



The Minnesota Literacy Council created this curriculum. We invite you to adapt it for your own classrooms.

Advanced Level (CASAS reading scores of 221-235)

Journeys Writing: Week 1

Unit Overview

This is a 1-week unit in which learners produce *Journeys* submissions. *Journeys* is an annual publication of original writings and artwork produced by learners in Minnesota adult literacy programs. This week, advanced learners identify acceptable genres for submissions by recognizing each genre's characteristics and choose the genre of their personal submission. Learners explore different types of adjectives and adjective order. They peer and self-edit and make at least two revisions.

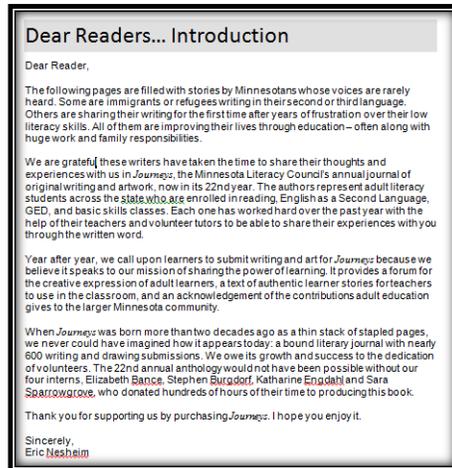
Focus of Week 1

- Write a submission for *Journeys*
- **Edit, revise,** and type submissions
- Employ correct **adjective order** in descriptive writing
- Understand and choose **literary genres** appropriate for the *Journeys* anthology

Journeys Writing Unit: Week 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: read an introductory letter in order to answer questions about the history and purpose of <i>Journeys</i>.</p> <p>Listening/speaking: collaborate to create coherent sentences using appropriate adjective order.</p> <p>Transitions & Critical Thinking: identify literary genres and those that are appropriate for the <i>Journeys</i> anthology.</p> <p>Grammar: use appropriate adjective order to create highly descriptive sentences.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Dear Readers... • Handout: Journeys Genres • Handout: Adjective Order Chart <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Journeys, most recent copy available • Journeys Genres, Answers (for teacher reference only) • Adjective Order Sentence Makers (one set of 3 sentences per class) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A projector
Lesson Plan	
<p>Warm up: Literacy <u>Description:</u> Read a 2011 introductory letter from the Executive Director explaining the purpose of <i>Journeys</i> and answer a few comprehension questions in pairs. <u>Materials/Prep:</u> Handout: Dear Readers... and one copy of the most recent issue of Journeys</p> <p>Activity 1: Literacy & Transitions/Critical Thinking <u>Description:</u> Identify characteristics of common and acceptable genres found in the <i>Journeys</i> anthology. <u>Materials/Prep:</u> Handout: Journeys Genres and a projector</p> <p>Activity 2: Grammar <u>Description:</u> Complete an introduction to adjective order. <u>Materials/Prep:</u> Handout: Adjective Order Chart and a projector</p> <p>Checking for Understanding <u>Description:</u> Random learners take a word/phrase sheet and come to the front of the room to create a cohesive sentence, practicing adjective order. <u>Materials/Prep:</u> Adjective Order Sentence Makers</p>	

Teacher Directions: Warm Up: Introduction to *Journeys*-Materials: Handout: Dear Readers... and *Journeys* (a single most recent copy to show to learners; do not pass out a class set at this point)



Step 1: Setting the Context

Pair up learners and distribute the handout “Dear Readers...” Partners take turns reading aloud in order to better understand the history and purpose of the publication *Journeys*.

Step 2: Pair Work

Put the following questions on the board while learners are reading:

1. Who writes Journeys and what kind of material does it contain?
2. Considering this letter was written in 2011, for how many years has Journeys been published to date?
3. In paragraph three, the Executive Director gives three reasons for asking adult learners to submit writing and art. What are the three reasons?

Step 3: Small Group Work

Depending on class size, combine two pairs to discuss the three questions on the board. If the class is too small to combine two pairs to form small groups of four, continue in pairs or address the questions as a whole class.

Step 3: Report Out

Small groups/pairs share their responses to the three questions with the whole class.

Teacher Directions: Activity 1: Literacy/Transitions & Critical Thinking-Materials:

Handout: Journeys Genres, pp. 1-2 (copy back to back) and a projector

Journeys Genres, p. 1

Journeys is an annual anthology of adult learner writing. The purpose of the book is to inform others about literacy needs in MN and to give classrooms authentic materials to help aid in instruction. Submissions cannot exceed 400 words.

Literature can be divided into many different genres: mystery, biography/autobiography, short story, historical fiction, horror, essay, humor, fable/folk tale, verse, etc. Most of the writings in *Journeys* are autobiographical, narrative essay, descriptive essay, verse, or folktale. Read the excerpts (parts taken from *Journeys* writings) and write what genre each belongs to on the line below according to the descriptions provided here:

Autobiography: a writing about the author's own life or history
Narrative essay: a writing about one event or experience that was significant in the author's life; usually demonstrates a lesson learned or some insight
Descriptive essay: a writing that describes a person, object, event, or place in detail so the reader feels like he/she is there or makes a strong connection
Verse: a poem (may or may not rhyme)
Folktale: a fictional story in which characters learn a lesson, often passed down by oral tradition within a cultural group

1)
In Mexico we have many different traditions. When I was a child, I celebrated a lot of these traditions. One of my favorites is *Día de los Muertos*. We celebrate it on November 1st and 2nd. These traditions come from many years ago. I remember when my grandmother died. My grandmother and my aunts made a beautiful, big *ofrenda*. *Día de los Muertos* is not Halloween. Halloween is not a Mexican tradition. All people make different offerings and celebrate differently from other persons, but I like this tradition because it doesn't matter what age or religion you are. All Mexican people celebrate this

Journeys Genres, p. 2

2)
My name is Oo Thun Darah. I am from a Thailand refugee camp, but I am originally from the Karen State of Burma. I came to the United States on April 29, 2008. At that time, I didn't know anything about America. I was scared to go outside because the people here showed their hands and said hello to me. I didn't know how to say anything back to them. I only worried about that. I saw many birds and many squirrels playing in the trees. I felt happy to see them and to smell fresh air. I wondered why were they not scared of the humans? That is what I dreamed before when I lived in my country. I thought about the animals. I wanted them to be free. The reason why I thought that was because I had to run from bad situations many times with my people. So I didn't want them to run away from us, like we had to run away from the military. (Glad for the Animals by Oo Thun Darah, p. 1)

3)
Once upon a time, there lived a spider named *Patkulapa*. He lived between two villages in Liberia. He usually performed many tricks during Hunger Season. Mr. *Patkulapa* was invited to two villages for Christmas parties. He told both of the hosts to tie a rope on his waist in order to get to the party on time when the food is ready. When *Patkulapa* began to feel the pains on his waist, he started crying. His wife heard his voice and came out. "I want you to go right now and tell the people in the nearby village and let them know that I am dying from my own greediness. Let them know that no man can do two things at the same time

Journeys Genres, Answers

- 1) **Descriptive essay**
The author describes *Día de los Muertos* in detail. She explains the tradition and clarifies what it is and is not for those who are unfamiliar with it.
- 2) **Autobiography or Narrative essay**
The author tells readers his name, origin, and arrival date in the U.S. He recounts a couple of other events related to his experience as a refugee and new arrival to the U.S.
- 3) **Folktale**
The main character is a talking spider that learns a lesson about greed.

