

WRITING IS FUN





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Susebia E. Cabrera
Writer/Editor (Elem. English)
PROBE-RLMC VII
Writer

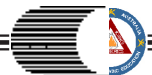
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Procedure

Prewriting Time
(Getting Started)

1. Organize the class into groups of four.
2. Before you begin with each worksheet, motivate the pupils to stimulate their interest. Remind them that "all ideas are good ideas" and that being interactive in class/group discussion is extremely important during the



Design C apparently shows certain parallelism and differences in relation to the previous designs presented. Notice that there are not so many idea-generating methods used at the initial stage; however, the students may do free writing individually in preparation for the first draft.

The first draft becomes the basis for the second draft. A comparison is drawn between the two with focus on content and ideas. It is expected of the students that they perceive differences in the two compositions.

Peer conferencing takes place at a later stage; however, the students are left on their own to read, mark up, and talk about their interpretation of the meaning of each other's works. They are not provided with a checklist nor with guidelines on how to do peer editing.

Evaluation

The success of this material will be measured by the pupils'

- active participation and interaction in group work
- completion of the different writing activities.

Resource List

Teacher's Guide
Worksheet Nos. 1-4

WRITING IS FUN (Teacher's Guide)

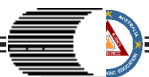
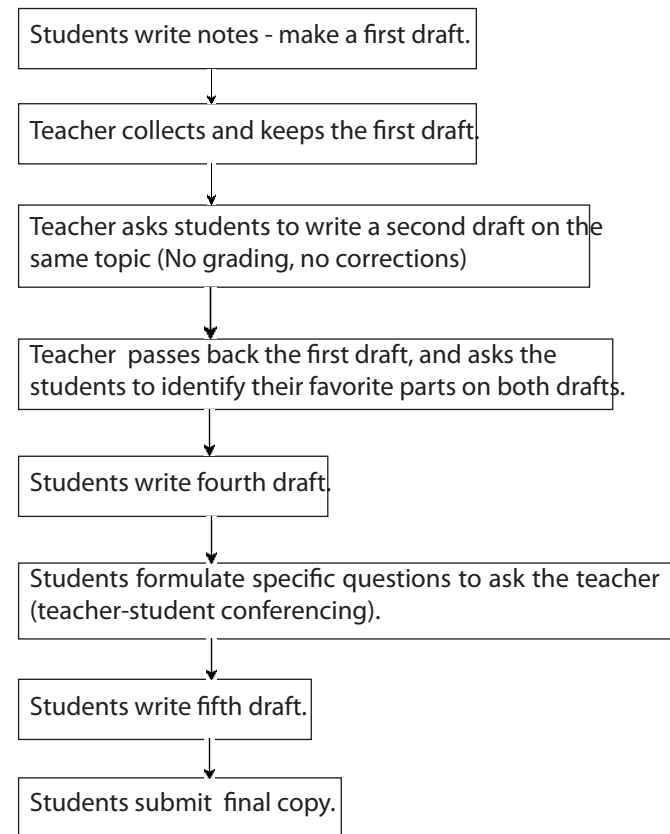


In the preparation of the second draft, the students are encouraged to make changes in content or even to start over. It is advisable though for the students to consult with each other to clarify points and intentions.

At the third reading, using a different colored pen or pencil, the teacher notes any particular distracting grammatical problems or word choices - this is when student-teacher conferencing begins. The teacher asks for clarification of main points; he/she tackles grammar queries only after content is discussed.

The final draft is submitted along with all notes, lists, quickly written materials, and previous drafts. The final draft is read for overall content and readability.

Design C



Input sessions consist of a mixture of idea-generating activities such as brainstorming/ listing, reading, listening, survey taking and quick writing. These various idea-generating activities show that there are many ways of getting ideas for writing. The first draft is a further means of discovering ideas and what one wants to say; hence, the students should not expect perfection of themselves or even work toward it. In fact they should begin to write with the anticipation of changing some parts or segments of the paper later.

For the peer evaluation session, the students work in pairs or triads. They are given guidelines to help them focus mainly on content/ideas and organization as they respond to written pieces.

Here is a sample checklist:

Peer Editing Checklist

Directions: Read your friend's composition, answer the following questions, and tell your friend about it.

1. Is the composition interesting?

Yes. No.

