

Connections to ReadWriteThink Lessons

More Than Words: Comics as a Means of Teaching Multiple Literacies, Dale Jacobs

Jacobs persuasively states the need for comics in the classroom and presents a way of using them. The ReadWriteThink lesson plan "The Comic Book Show and Tell" introduces the use of comics in the classroom. Students learn about the people involved in making comic books and learn the centrality of the script to the process. They craft comic-book scripts using clear, accurate, descriptive, and detailed writing that shows (illustrates) and tells (directs). After peers create an artistic interpretation of the script, students revise their original scripts.
http://www.readwritethink.org/lessons/lesson_view.asp?id=921

Acting Out: Using Drama with English Learners, Penny Bernal

One important piece Bernal teaches through drama is tone. In the ReadWriteThink lesson plan "Varying Views of America," students examine three different poems to determine the influence of perspective on an individual's tone and point of view toward the same or a similar experience. This activity can easily be applied to drama.
http://www.readwritethink.org/lessons/lesson_view.asp?id=194

Wordplay: The Poem's Second Language, Margo A. Figgins and Jenny Johnson

Figgins and Johnson present many ways for learners to play with words. One strategy they describe is poetry jigsaw — matching nouns with unrelated verbs to create descriptive sentences. The ReadWriteThink lesson plan "More than One Way to Create Vivid Verbs" further explores that activity. Often, this approach to writing leads to a natural, metaphorical passage as a result.
http://www.readwritethink.org/lessons/lesson_view.asp?id=1008

Words, Words, Words: Helping Students Discover the Power of Language, Robert Perrin

Perrin presents many approaches to language study, including looking at the names of products and vehicles. In the ReadWriteThink lesson plan "Avalanche, Aztek, or Bravada? A Connotation Mini-Lesson" students use their imagination to generate ideas about cars based on their names. From this, they proceed through a series of steps, gradually increasing their control over language, until they independently produce a text in which they concentrate on selecting words with powerful connotations.
http://www.readwritethink.org/lessons/lesson_view.asp?id=75

Sex and Violence: Words at Play in the Shakespeare Classroom, Maryellen G. Paquette

Paquette discusses the importance of getting students involved in their learning by physically experiencing Shakespeare. Another way to pique students' interest is to tie what they are studying to some aspect of their life. In the ReadWriteThink lesson plan "Star-Crossed Lovers Online: Romeo and Juliet for a Digital Age" students explore the modern significance of an older text, such as Shakespeare's *Romeo and Juliet*, while creating a modern interpretation of specific events from the drama.
http://www.readwritethink.org/lessons/lesson_view.asp?id=857

Play is Not Just for PE, Stacey Brown

Brown reminds us all that learning needs to be fun. She begins every day with a ten-minute writing activity as a warm-up for the day. The ReadWriteThink lesson plan "The ABCs of Poetry" works as a great word warm-up. This activity allows students to play with words or, more precisely, letters in an imaginative way. Students make the familiar strange by creating image pools of metaphor derived from a single letter of the alphabet.
http://www.readwritethink.org/lessons/lesson_view.asp?id=988

The Reality of Unreality: Using Imagination as a Teaching Tool, Amy Rosoff

Rosoff reminds us that we need to incorporate fun into our classroom and illustrates several ways to do this for many types of learners. One of her activities is "Dream City." This idea is further explored in the ReadWriteThink lesson plan, "Blogtopia: Blogging about Your Own Utopia". After studying utopian literature, students design a utopian society, publishing the explanation of their ideal world on a blog. As they blog about their utopia, students establish the habits, practices, and organizing social structures that citizens will follow in their utopian societies.
http://www.readwritethink.org/lessons/lesson_view.asp?id=942

ReadWriteThink (<http://www.readwritethink.org>) is a nonprofit MarcoPolo Web site maintained by the International Reading Association (IRA) and the National Council of Teachers of English (NCTE), with support from the Verizon Foundation. We provide to classroom teachers free lesson plans, interactive student materials, and Web resources linked to ELA standards.

Links to these lesson plans can be found on EJ on the Web at <http://www.englishjournal.colostate.edu>.

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Raising the Bar for Classroom Publications: Building a Student Press Initiative, Erick Gordon

Gordon discusses the need to expand the definition of genre and find a place for nontraditional genres in the classroom, including reviews. The ReadWriteThink lesson plan "So What Do You Think? Writing a Review" challenges students to explore a new genre and to develop critical-thinking skills. It combines analytical writing with personal reflection, providing an opportunity for students to speak their minds—and to enjoy being heard.
http://www.readwritethink.org/lessons/lesson_view.asp?id=876

Finding Center: How Learning Centers Evolved in a Secondary Student-Centered Classroom, Allison P. Movitz and Kerry P. Holmes

Movitz and Holmes share various means to engage students with multiple ways of learning. The ReadWriteThink lesson plan "Designing Museum Exhibits for The Grapes of Wrath: A Multigenre Project" also uses many different forms of learning during a unit of study. Working alone or with a partner, students create artifacts in a variety of genres for a museum exhibit that will demonstrate important facts about the research topic and its significance to viewers.

http://www.readwritethink.org/lessons/lesson_view.asp?id=892

A Multidisciplinary Approach to Literacy through Picture Books and Drama, Anne Burke and Shelley Stagg Peterson.

Burke and Peterson discuss how pictures and illustrations can add to students' learning of a particular subject and use picture books to teach about World War II. In "Picture Books as Framing Texts: Research Paper Strategies for Struggling Writers," picture books give students frames for structuring research projects, freeing them from the language of encyclopedia sources and allowing them to focus their attention on the content of their papers. Using picture books as models, students are able to think more about what to say and less about how to say it, which leads to better learning experiences and better writing.

http://www.readwritethink.org/lessons/lesson_view.asp?id=306

Mississippi Trial, 1955: Tangling with Text through Reading, Discussion, and Writing, Sirpa Grierson, Jacqueline S. Thursby, Deborah Dean, and Chris Crowe

To see more teaching ideas by Deborah Dean, please visit her Author Page on the ReadWriteThink site at http://www.readwritethink.org/lessons/author_detail.asp?authorid=225.

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