

February 2025

Tutor Profession Development



Making a difference, one word at a time!

How to Teach Writing

Introductions

- What is a sentence?
- How to make a sentence

BREAK

Lessons Planning

- Student – Centered
- Realistic Expectations





Start with the
basics...

Identifying Active Voice

The subject is performing the action using an active verb.
Sentences must follow a basic structure:

subject + verb + object

Who or what
is performing
the action




The action
performed

Who or what
is affected
by the action

Focus on 3 Parts of a Sentence: Subject – Verb – Object (Noun) --- Verb --- (Noun)

Subject - Verb - Object

To write a complete sentence you need to include the subject, the verb and the object.

		
The boy	ate	pizza.
Subject Tells us who or what the sentence is about.	Verb Tells us what happened.	Object Tells us what is affected by the verb.

twinkl ink saving Eco

Nouns are everything we can see or talk about, touch or not touch.

"Naming words"

- Person
- Place
- Thing
- Animal

Nouns





Nouns in a Sentence:

- The cat (**animal**) jumped high.
- The _____ (**thing**) smells sweet.
- Joe (**person**) is a firefighter.
- The _____ (**place**) is far away.

Notice: the noun is the first main item (subject) of the sentence.



A verb is an **action word!**
If you can **do it** – it's a verb!

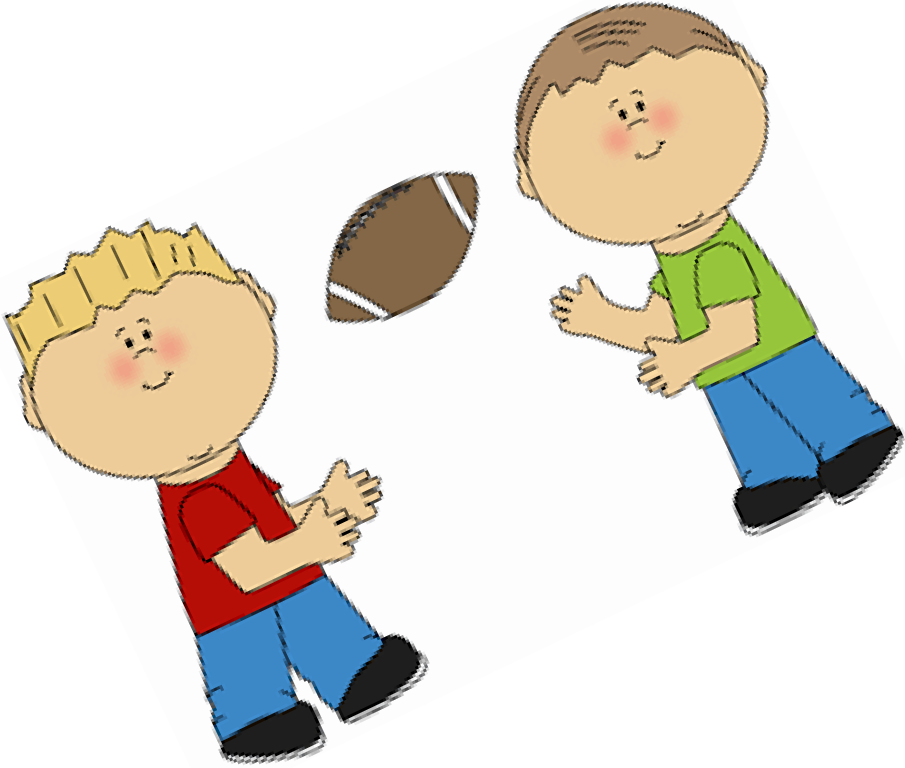
Verbs

Examples of **Verbs** in a Sentence:

- Sam **drank** chocolate milk.
- Laura **hit** the ball.
- Mom _____ chocolate chip cookies.
- Ryan **ate** all of the cookies.
- The cat _____ in the sun.



Notice: the verb comes AFTER the subject (noun).