If it is interesting, underline the words or sentences that make it interesting.

If it is not interesting, tell your friend how he/she can make it more interesting.

2. Are the ideas in the composition clear to you?

Yes. No.

If the answer is no, tell your friend why they are not clear.

3. Are the paragraphs in the right order?

Yes. No.

If they are not, tell your friend how he/she can arrange them.

4. Did you find any mistakes in the composition?

Yes. No.

If you did, tell your friend what the mistakes are.

5. Which words do you especially like?

6. Are there words which you don't like? What are they? Why don't you like them?

7. What's the best part of the composition? How can your friend

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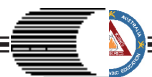
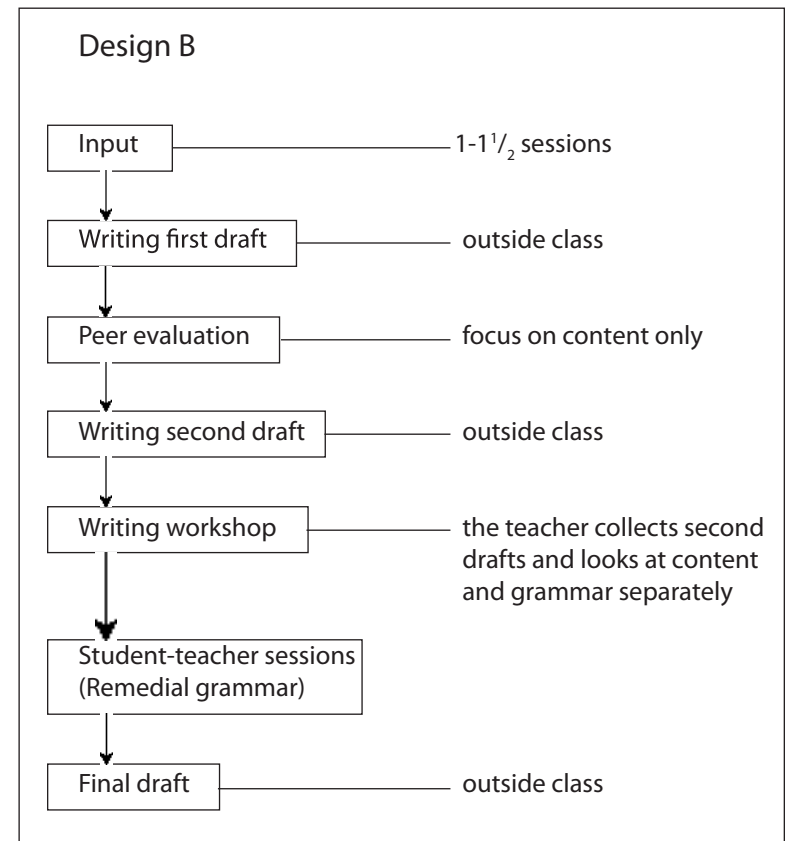


At the prewriting stage, the teacher may suggest a topic and ask the students to write continuously about it for a few minutes without worrying about sentence structure or mechanics. This is called free writing.

He/She may also ask the students to work in groups of four or five and give quickly as many ideas as they can on the selected topic. The group leader can then jot them down without criticizing the quality of the ideas. Then the group can discuss the ideas, and select and organize them before writing the first draft individually. This is known as brainstorming.

Using the journalistic method (asking who, what, where, when, why, and how), the teacher may ask the students to write down as many questions as they can on the selected topic and answer them by group or get answers from their peers.

A composition may call for several drafts and several revisions as well, depending on the extent of the correction to be made, i.e., correction in terms of content and organization.



