

1. Interview two students at different primary-grade levels to determine how much writing they say they do in class and how they feel about the writing and themselves as writers.
2. Obtain permission to teach a language experience lesson to a small group of primary-grade youngsters. Bring in a toy or another object to use as a stimulus for discussion, brainstorming, and writing. Follow the steps in this chapter to teach the lesson. Share with your classmates what worked well, what you would do differently next time, and what you learned about the students' ability to compose.
3. Collect and evaluate a writing sample from a typical English learner in your placement classroom. How does the writing differ from that of a student in your placement classroom who is fully English proficient? Given your analysis of the English learner's writing sample, select and carry out one of the scaffolding techniques outlined in this chapter, collect another writing sample from the same student, and reassess the student's writing. Did you find improvement in the English learner's writing? If so, why do you think the student improved? If not, what might explain the lack of improvement?

4. Observe a writing workshop over one week. Ask the students to show you their favorite pieces. Ask them to tell you what they are learning about writing. Finally, ask the teacher what she has learned about each of the writing skills of the students in the class through this process. Share your insights with your college class.