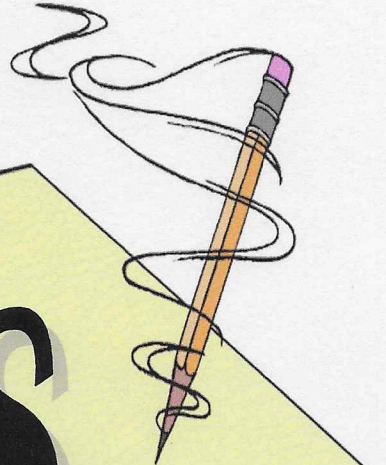


A Picture

WRITES

a Thousand Words!



Dr. Melissa Shields, NBCT

mshields@alsde.edu

@mjshields

Birmingham City Schools

Summer 2017



<https://getitpd.wikispaces.com/Teacher+PD>

A Picture WRITES a Thousand Words!

- Razzle Dazzle Resources (separate handout)
- Journal Image Vocabulary (p. 4)
- Harry Noden's Brush Strokes, from his book Image Grammar (pp. 5-10)
- Checklist for Basic Brush Strokes (p.11)
- Sketch to Stretch (separate handout)
- Life Graphs (p. 12)
- Me Quilts and Rubric (pp. 13-14)
- Lit Circle Illustrator (p. 15)

Resources:

Beech, Linda W. 240 Vocabulary Words 6th Grade Kids Need to Know. New York: Scholastic, Inc., 2004.

Burke, Jim. The English Teacher's Companion. New York: Heinemann, 2007.

Forney, Melissa. Razzle Dazzle Writing. Gainesville, Florida: Maupin House Publishing, Inc., 2001.

Noden, Harry R. Image Grammar. Portsmouth, New Hampshire: Heinemann, 1999.
<http://www3.uakron.edu/noden/>

SPONGES

I often conducted "Sponge" minilessons at the beginning or end of class. I did these with students in grades 6-12. My secondary students also loved what we called "Brainstreams." I'll explain the difference.

A SPONGE is normally a timed (90 seconds - 3 minutes) contest to see how many items one can list.

Examples: List everything you know about the Civil War.

Name everything on your bedroom floor.

List all the girls you know.

Name all the nouns in this room.

A BRAINSTREAM is another timed activity in which students "stream" from a word. Great way to introduce vocabulary or new ideas. It's always interesting to hear their last words on the brainstream. In the first example below, a student went from Civil War to Jewelry.

Example: Say, "Civil War." Students then list the first words that come to their minds from the previous word directly before it. (Civil War, Yankees, baseball, diamonds, jewelry, etc.)

Example: Write a new word on board and give definition. Then time them as the "stream" from that word. They'll never forget that word!

Within a few weeks, my students would easily have 50-80 words on both sponges and/or brainstreams. I liken these activities to working out in the gym. However, these games work the mind.

M. Shields

More Sponge Ideas!

copied from <http://coe.sdsu.edu/people/jmora/MoraModules/vocabularydev.htm>

We can thank an unknown teacher/consultant from the Texas Education Agency for this delightful list of activities she called SPONGES. The term was originally coined and used by Madeline Hunter. A "sponge" is an activity designed to produce learning during the times taken up by "administrivia." These sponges stem from her teaching philosophy that there should be no wasted moments in her classroom. Therefore, she created these sponges to soak up every valuable moment. The concept of sponges has changed names over time and place. Some teachers call them "bell work" or "vocabulary builders." Whatever we call them, they are worthwhile for many reasons. They are especially useful as effective vocabulary builders for English language learners. ELLs can work on sponges in heterogeneous cooperative groups so that they can learn from each other, but everyone can contribute. These sponges can also be competitive within groups or by forming groups assigned related topics to see which group produces the most responses, or finishes first, and so forth.

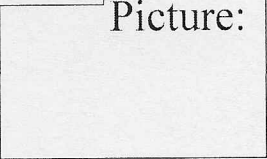
It is important to keep in mind that vocabulary is learned most effectively when words and their associated concepts are practiced and used in a meaningful context. These vocabulary development activities should be related to the content that students are studying as a form of "brain-storming" for initial teaching or reinforcement of already familiar concepts. Teachers should use their professional judgment as to the appropriateness of any particular "sponge" activity within their overall curriculum.

