

# Using Clustering as a Prewriting Strategy

- Introduction
- *Learning to Write*
- *Learning Baseball*
- *Learning to Ski*
- *Learning to Kayak*



*Clustering and Papers.ppt*

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# Clusters and Final Papers

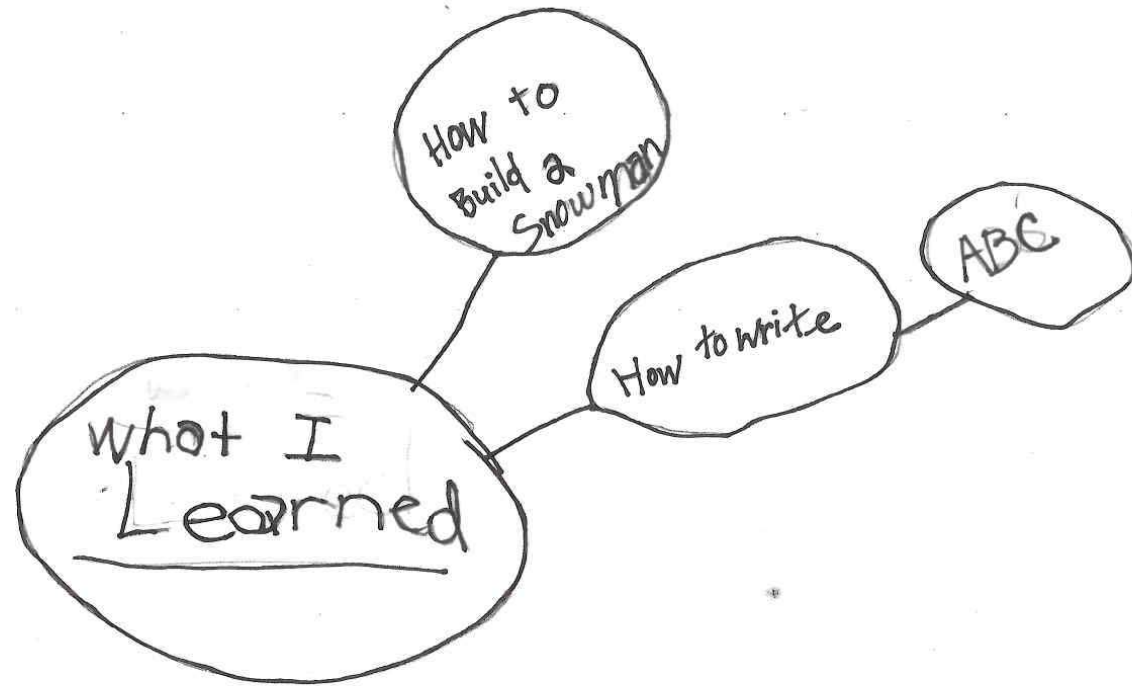
Students were assigned the topic: Something you have learned. In these four papers, you will see the initial brainstorm cluster around the topic (learning), the final prewriting cluster, and the final paper.