Step 1: Context

Define "genre" for learners as "a category characterized by similarity in form, style, or subject matter." Movies, music, literature, and more have genres. Some literary genres are specific to special situations, such as resumes or instruction manuals. These literary forms are not found in *Journeys*, because they do not serve one of the purposes of the anthology:

- To showcase adult learner accomplishments, unique perspectives and life stories;
- To motivate learners to keep working on their academic skills;
- To provide authentic, high interest reading material for use in adult basic education classes; and,
- To increase awareness of adult literacy needs in Minnesota.

Step 2: Reading

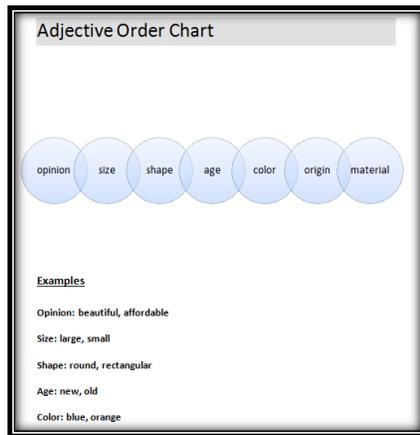
Read the handout "Journeys Genres" individually. Instructor should circulate to answer questions as they arise. Learners answer questions 1-3 and then compare/discuss their answers with a neighbor. Learners should not change answers without discussion and agreement.

Note: A resume or instruction manual, for example, may be authentic if written for the purpose of finding a job or to inform someone how to assemble or use something, but they would not be high interest unless read by the potential employer or person who bought the product. If a reader reads about someone's accomplishment in finding employment in a new place while overcoming literacy difficulties, that would increase awareness of adult literacy needs. A resume and a personal recount of a struggle fall under two different genres.

Step 3: Checking Comprehension

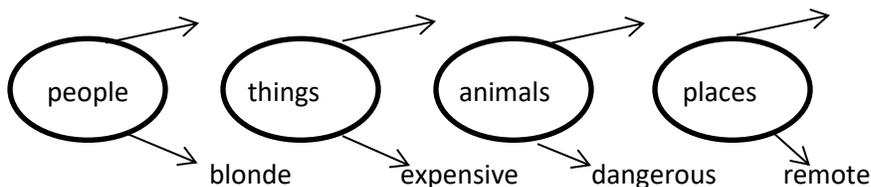
Project a copy of the handout using a **projector**. Ask learners to volunteer to come forward and share their responses. If there is disagreement among learners, facilitate discussion of correct responses. Learners should be guided to provide evidence in support of their answers, for example, “What key words in the excerpt signal, or match the characteristics of, the genre chosen?”

Teacher Directions: Activity 2: Listening & Speaking/Grammar-Material: Handout: Adjective Order Chart



Step 1: Setting the Context

As a class, discuss adjectives and how they are used to describe people, places, things, and ideas. Put the following (as pictured below) on the board and ask learners to brainstorm some adjectives that are appropriate for each category. If learners do not understand those that you provide as examples, briefly discuss each.



Note: We use the words “describe” and “modify” when we discuss adjectives. For example, the adjective “glistening” modifies “snow” in the sentence below:

The glistening snow brightened the bitterly cold day.

Adjectives help to make pictures in our minds so that we can understand what others are writing about more clearly. When writers use a variety of adjectives, readers feel that they are “in” the story. Oftentimes, being descriptive makes the difference between so-so writing and excellent writing.

Some adjectives can be used for people, places, *and* things; however, some adjectives are very specific and can only be used to describe people or can only be used to describe things. Have this discussion before approaching adjective order. The scope of today’s lesson is for learners to understand the importance of using a variety of meaningful adjectives in their writing. They will work on production and proper order placement in their own writing throughout the week.

Step 2: Discussing the Grammar

Project the **Adjective Order Chart** with a **projector** and discuss it. Pass out one copy per learner to keep as a reference. Be sure learners understand what constitutes as an opinion adjective, as these are the most difficult to identify. Ask each learner to contribute one opinion adjective before moving on to the Checking for Understanding activity.

Checking for Understanding—Materials: Adjective Order Sentence Maker

Adjective Order Sentence Maker—(sentence #1 parts)

Instructions: Copy on colored paper. Cut each out. Give one per learner. Ask those with sheets of paper to arrange themselves into a logical sentence with proper adjective order in front of the class. Those without sheets may assist.

she bought a/an
large
antique
red
Chinese
bowl

Adjective Order Sentence Maker—(sentence #2 parts)

Instructions: Copy on **different colored paper than sentence #1**. Cut each out. Give one per learner. Ask those with sheets of paper to arrange themselves into a logical sentence with proper adjective order in front of the class. Those without sheets may assist.

he sold his
unreliable
old
beige
rusty
car

Adjective Order Sentence Maker—(sentence #3 parts)

Instructions: Copy on **different colored paper than sentences #1 & 2**. Cut each out. Give one per learner. Ask those with sheets of paper to arrange themselves into a logical sentence with proper adjective order in front of the class. Those without sheets may assist.

the child lost
her
adorable
tiny
pink
mittens

Set up: Give random learners one slip from the Sentence #1 sheet of **Adjective Order Sentence Maker**. If not enough learners per sheet, instructor or coordinator will have to participate. There are three sentence sheets provided, allowing for this activity to be conducted up to three times, time permitting. It is best to copy each set on to different colored paper. This will prevent the sets from getting mixed.

Activity: Learners with slips of paper arrange themselves in front of the room creating a sentence from left to right using proper adjective order. Learners hold the slips in front of themselves so their classmates can read the sentence. Those without slips may encourage their classmates to rearrange themselves. One learner volunteers to read the completed sentence aloud. If there is agreement that the sentence is in correct order, new word/phrase slips may be given out for a second and then third sentence to be completed in the same manner. If the instructor does not confer, learners must rearrange themselves until they are in proper order.

Dear Readers... Introduction

Dear Reader,

The following pages are filled with stories by Minnesotans whose voices are rarely heard. Some are immigrants or refugees writing in their second or third language. Others are sharing their writing for the first time after years of frustration over their low literacy skills. All of them are improving their lives through education – often along with huge work and family responsibilities.

We are grateful these writers have taken the time to share their thoughts and experiences with us in *Journeys*, the Minnesota Literacy Council's annual journal of original writing and artwork, now in its 22nd year. The authors represent adult literacy students across the state who are enrolled in reading, English as a Second Language, GED, and basic skills classes. Each one has worked hard over the past year with the help of their teachers and volunteer tutors to be able to share their experiences with you through the written word.

Year after year, we call upon learners to submit writing and art for *Journeys* because we believe it speaks to our mission of sharing the power of learning. It provides a forum for the creative expression of adult learners, a text of authentic learner stories for teachers to use in the classroom, and an acknowledgement of the contributions adult education gives to the larger Minnesota community.

When *Journeys* was born more than two decades ago as a thin stack of stapled pages, we never could have imagined how it appears today: a bound literary journal with nearly 600 writing and drawing submissions. We owe its growth and success to the dedication of volunteers. The 22nd annual anthology would not have been possible without our four interns, Elizabeth Bance, Stephen Burgdorf, Katharine Engdahl and Sara Sparrowgrove, who donated hundreds of hours of their time to producing this book.

