

## **2.3. WRITING: GUIDED WRITING, PARAGRAPH WRITING, SHORT REPORT ON AN EVENT**

### **GUIDED WRITING**

Guided writing is a small group approach, involving the teacher meeting with a group of students with similar writing needs. Writing skills differ from student to student. The teachers guide the students who have less command over the language or less command and of the subject matter such as email writing, letter writing, essay writing or proposal writing. It can be thought of as a group conference or small group mini-lesson, undertaken strategically in response to an identified challenge faced by the selected students.

**The instructional procedures for guided writing lessons are described in four major steps:**

1. Step 1: Sharing of information.
2. Step 2: Discussion of Format
3. Step 3: Following time limit
4. Step 4: Connecting Students' Immediate Writing to an Audience

### **Cue Cards Designed to Facilitate Students' Writing Processes**

Young writers need instruction. They do not improve their writing skills simply because teachers require them to write or it is practice time or exam time. Writing skills need to be practised just like speaking skills needs to be spoken or listened. Effective writing instruction provides rich opportunities for students' linguistic development. All writing is collaborative. Effective writing teachers collaborate with students, creating apprenticeships for them through guided practice.

**A typical format for a 20-minute guided writing lesson might include the following four steps:**

1. Engagement in a brief, shared experience that is of interest to students. If a story has to be written, either recalling some personal incidents or recalling the experience that your acquaintance or friend has undergone can be briefed or brainstorming can be done. If it is an essay, the points to be written can be narrated. If it is a poem, how to write

poem can be explained. If it is technical writing, format and content can be taught.

2. Discussion of strategic behaviour for writing, including a presentation of a think-aloud or a cue for strategic activity along with active discussion of ways in which students can integrate this strategy into their own writing. Once the topic and information is ready, then planning is a must on how to write and how to prioritize the points.

3. Students' time to write individually with immediate guidance from the teacher, who leans in" to interact with individual students about immediate decisions and strategies and uses prompts to guide students' thinking for problem solving while writing. Writing should be completed within the stipulated time.

4. Connecting Students' Immediate Writing to an Audience: A brief sharing activity in which the writer's immediate work is shared with an audience, and writers experience their newly written texts as a whole. This refines one's composition. The intent of guided writing lessons is not simply to provide more time to write. Instead, lessons are structured so that students are actively engaged in their own sustained, successful writing. Given well-supported, guided concentration on the immediate completion of a short but complete writing product. young writers are able to practice and internalize what they have been taught.

### **POINTS TO REMEMBER:**

- Strong and supportive introduction is a must.
- Engaging the writers in conversation and rehearsal is a must.
- Describe Writing Strategies to Students.

Teachers provide mental, linguistic, and physical tools, such as cue cards, diagrams, graphic organizers, and clear examples of sentence and text structures, they are directly supporting students' use of procedural steps and higher order strategies for effective writing.

**Provide Immediate Guidance for What Students Are Writing Next.**

After getting set up for success with a language- and content-stimulating activity combined with teacher think-aloud or cue cards for strategy use, students then write as independently as possible. Teachers should lean in and assist with what each student is currently constructing in his or her writing, providing strong "feed forward" for the individual writer.

**Provide Lots of "Just Right" Help as Soon as Students Struggle.**

Teachers should provide more and appropriate kinds of help as soon as a student is struggling and then either fade the kind and amount of further support or raise the level of challenge. Writers need an audience. This sharing also supports the development of students' active attempts to convey information to readers clearly and focuses instruction on writers' decision making.

**PARAGRAPH WRITING****Example-1 Child Labour**

The children employed from the age group of 5 to 14 are called child labour. One in six children in the world are child labour. Millions of children are engaged in dangerous jobs. They are working under risky conditions. They work in mines as miners. They work six chemicals in chemical industries. They labour behind the walls of the workshops. The novel "Oliver Twist" by Charles Dickens says about the existence of child labour even in eighteenth century when the industrial revolution took place.

They work in industries which make pesticides or insecticides. They are employed in agricultural fields where they live with chemicals which cause diseases. They work with dangerous machinery. They toil as domestic servants. In North India almost, all rich families employ child labour to take care of the kids and to entertain guests as maids, cooks and servants. The children work in plantations. In sub Saharan Africa around one in three children are child labour. In South Asia, 44 million children are engaged in child labour. UNICEF (United Nations International Children's Emergency Fund) takes care of the education of the poor children. They take care of the food and health of the

downtrodden children. The main reason for child labour is unemployment or under employment of the adults and illiteracy. The government takes care of stopping child labour. The children living in slum areas become the victim. Even the girls are burdened with lot of works. The children are engaged in cracker making industries, match-producing industries and brick kilns. The child labour are vulnerable to exploitation (over use of man power) and abuse. Their hard work disturbs their studies. In Pakistan's Punjab state, an estimated 1,50,000 children work in the carpet weaving industry. The child labour is banned under the employment of Children Act 1991. The children who are engaged as child labour Suffer from various diseases like knee pain, back pain, neck pain and respiratory disorders. The government and the people should work hand in hand to stop child labour.

