



# I Am Unique!

## Using Photographs to Inspire Writing

### Elementary Cycle Three, Intensive ESL

#### Targeted Elements from the Elementary ESL Program

**BAL:** Citizenship and community life

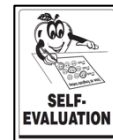
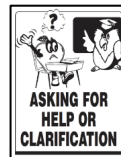
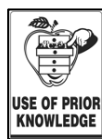
**CCC5:** To adopt effective work methods

**ESL Competency:** *To write texts (C3)*

**Functional Language:** Body-related vocabulary, action words, adjectives, feelings, interests, tastes, preferences, likes and dislikes, identification, capabilities, personal pronouns, possessive forms

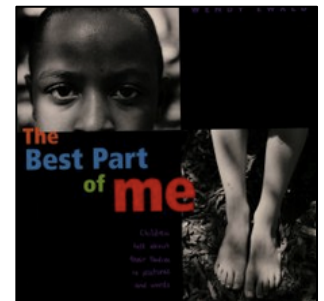
**Language Conventions:** Word order (Subject-Verb-Object, adjectives before nouns), verb tense (simple present), spelling, plurals, punctuation

**Targeted Strategies:** Use of prior knowledge, Attention, Cooperation, Planning, Resourcing, Asking for help or clarification, Self-monitoring, Self-evaluation



#### Suggested Materials

- ✓ *The Best Part of Me* (By: Wendy Ewald)
- ✓ Student Handouts 1-2-3-4
- ✓ Writing Process poster
- ✓ SOAP poster (proofreading marks)
- ✓ Strategy posters ([www.eslinsight.qc.ca](http://www.eslinsight.qc.ca))
- ✓ Additional resources (e.g. *functional language and language conventions posters, models, dictionaries, photographs*)
- ✓ Evaluation Tool (Observation Tool to Support Learning)
- ✓ Camera



#### Suggested Activities

1. **Use of prior knowledge – Using visual support**
  - a. Students individually label all the body parts they can think of on Handout 1 (Number 1).
  - b. Students compare their list with a partner and add new words to the illustrations.
  - c. Teacher asks students: What could you add to the face (e.g. *ears, neck*)?
2. **Attention/Predicting – Looking at models with the entire class**
  - a. Teacher shows a first photograph from the book *The Best Part of Me* without reading the text and has students discuss: *What do you see? Which body part do you think is being described? What do you think the author says about this body part (e.g. adjectives, feelings, actions)?*
  - b. Teacher reads the corresponding text from the book to validate students' predictions.
  - c. Teacher chooses a second photograph from the book and leads a discussion using the questions above. Then, teacher invites students to write the information on their Handout 1 (Number 2).
3. **Cooperation – Guided practice**
  - a. Teacher shows a third photograph from the book. Teacher asks the class to invent one sentence to describe the photograph. Teacher writes this model sentence on the board.
  - b. Teacher asks students to write a text in teams of four using Handout 1 (Number 3). Each team can use the model sentence to start their collaborative text. Students are given a few minutes to individually invent a sentence for the collaborative text. Each student can be assigned a different consideration (e.g. *adjectives, actions, feelings, likes/dislikes*). Then, in teams, students take turns adding a sentence to the

text. Each student writes the complete text on his/her own handout. After, students choose a title for their collaborative text.

- c. Teams can share their collaborative texts with the rest of the class.

#### 4. Cooperation – Looking at different images

- a. Teacher provides students with photographs from magazines OR asks students to bring a photograph of their choice from home (e.g. *family member, friend, celebrity*).
- b. Teacher asks students to complete the left side of the chart individually (Handout 1, Number 4).
- c. Teacher asks students to interview a partner and take notes on the right side of the chart.
- d. If time permits, teacher can have students interview additional classmates.

#### 5. Planning – Presenting the task requirements

- a. Teacher goes over the writing task instructions on Handout 2 (p. 1) and presents the C3 evaluation tool.
- b. Teacher could write his/her own text and share it with the class, as a model.

#### 6. Resourcing – Writing Process

##### a. Preparing to Write (Handout 2, page 2)



Teacher provides students with a graphic organizer (planning chart) to prepare to write. Students **brainstorm ideas** about their body part in the four corners of the chart (a description, a memory, actions, feelings). Teacher reminds students of the available resources they can use (e.g. *Handout 1, book, dictionaries*).

##### b. Writing the Draft Copy (Handout 3)



Students review and check off the items in **Number 1** of their C3 checklist. Then, they set down their ideas in **complete sentences**. They refer to their planning chart, models and reference tools (e.g. *writing process poster, dictionaries*). They ask for help, as needed. They review and check off the items in **Number 2** of their C3 checklist.

##### c. Revising the Draft Copy (Handout 3 & Handout 4)



Students improve the **content** and the organization of their **ideas**. They make sure they have followed the instructions. They determine if their ideas are clear and well-structured. They may add, substitute, delete and rearrange words and ideas. They can refer to models of written texts and request feedback from peers (using peer feedback cards or the SOAP poster) and the teacher before making adjustments. They review and check off the items in **Number 3** of their C3 checklist.

##### d. Editing the Draft Copy (Handout 3 & Handout 4)



When they edit, students focus on the correct use of the targeted **language conventions** (grammar punctuation, spelling). They may refer to written models and reference tools (e.g. *models, dictionaries, posters, grammar references*). They may request feedback from peers (using peer feedback cards or the SOAP poster) and the teacher. Then, they correct language convention errors. They review and check off the items in **Number 4** of their C3 checklist.

##### e. Writing the Final Copy (Handout 3)



Students rewrite their revised draft to individually deliver a well-presented text. They review and check off the items in **Number 5** of their C3 checklist. Then, they share their **final copy** with the intended audience (e.g. *classmates, teacher, guests*) during a gallery walk. In a gallery walk, students circulate around the classroom to observe and comment, orally or in writing, on their classmates' displayed work. They can add sticky notes to ask questions, express appreciation, etc.

#### 7. Self-evaluation – Answering questions, orally or in writing, to reflect on learning

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|--|--|
| a. Did you speak English with your classmates? | d. Which strategies helped you? Explain.               |
| b. How did your partners help you?             | e. What will you try to do next time you write a text? |
| c. Which new English words did you learn?      | f. What is the best part of your text?                 |