

# **Beyond Brainstorming**

**Activities for the Rest of the Writing Process**

**MATSOL 2016**

**Danica Messerli**

**International Language Institute of  
Massachusetts**

**[danica@ili.edu](mailto:danica@ili.edu)**

# **Writing Process**

**What skills are involved in the writing process?**

***Discuss with a partner.***

# Writing Process

Brainstorming

Prewriting

Research Questions

Research

Outline

Begin writing

Develop ideas

Change ideas

Organize

Reorganize

Add

Delete

Think

Use signal words

Vary sentence structure

Cohesion

Word choice

Voice

***But what if  
the student  
doesn't have  
a draft?***

# Writing Process

Brainstorming

***But what if  
the student  
doesn't have  
a draft?***

**Students need multiple opportunities,  
independent of their own writing  
efforts, to:**

- **work through ideas**
- **think critically**
- **learn to organize**
- **and practice other common features  
of academic writing.**

## **4 Activities**

**Strengthen skills in the writing process**

**As part of the writing process**

**1.**

## **Paragraph Captains**

**a cooperative task**

***Brief Rationale:***

**idea development**

The Longman Academic Writing Series

Level  
**2**

# First Steps in Academic Writing

SECOND EDITION



Ann Hogue





## *Instructions*

- **Four Captains each get topic sentence**
- **Reject or accept supporting sentences**
- **Negotiate with other captains for their sentences**
- **Everybody else gets supporting sentence(s)**
- **Get rid of sentences by giving them to captains (accepted)**

## ***Topic Sentences:***

**Beaches offer different pleasures to different kinds of people.**

**Beaches are fun in summer and winter.**

**Beaches differ in various parts of the world.**

**People of all ages have fun at beaches.**

Hogue, Ann. *First Steps in Academic Writing, Level 2*. 2nd ed. White Plains, NY: Longman, 2008. Print. The Longman Academic Writing Ser. (39-40)

## **Beaches are fun in summer and in winter.**

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In summer, you can swim and do many other water sports. If you don't like water sports, you can play beach games or relax on the warm sand.

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In winter, beaches are less crowded, so they are good places for solitary walks.

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Also, on a clear winter night, nothing is more fun than sitting with a group of friends around a big bonfire, talking, laughing, and singing.

**Hogue, Ann. *First Steps in Academic Writing, Level 2*. 2nd ed. White Plains, NY: Longman, 2008. Print. The Longman Academic Writing Ser. (40)**