Thank you for supporting us by purchasing *Journeys*. I hope you enjoy it.

Sincerely,
Eric Nesheim

Journeys Genres, p. 1

***Journeys* is an annual anthology of adult learner writing. The purpose of the book is to inform others about literacy needs in MN and to give classrooms authentic materials to help aid in instruction. Submissions cannot exceed 400 words.**

Literature can be divided into many different genres: mystery, biography/autobiography, short story, historical fiction, horror, essay, humor, fable/folktale, verse, etc. Most of the writings in *Journeys* are autobiographical, narrative essay, descriptive essay, verse, or folktale. Read the excerpts (parts taken from *Journeys* writings) and write what genre each belongs to on the line below according to the descriptions provided here:

Autobiography: a writing about the author's own life or history

Narrative essay: a writing about one event or experience that was significant in the author's life; usually demonstrating a lesson learned or some insight

Descriptive essay: a writing that describes a person, object, event, or place in detail so the reader feels like he/she is there or makes a strong connection

Verse: a poem (may or may not rhyme)

Folktale: a fictional story in which magical characters learn a lesson, often passed down by oral tradition within a cultural group

1)

In Mexico we have many different traditions. When I was a child, I celebrated a lot of these traditions. One of my favorites is Dia de los Muertos. We celebrate it on November 1st and 2nd. These traditions come from many years ago. I remember when my grandfather died. My grandmother and my aunts made a beautiful, big ofrenda. Dia de los Muertos is not Halloween. Halloween is not a Mexican tradition. All people make different offerings and celebrate differently from other persons, but I like this tradition because it doesn't matter what age or religion you are. All Mexican people celebrate this tradition. (My Favorite Tradition by Arlette Garcia, p. 47)

Journeys Genres, p. 2

2)

My name is Oo Thun Darah. I am from a Thailand refugee camp, but I am originally from the Karen State of Burma. I came to the United States on April 29, 2008. At that time, I didn't know anything about America. I was scared to go outside because the people here showed their hands and said hello to me. I didn't know how to say anything back to them. I only worried about that. I saw many birds and many squirrels playing in the trees. I felt happy to see them and to smell fresh air. I wondered why were they not scared of the humans? That is what I dreamed before when I lived in my country. I thought about the animals. I wanted them to be free. The reason why I thought that was because I had to run from bad situations many times with my people. So I didn't want them to run away from us, like we had to run away from the military. (Glad for the Animals by Oo Thun Darah, p. 1)

3)

Once upon a time, there lived a spider named Patikulapa. He lived between two villages in Liberia. He usually performed many tricks during Hunger Season. Mr. Patikulapa was invited to two villages for Christmas parties. He told both of the hosts to tie a rope on his waist in order to get to the party on time when the food is ready. When Patikulapa began to feel the pains on his waist, he started crying. His wife heard his voice and came out. "I want you to go right now and tell the people in the nearby village and let them know that I am dying from my own greediness. Let them know that no man can do two things at the same time because one will always overcome the other." (Mr. Patikulapa [Spider] by Jeff Kulah, p. 95)

Journeys Genres, Answers

1) Descriptive essay

The author describes Dia de los Muertos in detail. She explains the tradition and clarifies what it is and is not for those who are unfamiliar with it.

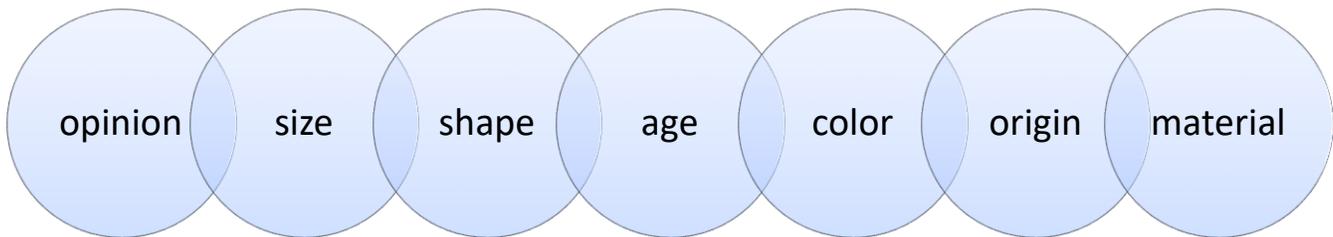
2) Autobiography or Narrative essay

The author tells readers his name, origin, and arrival date in the U.S. He recounts a couple of other events related to his experience as a refugee and new arriver to the U.S.

3) Folktale

The main character is a talking spider that learns a lesson about greed.

Adjective Order Chart



Examples

Opinion: beautiful, affordable

Size: large, small

Shape: round, rectangular

Age: new, old

Color: blue, orange

Origin: Spanish, Egyptian

Material: glass, wooden

Adjective Order Sentence Maker—(sentence #1 parts)

Instructions: Copy on colored paper. Cut each out. Give one per learner. Ask those with sheets of paper to arrange themselves into a logical sentence with proper adjective order in front of the class. Those without sheets may assist.

she bought a/an

large

antique

red

Chinese

bowl

at the

flea market

Adjective Order Sentence Maker—(sentence #2 parts)

Instructions: Copy on **different colored paper than sentence #1**. Cut each out. Give one per learner. Ask those with sheets of paper to arrange themselves into a logical sentence with proper adjective order in front of the class. Those without sheets may assist.

I sold my
unreliable
old
beige
rusty
car
to the
dealership

Adjective Order Sentence Maker—(sentence #3 parts)

Instructions: Copy on **different colored paper than sentences #1 & 2**. Cut each out. Give one per learner. Ask those with sheets of paper to arrange themselves into a logical sentence with proper adjective order in front of the class. Those without sheets may assist.

the child lost

her

adorable

tiny

pink

mittens

in the

snow

Journeys Writing Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Listening/speaking: listen to several Journeys entries and name their most appropriate genres.</p> <p>Literacy: write a rough draft submission for Journeys considering the importance of organization and word variety.</p> <p>Transitions & Critical Thinking: choose an appropriate genre and focus for rough draft submission. Also, employ grammar objective in original writing.</p> <p>Transitions & Critical Thinking: explain reasoning for making adjective placement choice.</p> <p>Grammar: place opinion adjectives before fact adjectives and place adjectives after state of being verbs.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Textbook: <i>Grammar in Use Intermediate</i>, “Adjectives: Word Order,” pp. 192-193 • Handout: Instructions for Journeys Submission • Handout: Journeys Submission Peer Feedback Form <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • A copy of <i>Journeys</i> (any year) • A class set of last year’s <i>Journeys</i> anthology <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A projector • A beach ball
<h3>Lesson Plan</h3>	
<p>Review/Warm-up: Transitions & Listening/speaking <u>Description:</u> Ball Toss activity to review literary genres <u>Materials/Prep:</u> one copy of <i>Journeys</i> (any year), a beach ball; Write on the board: autobiography, descriptive essay, narrative essay, folktale, and verse</p> <p>Activity 1: Grammar <u>Description:</u> Practice adjective order, including placement of adjectives after state-of-being verbs. <u>Materials/Prep:</u> Textbook: <i>Grammar in Use Intermediate</i>, “Adjectives: Word Order,” pp. 192-193 and a projector</p> <p>Activity 2: Literacy <u>Description:</u> Choose a genre and a focused topic for a <i>Journeys</i> submission. Write a rough draft according to the directions provided. <u>Materials/Prep:</u> Handout: Instructions for Journeys Submission</p> <p>Checking for Understanding: <u>Description:</u> Orally share rough draft with a partner. Provide feedback according to Peer Feedback Form. After reviewing feedback, learners submit forms to instructor before leaving class. <u>Materials/Prep:</u> Handout: Journeys Submission Peer Feedback Form</p>	

Teacher Directions: Review: Transitions & Listening/speaking—Material: one copy of Journeys (any year), a beach ball

Prep: Write on the board before learners enter the room:

Genres

- Autobiography
- Descriptive essay
- Narrative essay
- Folktale
- Verse



Step 1: Introduce Activity

As learners enter the classroom, have them form a large circle. Explain that they will be listening to the teacher read aloud from a *Journeys* book. Whichever learner is holding the ball must announce the genre he/she believes the entry falls under, choosing the best from those listed on the board.

