

# Writing Curriculum: Profile Project, Essay Writing, and Supportive Writing Activities

## GED Bridge to Health Careers Program - Session 3



### LaGuardia Community College

<b>Material</b>	<b>Activities</b>	<b>G.E.D. Skills</b>
Profile Writing Project	<ul style="list-style-type: none"> <li>-Students choose a person in the health field to interview.</li> <li>-Students create their own interview questions.</li> <li>-Students conduct an interview and take notes.</li> <li>-Students transcribe the interview and hand in the transcript.</li> <li>-Students take the transcript and create a profile piece.</li> </ul>	<ul style="list-style-type: none"> <li>-Writing with an awareness of a reader</li> <li>-Writing with specific examples and quotes to illustrate a point</li> <li>-Comprehending the relationship between questions and answers</li> </ul>
How do we create a good interview question?	<ul style="list-style-type: none"> <li>-Students answered the question as a class and came up with guidelines for making their own interview questions.</li> <li>-Students then made their own interview questions for Brittany Spears as though they were working for US Weekly, NY Times, Money magazine, or a parenting magazine.</li> </ul>	<ul style="list-style-type: none"> <li>-Identifying and writing with a main idea or focus depending on the roles they were playing.</li> <li>-Strengthening the comprehension of a reader/audience</li> <li>-Comprehending the relationship between questions and answers</li> <li>-Identifying the differences in various writing styles with in a genre.</li> <li>-Critically reading and writing skills.</li> </ul>
Interview Questions	<ul style="list-style-type: none"> <li>-After students came up with question guidelines and practiced in class they created and handed in questions they created for their profile interviews.</li> <li>-Some students went through two drafts.</li> </ul>	<ul style="list-style-type: none"> <li>-Analyzing the relationship between question and answers</li> <li>-Using inference to develop questions</li> <li>-Thinking of answers before the question</li> </ul>
Profile Interview and Interview Transcript	<ul style="list-style-type: none"> <li>-After coming up with interview guidelines and further readings, students conducted their profile interviews in which they wrote down the answers to their questions and during the interview.</li> <li>-Transcripts of the interview were handed in.</li> <li>-Some students went back for second interviews in order to get more information.</li> </ul>	<ul style="list-style-type: none"> <li>-Developing writing skills in a timed environment</li> <li>-Encountering new vocabulary words</li> <li>-Reading and transcribing while looking for specific information</li> </ul>

**Continued –Writing Curriculum – Session 3**

<b>Material</b>	<b>Activities</b>	<b>GED Skills</b>
Write Your Own Success Story.	<ul style="list-style-type: none"> <li>-Students shared a story about a time when they were successful with the rest of the class.</li> <li>-Then they were asked to write their success story out in at least two pages.</li> <li>-Students wrote three drafts.</li> </ul>	<ul style="list-style-type: none"> <li>-Thinking/brainstorming personal essay questions</li> <li>-Discussing them orally before writing them down</li> <li>-Writing using specific personal examples</li> <li>-Writing in a story form that can be transferable to the 5 paragraph essay</li> <li>-Proofreading</li> </ul>
Essay Question: What does it take to be successful?	<ul style="list-style-type: none"> <li>-Students were asked to write an essay answering the question what does it take to be successful.</li> <li>-They were required to use examples from their own life and at least one example from <i>The Pact</i>.</li> <li>-Whole class brainstorm session introduced this question.</li> <li>-Students wrote three drafts</li> </ul>	<ul style="list-style-type: none"> <li>-Modeling of brainstorming before writing.</li> <li>-Writing using specific examples to answer an essay question.</li> <li>-Writing an essay using a 5paragraph form. (More formal than the success story assignment)</li> <li>-Proofreading</li> </ul>
Essay Question: Describe a time in your own life when you had to make a difficult decision?	<ul style="list-style-type: none"> <li>-After discussing and working on the structure of an essay and the essay writing process with a focus on brainstorming students were given 20 minutes in class to brainstorm, write notes, and outline an essay for this essay question.</li> <li>-The following class students were given time in class to write the essay in forty minutes as practice for the GED.</li> <li>-After writing it in class two more drafts were completed outside of class.</li> </ul>	<ul style="list-style-type: none"> <li>-Practicing timed writing</li> <li>-Using examples from their own life for writing</li> <li>-Engaging with each step of the essay writing process</li> </ul>

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**Continued –Writing Curriculum – Session 3**

<b>Material</b>	<b>Activities</b>	<b>GED Skills</b>
Homonyms and Homophones: Through, Threw When, Went Though, Thought	<ul style="list-style-type: none"> <li>-The word homophone written on the board and students were asked to find the definition.</li> <li>- Students share out the definitions.</li> <li>-Students create an example sentence for each word.</li> <li>-Hand out the first worksheet in which students define the homophone and come up with two sentences for each homophone.</li> <li>-Hand out the worksheet of sample sentences and students have to choose the correct word.</li> </ul>	<ul style="list-style-type: none"> <li>-Becoming aware of language and word choice</li> <li>-Identifying correct word choice and grammar usage with in a sentence</li> </ul>
“Show Don’t Tell” Lesson	<ul style="list-style-type: none"> <li>-Begin the lesson by writing the words “Show Don’t Tell”, and ask students what this might mean in terms of writing.</li> <li>-Put the definition on the board.</li> <li>-Put a telling sentence on the board, “The sun is very hot.”</li> <li>-Have students turn it into a showing sentence.</li> <li>-Collect all the examples on the board and come up with techniques.</li> <li>-Put the techniques on the board for making something a showing sentence.</li> <li>-Students in groups with sample telling sentences create their own showing sentences.</li> <li>-Share out.</li> <li>-Apply to their writing.</li> </ul>	<ul style="list-style-type: none"> <li>-Writing with more specificity</li> <li>-Writing with concrete or metaphoric examples</li> <li>-Critical reading skills</li> <li>-Writing with an awareness of form and intention</li> <li>-Writing with a stronger sense of word choice and reader</li> </ul>
Portfolio Project	<ul style="list-style-type: none"> <li>-Students organized all their work from the semester into student created, reflective categories.</li> <li>-Portfolio composed of five questions</li> <li>-Questions revolve around and ask students to focus on one improvement they made during the semester, explain this improvement in detail, show an example of the improvement, teach it to someone else, and what other improvements they want to make in the future.</li> <li>-Students wrote on each question and included one example from their work.</li> <li>-Students filled out a self-evaluation.</li> <li>-Students presented portfolio to the rest of the class.</li> </ul>	<ul style="list-style-type: none"> <li>-Using specific examples when writing</li> <li>-Responding to writing questions/prompts</li> <li>-Using examples from their own life to write</li> <li>-Reflective thinking on learning</li> </ul>
Letter to your Future Self	<ul style="list-style-type: none"> <li>-Students wrote a letter to themselves that will not be opened for at least another year.</li> <li>-In the letter they were asked to write on some of their goals and hopes for the future and how they were feeling now, and what was going on in their life.</li> </ul>	<ul style="list-style-type: none"> <li>-Responding in writing to a prompt</li> <li>-Writing in a specific form</li> <li>-Using examples from their own life to illustrate main idea</li> </ul>