



**CLUB
WRITE**

Teacher's Guide

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HOW TO USE THIS SERIES AND GUIDE

THE VIDEO PROGRAMS

This series was produced to enhance the teaching of writing across all areas of the curriculum. The programs are both motivational and instructional in design.

The setting for the programs is an after-school writing club whose members explore a variety of projects. Each program highlights the personal experience of an individual member. The journal of that member is used as a dramatic device for the audience to view the experience from that student's point-of-view. The club members in the series model a positive attitude toward writing, but they also demonstrate that the writing process is not always easy. The series documents the real-life applications of writing in different workplace settings.

The writing process is emphasized in each program. Often, an animated graphic appears to remind viewers that students are working their way through the writing process. These graphics are intended as reinforcements for the viewer and/or as natural pause points for discussion with the class. The graphics identify these activities in the writing process:

-  Brainstorming ideas
-  Writing a rough draft
-  Revising the draft
-  Writing the final draft

The videos are most appropriate for classroom viewing, with the instructor leading the discussion in a lecture-style format. Once the class has seen the video, students may be directed to complete extension activities as individuals or in groups. At this time, it is recommended that the video be available for student reference.

THE TEACHER'S GUIDE

Each lesson is organized for the teacher into sections for easy reference.



WHAT THIS EPISODE IS ABOUT lists the content areas that are addressed in the video and the specific, measurable objectives for the lesson.

VIDEO SUMMARY is a synopsis of the story depicted in the video.

KEY WORDS lists vocabulary terms that are presented in the video.

BEFORE VIEWING THE VIDEO provides suggestions for classroom discussion or activities that will provide a focus for viewing. Students derive greater instructional benefit from viewing video when the teacher provides a clear focus for their viewing.

WHILE VIEWING THE VIDEO promotes frequent pauses during viewing so that the teacher may reinforce or expand a concept, give students the opportunity to assimilate the information presented in the video, and/or check for comprehension.

AFTER VIEWING THE VIDEO presents some ideas for immediate reinforcement and application of the concepts presented in the video.

EXTENSION ACTIVITY suggests a natural extension project for the lesson.

INTERNET RESOURCES is a list of Web sites germane to the content and context of the video lesson. Please note that Web sites change all the time and that it is important to check these links often to ensure that they are still viable.

Plan on one 40-minute period for the pre-viewing and viewing activities. Allow from one to three 40-minute periods for extension activities.