Step 2: Playing Ball Toss Genre ID

Read any entry, preferably one no longer than a paragraph or a couple of stanzas. Toss the beach ball to a learner and ask him/her to identify the most appropriate genre of the entry just read. Read aloud another entry, preferably of another genre, but possibly of the same genre (depending on how much time is devoted to the game). Make sure to cover at least four of the five genres listed in order to give learners adequate exposure to different types of writing. Continue with the learner holding the ball tossing it to a learner of his/her choice. That learner will respond with the most appropriate genre for the next entry read aloud by the instructor, and so on.

Teacher Directions: Activity 1: Grammar—Material: Textbook: *Grammar in use Intermediate, “Adjectives: Word Order,” pp. 192-193*

Step 1: Setting the Context

Read p. 192 aloud as a class. Discuss examples. For learners who were present yesterday, parts A and B will be review. Part C, placing adjectives after state-of-being verbs, is a new grammatical concept.

Step 2: Grammar Practice

Learners complete Exercises 96.1, 96.2, and 96.3 following the instructions provided on p. 193. Learners may work independently or in pairs. Instructor should circulate the classroom while learners work. Answer questions as they arise. Do not simply tell learners when something is wrong, but guide them to make their own conclusions. For example, ask questions such as, “Is the word ‘nice’ an opinion? Where do opinion adjectives go in the order of adjectives?”

Step 3: Corrections & Checking for Understanding

Correct Exercises 96.1, 96.2, and 96.3 together as a class. Ask different learners to contribute answers. When correcting Exercise 96.1, learners should also explain *why* they placed the adjective where they did within the sentence.

Teacher Directions: Activity 2: Literacy—Material: Handout: Instructions for *Journeys* Submission and a class set of last year’s *Journeys* anthology

Step 1: Setting the Context

Especially for those who may have been absent yesterday, review the purpose and contributors to *Journeys*. *Journeys* is an annual anthology of adult learner writing. The purpose of the book is to inform others about literacy needs in MN and to give classrooms authentic materials to help aid in instruction.

Step 2: Discuss Submission Guidelines

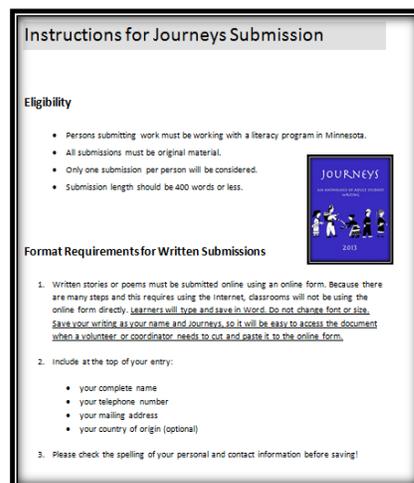
Discuss the handout “Instructions for *Journeys* Submission” as a class. Address questions as they arise. This should take no more than five minutes. Learners should keep this handout for Thursday class.

Step 3: Read Journeys Entries

Pass out a class set of last year’s *Journeys* anthology. Allow learners to read several entries at their own leisure for about 15 minutes. Suggest that they read from a few different sections of the anthology in order to get exposure to different genres.

Step 4: Begin Writing Rough Drafts

Learners choose a genre and a focused topic for their own submissions. Begin writing following the submission guidelines in the handout “Instructions for Journeys Submission.” Learners should not worry about sentence-level revisions at this point (spelling and mechanics), but should think about their organization and development.



Note: Before beginning Step 2, check with coordinator for exact submission deadline date, as deadline dates will vary from year to year.

Share the following checklist on the board as learners prepare to write their first draft:

- Is there a clear, **focused topic**?
- Is there **support**? Are the details interesting?
- Are there a **variety of adjectives** and active verbs?
- Is there a **clear conclusion**? Is the conclusion logical for the genre? For example, does it share a lesson learned or an insight, etc.?

Learners must bring their rough drafts to class tomorrow!

Checking for Understanding—Materials: Handout: *Journeys Submission Peer Feedback Form*

Journeys Submission Peer Feedback Form	
Name of learner filling out form: _____	
Classmate's name:	
Genre of writing:	
Topic Sentence:	
Conclusion:	
Adjectives used/details provided:	
What I especially liked:	
Any suggestion for improvement:	

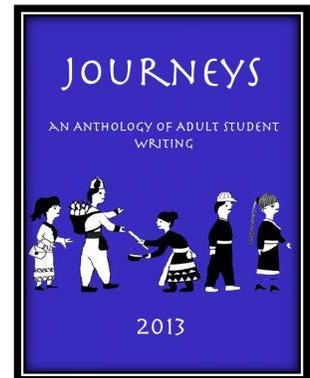
Nikki Carson-Padilla, Minnesota Literacy Council, 2014 © 2014 journeys.org

Learners orally share their creations with a partner while partners listen and provide feedback using the “Journeys Submission Peer Feedback Form.” Instructor should circulate the classroom and assist learners in filling out the feedback forms. Ideally, learners will give completed forms to their partners and then form recipients will submit them to the instructor as their Exit Tickets. Instructor or coordinator may read the completed forms to check for individual understanding of organization and development.

Instructions for Journeys Submission

Eligibility

- Persons submitting work must be working with a literacy program in Minnesota.
- All submissions must be original material.
- Only one submission per person will be considered.
- Submission length should be 400 words or less.



Format Requirements for Written Submissions

1. Written stories or poems must be submitted online using an online form. Because there are many steps and this requires using the Internet, classrooms will not be using the online form directly. Learners will type and save in Word. Do not change font or size. Save your writing as your name and Journeys, so it will be easy to access the document when a volunteer or coordinator needs to cut and paste it to the online form.
2. Include at the top of your entry:
 - your complete name
 - your telephone number
 - your mailing address
 - your country of origin (optional)
3. Please check the spelling of your personal and contact information before saving!