ADDITIONAL READING FOR THE TEACHER

THE PROCESS APPROACH TO WRITING

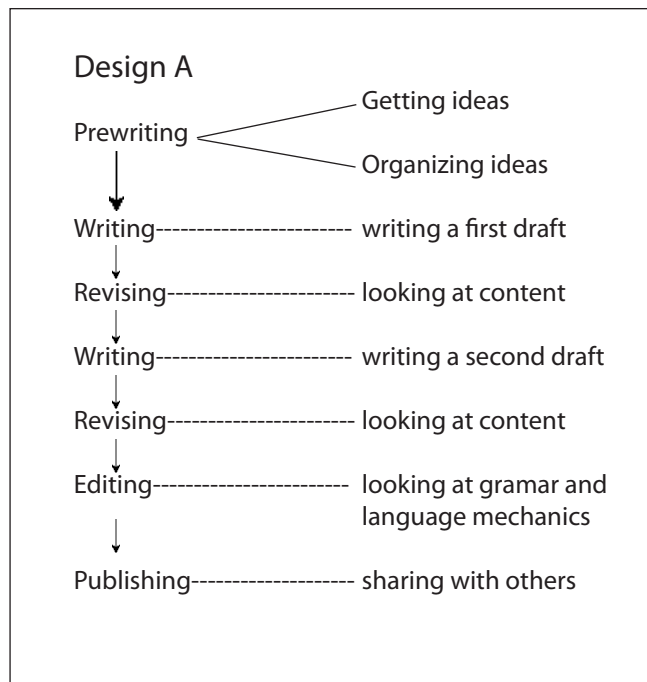
This process approach to writing sees writing as a process of several steps:

1. Begin first with generating ideas (via various sources or methods)
2. Writing to discover what one wants to say, revising, getting feedback from various readers
3. Writing again
4. Editing for grammatical and mechanical accuracy

The approach involves demonstrating and providing practice in cognitive strategies which student writers can use to manage the writing of a text.

It can be deduced , therefore, that in the new method the process is perceived to be more important than the product where first attempts are revised and polished; and where problem areas are identified, discussed and resolved.

Designs for a Process Approach



Description

This learning material presents writing activities that will help the pupils generate the vocabulary, ideas and enthusiasm needed in order to begin a writing task.

It contains five worksheets which foster creative thinking for independent writing. Each worksheet includes specific instructions and guide questions to develop pupils' expression of ideas in challenging way.

The teacher's guide contains suggestive procedures and ideas using the process approach to writing.

Rationale

Many teachers claim that pupils can hardly tackle writing tasks. They spend hours teaching but the results show little success. Most pupils simply do not want to write, at least at the initial stage. They worry about expressing their ideas clearly within the boundaries of correct usage, grammar, spelling and punctuation.

However, with stimulating writing activities carefully planned and managed by the teacher, the pupils may begin to write more fluently and with more confidence than before. Therefore, there is a need for teachers to acquire new ideas and techniques in order to cope with the writing problems of pupils. This material is designed to help teachers develop pupils to write better compositions.

Target Audience

Grades Five and Six Pupils

Subject Matter/Learning Competency

Grade IV. Writing B. 1. Write a variety of texts

Duration

40 minutes per worksheet

Objectives

At the end of the activities, the pupils shall be able to :

- expand ideas through writing
- write independently.

Preparation

Prior to these writing activities, the teacher must discuss thoroughly the rules or steps to be observed in good writing. Pointers and hints to good writing must be emphasized. Provide each pupil with Worksheet No. 2-a for them to write on.



pre-writing time.

3. Introduce the topic that the pupils will be writing about that day. Write it on the chalkboard.
4. Ask questions about the topic and allow the pupils to brainstorm and express ideas based on the following:

Writing Time

1. Distribute two worksheets to each group.
2. Lead the pupils to write about the topic by answering the guide questions.
3. Set a timer for twenty minutes and remind the pupils to write about the topic until the timer goes off. (The timer helps keep the pupils on the task of writing the first draft.)
4. When the timer rings, tell the pupils that they must finish the sentences that they have started and then stop writing.

Worksheet No. 1

My Imaginary Animal

kind of animal
name of animal
what you feed it
how animal moves
where it sleeps
where it lives
tricks you teach it
why the animal is special

Worksheet No. 3

My Favorite Hobby

your favorite hobby
what you do & what you need in this hobby
when you usually do it
what you get from doing it

Worksheet No. 2

My Favorite Television Show

television show you like
when it is shown
what time and channel it is shown
kind of program (drama, musical, variety show, talk)
stars in the show
what you feel when watching the

Worksheet No. 4

A Unique Person

how the person
activity he/she does
how he/she acts
where he/she lives
something special about him/
something unique about the

5. Write the pupils' ideas on the board using the Word Map Technique.

Post Writing Time

1. Instruct pupils to proofread their papers silently for a minute or two.
2. Then, have them exchange papers with seatmates to check for spelling, capital letters punctuation, margin and indention.
3. After pupils have shared their work, ask them to revise and make clean copies of their writing as a second draft.
4. Invite pupils to read their papers aloud. Some may prefer to have the teacher read or they may not wish to have their work read aloud in the class.
5. Collect the second draft and look at the grammar and the content separately.
6. Use a different colored pen or pencil to note any distracting grammatical problems or word choices.
7. Have pupils write their final draft.
8. Invite them to submit their final copy along with the previous drafts.