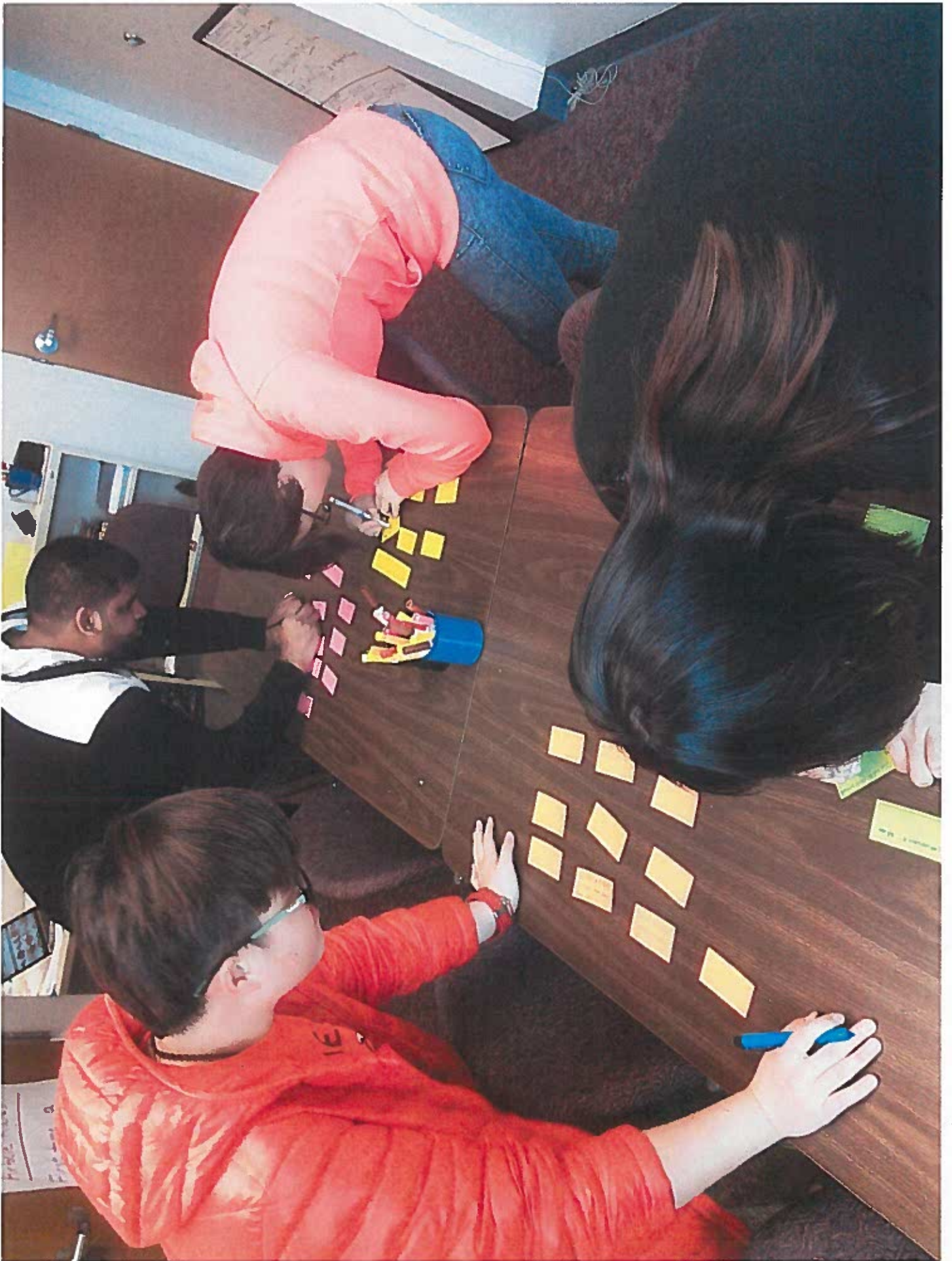
## ***Why I Like This:***

**idea development**  
**decision making**  
**revision/ reorganization**  
**interactive reading task**  
**interact with good model**

## ***Variation:***

**Use as part of the writing process.**

- **All students are captains.**
- **Captains write a topic sentence for a paragraph on a blank paper**
- **Must be topic classmates can help with (ex: unit topics, topics brainstormed by class)**
- **Students circulate and write a sentence for other captains.**



***Let's try it!***

## **YOUR BIG SQUARE OF PAPER**

- **Write your topic sentence.**

## **YOUR SMALL SQUARES OF PAPER**

- **Don't write anything on those!**

## **NEIGHBORS' SMALL SQUARES**

- **Write a sentence for some of  
your neighbors.**

## ***Why I Like This:***

- **writing on scrap of paper less daunting**
- **fun to read what people write for you**
- **opportunity to digest bite-size ideas**
- **prompts critical reading**
- **opportunity to make decisions**
- **head start on an essay**
- **everyone now has part of a draft!**
- **peer-editing now possible**



**2.**

## **Visual Presentation**

**individual oral presentation**

### ***Brief Rationale:***

**organization**

- **5-paragraph essay makes students' logic visible**
- **can be adapted for other essays**

# BOXES

Thesis:

Point 1:

Point 2:

Point 3:

# Sample Outline

Support:

Support:

Support:

Support:

Support:

Support:

Support:

Support:

Support:

## *Instructions:*

### **Preparation**

- **Choose a topic**
- **Write thesis and 3 main points**
- **Make visuals (thesis & points)**
- **Plan supporting details**

### **Presentation**

- **GESTURE TO VISUALS EACH**
- **TIME VISUALS ARE MENTIONED**
- **Classmates check off gestures**