Journeys Submission Peer Feedback Form

Name of learner filling out form: _____

Classmate's name:	
Genre of writing:	
Topic Sentence:	
Conclusion:	
Adjectives used/details provided:	
What I especially liked:	
Any suggestion for improvement:	

Journeys Writing Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: compare/contrast two folktales.</p> <p>Listening/speaking: orally share a known folktale in a small group while employing active listening skills.</p> <p>Transitions & Critical Thinking: edit their Journeys submissions for spelling, grammatical, and mechanical errors.</p> <p>Grammar: use proper adjective order.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Edit Checklist • Handout: Dhegdheer (half class) and Hansel & Gretel (half class) • Handout: Venn Diagram • Handout: Active Listening <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • <i>The Barefoot Book of Brother and Sister Tales</i> retold by Mary Hoffman ISBN 1-84148-029-0 (optional) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A projector

Lesson Plan

Review/Warm-up : Transitions & Grammar

Description: Learners edit their *Journeys* submissions they started yesterday and complete an adjective order review.

Materials/Prep: Handout: **Edit Checklist** and a **projector**

Activity 1: Literacy & Transitions

Description: Learners read two different cultural folktales and compare and contrast them using a graphic organizer.

Materials/Prep: Handouts: **Dhegdheer and Hansel & Gretel** and **Venn Diagram**; and a **projector**.

Activity 2: Listening/speaking

Description: Learners share folktales that they are familiar with while employing active listening skills within small groups.

Materials/Prep: Handout: **Active Listening**

Wrap-up/Exit Ticket:

Learners report two things they learned today and will use or share beyond the classroom.

Teacher Directions: Review/Warm-up: Transitions & Grammar—Materials: Edit Checklist and a projector

Edit Checklist

- My sentences are clear and concise. If sentences are too long (run-on), I break them down into shorter, clearer ones.
- My verbs agree with their subjects.
- My verbs are consistent in tense. If I start in present, I continue in present tense. If I tell a story that happened in the past, I use past tense verbs.
- I use correct pronouns. If I am referring to a male, I use "he" in the subject position and "him" in the object position, but "she" and "her" when referring to a female.
- I use effective and varied adjectives and adverbs. I use correct adjective order.
- The words are spelled correctly. If I am uncertain about the correct spelling, I look in a dictionary or ask someone.
- My punctuation is correct. I carefully use periods at the end of statements, question marks at the end of questions, and quotations around direct speech.

Adjective Order Review

From your *Journeys* submission find as many examples as possible of the following:
Write examples directly from your writing on the lines provided.

- 1) An opinion adjective before a factual adjective:

- 2) An adjective used after a state-of-being verb (e.g. to be, seem, taste, feel...):

- 3) A sentence with two or more adjectives in it, not necessarily modifying the same noun.

Step 1: Introduce the activity

As learners enter the room, ask them to take out their *Journeys* writings from yesterday. For those who may have been absent, provide the handout “Instructions for Journeys Submission” from Tuesday’s lesson. Those learners will need to write while others edit. Today’s warm-up is editing the rough draft submission, in other words, creating draft two.

Step 2: Editing

Project the handout “**Edit Checklist.**” Have individuals come to the board/ELMO to complete parts of the adjective order review section. Discuss accuracy as a whole class.

Teacher Directions: Activity 1: Literacy & Transitions-Materials: Handouts: Dhegdheer (half class) and Hansel & Gretel (half class) and Venn Diagram; a projector; and *The Barefoot Book of Brother and Sister Tales* (optional)

Step 1: Setting the Context

Write the word “folktale” on the board and ask the class if anyone can give an example of one

from their culture. Next, discuss the term “moral.” Each folktale usually consists of a moral, or lesson. Fairytales often end with “...and they lived happily ever after;” whereas folktales tend to end with, “And, the moral of the story is...” If available to you, you may wish to share “The Quillwork Girl and Her Seven Star Brothers” a Cheyenne brother/sister folktale from the optional resource, which is available through the Hennepin County Libraries. *The Barefoot Book of Brother and Sister Tales* also contains the full-length version of “Hansel and Gretel” (German), “The Red Cow” (Armenian), “Alionushka and Ivanushka” (Russian), “The Girl Who Banished Seven Brothers” (Moroccan), “Achol and Maper” (Sudanese), and “Trampling the Demons” (Japanese).

Deghdheer (a Somali folktale)

Read the folktale and then answer the questions below.

Moral: There are many versions of this folktale. Dhegdheer is the version as related by Marwan A. Hussen, currently of St. Paul, Minnesota. In the most common version, Dhegdheer dies at the hand of her daughter.

Once upon a time, a cannibal woman with a very large ear named Dhegdheer, living with her daughter lived in the mountains valley to Somalia. Her terrible ways caused a drought in the valley for a very long time. Dhegdheer instructed her daughter to build fake huts next to hers to attract hungry and thirsty travelers. Dhegdheer had her large hairy companion, called Bogaad, to whistle if anyone touched it. Then she went to sleep. That night a woman and her chubby child passed by the hut, and asked Dhegdheer for something to drink. Her daughter offered them water, but warned them to hide, because her mother (the hairy cannibal Dhegdheer) might suddenly burst the Bogaad, and a whole wolf, Dhegdheer, her daughter tried to tell her that she jumped the cannibal and that she smiled her face, but Dhegdheer, who saw she could smell the fat of a child and another young woman, she found them and began to chase them faster than the wind across the valley. The frightened mother carried her child on her back and prayed to Allah that they could outrun Dhegdheer. The valley allowed the mother and child to cross, because of their innocence, but when Dhegdheer tried to cross, she and her son were swallowed up. Rain and peace returned to Dhegdheer valley.

Questions

1. What is a cannibal?
2. What do you think the moral of the story is?

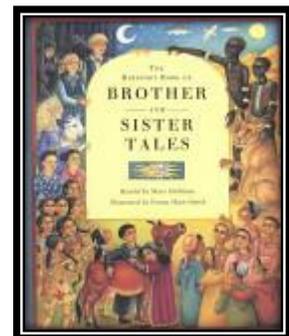
Hansel and Gretel (a German folktale)

Read the folktale and then answer the questions below.

Once upon a time there lived a poor woodcutter and his two children with their evil stepmother. The stepmother wanted the father to abandon his children in the forest because they didn't have enough money to feed them. The father didn't like the idea, but hoped someone would find them and care for them. Brother and sister, Hansel and Gretel, tried to have bread crumbs to find their way back home, but birds ate their crumbs. They became lost in the forest. They found a small cottage made of candies and an old woman took them in. Unfortunately, she was a witch who only fed children to fatten them up in order to eat them. The day the wicked witch decided to bake the children, Gretel pushed her into the oven and Hansel locked it shut. They returned to their father with money and food from the greedy witch's house and found that their evil stepmother had died.

Questions

1. Why were Hansel and Gretel in the forest?
2. What is the moral of the story?



Step 2: Reading

Next, read a synopsis of two folktales from different cultures that have some strong similarities and answer the comprehension questions that follow. Half of the class reads Dhegdheer (a Somali folktale) and half of the class reads Hansel and Gretel (a German folktale).