UPPER GRADE SPONGES

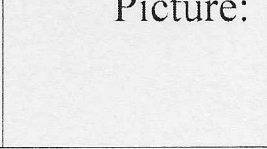
1. List the continents of the world.
2. Make up three names for rock groups.
3. Name as many kinds of windstorms as you can.
4. Take a number. Write it. Now make a face out of it.
5. Name as many gems or precious stones as you can.
6. Write the names of all the girls in the class.
7. Name as many teachers at this school as you can.
8. List as many states as you can.
9. Write: (a) an abbreviation (b) a Roman numeral (c) a trademark (d) a proper name (biographical) (e) a proper name (geographical)
10. How many countries and their capitals can you name?
11. How many baseball teams can you name?
12. Write down as many cartoon characters as you can.
13. List as many kinds of flowers as you can.
14. Turn to your neighbor. One of you tell the other about an interesting experience you have had. The listener must be prepared to retell the story to the class.
15. List all the things in your living room.
16. Write what you would do if you saw an elephant in your backyard.
17. Name as many kinds of ice cream you can.
18. List five parts of the body above the neck that have three letters.
19. List one manufactured item for each letter of the alphabet.
20. List as many nouns in the room as you can.
21. List the mountain ranges of the U.S.
22. Write the 12 months of the year correctly. Stand up as soon as you are finished.
23. Make a list of five things you do after school.
24. List one proper noun for each letter of the alphabet.
25. Write one kind of food beginning with each letter of the alphabet.
26. Name as many holidays as you can.
27. How far can you count and write down by 6's?
28. Name as many balls as you can that are used in sports games.
29. List as many U.S. presidents as you can.
30. List all the work tools you can think of.
31. List as many models of cars as you can.
32. Name all the colors you know.
33. How many parts of an auto can you list?
34. How many animals can you list that begin with vowels?
35. List as many kinds of trees as you can.
36. Name as many countries of the world as you can.
37. List as many personal pronouns as you can.
38. List as many kinds of transportation as you can.
39. How many different kinds of languages can you name?
40. Write as many homonyms as you can. Example: past-passed
41. You have five children. Make up their five names.
42. Name as many things as you can that are made of cloth.
43. Name as many things as you can that you can wear on your head.
44. Name as many movie stars as you can. Tell what movies they were in.
45. List all the musical instruments that begin with "t".
46. Name as many television game shows as you can.
47. Name as many politicians as you can.
48. Name as many breeds of dogs as you can.
49. Write the days of the week correctly in order. Stand up when finished.
50. List all the kinds of sandwiches that you can.
51. Scramble five spelling words, trade with someone, and unscramble them.
52. List as many things as you can that make people the same.
53. List as many kinds of soup as you can.
54. List all the places you find sand.
55. List as many breakfast cereals as you can.

SECONDARY SPONGES

1. List as many states as you can. Name their capitals. List the states in alphabetical order. List the states in rank order by size (largest population, number of Representatives in Congress, by regions, etc.)
2. Write: (a) an abbreviation, (b) a Roman numeral, (c) a trademark, (d) a proper name (biographical), (e) a proper name (geographical).
3. How many countries and their capitals can you name?
4. How many baseball teams can you name?
5. Turn to your neighbor. One of you tell the other about an interesting experience you have had. The listener must be prepared to retell the story to the class.
6. List all the things in your living room.
7. Name as many kinds of ice cream as you can.
8. List five parts of the body above the neck that have three letters.
9. List one manufactured item for each letter of the alphabet.
10. List one proper noun for each letter of the alphabet.
11. Write one kind of food beginning with each letter of the alphabet.
12. Name as many holidays as you can.
13. List as many U.S. Presidents as you can.
14. List as many models of cars as you can.
15. How many parts of an auto can you list?
16. Name as many countries of the world as you can.
17. List as many personal pronouns as you can.
18. List as many kinds of transportation as you can.
19. Write as many homonyms as you can. Example: past-passed.
20. Name as many movie stars (singers, cartoon characters, action figures, famous sports figures) as you can. Name the movies are they in?
21. Name as many politicians as you can. Name an idea they believe in. Tell what office they hold. Name the political party they represent.
22. List all the places you find sand.
23. List as many breakfast cereals as you can.
24. Make a list of the 10 largest things you know.
25. Name as many planets as you can.
26. List all the sports you can think of in X minutes.
27. List all the foods you can that have sugar in them.
28. List all the foods you can that have milk in them.
29. Name as many rock groups as you can that begin with the letters A-F.
30. Name as many teachers at this school as you can.
31. Name all the models of Ford (Toyota, Chevrolet, or other name brand) cars you can think of.
32. Name all of the parts of speech and give an example of each.
33. Why were these dates important: 1492, 1606, 1776, 1812?
34. Find these rivers on your map: Mississippi, Rio Grande, Colorado, Hudson.
35. Which television series can you name that have high school-aged characters as regulars?
36. Name as many airlines as you can.
37. Name the different sections of the newspaper.
38. Name as many islands as you can.
39. Name all the types of musical instruments you can think of.
40. Name all the foods you can think of that contain protein.
41. Name as many kinds of fish as you can.
42. Name all the words you can that begin with the prefix in
43. Name as many of the album titles of records by Ricky Martin, Madonna, Selena, the Beatles (update according to current interests of students).
44. Name all the countries that have the letter "E" in them.
45. Name as many animals as you can which cause harm to man, either directly or indirectly.
46. Name five books you've read recently that you really enjoyed.
47. Name a movie you saw recently that you did not enjoy and tell why.
48. Name as many places as you can remember where you and your family have spent vacations.
49. List things you would buy if someone gave you a \$100.00 gift certificate from Target (Toys-R-us, Nordstrom's, Staples, Home Depot, etc).

