "quick writes. At the end of five minutes, the students count how many words they were able to write and they keep track in a log.

Cinquain poems Cinquain poems offer great flexibility in working with ELL students of a variety of language levels. The basic Cinquain formula is as follows, but teachers can modify it as needed according to the student language level.

3: likes / doesn't like -ing - ESL worksheet by silvanija

For many students in elementary, middle or high school, it does, but writing an essay shouldn't be intimidating. As long as you know the basic steps of essay writing, you should be well-equipped to handle any essay topic.

Elementary Posted Fri Jun 25 Writing workshop mini lesson Types of conclusions The conclusion ending or closing of your writing is what wraps it all up for the reader. Stop writing when you have said it all, but the conclusion should tie up all loose ends. Do not leave the reader hanging. Also, do not use the lead as the conclusion; you can restate what you wrote in the lead, but do not just repeat it. NEVER end with " Below are some ideas on how to write a good conclusion. Remember that not every type of lead will work for every writer or for every piece of writing. Be sure to have a least three sentences in your conclusion, whatever type it may be. Close with a question that involves the reader. You can answer the question, or leave it for the reader to decide based on what you wrote. The question must relate to the main idea. It was the worst experience of his life. Andrew decided that it was the last time he would ever go on a roller coaster. Who can blame him? Strong Statement Close with a statement that forcefully states your opinion. The legal system is too lenient when it comes to juvenile offenders. Laws need to be rewritten immediately so that no more hard core criminals go free just because they are juveniles. Summary Close with a summary of your main ideas. However, do not repeat yourself word for word; say it in a different way. Also, remember not to insult the reader by saying, "I wrote about As you can see, it is not important to know everything, but it is important to know how to find the answer. There will not always be a teacher nearby with the answer. You have to learn how to research, how to dig through sources to find what you need to know. Personal Comment Close with a personal comment or response to what you have written. It is not the same thing as an opinion. It is more like a personal conclusion you have reached or a lesson you have learned because of the experience you wrote about in your paper. Riding a roller coaster with someone who is a "chicken" is something I will certainly never do again. I should have listened when Sheila told me she did not want to ride it. I should have let her take the "chicken exit. Mystery Close with a statement that shows some things will never be resolved. However, be sure to do this in a way that the reader does not think you just forgot to end your story or paper. We watched Adam walk down the road until he became just a tiny speck and then disappeared altogether into the dust of twilight. Just as he appeared, he was gone. That was the last time any of us ever saw him. Beginning of New Story When writing a story or personal narrative, you can close with a hint of things to come, or the beginning of a new story--a sequel of sorts. It had been a long and difficult week. Javier closed his eyes and thought of the many other adventures that lie ahead. Well Known Quotation or Quotation from a Famous Person Close with a quotation that is well known or from a famous person. Be sure to put quotations around the quotation and give credit to the person who said it if you write it word for word. Of course, the quotation must be directly related to your topic. A good source is a book of quotations. Look in the library or ask your teacher. According to Senator Bob Dole, in order to be a citizen, all Americans must be able to speak English. In theory this seems like a good policy. However, what will become of the citizens who never learn to speak English? Quotation Not from a Famous Person Close with a quotation from a person that is not famous. It could be a character from the story or someone you know personally. You still must put it in quotation marks and give credit to the person who said it if you write it word for word. I now know she was not kidding. It is like a "fill in the blank" type of conclusion. Some statistics show that drivers under the age of 16 are more dangerous. On the other hand, some statistics show that they are no more dangerous than drivers 16 to Therefore, whether drivers under the age of 16 are more dangerous than those over 16 is still debatable. There are countless wonderful ways to finish a poem, essay, or narrative, depending on your purpose and audience. But there are three kinds of horrible endings that rear their heads again and again in writing workshop. If you teach students to recognize these blunders in their writing, they are more likely to avoid them and craft more original closings. The first mistake involves not trusting that your writing says what you want it to say. When this happens, writers repeat their main point, bludgeoning it in the process. Students also make the error of reverting to chronology, often ending their writing with the characters dying or falling asleep. If you ask