Step 3: Summarizing

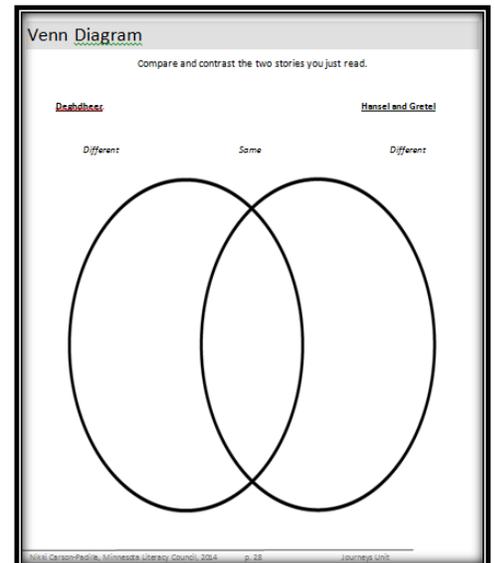
Once everyone has finished answering the comprehension questions, bring everyone back together again. Make a table like the one below on the board:

Dhegdheer	Hansel & Gretel

Learners who read Dhegdheer must summarize the story for the rest of the class. Learners may volunteer to come to the board and write key points under the Dhegdheer column. Remind learners that when summarizing and listing key points, they do not need to write out every detail. They should write concise statements and not multiple sentences. They should NOT copy anything directly from the story synopsis! Learners who read about Hansel & Gretel summarize that story and write key points on the board under the corresponding column. Afterward have a brief discussion about the similarities/differences between the two stories. Discuss the morals of the two stories as well.

Step 4: Comparing/Contrasting

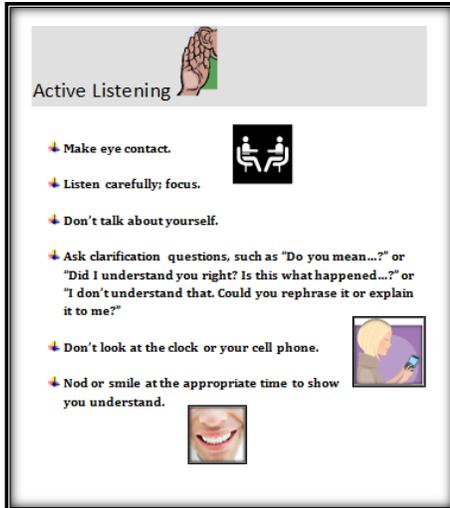
Project a copy of the **Venn Diagram** on the board and explain its purpose (to compare/contrast two things, in this case two folktales). Pair up a Dhegdheer reader and a Hansel & Gretel reader to complete the Venn diagram together. Erase the table you created together on the board in Step 3 to make this activity more challenging. If some learners took notes of the table diagram, that is fine, because they will be demonstrating an ability to use their resources and be independent learners. After pairs have discussed similarities and differences using their individual Venn diagrams, project a copy and fill one out using input from all pairs.



Teacher Directions: Activity 2: Listening/Speaking-Materials: Active Listening

Step 1: Setting the Context

Inform learners that they will be working in small groups and discussing any folktales that they are familiar with (from their own culture or that they read/heard elsewhere). Learners should work in heterogeneous groups (multilingual/multicultural), if possible.



Step 2: Listening/Speaking

One-by-one learners orally share a folktale from their own culture or if unable to recall any from their own culture, one that they've heard. As group members listen, they should periodically ask clarification questions or make comments to show that they are actively listening.

Provide each learner with the handout "Active Listening." Briefly discuss the handout to check for learner understanding of the tasks at hand:

1. Share a folktale
2. Employ active listening when listening to a classmate's folktale

Regroup and have a few learners retell their folktales to the whole class.

Discuss the following:

- How and why would these stories make very interesting *Journeys* entries? In what ways do they meet the objectives of the *Journeys* anthology?
- What are the morals of the stories shared with the whole class?

Wrap-up/Exit Ticket: Listening/Speaking

Learners report two things they learned today and will use or share beyond the classroom.

Edit Checklist

- My sentences are clear and concise. If sentences are too long (run-on), I break them down into shorter, clearer ones.
- My verbs agree with their subjects.
- My verbs are consistent in tense. If I start in present, I continue in present tense. If I tell a story that happened in the past, I use past tense verbs.
- I use correct pronouns. If I am referring to a male, I use “he” in the subject position and “him” in the object position, but “she” and “her” when referring to a female.
- I use effective and varied adjectives and adverbs. I use correct adjective order.
- The words are spelled correctly. If I am uncertain about the correct spelling, I look in a dictionary or ask someone.
- My punctuation is correct. I carefully use periods at the end of statements, question marks at the end of questions, and quotations around direct speech.

Adjective Order Review

From your *Journeys* submission find as many examples as possible of the following:

Write examples directly from your writing on the lines provided.

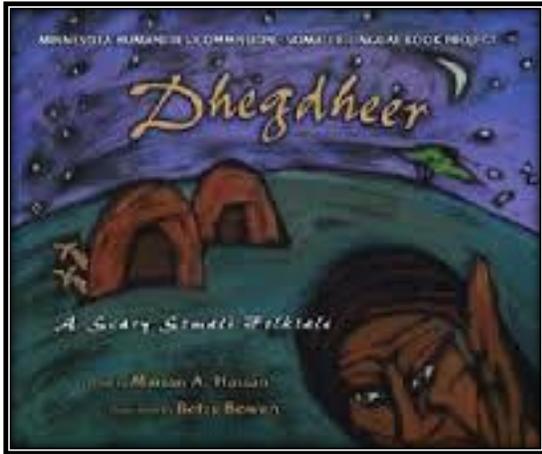
- 1) An opinion adjective before a factual adjective:

- 2) An adjective used after a state-of-being verb (e.g. to be, seem, taste, feel...)

- 3) A sentence with two or more adjectives in it, not necessarily modifying the same noun.

Dhegdheer (a Somali folktale)

Read the folktale and then answer the questions below.



Note: There are many versions of this folktale, but this is the version as retold by Marian A. Hassan, currently of St. Paul, Minnesota. In the most common version, Dhegdheer dies at the hand of her daughter.

Once upon a time, a cannibal woman with a very large ear named Dhegdheer (long ear) and her daughter lived in the Hargega Valley in Somalia. Her terrible ways caused a drought in the valley for a very long time. Dhegdheer instructed her daughter

to build fake huts next to hers to attract hungry and thirsty travelers. Dhegdheer told her large flesh container, called Bowdheer, to whistle if anyone touched it. Then she went to sleep. That night a woman and her chubby child passed by the huts and asked Dhegdheer's daughter for something to drink. Her daughter offered them water, but warned them to hide, because her mother is the feared cannibal Dhegdheer. Dhegdheer's daughter accidentally bumped the Bowdheer and a whistle woke Dhegdheer. Her daughter tried to tell her that she bumped the container and that she smelled her fat, but Dhegdheer was sure she could smell the fat of a child and another young woman. She found them and began to chase them faster than the wind across the valley. The frightened mother carried her child on her back and prayed to Allah that they could outrun Dhegdheer. The valley allowed the mother and child to cross, because of their innocence, but when Dhegdheer tried to cross, she and her sins were swallowed up. Rain and peace returned to Hargega Valley.

Questions

1. What is a cannibal?
2. What do you think the moral of the story is?

Hansel and Gretel (a German folktale)

Read the folktale and then answer the questions below.



Once upon a time there lived a poor woodcutter and his two children with their evil step-mother. The step-mother wanted the father to abandon his children in the forest because they didn't have enough money to feed them. The father didn't like

the idea, but hoped someone would find them and care for them. Brother and sister, Hansel and Gretel, tried to leave bread crumbs to find their way back home, but birds ate their crumbs. They became lost in the forest. They found a small cottage made of chocolate and candies and an old woman took them in. Unfortunately, she was a witch who only fed children to fatten them up in order to eat them. The witch kept Hansel and Gretel for several days, in an attempt to fatten them up, but they tried several tricks to stop her. The day the wicked witch decided to bake the children, Gretel pushed her into the oven and Hansel locked it shut. They returned to their father with money and food from the greedy witch's house and found that their evil step-mother had died.