(adj.) dejected, sad	–Synonyms: unhappy, depressed –Antonyms: happy, enthusiastic
Sentence: Don't be so <u>glum</u> about your bad grade. You'll do better next time.	Picture: 

JOURNAL:
Vocab. Prompt 1
 –Write about a time
 you were GLUM.
 Use GLUM in your
 story, and circle it.

(adj.) neutral, fair	–Syn.: neutral, equal –Ant.: unfair, unequal, partial
Sentence: I hope we have <u>impartial</u> judges this time. Last year, they chose favorites!	Picture: 

JOURNAL:
Vocab. Prompt 2
 –Why is it important to be
 impartial?
 »Or
 –Describe a time you had an
 experience with someone who
 was NOT impartial

Compare the following two images, the first written by a high school student, the second by well-known novelist Brian Jacques:

It was winter. Everything was frozen and white with snow. Snow had fallen from the sky for days. The weather was horrible.

Mossflower lay deep in the grip of midwinter beneath a sky of leaden gray that showed tinges of scarlet and orange on the horizon. A cold mantle of snow draped the landscape, covering the flatlands to the west. Snow was everywhere, filling the ditches, drifting high against the hedgerows, making paths invisible, smoothing the contours of earth in its white embrace. --- Mossflower by Brian Jacques

Use of Brush Strokes

Then it crawled in. A spider, a repulsive, hairy creature, no bigger than a tarantula, crawled into the room. It crawled across the floor up onto his nightstand and stopped, as if it were staring at him. He reached for a nearby copy of Sports Illustrated, rolled it up, and swatted the spider with all his might.

He looked over only to see a hideous mass of eyes and legs. He had killed it. Just then, another one crawled in, following the same path as the first. He killed that one too. Then another one came, and another and another. There were hundreds of them! Hands trembling, sweat dripping from his face, he flung the magazine left and right, trying to kill the spiders, but there were too many. He dropped the magazine.

Helpless now, his eyes darted around the room. He could no longer see the individual spiders. He could just see a thick, black blanket of movement. He started squirming as he felt their fang-like teeth sink into his pale flesh like millions of tiny needles piercing his body.

=====

W

Short Guide to Basic Brush Strokes

Core Sentence: The car chugged into the parking lot.

1 Two Absolute Brush Strokes Added (noun + "ing" verb)

Engine smoking, gears grinding, the car chugged into the parking lot.

2 An Appositive Brush Stroke Added

The car, a 1936 Ford, chugged into the parking lot.

3 A Participle Phrase Brush Stroke Added

Sliding on the gravel, the car chugged into the parking lot.

4 Three Short Participle Brush Strokes Added

Clunking, screeching, and sputtering, the car chugged into the parking lot.

5 Adjectives Out of Order

The coal-black car, dented and rusty, chugged into the parking lot.

6 Brush Stroking Active Verbs

Passive: The grocery store was robbed by two armed men.

Active: Two armed men robbed the grocery store.

Introduction to Harry Noden's "Brush Strokes"

Introduction

Harry Noden teaches us that there are five basic 'brush strokes' that guide young writers through the essentials of writing. He uses the metaphor of 'painting' to teach kids grammatical elements. As a group today, we are going to experiment and learn these 'strokes' as we paint a picture with our words, under the guidance of Noden's 'grammar' lessons.

This is what Noden has to say about grammar and his ideas

Traditionally, the study of grammar has dealt only with words, phrases, and clauses. However, when I began to see grammar as a process of creating art, it seemed unnatural – even impossible – not to view grammar as a continuous spectrum in a whole work. As I explored this view with my students, the connection seemed to bring grammar into a meaningful relationship with stories, novels, screenplays, poems, reports, and songs – the ultimate products of the writer's art. (ix)

So, for Noden, writing is like art. Grammar is the craft that gets the artist from rough sketch to professional painting.

Participials

Definition: A participial is an "ing" word or phrase tagged on the beginning or the end of a sentence (also "ed" words) "ing" = present participle; "ed" = past participle

What they can do: Add description to an otherwise bland sentence or string of sentences. Specifically, they give motion to a sentence

Examples:

1st The soccer player kicked the ball. The fish was caught on the line.	Alternate <u>Grunting and screaming</u> with agony, the soccer player kicked the ball, <u>swerving</u> into the back of the net. <u>Rising from the water</u> , the fish, <u>caught on the line</u> , thrashed violently.
-----------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Absolutes

Definition: An absolute adds description to a noun, a subject, or a phrase acting as a noun (these are also called "free modifiers" or nominative absolutes) by adding a two-word phrase that creates more vivid description. (Simply, it is a noun, with a "ing" participial)

Examples

1st The crowd urged an encore from the exhausted band. The mountain climber edged along the cliff.	Revised <u>Voices screeching, lighters clicking and flickering</u> , the crowd urged an encore from the exhausted band. The mountain climber edged along the cliff, <u>hands shaking, feet trembling</u> .
--------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Appositives:

Definition: A noun or nominative phrase that adds a second description, image, or idea to a previous noun. Simply, it means that you 're-name' a noun.

