

QUICK WRITES

1. Write as quickly as you can for 2-3 minutes all that this poem brings to mind for you.
2. Rewrite one of the lines and write as quickly and as specifically as you can, being the line that your thinking.
3. Think about "....." and describe that time period in your life. Write as quickly and as specifically as you can.
4. Write as "for all" line about your future for to do well. And in what a lot of ways of the things you have to do.
5. Think about all that you're expected to know and do, and write as quickly as you can all those things that come to mind.
6. Change the pronoun "she" to "I," "he", or "you" about something that person did, and write as quickly and as specifically as you can. Let the writing tell you what it wants to go, even if it isn't the truth.
7. Draw out the line "What I was my age I believed...." and write as quickly and as specifically as you can about what you believed at that age.
8. For 2-3 minutes, write describing the things to mind for you, thinking quickly of the sights, sounds, smells, tastes, and touch associated with those happenings or people.
9. Think of someone you know who may have been made fun of in some way. Write as quickly and as specifically as you can all that you remember about the way this person was treated.
10. Think of a place that you love tremendously, living in a town, a farm, a lake, etc., and write as quickly as you can about all that you see, smell, touch, hear, taste, and do there.
11. Write as quickly as you can about a bad habit you or someone you know can't seem to break.
12. In words, describe as quickly and as specifically as you can an embarrassing event or memory that came to mind.
13. Think of a time you were surprised to find someone who did something for you and describe what time in as much detail as you can for 2-3 minutes.
14. Rewrite the line "I don't know why...." adding any person or event in the sentence, and write for 2-3 minutes about all that happened.
15. Rewrite the line "What you taught me...." and write as quickly and as specifically as you can all that comes to mind.
16. Compare a single original place with things there---a real better than you might expect to realize a response.
17. Name different places of things. The places should be by different authors. Ask students what one has more time and what feeling each one evokes. Then, have a third place by one of the authors. It should have the same word as the first one by the same author. Say if readers can identify the author of the third place. Meanwhile explain that answer.
18. Write "What I" Ask the students to complete a thought or share opinions in a topic. (The first thing about school, the worst thing about school, something that really annoys you, the

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Yicheng Fang



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Teaching and Learning Strategies for the Thinking Classroom Alan Crawford, 2005 Teaching and Learning Strategies for the Thinking Classroom is a practical guide to lively teaching that results in reading and writing for critical thinking It explains and demonstrates a well organized set of strategies for teaching that invites and supports learning *Write to Comprehend* Vicky Lynott, Anthony D. Fredericks, 2007 This straightforward guide contains 51 classroom tested ideas for using reading and writing to help students become better thinkers The activities are applicable for use with not only language arts but also science social studies and math content Aligned to International Reading Association and National Council of Teachers of English standards the strategies cover all six stages of the writing process prewriting drafting conferencing revising editing and publishing Many of the strategies are accompanied by examples Grades 4 8 Resources Illustrated Good Year Books 138 pages **Close Writing** Paula Bourque, 2023-10-10 How closely do your students read

their writing What are the implications for those who do and those who don't During her work in classrooms literacy coach Paula Bourque noticed that students who read their own writing closely are engaged in their work write fluently are able to produce lengthy drafts and incorporate teaching points from mini lessons into the day's writing In this comprehensive book Paula shows you that no matter what structures or lessons you use in your writing classroom the strategies in Close Writing will help you make these better by creating student writers who are more aware of what effective writing looks like who care about what they write and who take ownership and responsibility for their growth as writers Paula argues that a key element in close writing is learning to look and looking to learn by closely reading our own writing Instead of focusing on the mechanics of their writing she encourages students to read their words for understanding clarity and the effect they will have on an audience She urges them to recognize their habits and their approaches to writing and to build upon them Close Writing is based on research and methods that are reliable and valid best practices but it will not prescribe lessons or structures It gives you a peek inside classrooms where teachers just like you are working with budding authors just like yours Paula also provides considerations for ELL writers as well as a section of interviews with authors She shares an extensive reference resource guide and a companion website with students work samples reproducibles and templates and videos of classroom writing lessons round out this must have resource

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