Questions

1. Why were Hansel and Gretel in the forest?

2. What is the moral of the story?

Venn Diagram

Compare and contrast the two stories you just read.

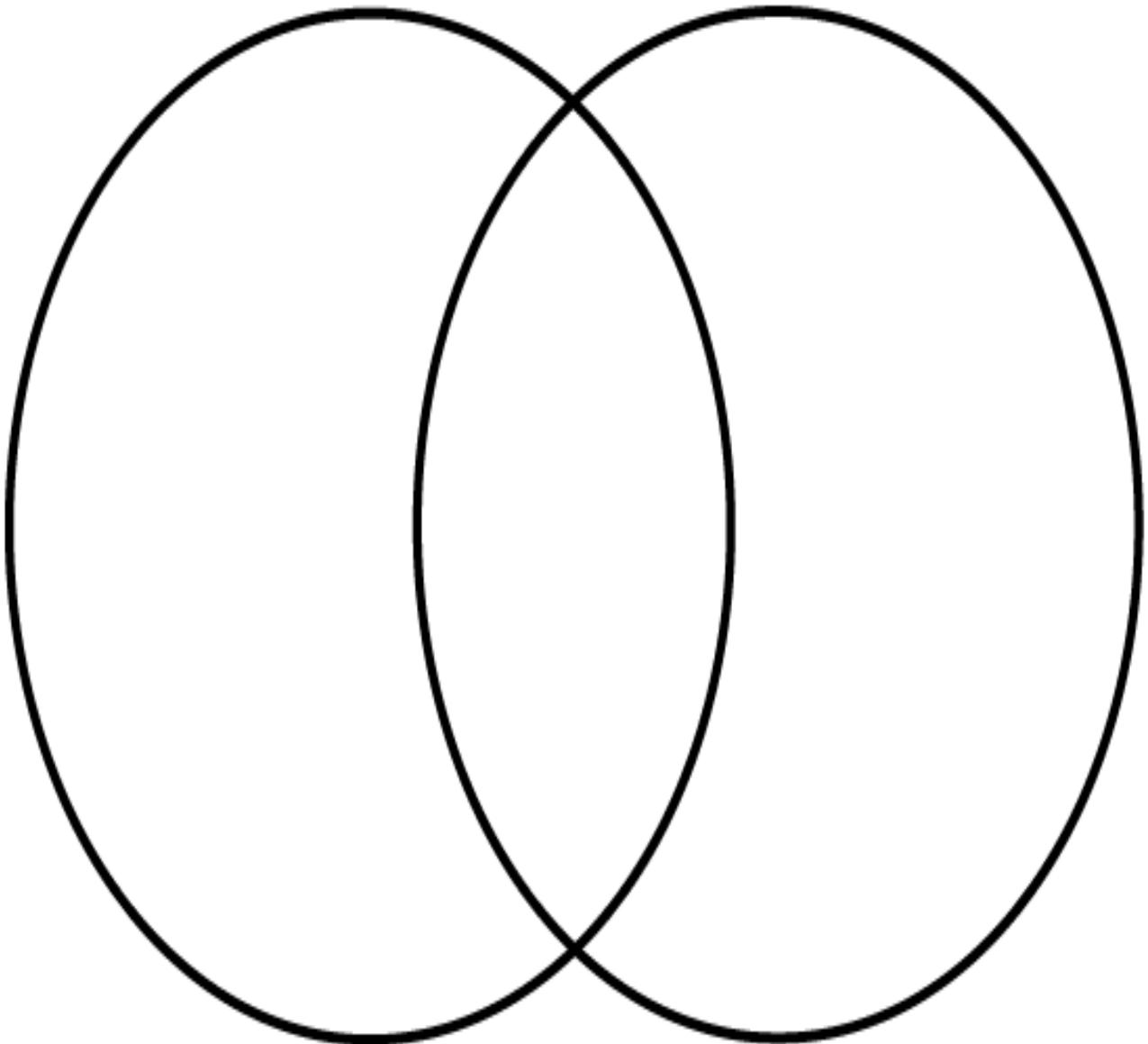
Deghdheer

Hansel and Gretel

Different

Same

Different



Active Listening



✚ **Make eye contact.**

✚ **Listen carefully; focus.**

✚ **Don't talk about yourself.**

✚ **Ask clarification questions, such as “Do you mean...?” or “Did I understand you right? Is this what happened...?” or “I don't understand that. Could you rephrase it or explain it to me?”**

✚ **Don't look at the clock or your cell phone.**

✚ **Nod or smile at the appropriate time to show you understand.**



Journeys Writing Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: write original sentences incorporating a variety of adjectives in proper order.</p> <p>Listening/speaking: orally share sentences by dictating them to the class. Listen to and record sentences.</p> <p>Transitions & Critical Thinking: type Journeys submission following guidelines and using online tools to assist in final editing.</p> <p>Grammar: use adjectives in correct order.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Reading Test Practice <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Reading Test Practice Answers <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A projector • Computers

Lesson Plan

Review/Warm-up: Listening/Speaking, Literacy & Grammar

Description: Learners create 3 sentences incorporating 3 consecutive adjectives in each. Adjectives cannot be repeated. Sentences are then dictated to the whole class and corrected at the board.

Materials/Prep: no materials; write instructions on the board before learners enter the classroom (see detailed plan for specific steps)

Activity 1: Literacy/Transitions & Critical Thinking

Description: Learners consider suggestions made by a classmate on their rough draft, any self-edits made to create a second draft, and type a final draft submission for the coordinator.

Materials/Prep: **computers**

Activity 2: Test Prep

Description: Learners take a practice test using a past *Journeys* entry.

Materials/Prep: Handout: **Reading Test Practice; a projector.**

Wrap up:

Learners share two things they learned this week before leaving the classroom. This is their Exit Ticket.

Teacher Directions: Review/Warm-up: Listening/speaking, Literacy & Grammar-

Materials: none

Step 1: Setting the Context

Inform learners that they will be creating three sentences of their choice. The sentences may or may not be related to each other; they may be completely independent of each other. Each sentence must contain three consecutive adjectives. Once one adjective has been used, it cannot be used again in another sentence. For example, if a learner writes, "I have a beautiful little yellow house," the words "beautiful," "little," or "yellow" can't be used again. The purpose of this rule is to force learners to explore adjective variety and not to simply use the most common or first adjectives that come to mind. It's important that learners use proper adjective order. They may wish to take out their Adjective Order Charts from Monday to use as a reference while writing their three sentences.

Step 2: Writing

Learners brainstorm and write for about 15 minutes, being careful to use proper adjective order.

Step 3: Dictating

Convey the following rules for dictation before beginning:

1. Listeners should **not interrupt** mid-sentence. This is discouraging to the reader and rude to fellow classmates as well.
2. Listeners should **not have side conversations**.
3. Readers need to **read with teacher voices**. Every person in the room should be able to hear them.
4. Readers should **read slowly, but naturally**, not stopping after each word and not reading punctuation signs.
5. Readers should repeat each sentence for **a total of three readings**.