Examples

1 st	Revised
The boat bobbed lifelessly in the Lake Michigan swells.	The boat, <u>a small weathered trawler trawler with a faded inscription -- "Lucky Lady" --on the stern</u> , bobbed lifelessly in the Lake Michigan swells.
The meal was sparse, yet filling.	The meal, <u>a coarse mixture of gruel and warm grog</u> , was sparse yet filling.

Adjectives shifted out of order

Definition: Very simple. Instead of writing a 'safe' and simple sentence in the 'right' order – "The angry one-armed man broke into the house and shattered the vase" – reverse the order "The man, one-armed and angry, broke into the house."

Examples

1 st	Revised
Sad eyed goofy Jim couldn't get a date to the prom.	Jim, <u>sad eyed and goofy</u> , couldn't get a date to the prom.
The young, nimble, and well-trained gymnast clearly outclassed her amateurish opponents.	The gymnast, <u>young, nimble, and well-trained</u> , clearly outclassed her amateurish opponents.

Painting with Action Verbs

Definition: The key here is to look at ways to avoid "passive" voice. (hint: these are most easily recognized by the use of "be" verbs). Instead, use verbs that connote actions instead of states of being.

Examples

1 st	Revised
The snake was under the porch.	The snake, <u>rattle shaking and tongue flicking</u> , <u>waited</u> under the porch.
We were on the edge of cliff, waiting desperately for the overdue rescue team.	We <u>clung</u> desperately to edge of the cliff, waiting for the overdue rescue team.

Excerpt from "Forgave, Not Forgot"

While I was lost in my thoughts, I heard Momma scream. Sue, my now screaming sister, had been dropped by Momma on the railroad tracks, Momma raced toward her and didn't notice the train coming. I ran toward them and tried to help. Momma saw the train. Scared and nervous, she tossed Milly to me at the last second. I held her close because she was screaming so loudly. I could tell she was bleeding badly.

"Momma, move!" Now, I was screaming. Milly was crying, and Momma was sobbing. Heart pumping, eyes widening, she pressed her nervous body against the rock on the other side of the track. I heard that terrible horn, and saw that black train go by. It seemed like forever before I saw the end of the train. *I hope Momma is still on the rock*, I prayed to myself.

Hoping, thinking, praying, I looked to the other side. I burst out in tears and panic. Where was she? The only thing I found on the other side was the opal-beaded necklace that she always wore. Besides my sister and me, it was the only thing of value she owned.

Ashlyn Shields
Hokes Bluff
Second Place Award for Creative Nonfiction
Grades 5-7 Division
Hokes Bluff Middle School
Student of Melissa Shields

Judge's Comments— The writer does a good job of telling a difficult historical story with a strong command of dialogue techniques.

Revision Checklist for Basic Brush Strokes

Name _____ Period _____

Revisions in this piece will be evaluated based on your use of five basic brush strokes. If you feel your piece contains examples of a specific brush stroke, circle "already used" and label the technique in the margin of your draft. If you haven't used a listed brush stroke, add one in the margin and label it. For each type of brush stroke correctly used in your writing (already used or added), you will receive 5 points. Points will not be given for a repeated technique, but add more strokes if they improve the effectiveness of your piece. In this exercise, you can earn a maximum of 25 points.

1. Absolute (already used / added)
2. Appositive (already used / added)
3. Participle (already used / added)
4. Adjectives Out of Order (already used / added)
5. Action Verbs (already used / added)