students never to end their pieces with phrases such as " Local teachers dubbed this tendency the "Dallas Syndrome," a nickname inspired by the night-time soap opera in which the lame plot device was used in explaining the absence of Bobby for an entire season. Writing workshop mini lesson circular ending. Craft Lessons Read the following poem with your students. Then lead a discussion. The first time we read the first line, "My Grandpa is not around" we feel a little sad. This kind of ending gives the writing balance by using the same thing at the beginning and at the end. He used to give me candy. He takes me places. He used to take me swimming. He delivered me and my sister and brother. I liked when he held me. My Grandpa is not around.

4: Elementary School Teacher

Abstract. This chapter focuses on the different approaches to writing instruction that teachers use in elementary classrooms. It includes an overview of each approach, a description of how each is implemented, an explanation of how each has been critiqued, and research evidence about each approach's effectiveness.

In some regions, it includes kindergarten through eighth grade. In other areas, it goes through the fifth grade, and sixth, seventh and eighth grades are considered middle school. Elementary school teachers interact with students of vastly different age groups, from the early ages of five or six, to the cusp of adolescence at 11 or 12. Students in elementary schools are all at different phases of development, and their needs vary greatly. However, most elementary school teachers focus on a specific grade level, teaching one class of students who are around the same age. In fact, some states require teachers to be certified to teach a particular grade. Elementary school teachers usually have one class and they teach their students several different subjects. The curriculum is usually structured around the fundamental subjects of mathematics, science, social studies, language arts, music, art and reading. The exact structure and pedagogy can vary from school to school, but for the most part, elementary school focuses on building the foundation for a well-rounded education overseen by teachers who follow students closely through their development. Elementary school teachers are expected to be very hands-on, creating fun and enthusiastic atmospheres within their classrooms and adapting to meet the needs of their students. Jobs For Elementary School Teachers The demand for teachers is growing as schools try to keep up with increasing trends in student enrollment. Teaching job opportunities for public elementary school teachers are more abundant than for private elementary school teachers, though the job market for both is looking good. With over 72,000 public elementary schools in the United States, there are almost 35 million elementary school students. On the other hand, there are around 33,000 private schools in the United States with an estimated 5 million students. Becoming an Elementary School Teacher While the standards for teaching can vary on a state-by-state basis, teachers in elementary schools are required to fulfill basic educational requirements. Public school teachers must be licensed to teach in their state. Teacher education programs focus on pedagogy, teaching methods, educational technologies and actual classroom experience as a student teacher. These schools of education center their courses of study around the philosophy of education, psychology of learning, methodology and technology in the classroom. Elementary school teachers must also pass certain standardized tests to demonstrate efficient knowledge and capabilities. Students in this course will engage deeply with the most relevant research on effective teaching methods in the higher education context, while refining their own practices, portfolio, and teaching philosophy.

5: Improving Writing Skills: ELLs and the Joy of Writing | ColorÃ-n Colorado

Writing workshop mini lesson Take a look at endings that don't work With endings, I find it works best to teach students what not to do. There are countless wonderful ways to finish a poem, essay, or narrative, depending on your purpose and audience.