- A noun or pronoun
- **Receives the action of the verb**
 - The what
 - Who
 - Place / Where
 - When
- In a sentence it's located after the verb:
 - **Subject – Verb – Object**

Object

Examples of an **Object** in a Sentence:

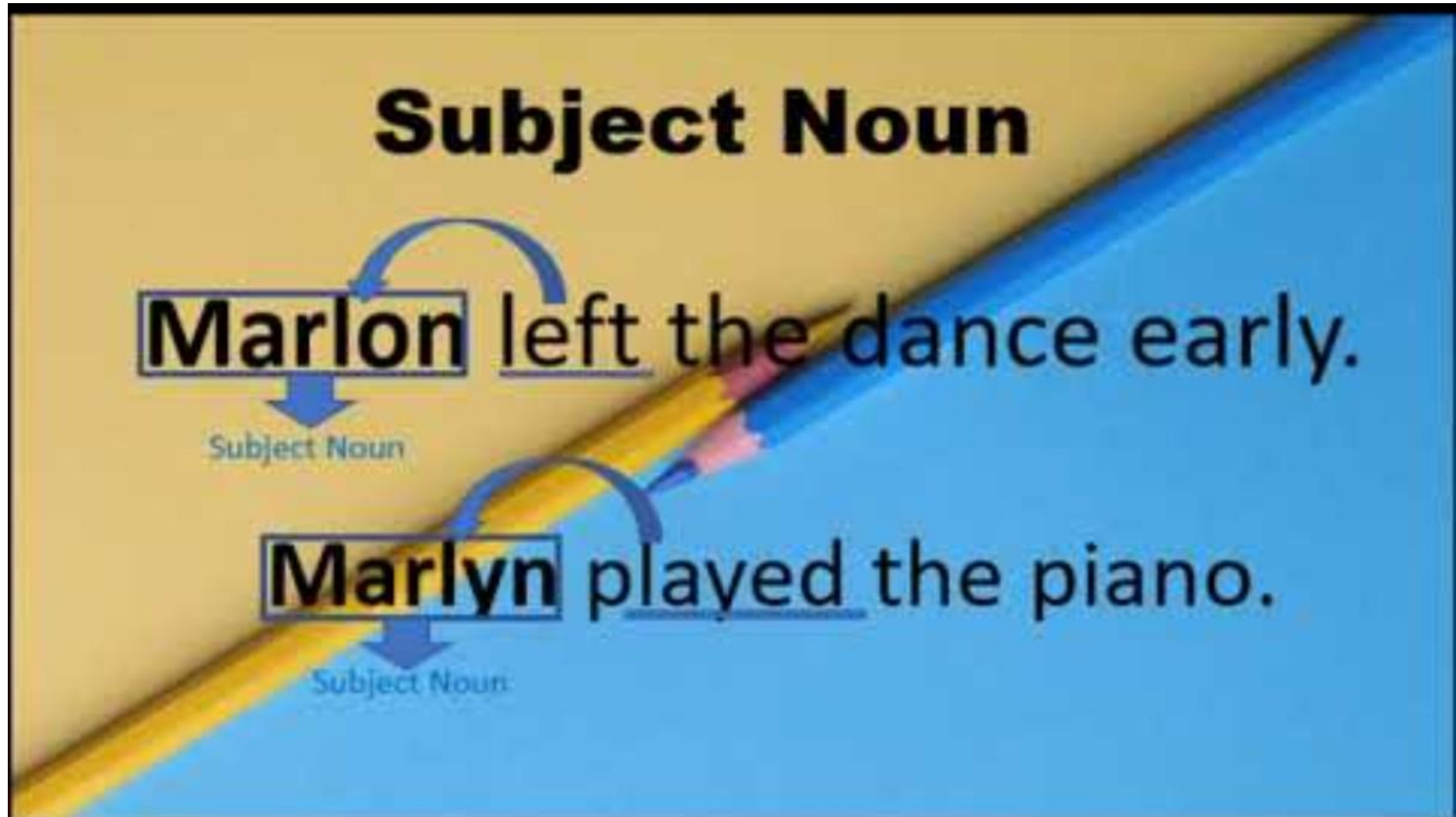
Subject

Verb

Object

- I (**Subject**) threw (**Verb**) the **football** (**Object**).
- You (**Subject**) are late (**Verb**) for **class** (**Object**).
- Jo and I (**Subject**) baked (**Verb**) a _____ (**Object**).
- She (**Subject**) sang (**Verb**) a **song** (**Object**).
- The plant (**Subject**) is growing (**Verb**) in the **window** (**Object**).