Total Revision Points Earned =_____

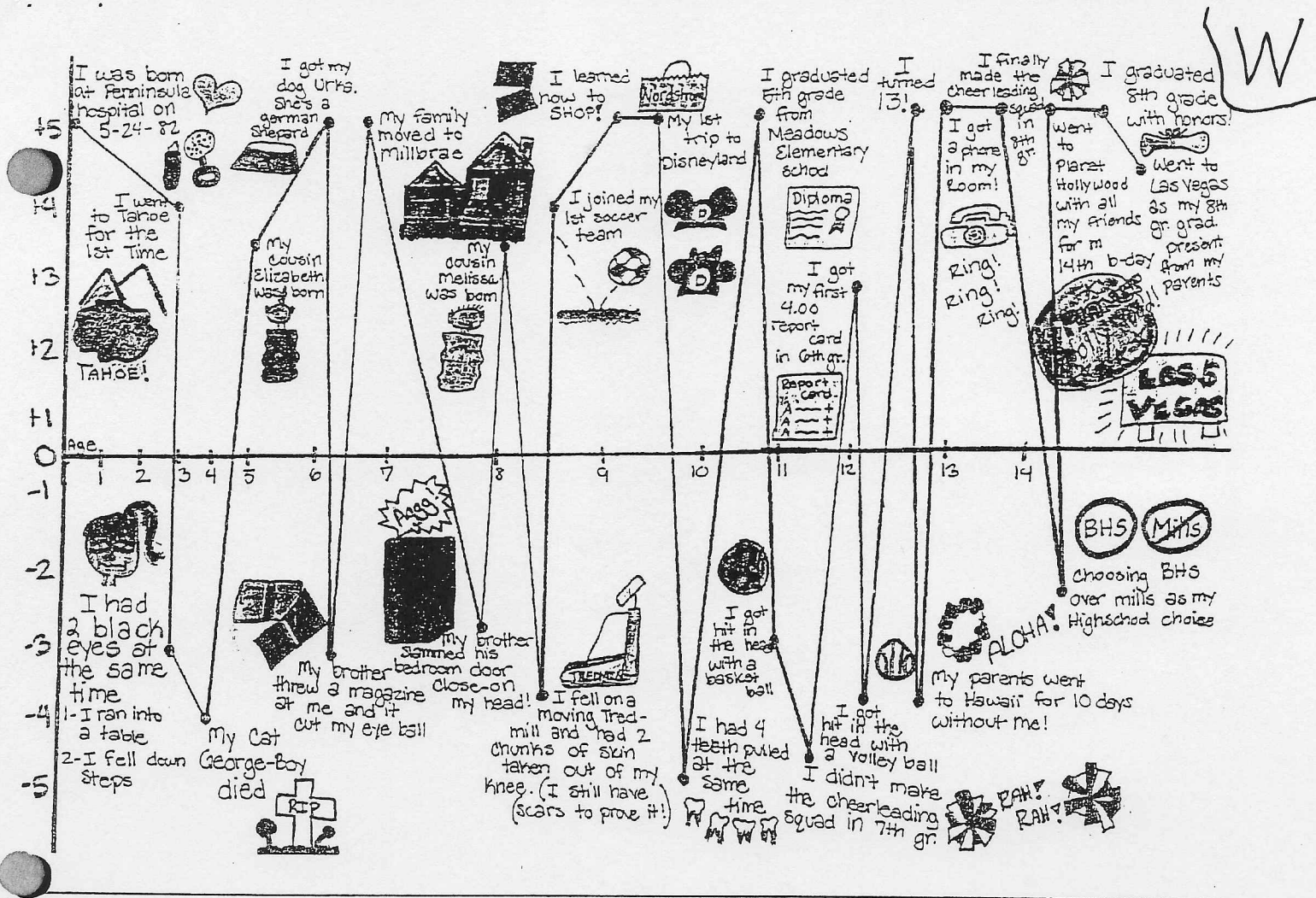


FIGURE 9.5 Lisa's Life Graph served as the basis for many different writing assignments throughout the year.

8th English Assignment?

See sample for help!

Using 2 sheets of paper, create a Life Graph of your life. Account for each age. You may illustrate events. Look through photo albums and baby books for help. Your parents could be a great resource too!

Autobiography Research Project "Me-Quilt"

Mrs. Shields / 6th English
100 points

Due _____

You will write an autobiography and publish it in the form of a quilt. (No sewing required.) You will draw a self-portrait and a series of eight pictures to illustrate each piece of information. If you prefer, you may use actual pictures and/or clip art. You will write paragraphs to describe each picture. Your paragraphs must be written NEATLY in ink or typed. All rough drafts MUST be turned in with final project. Each picture with its FINAL DRAFT paragraphs will be mounted to a sheet of construction paper and then glued to a large piece of fabric.

Most of the writing portion will be done in class. However, the remainder of the project must be completed at home. Students should include the following information on their quilts: (Each on a separate quilt square – see example below)

1. Birth Information: date, place, time, weight, hospital, your full name and how it got chosen, your family's first memories of you (1-3 paragraphs)
2. *Family Members (5 paragraphs)
3. *Friends (5 paragraphs)
4. *Favorite Activities and/or Hobbies (5 paragraphs)
5. Description of Your Personality and Physical Appearance (2-3 paragraphs)
6. Favorite Place or Vacation (1-2 paragraphs)
7. One Special Event in Your Life (1-3 paragraphs)
8. *Future Dreams and Goals (5 paragraphs)

*All essays with 5 paragraphs must be written using the "6 Steps to Writing." They must have a thesis in the intro and conclusion. Paragraphs 2, 3, and 4 must have strong topic sentences that refer back to the thesis.