**Quotations that can be used:**

1. Children should be cared and not used or abused.
2. Children should be nourished and cherished not let perished.
3. Free education for all
4. Each one. Teach one
5. Save children
6. Say No to child labour
7. If the individual is right; the country will be all alright.

**Example 2 Electronic Waste**

Electronic waste is the discarded electrical and electronic devices. It is also called e-waste, e-scrap or WEEE (Waste Electrical and Electronic equipment). It can be reused, resold and recycled. Improper processing of electronic waste may cause health hazards. Developing countries face many problems like health and environmental hazards due to electronic waste. The cause is the production waste of many electrical and electronic items. The sales of these items keep on increasing particularly in India and China. The world produces 40 million tons of waste from-devices. The waste electronic scrap may contain toxic chemicals such as lead, cadmium, mercury, chromium, mercury, chromium and polybrominated biphenyls. They may damage the brain and nervous system if they

are properly handled. They may affect kidneys, liver and cause birth defects. E-waste includes discarded computers, mobiles, printers, pagers, cameras, music players, refrigerators, toys, televisions and other items. China produces an estimated 2.3 million tons of e-waste annually. It has banned e-waste imports. It has become a dumping ground for e-waste from developing countries. Even South Africa is becoming a dumping ground of e-waste. India, Mexico and Brazil may face environmental damage and health problems. The service minded non governmental organizations spread awareness on e-waste. People are treating information-age materials with stone-age technology. "Waste Not, Want Not" should be the people's motto. It is the need of the hour to reduce e-usage and e-waste. National and International policies should be framed to reduce e-waste. "Cash from Trash is becoming a trend. "Wealth from waste should be the motto of the government and the people. E-waste management centers should be established. The government and the people should work hand in hand to solve this problem.

**Quotation that can be used : “ Waste Not, Want Not “**

### **SHORT REPORT ON AN EVENT**

Oxford Advanced Learner's Dictionary, 7th Edition defines report as a written account of an event, especially one that is published or broadcast.eg. newspaper report.

It is also defined as a written description of something containing information that somebody needs to have.eg. police or medical report.

It is an official document written by a group of people who have examined a particular situation or problem. eg. feasibility/survey report. It is written by school and college students after visiting a place of educational value.

**There are many kinds of reports such as**

- Industrial visit report
- Accident Report
- Feasibility Report
- Survey report

- Project Report.
- Recommendation Report

### **Techniques to be followed while writing a report.**

- Formal language should be used.
- Simple and plain language should be followed to avoid errors.
- Coherence should be taken care of.
- Personal comments should not be included but official suggestions can be included.
- Grammatical errors should be avoided.
- Spell check/grammar check should be done.
- Subject verb agreement is very important in all sentences.
- Punctuation error, spelling errors and capital letter errors should be avoided.

### **FIELD TRIP**

Popular field trip sites include zoos, nature centers, community agencies such as agencies, local businesses, amusement tations and hospitals, government parks, science museums, and factories for school students. The field trips are excursion or industrial visits for college students.

### **EXAMPLE**

#### **FIELD TRIP REPORT TO LUMBINI**

We, the second year students of ABC Arts and Science belonging to History Department went to Lumbini on 23rd November, 2017 as a part of our curriculum. We were altogether 30 students along with 3 teachers. The title of our tour study was "An excursion to Lumbini". Lumbini is the birth place of Gautam Buddha who is known as "The light of Asia". Lumbini is situated in the Terai region in Rupandehi district of Lumbini zone, Nepal. It has religious and cultural importance. The objectives of our field trip are to know the history of Buddha in brief, to find out the major attraction of Lumbini and to know the tourists' reason of visiting Lumbini In Lumbini there are many stupas

which are the major agent to attract tourists. Mayadevi temple is the main attraction of Lumbini where we can see the footprint of Gautam Buddha. Except them the Shanti stupa, Chinese stupa, etc also attract people towards Lumbini. We went to the aforementioned places. The tourists are attracted to Lumbini because it is the birthplace of Buddha who was the founder of Buddhism. So many tourists visit Lumbini as the pilgrims. Many tourists visit there to enjoy the architecture whereas others visit Lumbini to learn the culture and lifestyle of people living there.

We came to know that Lumbini has high religious importance. It can be developed as the major tourist destination. We felt that natural environment around Lumbini can be developed and preserved by a separate government department. And the local people can be educated on sanitation. Over all our trip to Lumbini provided first hand knowledge of the place. It was a memorable experience which diverted us from our monotonous schedule in College. It refreshed us so that we can concentrate more on our studies.

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Field Trip Lead.