What is a sentence?



HOW TO MAKE A SENTENCE

A Sentence Needs a
NAMING PART



The bird can fly.

A Sentence Needs a
TELLING PART



The bird can fly.

A Sentence Needs a
CAPITAL LETTER



A dog can nap.

A Sentence Needs
PUNCTUATION



A dog can nap.

A Sentence Needs
FINGER SPACES



A dog can nap.

Methods: 1 sentence at a time

- Fill in the blank
- Pictures
- Ask questions / answers
- Adding details

Bite – size... mini, tiny, short, lessons



Building a Lesson Plan



Words and Pictures



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Activity

38

Sentence Completion with Pictures (all)

PURPOSE

To help students complete sentences and generate sentences of their own after they have looked at picture stimuli.

METHOD

1. Select a picture or photograph. The picture should depict vocabulary that the students know. For example, if students have recently learned color names or names of clothing items, the picture might feature various people in a city wearing different types of colorful clothing.
2. Tell students that this is a writing activity. Explain that you will start to say sentences about the picture and they will complete the sentences. You can make the sentence frames as easy or as difficult as you feel is appropriate. Read the sentence frames aloud to the students. Here are some examples:

The man is _____.

The tree is big and _____.

The woman looks very _____.

The policeman is trying to _____.

No one is noticing that _____.

3. Ask a student to read each completed sentence.

Fill in the Blank - Example

- Select a picture related to topic and vocabulary covered in the lesson
 - Textbook
 - Magazine
 - Personal (phone)
 - Google
- Example: Color
 - Green
 - White
 - Gray



The kitten chases the _____.

The kitten is _____ and _____.

The ball is _____.

Pictures of Person



- Keep the writing simple
 - One sentence the first time
 - Name
 - Slowly add another sentence for the student to write
 - Lives?
 - Married?
 - Hair color?
 - Smiling?

Activity 39

Using Pictures in One-to-One Tutoring (beginning)

PURPOSE

To support beginning students as they write original sentences in response to questions about pictures.

METHOD

1. Show students a picture, photograph, or drawing depicting one person. Some possible ideas for pictures:
 - A picture of the student (so he or she will write about himself or herself)
 - A picture of a friend or family member
 - A picture of someone in a magazine or newspaper
2. Ask the student to think about the person in the picture.
3. Ask a question about the picture. ("What's the person's name?") If you are using a picture of a stranger, explain that there are no "right" answers to the questions you will be asking in this activity. The student can make up any answer, but the answer must be in a complete sentence. Have the student answer orally. ("Her name is Anna.")
4. Give the student a piece of paper, and tell him or her to write the answer. Explain that he or she need not be concerned about correct spelling or grammar at this point.

Questions and Answers

Tutor

What's the person's name?

Where does Anna live?

Who does she live with?

How old is she?

How does she feel about her life?

Why is she happy?

What is she going to do with all that money?

Why does she want to go to college?

Student

Her name is Anna.

She lives in Los Angeles.

She lives with her mother, father, and two sisters.

She is 18 years old.

She is very happy.

She's happy because she won \$200,000 in the lottery.

She is going to buy a new house, and she will go to college.

She wants to be a lawyer.

Fill in the blank

- Practice
 - Writing
 - Spelling
 - Vocabulary
- Progress with longer phrases
- Challenge student to think of answers

1. This is _____.
He is _____ years old.
He lives in _____ with _____.
2. He likes _____, but he doesn't like _____.
3. Yesterday he _____ because _____.
4. He used to be _____, but now he is _____.
5. Tomorrow he will _____.