Items needed for "Me Quilt"

1 piece of fabric (solid or print) approx. 1 yd. (45" wide)

Glue (Elmer's or fabric glue)

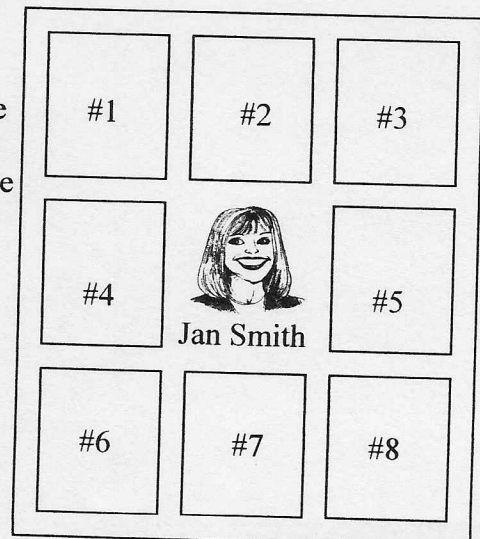
Photographs

Construction Paper

Optional – Fabric paint can be used to outline the edges of paper to give a "stitched" effect. Markers, glitter pens, lace, etc. can also be used to decorate.

You will be graded on presentation, content, grammar, spelling, and drafts.

Parent's Signature
(This sheet will be returned.)



Number of Paragraphs

Essay # 1 – 3 Paragraphs

Essay # 2 – *5 Paragraphs

Essay # 3 – *5 Paragraphs

Essay # 4 – *5 Paragraphs

Essay # 5 – 2-3 Paragraphs

Essay # 6 – 1-2 Paragraphs

Essay # 7 – 1-3 Paragraphs

Essay # 8 – *5 Paragraphs

Me Quilt Rubric Mrs. Shields / 6th English

1. Drafts

Your drafts are not included.

1

You are missing several drafts.

2

Your drafts are not initialed and/or edited.

3

Drafts look terrific. Initialed and edited!

4

5

X 4= _____

2. Presentation

Your quilt is messy and unorganized. Did you rush through it?

1

Some good stuff! Take your time.

3

Wow! Very impressive! Your personal masterpiece!

4

5

X 5= _____

3. Content/Research

You didn't collect all of the needed information.

1

Not bad, but you are still missing information.

3

Awesome! I learned a lot about you!

4

5

X 5= _____

4. Spelling

Your spelling is poor. Always consult a dictionary for help.

1

Several spelling errors. Take more time to proofread your drafts.

3

Good for you! Perfect spelling!

4

5

X 3= _____

5. Mechanics/Grammar

Your grammar is poor. Did you or someone else proofread?

1

Watch for errors! Take time to proofread and edit your work.

3

I'm so proud! No mistakes!

4

5

X 3= _____

Comments:

Illustrator

Mrs. Shields
English

Literature Circles

Name: _____

Response Group: _____

Book: _____

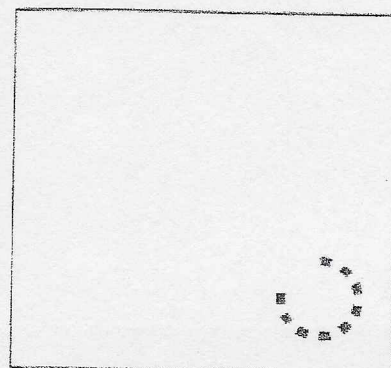
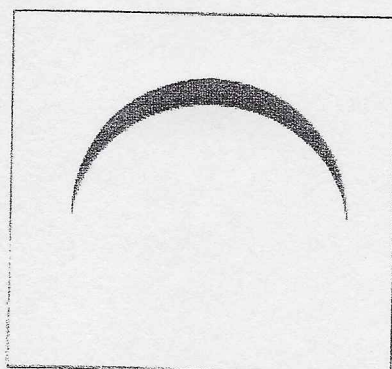
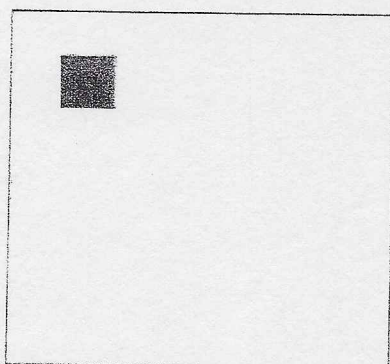
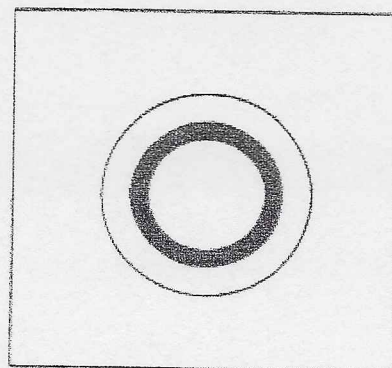
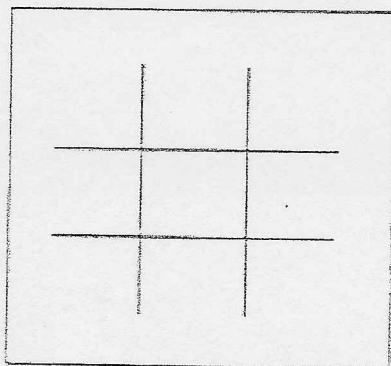
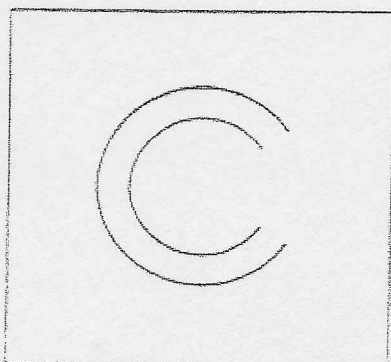
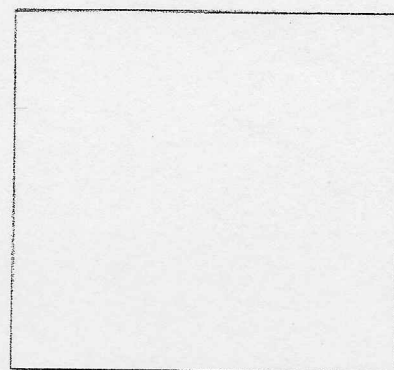
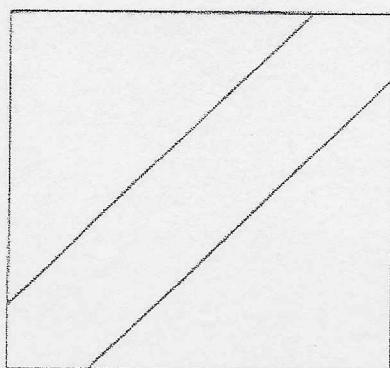
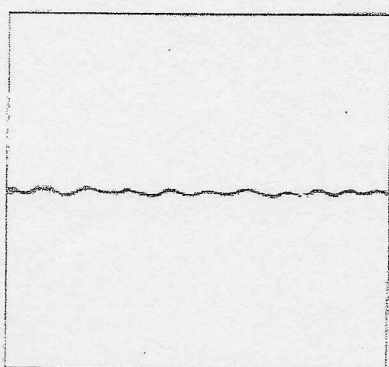
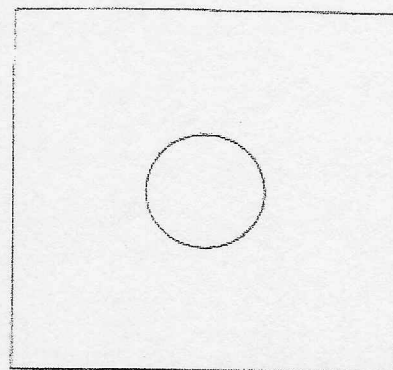
Assignment pages: _____ to _____

Your job is to draw some kind of picture related to the reading. It can be a sketch, cartoon, or stick-figure scene. You can draw a picture of something that's discussed specifically in your book or something that the reading reminded you of. And kind of drawing is okay – you can even label things with words if that helps. Make your drawing on **ANOTHER** sheet of paper (not notebook paper).

When it is your turn to share your picture, you may show it without saying anything about it. Let the others guess what it's about and why you chose it. After everyone has had a say, you get the lost word: tell them what your picture means, where in the book it came from, and what it means to you.

