Let's Do S'More Writing

Build up writing skills before going the distance
Kimberly Voge

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26 years in Placentia Yorba Linda USD
19 teacher + 7 Digital Learning/Math Instructional Coach
Back to the classroom in Fall 2019

Adjunct Professor   OC CUE Board Member   Ed Tech Consultant
Anchor Standards for Writing

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Alignment spreadsheet

Anchor Standards for Language

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use
<table>
<thead>
<tr>
<th>Powerful Pedagogy through Protocols</th>
<th>Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sketch and Tell</td>
<td>Mini Report</td>
</tr>
<tr>
<td>Hero’s Journey</td>
<td>Random Emoji</td>
</tr>
<tr>
<td>8 Parts</td>
<td>Cyber Sandwich</td>
</tr>
<tr>
<td>8 Parts-Primary Source</td>
<td>Thin Slides</td>
</tr>
<tr>
<td>Iron Chef</td>
<td>Number Mania</td>
</tr>
</tbody>
</table>
8 Parts

- Students learn the 8 parts of speech
- Students produce a paragraph quickly
- Students work to increase their vocabulary skills in writing
Variety of Tasks

Grammar

Commas

Writing

Math

Primary Sources

Literary Source

Argumentative
Emoji Power Paragraph

● Students pursue a singular idea in a paragraph
● Students are better able to think and respond “on demand”
● Students practice and develop writing skills
Emoji Prompts

And then...  Start over
Today I went to music class. It was super interesting. So this is how my music class went. First, I got super worried because I thought I forgot my blue music binder! Luckily, I found it. Then, I saw a cat running along the planter. It started to chase me! I ran as fast as I could. Finally, the cat went away. What a funny surprise! When I got to music class, my upset teacher, Ms. Dominges said, “You’re very late.” I said sorry.
Emoji Prompts

Copy and paste the original paragraph from the spreadsheet into the box below.

REVISE the sentences and retype in the box below the revising/editing chart:

<table>
<thead>
<tr>
<th>One sentence begins with a prepositional phrase</th>
<th>One appositive</th>
</tr>
</thead>
<tbody>
<tr>
<td>One sentence begins with an adverb</td>
<td>One sentence with a dependent and an independent clause (fragment + sentence)</td>
</tr>
<tr>
<td>Add 5 adjectives, color them</td>
<td>Give it a clever title</td>
</tr>
<tr>
<td>Change 3 verbs to be stronger, bold them</td>
<td>Add 2 proper nouns</td>
</tr>
</tbody>
</table>

New paragraph:
1. Teacher opens Emoji Generator and launches Socrative Short Answer.
2. Students join class.
3. Teacher shows first emoji.
4. Students type first sentence.
5. Teacher clicks for second emoji. Students need to connect the second emoji to the first.
6. Repeat for a total of 5 emojis.
7. Students submit paragraph.
8. Off screen, teacher can delete if needed.
9. Students read/vote. Teacher points out teachable elements.
Cyber Sandwich

- Students compare and contrast two like or unlike topics.
- Students develop skills that can be used later in larger writing projects.
- Students move out of the copy/paste cycle.
Debate-It

- Students practice research
- Students develop an oral argument
- Students interpret the research of others
- Students are prepped for the writing task
Debate-It

Topic:
**GROUP MEMBERS**

Affirmative Team (pro)

Negative Team (con)
Note taking
Note taking
Opening Statement
How the evidence supports your claim:

**Fact 1**

Evidence
How the evidence supports your claim:

**Fact 1**

Evidence
Fact 2

Evidence

How the evidence supports your claim:
Fact 2

Evidence

How the evidence supports your claim:
Fact 3
Evidence

How the evidence supports your claim:
Fact 3

Evidence

How the evidence supports your claim:
CLOSING STATEMENT
Closing Statement
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**EmpowerEDventure**  
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