# Grade Sheet

## VISUAL PRESENTATION

Presenter: \_\_\_\_\_

### INTRODUCTION

- Thesis
- Point 1
- Point 2
- Point 3

### BODY

- Point 1
- Support

- Point 2
- Support

- Point 3
- Support

### CONCLUSION

- Thesis
- Point 1
- Point 2
- Point 3

__/17	Total
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## **INTRODUCTION**

- Thesis
- Point 1
- Point 2
- Point 3

## **BODY**

- Point 1
- Support
  
- Point 2
- Support
  
- Point 3
- Support

## **CONCLUSION**

- Thesis
- Point 1
- Point 2
- Point 3



**Let's try it!**

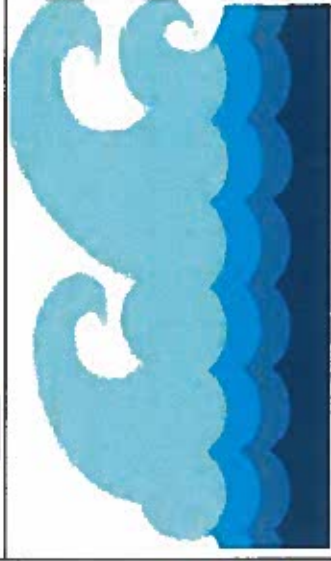
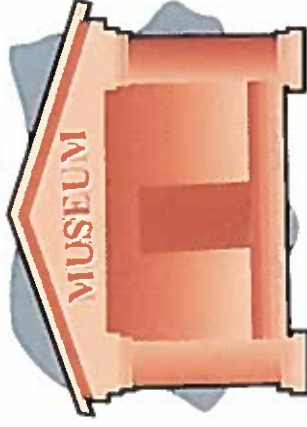
**I'll go first.  
You are all graders.**

**Find a partner.**

**Decide who the presenter  
is and who the grader is.**

**Give it a try.**

Boston is a  
great place to  
visit!