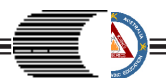
Teaching Hints

1. In the brainstorming portion, the class of fast-learners may work in groups of four or five. Ask them to give as many ideas as they can on the selected topic. The group leader can then jot down the ideas. Then the group can discuss the ideas, select and organize them before writing the first draft individually.
2. The teacher may employ other input sessions such as listing, reading, listening, survey taking and quick writing. These various idea-generating activities show that there are many ways of getting ideas for writing.
3. A composition may call for several drafts and several revisions as well, depending on the extent of the correction to be made, corrections in terms of content and organization.
4. Prepare various shapes such as circles, triangles, squares, rectangles and half circles for Woksheet No. 1. Provide adequate number of shapes such that each pupil can create an imaginary animal.
5. Time allotment must be adjusted according to the pace of the learners.

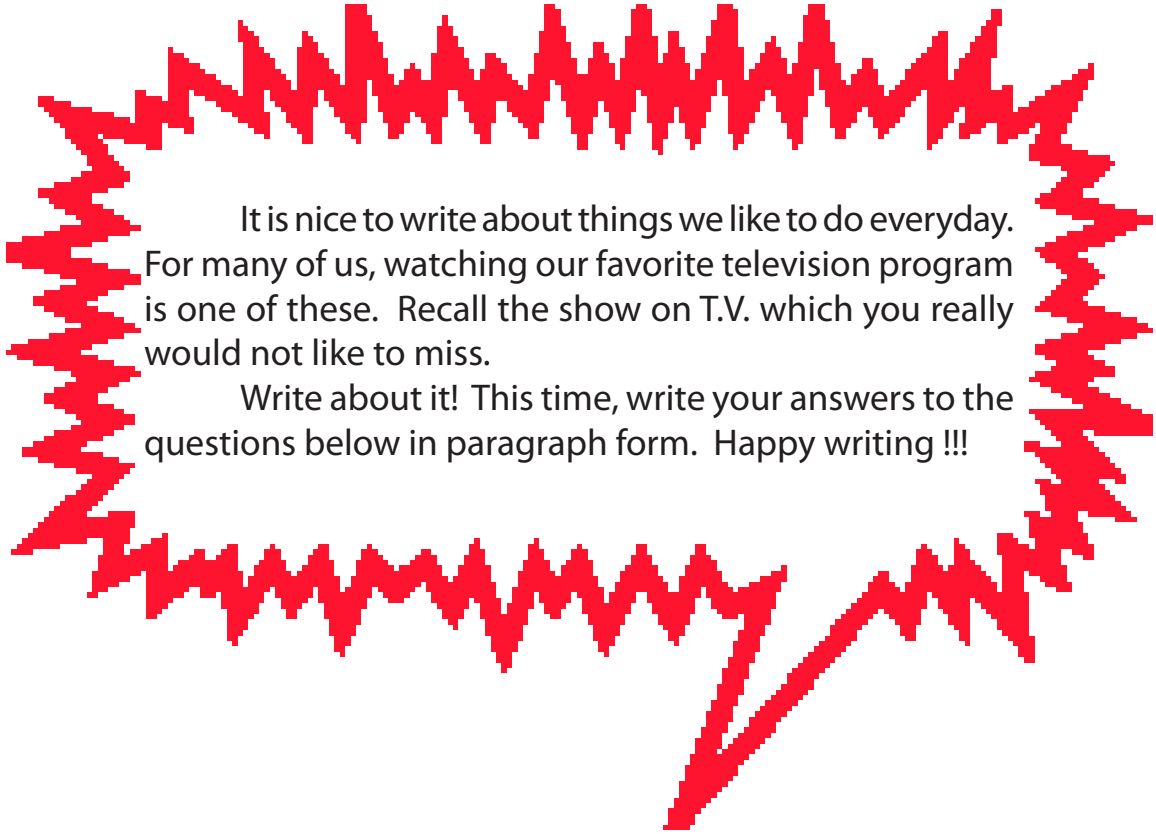
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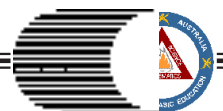
My Favorite Television Show



It is nice to write about things we like to do everyday. For many of us, watching our favorite television program is one of these. Recall the show on T.V. which you really would not like to miss.