Do you ever read your content and wonder â€ Why is this not better? Being your own writing teacher can feel like a tough task. You have to scrap sections and scrub off the dirt to communicate your message with power. But how can you spot your writing weaknesses so you can let your words shine? Become your own writing teacher Remember your favorite teacher from high school? Perhaps you write fantastic openings, or your word choice is excellent, or you share super-valuable tips and have a wealth of experience to draw from. Remember to celebrate these writing strengths. Want to write better? The 4 principles of deliberate practice to accelerate your learning Trying to solve all problems in one go creates a learning experience from hell. To make learning how to write more fun, address weaknesses one by one. The list below is in order of importance. We write to communicate with our readers. And when we write to educate, entertain and inspire, no content is boring. Have you lost your mojo? Have you lost your connection to an imaginary reader? But, think about your readers â€ how many of them feel overwhelmed? As writers, we often feel insecure. We wonder what we can do to make our content better, more valuable, and more extensive. We want to write THE definitive guide. But the idea that longer content is always better is wrong. How to spot this weakness in your writing: Can you distill the essence of your content in one sentence? Lack of substance Substance goes hand in hand with having a clear focus in your content. Instead of an article sprawling out into multiple directions, focus on one specific topic and add more depth to your argument. How to spot whether your writing lacks substance: Does your content remain abstract or superficial? Have you given examples to make your advice concrete? Consider adding more substance: Even an email of words can have substance. A nugget of wisdom. A spark of inspiration. To write substantial content, first find focus, then add substance. Further reading on writing with substance: How I turned 31 measly words into a valuable blog post [case study] Weakness 4: Dodgy flow Content that flows pulls readers smoothly from the first to the last word, without hiccups and hurdles. An easy way to think about flow is to imagine yourself having a conversation with your ideal reader. Are you taking your reader by the hand and explain a problem step by step? Does your sales page answer the questions when they come up in their mind? A sales page often follows this structure: What exactly does the product or service do and why does it matter to buyers? How does it work? What exactly is the deal? When would my reader ask this? Blog posts work in a similar way. Start with the most important information: Why would the reader care about your tips in a post? What problem does your article solve? How exactly do readers solve this problem? How do readers overcome hurdles to implement your advice? How to spot a lack of flow in your writing: Read your content at a decent pace to determine the flow. For every section, write down which question the content answers or alternatively, summarize in one bullet point Read through the questions or bullet pointsâ€do they feel logical or can you re-arrange them in a logical order? Can you skip any sections? Further reading on content flow:

6: FREE Infinitive And Gerund Worksheets

Just Reading & Writing: " the layout is very easy to use, in basic colour, with an answer key at the back. Its approach is very learner-centred, each unit working through 3 different styles of text, all with a variety of tasks to work through."

7: Fun Writing Games for Kids - Free Activities, Resources & Practice Exercises Online

In grammar, infinitive is the name for certain verb forms that exist in many languages. In the usual (traditional) description of English, the infinitive of a verb is its basic form with or without the particle to: therefore, do and to do, be and to be, and so on are infinitives.

8: Argument Writing Plan Elementary

Elementary A2 writing; After certain verbs we use the -ing form, and after other verbs we use the infinitive. We do our best, but sometimes we're just too busy!

9: Teaching First Grade Words with -ING Ending and -ING Suffix Rules

Learn by doing. It's an old lesson, tried and true. The grammar and writing questions included in these pages are designed to provide you with lots of.

Fox edit editor Union Ridge Cemetery Twentieth Century Great Athletes/Supplement/3 Volume Set (Twentieth Century)
The Changing face of communism in Eastern Europe. Sql server 2008 r2 guide Zoom mrs 802 manual Eicosanoids, apolipoproteins, lipoprotein particles, and atherosclerosis The human enrine system Among the natives of the Loyalty group Driving school management system Fractures in Children Set Only (Fractures in Children) Private Selection Maternal child nursing care 5th edition 5th edition Business, Work, and Benefits Basic Reading Series Ch. 3. Free speech, the Communications Decency Act, and social media Introducing second language acquisition 2nd edition Toyota pick-up owners workshop manual Mendelssohn and Brahms Thesis : splendor and tragedy of the American creed Knowledge representation reasoning and the design of intelligent agents Gd&t application and interpretation 5th edition When Catherine the Great and I were eight! Strategic management of nurses Investigation of criminal security incidents Catch! A Fishmongers Guide to Greatness The Illustrated Timeline of American History The Complete Works of William Dean Howells Volume I (Dodo Press) History and hegemony : the United States and globalization Jan Nederveen Peterse Dying to Look Good Sound now the passing-bell Jesus, Gods Precious Gift (Snow Globe Book) Spring Break with Melanie Nuntia Writing the journey Information and promotion D. Michael Humphreys The biology of human starvation keys World Health Organization (International Organizations) External recruitment Reels 90-93. Natchitoches (Agent and Assistant Subassistant Commissioner) Incidents of mirror-travel in the yucatan