

7TH GRADE WRITING STATIONS FOR OCTOBER 7-16, 2009

STANDARDS-WRITING (targets: editing , parts of speech, simple/compound sentences, technical vocab, multiple modifiers, descriptive writing)

TEXT: HARRIS AND ME

PURPOSE: CMS students scored below the 49% in writing skills on CSAP. We took an assessment on these skills in September and 85% were not proficient. We must reteach, plus address the new targets in the dist. pacing chart.

MATERIALS: composition notebooks (station and daily writing sections); pencil/pen; your special homework; Latin vocab

GROUPING: station teams are heterogeneous; teacher teams are homogenous and built from assessment data (those students who did not do well on the previous assessment of writing will be grouped for reteaching)

STATION 1: editing and logical order of paragraphs

1. ____ Team edits the article with 35 mistakes. You must agree on the changes and be able to give the teacher your reason for making a change. If the team fixes all 35 correctly, they get candy. If not, you get to do another.
2. ____ Team puts a paragraph back into logical, sequential order. The sentences are out of order, and you must come to agreement on the correct order and be able to defend your choices. If you are wrong, you get to do another.
3. ____ Individuals write a page (top to bottom and side to side) in their daily writing section using one of the blue (October) prompts in the composition notebooks. You must add technical vocab. and multiple modifiers to anything you write in October.
4. ____ Pair up to read each other's daily writing and edit using highlighters: yellow=error (partner must explain what rule was broken), or something that makes no sense; pink=highlight the best sentence in the writing and explain why.

STATION 2: parts of speech and compound sentences

1. ____ Team uses the cheat sheet for parts of speech to play a game against Reffel-Lunnon. You must label every word in the long sentence correctly. Any student may be called on to "prove" the answer, so everyone must understand what the group chose as an answer and why. The winners get to select an in-house reward activity; losers get to do another, and another, and another until they win.
2. ____ Do the worksheet on simple and compound sentences. Make sure you understand how they are different and are able to write your own. Be able to explain how to use conjunctions and commas in a compound sentence. If you have done the worksheet last time, show Lunnon, and skip to #3 below.
3. ____ Use the computers to play a parts of speech game and then a "types of sentences" game. Go to the web sites posted at the computer.

STATION 3: technical and expressive vocabulary

1. ____ Open your composition journal to your daily writings. You should have at least 7 writings (2 metaphor paragraphs, 1 tech. paragraph, and 4 paragraphs you wrote from the gold Sept. prompt sheet). Each of these needs to have at least 2 words changed to technical vocabulary (words that are exclusively related to that topic, such as *Gucci* purse, a milk *separator*, photos by the *paparazzi*). Highlight these so that we can see them easily.
2. ____ Open your composition journal to your 7 writings (if you don't have 7, you have homework) and add one set of multiple modifiers to each page or paragraph.