Write About Themselves

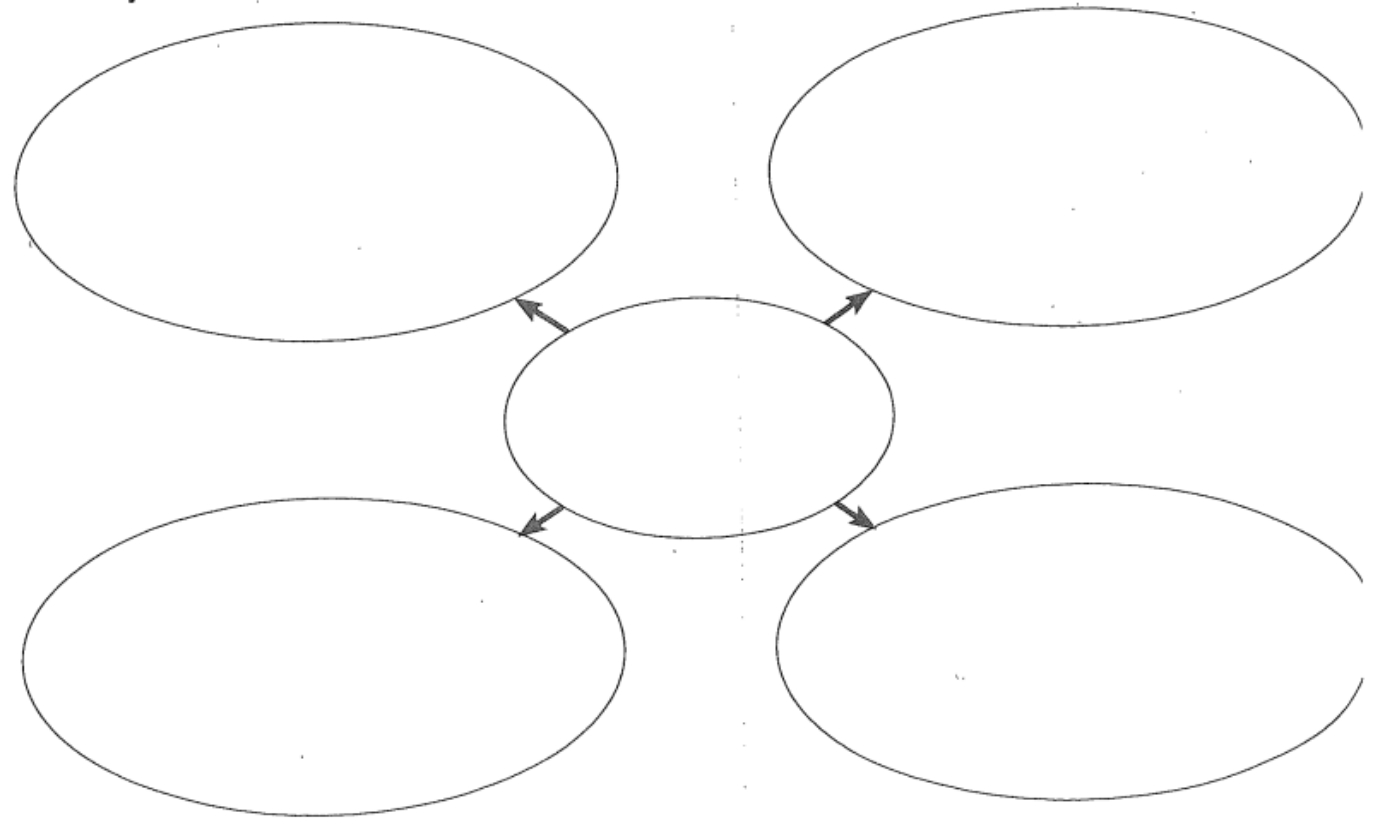
My name is Anh Dung. I am from Vietnam. I am 56 years old. I live in Los Angeles.

Student – Centered...

- Use tools to guide student
- Pace according to student's ability
- Review
- Practice

Plan Your Writing

A graphic organizer can help you plan your writing. You can write the main topic or idea in the center. Write details in the outer circles.



15 Minute Writing Blocks

- Manageable pieces
 - Less overwhelming
 - Excited and fun
- 1 Skill at a time
 - Focused / break it down
- Writing time
 - Apply the skills!



Student - Centered

- Skip over lessons / sections that your student has NOT demonstrated the skills to be able to do!
 - It will be frustrating for you and them
- You can go back to them when they are ready

- Keep lessons topic related to what is done in the textbook
 - Break down into smaller pieces
- Slowly add "tiny" lessons

Write About an Experience

On the lines below, write about a time when you had the flu or a cold. Use ideas from your graphic organizer.