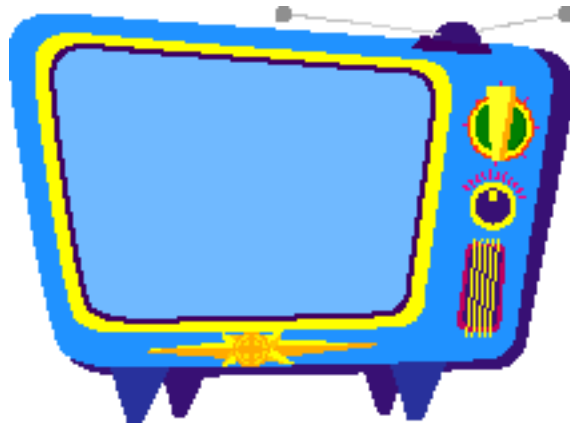
Write about it! This time, write your answers to the questions below in paragraph form. Happy writing !!!

- _____ 1. What show do you like on television?
2. When is it shown? What time? What channel?
3. What kind of TV show is it? Drama? Musical? Variety Show? Talk Show?
4. Who are the stars in the show?
5. What features in the show do you like?
6. What do you feel when you watch this show?
7. Would you suggest others to watch it, too?
(Write this in question form.)

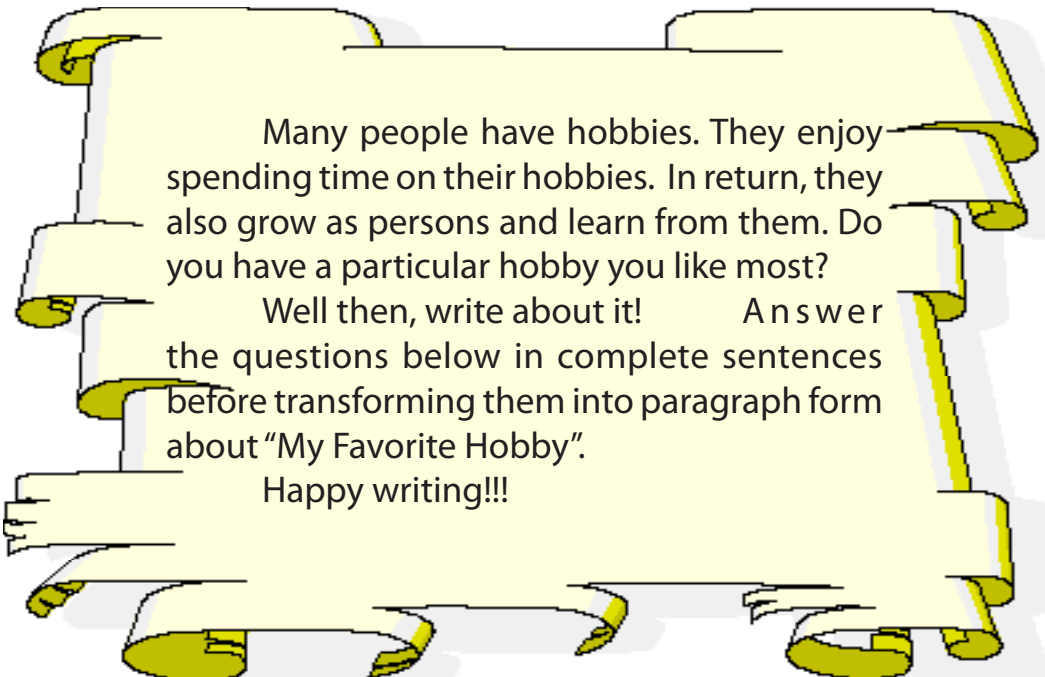


Worksheet No. 2-a

My Favorite Television Show



My Favorite Hobby



Many people have hobbies. They enjoy spending time on their hobbies. In return, they also grow as persons and learn from them. Do you have a particular hobby you like most?