Each learner should stand and dictate one of his/her sentences to the entire class. Time permitting and depending on class size, learners may dictate more than one of their sentences to the class.

Step 4: Correcting

After dictation, volunteers come to the board to write one of the sentences dictated to them (not their original sentence). Instructor serves as facilitator of corrections as the whole class discusses what was done well and what could be changed or added to make each sentence correct. Pay special attention to the order of adjectives.

Note: Learners should number their sentences on their paper. Remind learners to write a number on their paper when they read so as not to lose the sequence; however, they do not need to rewrite their own sentence. This is very helpful when calling upon volunteers in Step 4.

Teacher Directions: Activity 1: Literacy/ Transitions & Critical Thinking-Materials: computers and a projector that can be connected to a laptop

Step 1: Setting the Context

Learners will type their final drafts of their *Journeys* submissions in a Word processing program. Learners should not change any settings, because a designated volunteer or coordinator will be cutting and pasting from the saved documents into individual online forms. The online form does not accommodate for certain fonts, so it is best to keep everything in Times New Roman and at 12 pt. size. If learners have Tuesday's handout **Instructions for Journeys Submission**, they may use it as a guide. Learners must include the following information at the top of their submissions:

- complete name
- telephone number
- mailing address
- country of origin (optional)

Step 2: Writing

Very useful skills for this activity that should be demonstrated via projection are:

- 1) using the arrow keys to navigate the work without deleting text
- 2) using right click to get spelling suggestions (if initial spelling is reasonably close to correct spelling of the desired word)

Type a couple of sentences with some words needing spaces and some needing spelling corrections and demonstrate the two skills before learners begin their typing.

For example,

Once upona time there lived a poar woulcutter and his two children with theirevil stepmother. The stepmother wanted the father to abundun his children in the ferest.

Use the arrow keys to move back to "upon" and "a" to place a space between the two words. Use the arrow keys to move to "poar" and right click to get spelling suggestions. The first suggestion should be "poor," which is the desired word here. You may do the same for "woulcutter" in order to get the spelling suggestion "woodcutter."

Note: If your site does not have computers available, use this time to hand-write final drafts. Instead of right clicking for spelling suggestions, use dictionaries. If learners feel that they are lacking word variety, explore some thesauri, but check for appropriateness of vocabulary within context of learner writing. Even though learners are not typing their submissions, eventually someone will, so they must remember to include at the top of the final drafts:

- Complete name
- Telephone number
- Mailing address
- Country of origin (optional)

After this demonstration within the Word program, learners may begin typing their own submissions. When typing, learners should take into consideration any suggestions made by their instructor and classmate on Monday. They should also consider Wednesday’s **Edit Checklist**. Learners may have questions about their edits and these can be addressed by the instructor while circulating the room to assist learners with Word processing.

Step 3: Saving

Save each document with learner name and the word “Journeys.” Ask the site coordinator if submissions should be saved directly to the computers (My Documents) or to a designated jump drive.

Teacher Directions: Activity 2: Test Practice-Materials: Handout: Reading Test Practice and a projector

Reading Test Practice

My Family in the United States
Lan Khuu, Minneapolis (Journeys, 2011)

My name is Lan Khuu. I am Vietnamese. I arrived in the United States in 1997, when I was 33 years old. I came here with my husband and two children, a nine-year old and a seven-year old girl. My brother-in-law sponsored my family as immigrants. When I got to Minnesota, my family lived in an apartment and it was on the twelfth floor of the building. I had no my relatives in the U.S. but many in-laws. The first year I was here, it is difficult for me, because I spoke no English and I grew up in a tropical climate, but in Minnesota it was very cold, windy and the streets were slippery when it snowed in the winter, so I was afraid of the cold. I worried the most about my English. So, my plan was to go to school to learn English as soon as possible. Because to learn a second language, it's best to do it when we are young and I did that. Now I have lived in Minneapolis for almost 14 years and my children are grown up. They are in college and my family is living together in our own house. I thank God for giving my family a life in a big, free and civilized country, where everyone has equal rights. My children's life will be better than in my country but we are still homesick for our house in Vietnam.

1. What does the adjective "slippery" modify in Lan's Journeys submission?	2. All of the following adjectives are used to describe the U.S. except...
A. winter	A. cold
B. Minnesota	B. big
C. streets	C. civilized
D. snow	D. free
3. Which of the following demonstrates that English adjectives are not pluralized?	4. The following adjectives come after state-of-being verbs in Lan's writing, except...
A. equal	A. afraid
B. seven-year	B. homesick
C. windy	C. young
D. homesick	D. tropical

Reading Test Practice Answers

- 1) What does the adjective "slippery" modify in Lan's Journeys submission?
C. streets
- 2) All of the following adjectives are used to describe the U.S. except...
A. cold
- 3) Which of the following demonstrates that English adjectives are not pluralized?
B. seven-year
- 4) The following adjectives come after state-of-being verbs in Lan's writing, except...
D. tropical

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners' papers.

Pass out the **Reading Test Practice** handout. Give everyone 5-10 minutes to complete questions 1-4. Use this time to circulate the room and see who has mastered this skill and who needs extra practice.

Step 2: Reviewing Answers

Use a projector to review the questions. Invite learners to come up and circle the correct answers. They should also identify for the class the key information that helped them find the correct answer.

Wrap-up

Learners share two things they learned this week and will employ outside of the classroom. How do they think they might use these skills in the future or in their daily life?

Reading Test Practice

My Family in the United States

Lan Khuu, Minneapolis (Journeys, 2011)

My name is Lan Khuu. I am Vietnamese. I arrived in the United States in 1997, when I was 33 years old. I came here with my husband and two children, a nine-year old and a seven-year old girl. My brother-in-law sponsored my family as immigrants. When I got to Minnesota, my family lived in an apartment and it was on the twelfth floor of the building. I had no my relatives in the U.S. but many in-laws. The first year I was here, it is difficult for me, because I spoke no English and I grew up in a tropical climate, but in Minnesota it was very cold, windy and the streets were slippery when it snowed in the winter, so I was afraid of the cold. I worried the most about my English. So, my plan was to go to school to learn English as soon as possible. Because to learn a second language, it's best to do it when we are young and I did that. Now I have lived in Minneapolis for almost 14 years and my children are grown up. They are in college and my family is living together in our own house. I thank God for giving my family a life in a big, free and civilized country, where everyone has equal rights. My children's life will be better than in my country but we are still homesick for our house in Vietnam.

1. What does the adjective “slippery” modify in Lan’s Journeys submission?

- A. winter
- B. Minnesota
- C. streets
- D. snow

2. All of the following adjectives are used to describe the U.S. except...

- A. cold
- B. big
- C. civilized
- D. free

3. Which of the following demonstrates that English adjectives are not pluralized?

- A. equal
- B. seven-year
- C. windy
- D. homesick

4. The following adjectives come after state-of-being verbs in Lan’s writing, except...

- A. afraid
- B. homesick
- C. young
- D. tropical

Reading Test Practice Answers

1) *What does the adjective “slippery” modify in Lan’s Journeys submission?*

C. streets

2) *All of the following adjectives are used to describe the U.S. except...*

A. cold

3) *Which of the following demonstrates that English adjectives are not pluralized?*

B. seven-year

4) *The following adjectives come after state-of-being verbs in Lan’s writing, except...*

D. tropical