TIP: Your first sentence should tell your main topic.

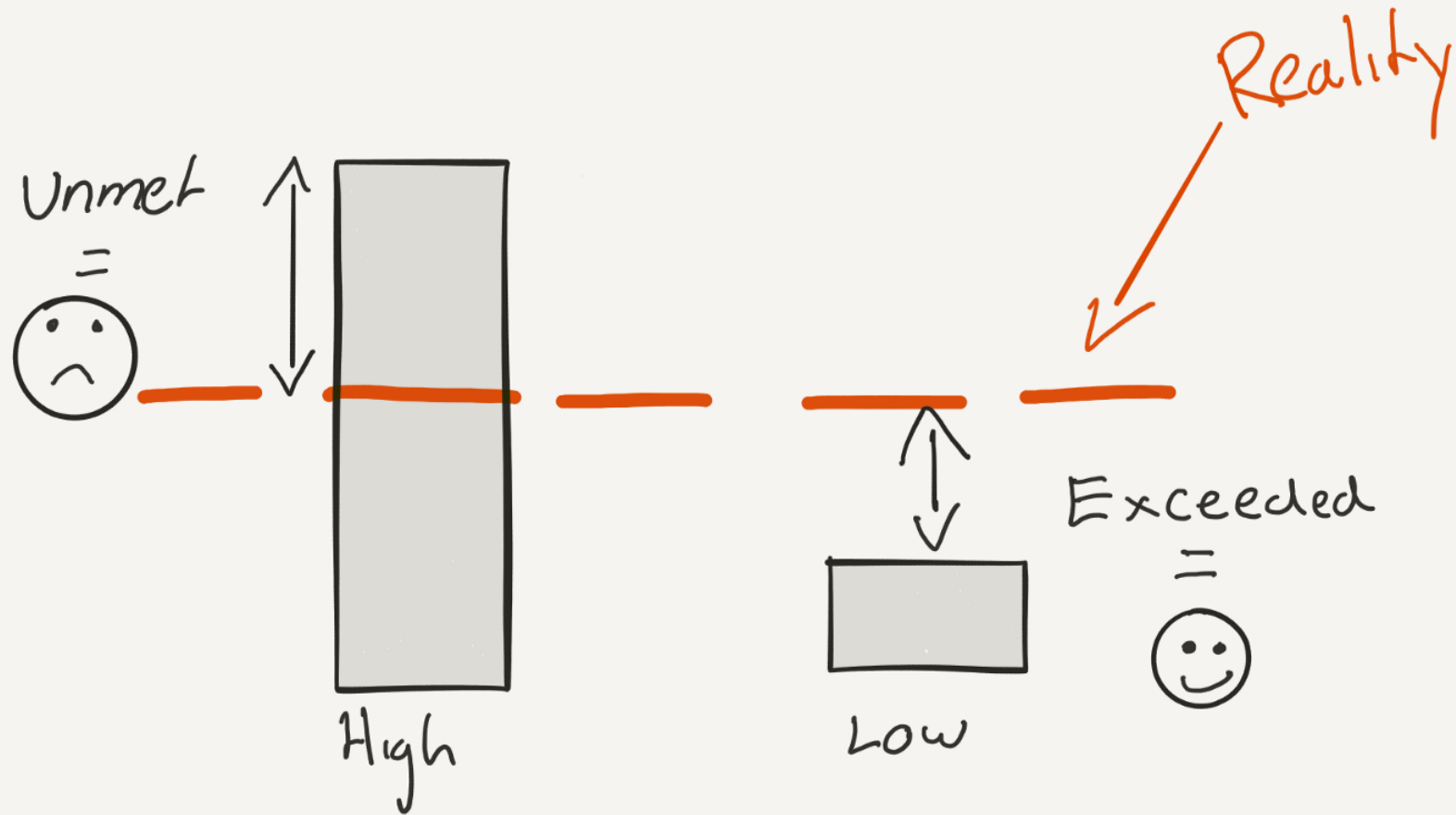
Check Your Work

- I used the pronoun *I*.
- I told about a time I was sick.
- I wrote details.
- I ended each sentence with an end mark.



For practice with
past tense verbs,
go to page 114.

EXPECTATIONS



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