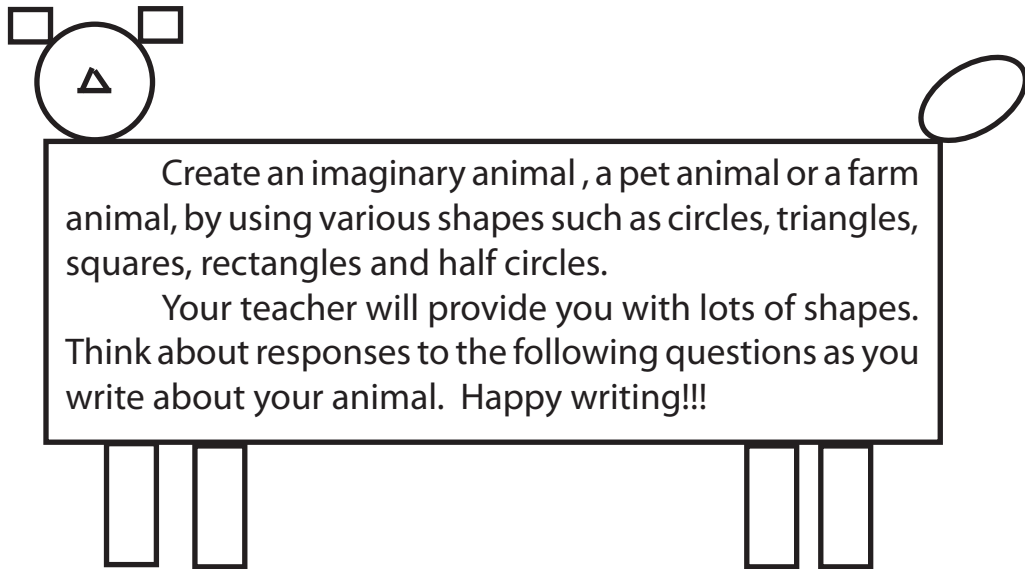
Well then, write about it! Answer the questions below in complete sentences before transforming them into paragraph form about "My Favorite Hobby".

Happy writing!!!

- _____ 1. What is your hobby?
2. What do you do? What do you need in this hobby?
3. When do you usually do it?
4. What do you get from doing it?
5. Would you invite your friends to join in this hobby? Why?

Worksheet No.1

My Imaginary Animal

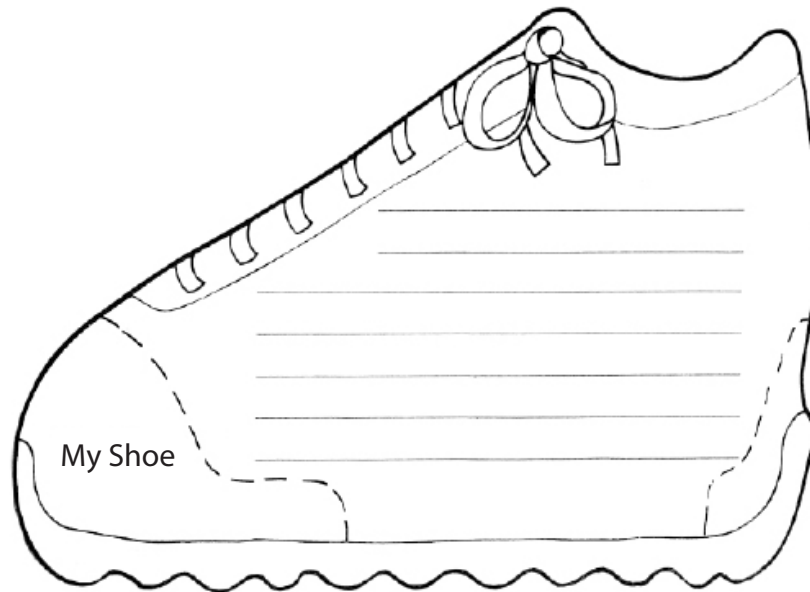


Answer the following questions in complete sentences and form them into a paragraph.

1. What kind of animal have you created?
2. What will you name it?
3. What will you feed it?
4. How does your animal move?
5. Where does it sleep?
6. Where does your animal live?
7. What trick do you teach it?
8. Why is your animal special?