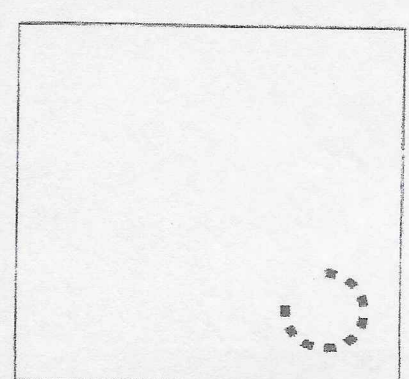
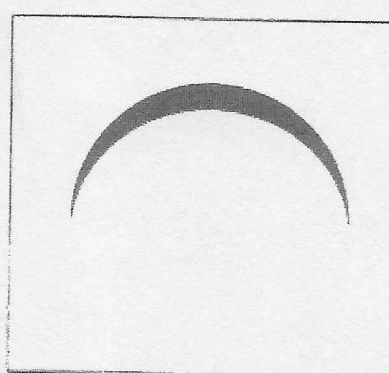
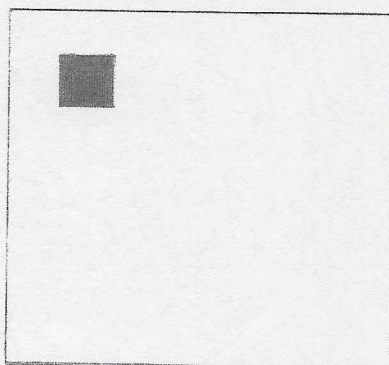
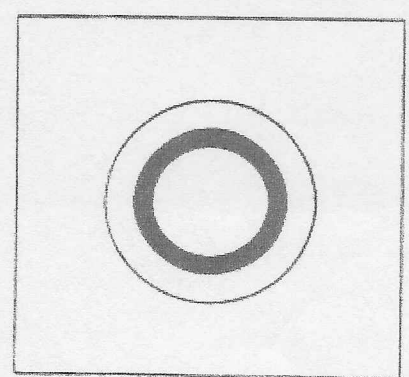
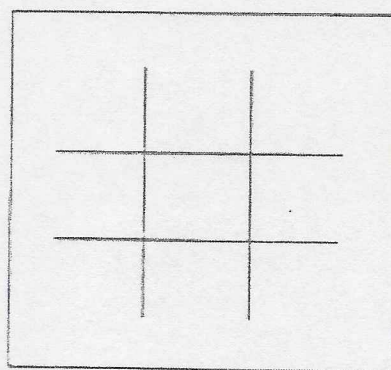
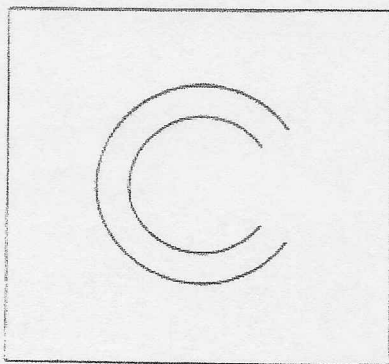
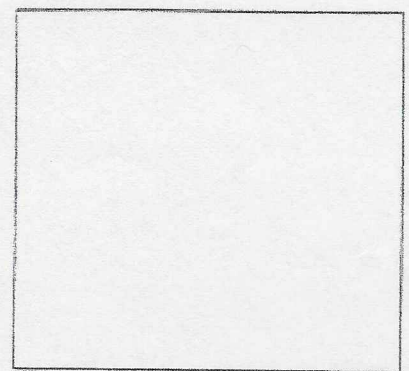
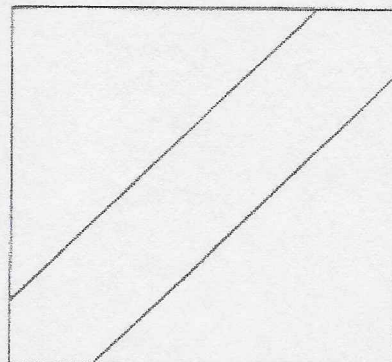
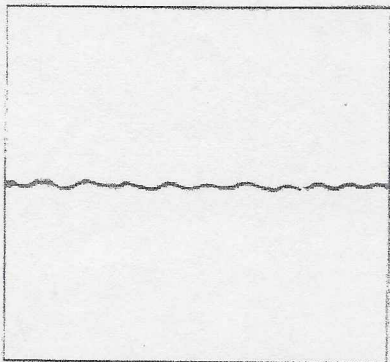
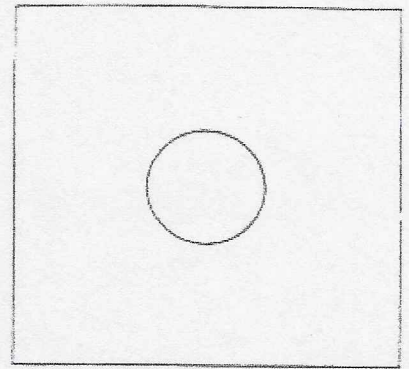
The Real You

Just add whatever comes to mind to
each of the ten squares—then wait for
the amazingly accurate analysis.



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THE REAL YOU ANALYSIS

1. Self Image Box
 - sun - strong, dominant
 - flower - pretty things
 - face - people oriented
2. Confidence Box
 - fish - wisdom
 - above - secure
 - below - insecure
 - both - some securities, some insecurities
3. Friendship Box
 - boxed - lonely
 - lines - self centered
 - between the lines - close friends
 - outside - many acquaintances
4. Main interest Box
 - Where your mind is right now
5. Maturity Box
 - closed - parents approval
 - open - independent
 - ear - keep secrets well
6. Competiveness Box
 - tic-tac-toe - very competitive
 - window - good family qualities
7. Goals Box
 - bullseye - goal oriented
 - other - not very goal centered
8. Discipline Box
 - squares - self-disciplined
 - curves - non-conformist
 - both - confused
9. Social Box
 - finished circle - get along well with others
 - squares - like to be with people
10. Imagination Box
 - separate - adventurous
 - connect - play it safe