## ***Why I Like This:***

**awareness of organization**

**awareness of repetition**

**kinesthetic**

**serves as prewriting**

**spoken rough draft**

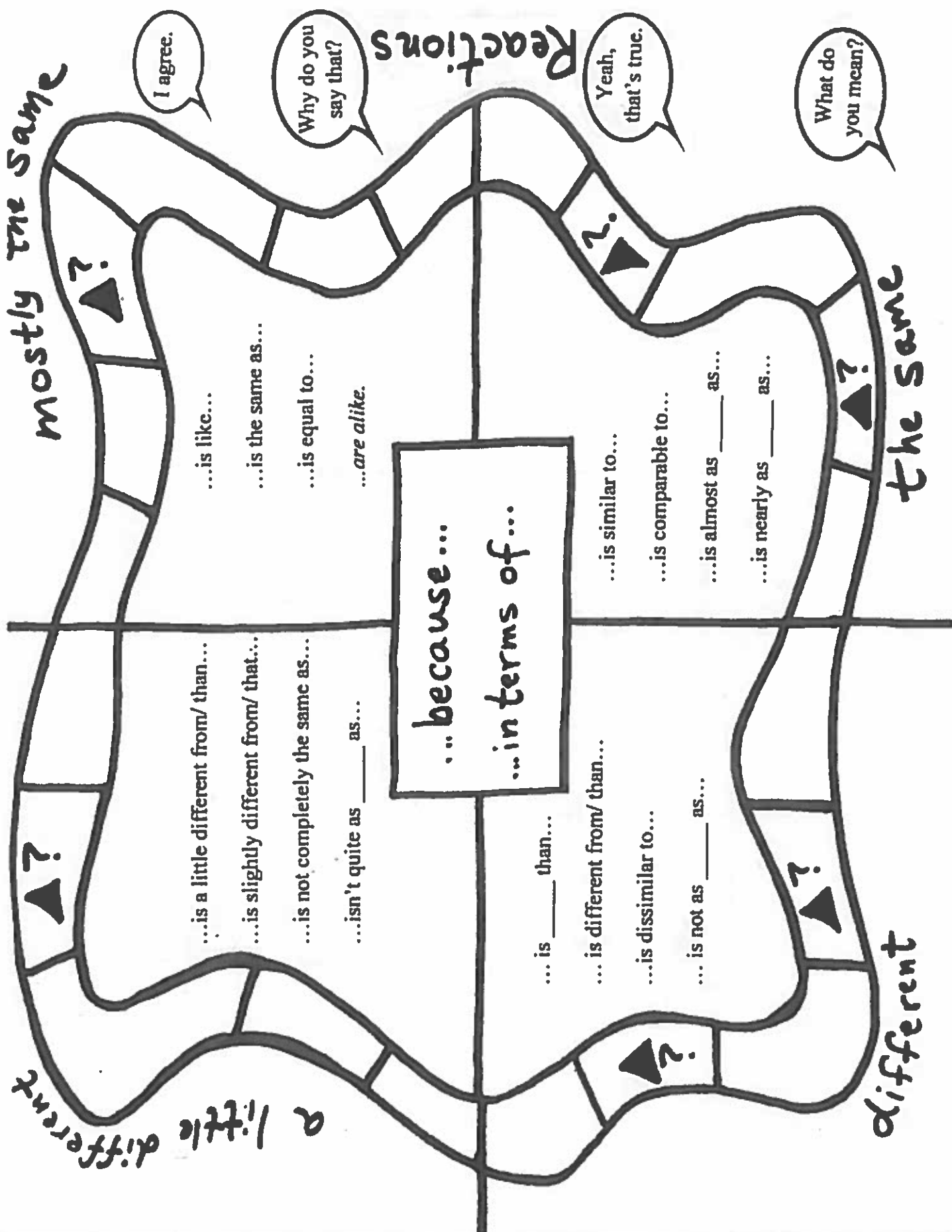


### **3. Critical Thinking Board Game**




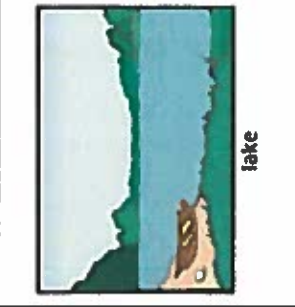


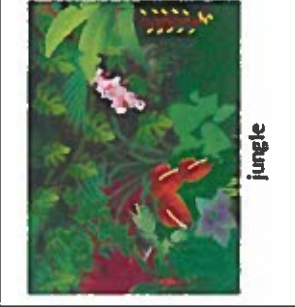
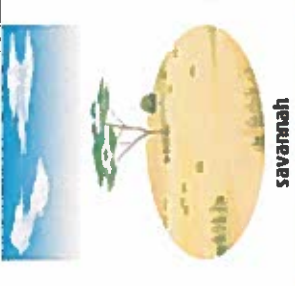



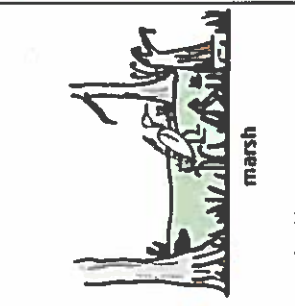
**a discussion game**

#### ***Brief Rationale:***

**language needed for [comparison]  
serves as prewriting  
integrated skills writing lesson**



# Grid of pictures or words to compare

 <p>hot spring</p>	 <p>river</p>	 <p>island</p>	 <p>lake</p>	 <p>mountain</p>	 <p>desert</p>	 <p>jungle</p>	 <p>savannah</p>	 <p>beach</p>	 <p>forest</p>	 <p>meadow</p>	 <p>marsh</p>
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## ***Materials:***

### **BOARD GAME**

- **1 critical thinking focus**
- **4 linguistic skills**
- **multiple linguistic forms**