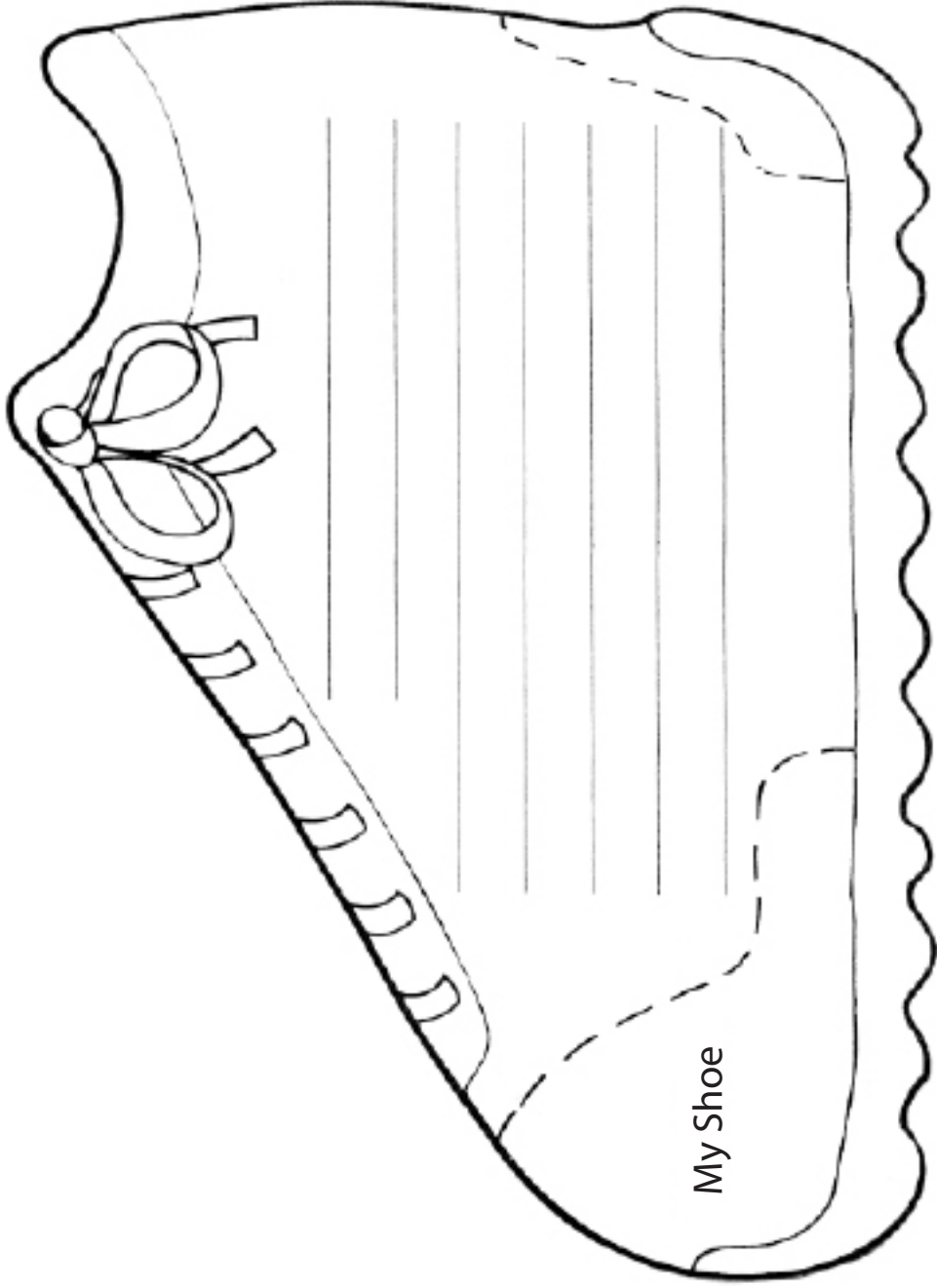


Worksheet No. 2



Think about this:

- 1. What does your shoe look like?
2. What is it made of?
3. Where did it come from?
4. How would you take care of it?
5. Do you find it useful to you? Why?



A Unique Person

Think about a person. He/she can be someone you know or someone famous. Write a paragraph about the person. The questions below will serve as your guide.
Happy writing!!!



Think and write:

1. How does this person look?
2. Describe an activity of this person or tell an activity he/she can do.
3. How does this person act?
4. Where does this person live?
5. Tell something special about the person.
6. What is unique about this person?

