

Expanding Your Writing

Objective

- Students will expand their writing.

Materials

- Balloons (4 white, 2 blue, 2 yellow, 2 green)
- Overhead projector and pen
- Permanent marker
- *I Want to be a Construction Worker I* (transparency)
- *I Want to be a Construction Worker II* (transparency)

Lesson

1. Write the word *expand* on the board. Distribute a rubber band to one student and ask this volunteer to ‘expand’ it in front of the class. (The student will stretch it out but not so far as to break it.) Ask students what the word *expand* means (to stretch, to make bigger). Ask students to name some other objects that expand (**balloons**, gum, and a stomach). Explain to students that they can expand their writing through the use of facts, examples, experiences, and definitions.
2. Distribute five of the balloons to students (2 white, 1 blue, 1 yellow, 1 green). The five balloons will each represent one of the paragraphs in an expository essay. The students holding white balloons represent the topic or conclusion paragraph (T., C.), the student with the blue balloon represents the first supporting point (1.), the person with the yellow balloon represents the second supporting point (2.), and the person with the green balloon represents the third supporting point (3.). Label all of the balloons with the proper letter/number and position students so that they (the balloons) are in the correct essay order (T.1.2.3.C.).



3. Using the overhead (copies may also be distributed to students), display the transparency of *I Want to be a Construction Worker I* essay. Explain to students that every period that appears in the essay will be equivalent to one breath of air being blown into a balloon. Tell them that at the end of each sentence read, the student representing that part of the essay will exhale a breath of air into his/her balloon. Tell students that each time the person blows a breath into the balloon, they should say aloud in unison, “Blow!” or “Expand!” Allow a volunteer to read the topic paragraph. After each sentence in the first paragraph,

the student with the 'T.' balloon blows one breath of air into the balloon while the class yells, "Blow!" or 'Expand!" The student ties the end of the balloon once the paragraph is completely read. Repeat the directions for the 1., 2., 3., and C. paragraphs, by reading the individual paragraphs and using the appropriate balloons. By the end of the activity, five somewhat inflated balloons will be observed. (Be sure students are standing next to each other to display these balloons in the T.1.2.3.C. order.)



Topic
(WHITE)



Point 1
(BLUE)



Point 2
(YELLOW)

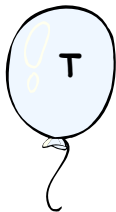


Point 3
(GREEN)



Conclusion
(WHITE)

4. Now display the *I Want to be a Construction Worker II* essay. Distribute new balloons to five students. These five balloons represent the same colors used in the first demonstration. Read the expanded topic paragraph. Repeat the reading/blowing directions from before. Once all of the paragraphs are read, compare the two sets of balloons. Discuss why the balloons are different sizes (the amount of support within each paragraph).



Topic
(WHITE)



Point 1
(BLUE)



Point 2
(YELLOW)



Point 3
(GREEN)



Conclusion
(WHITE)

☺ Note:

While students are writing, use a balloon to "test" students' paragraphs as you circulate and coach students. For each sentence on the page, blow a breath of air into the balloon. This will demonstrate how much the students expanded. Make sure to revisit students who need the added support by blowing up the balloon again based on their total number of sentences.

***The rest of this lesson can be found in the
SMILE Writing Curriculum.***

I Want to be a Construction Worker I

T

I will explain why I want to be a construction worker when I grow up.

1

First, I will get to knock down buildings. I will use a crane with a wrecking ball. Some buildings will get knocked down because they are too old.

2

Second, I can build new buildings. I will build offices. I might even be able to build my own house.

3

Third, I can use the powerful equipment. There are drills and jackhammers. Only strong men can handle this kind of equipment.

C

I explained about being a construction worker when I grow up.

I Want to be a Construction Worker II

T

I will explain why I want to be a construction worker when I grow up.

First, I will get to knock down buildings. I will use a crane with a wrecking ball. The wrecking ball is so heavy that when it hits the building, the building crumbles to the ground.

1

Some buildings will get knocked down because they are too old. These old buildings are unsafe because the roofs are caving in. The roof could fall in on the people living or working there. The roof is made of concrete that could cause an injury.

2

Second, I can build new buildings. I will build hospitals. The section for children would be the biggest part of the hospital. I would put a swimming pool and sandbox on the top of that part of the hospital. I might even be able to build my own house. My house would be a mansion with a swimming pool in the back. The swimming pool would be as big as a football field.

3

Third, I can use the powerful tools. There are drills and jackhammers. Jackhammers dig up chunks of concrete and they are noisy. Only strong men can handle construction equipment. The equipment is made out of metal and it is heavy.

C

I explained about being a construction worker when I grow up.