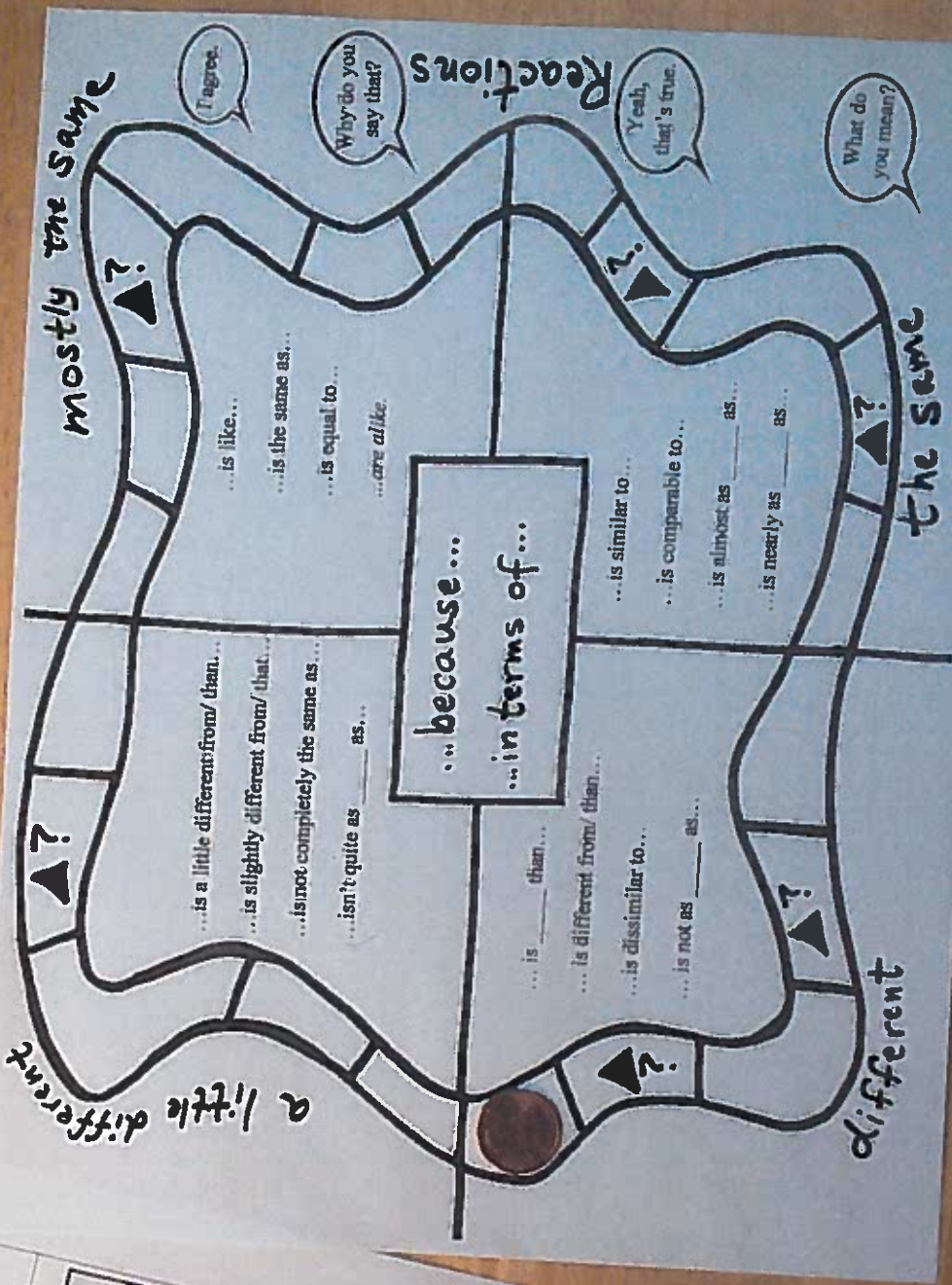
### **GRID**

- **Pictures or words**

### **2 PENNIES**

## ***Instructions:***

- **Put a penny anywhere on the board.**
- **Put a penny anywhere on the grid.**
- **Take turns moving the penny on the board forward and speaking.**
- **Compare the chosen grid item to another item, using the language in the box.**
- **If you land on a triangle, you can change the grid item.**
- **Use center box. React as you play.**



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Diane Engelhardt

## ***Why I Like This:***

**making small distinctions**

**adding information**

**supporting ideas**

**low risk**

**multi-level**

**mix of choice and restriction**

**can be adapted for other skills**



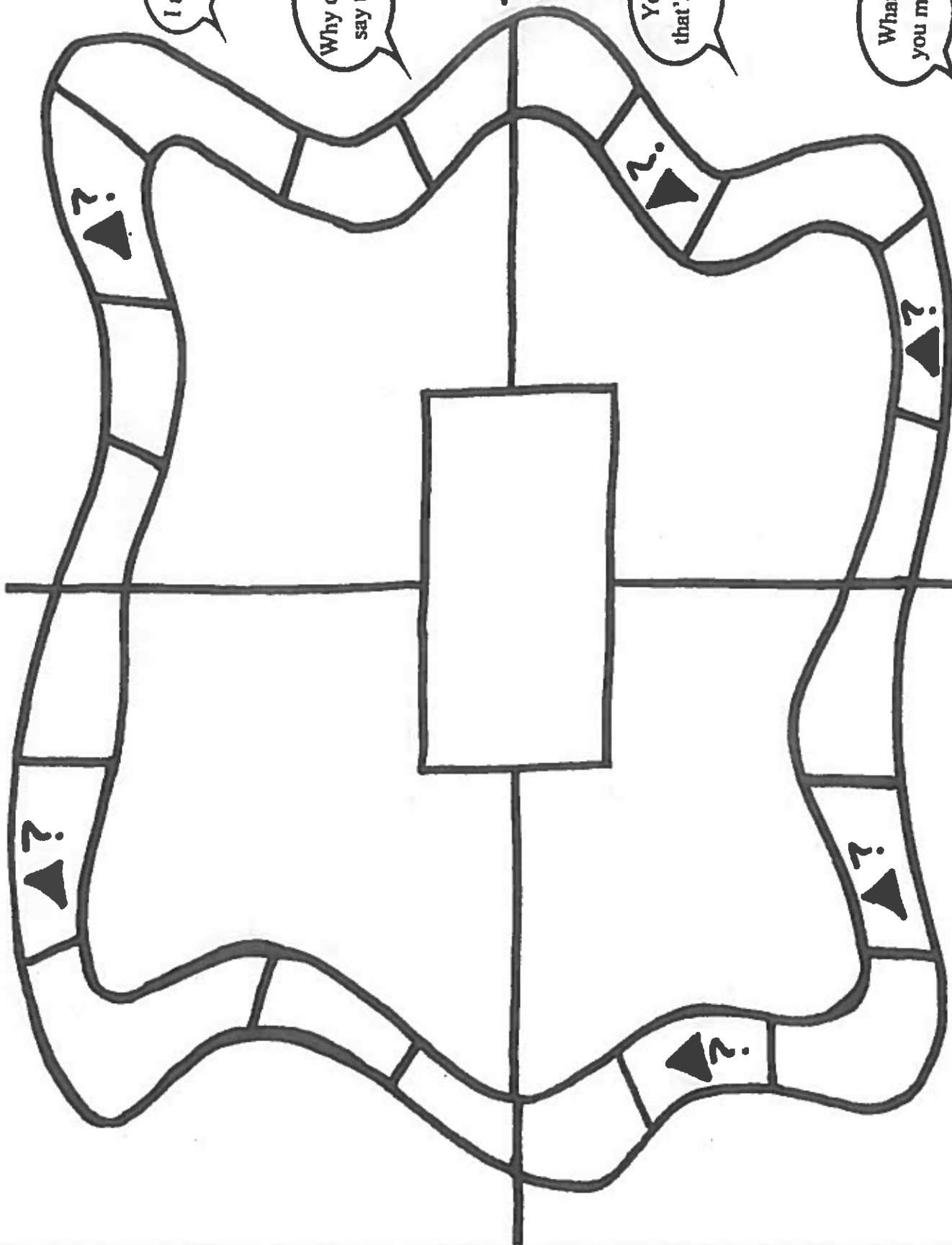
# Reactions

What do you mean?

Yeah, that's true.

Why do you say that?

I agree.



### ***Extra Step:***

- **Share sentences after game.**

### ***Variations:***

- **Grid can have any number of items, related or unrelated.**
- **Compare chosen item to anything else.**
- **Play without grid.**

**4.**

## **Signal Word Rounds**

**impromptu speaking game**

### ***Brief Rationale:***

**signal word practice**

**awareness of relationship between sentences**

**Most common relationships**

- **An example**
- **More information**
- **Clarification/ rephrasing**
- **Contrast**

# Two Signal Word Rounds

Signal Word Rounds

For example,
In addition,
In other words,
However,

For instance,
Also,
To put it another way,
On the other hand,

## ***Instructions:***

### **Opinions:**

- **Simple opinions**
- **Possible essay opinions**

### **Pairs:**

- **Student states an opinion.**
- **Partner ad libs with first signal word.**
- **Etc.**
- **Lose when you can't add anything.**
- **Try again.**

# Let's try it!

For example,

In addition,

In other words,

However,

For instance,

Also,

To put it another way,

On the other hand,

**Dogs  
are  
better  
than all  
other  
pets.**

**Beaches  
are fun for  
everyone.**

**Boston is a  
great city.**

**The smoking age  
should be raised to 21.**

- **Student states an opinion.**
- **Partner ad libs with first signal word.**
- **Etc.**
- **Lose when you can't add anything.**
- **Try again.**

The Longman Academic Writing Series

Level  
**4**

# Writing Academic English

FOURTH EDITION



Alice Oshima  
Ann Hogue





## ***Why I Like This:***

**signal word practice**

**awareness of relationship between ideas**

**serves as prewriting**

**idea development**

**helps to loosen up**

***Variation:***

**Lose when:**

- ~~you can't add anything~~
- the teacher rings a bell while  
it's your turn

***Discuss with a partner:***

**Which activities would you use and why?**

**How could these activities be adapted for your classes?**

## References:

Engelhardt, Diane. *Perfect Phrases for ESL: Conversation Skills*. New York: McGraw-Hill, 2013. Print.

Hogue, Ann. *First Steps in Academic Writing, Level 2*. 2nd ed. White Plains, NY: Longman, 2008. Print. The Longman Academic Writing Ser.

Oshima, Alice, and Ann Hogue. *Writing Academic English*. 4th ed. White Plains, NY: Pearson/Longman, 2006. Print. The Longman Academic Writing Ser.

***Thank you!***

**Danica Messerli  
International Language Institute of  
Massachusetts  
[danica@ili.edu](mailto:danica@ili.edu)**