# Learning to Write

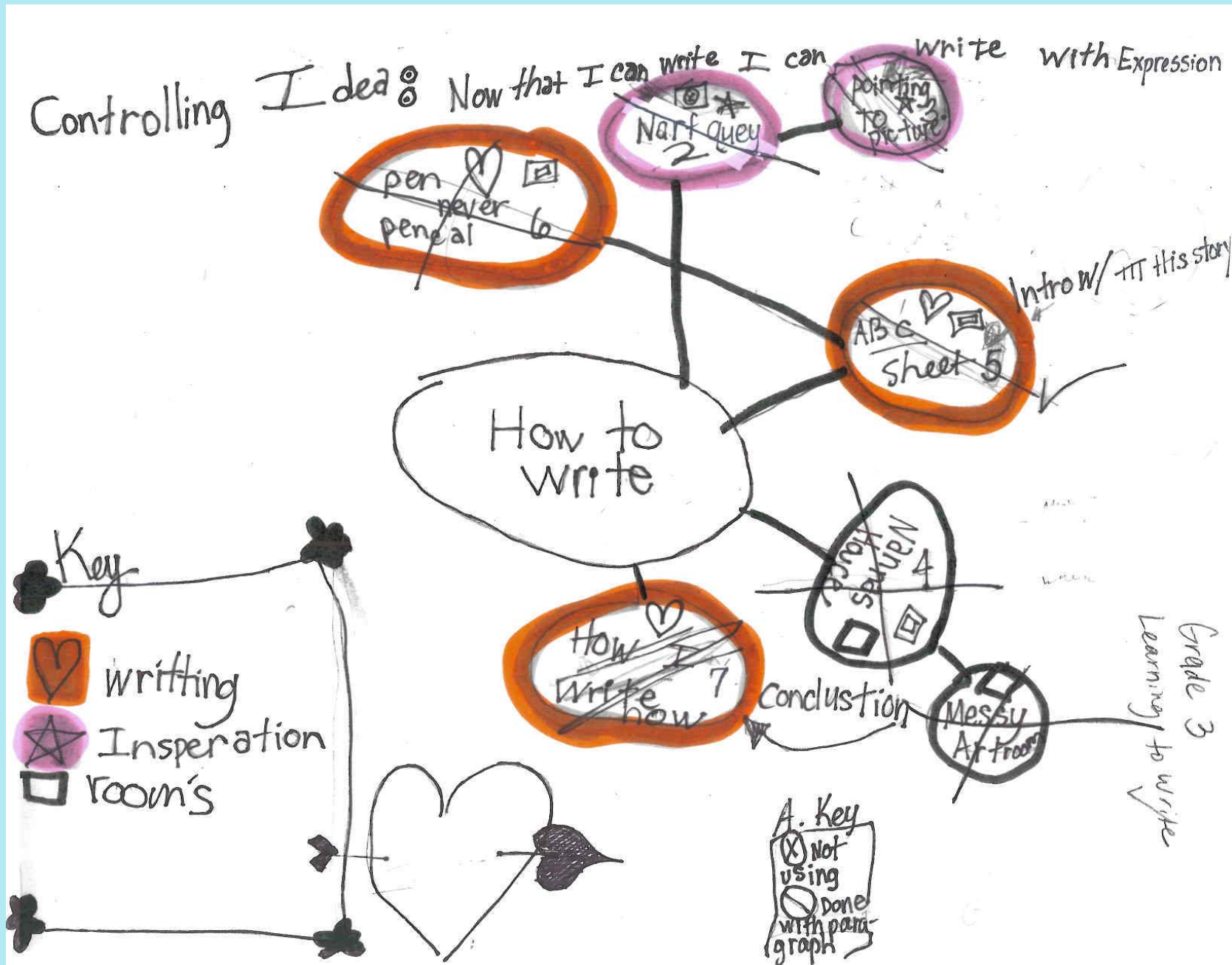
## *Third Grade Sample*



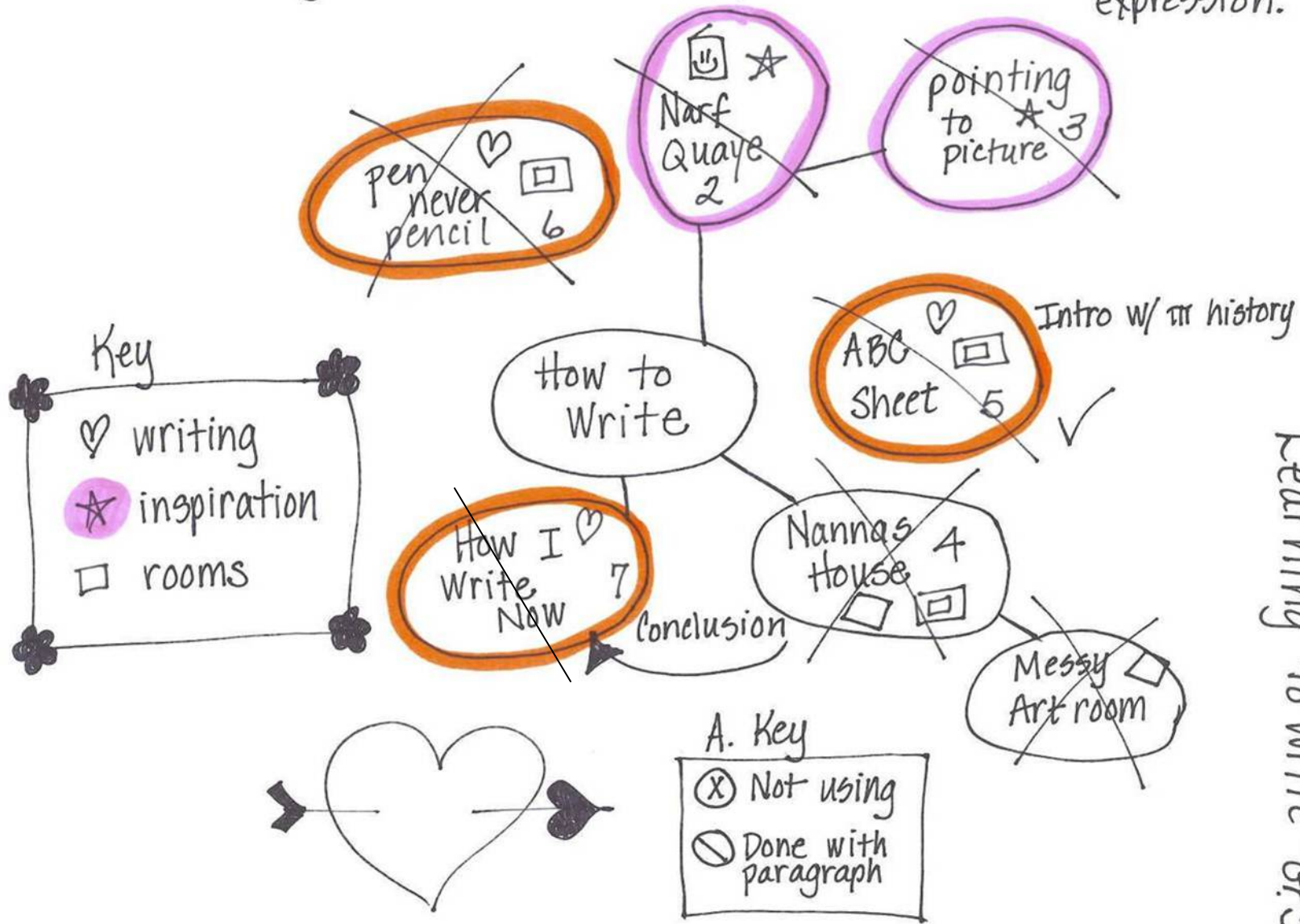
- Initial brainstorm of ideas for the topic
- Completed prewriting & teacher translation
- Final Paper: *Learning to Write*



Learning to Write



Controlling Idea: Now that I can write I can write with expression.



1a (grade 3 sample)

## Learning to Write

Through the years, by parents have taught me how to write and make my writing more addicting. When I was little, I would always take a blank sheet of paper and write random letters hoping that I would successfully make a word. Now that I can write, I can write with expression.

I had an inspiration. His name was Narf Quaye. He wrote every book! Can you imagine? I would point at the lovely, illustrated pictures and tell my parents what was in them. The books I would read were always full of unique colors that seemed to shine. Narf Quaye was truly my hero!

Narf Quaye is my imaginary friend/author. I made him up when I could not pronounce other author's names. The only author's name that I knew was Eric Carle. He was the author of "The Clumsy Click Beetle," "The Very Hungry Caterpillar," and so on in the series.

Narf Quaye was born on the day when I first knew how to read. It was about 7:15 at night and I was reading a bedtime story with my parents when

1b (grade 3 sample)

### Learning to Write - *continued*

suddenly out of nowhere... “Narf Quaye!” I boomed. My parents and I laughed so hard! When they asked me who Narf Quaye was, I just giggled and smiled.

From five years old to now, I learned strategies like anecdotes, examples, small action, descriptive words, etc. An example of a description is telling people what something looks like. This is how I describe my Keens.

My Keens are dark green with a rubber bottom. On the left side there is a yellow triangle with an explanation point in the middle. An example of small action is when you describe a movement. I will describe a globe spinning. The globe spun so fast, the states were blurry. These are just a couple of things you might learn.

Now, I’m older and I can write better. If you do not believe me then who do you believe wrote this story? I am very proud of how I write now. If we did not know how to write, life would be much harder. I am glad I learned to write. I love to write and I hope you love to write like me.

# Learning Baseball

## *Fourth Grade Sample*



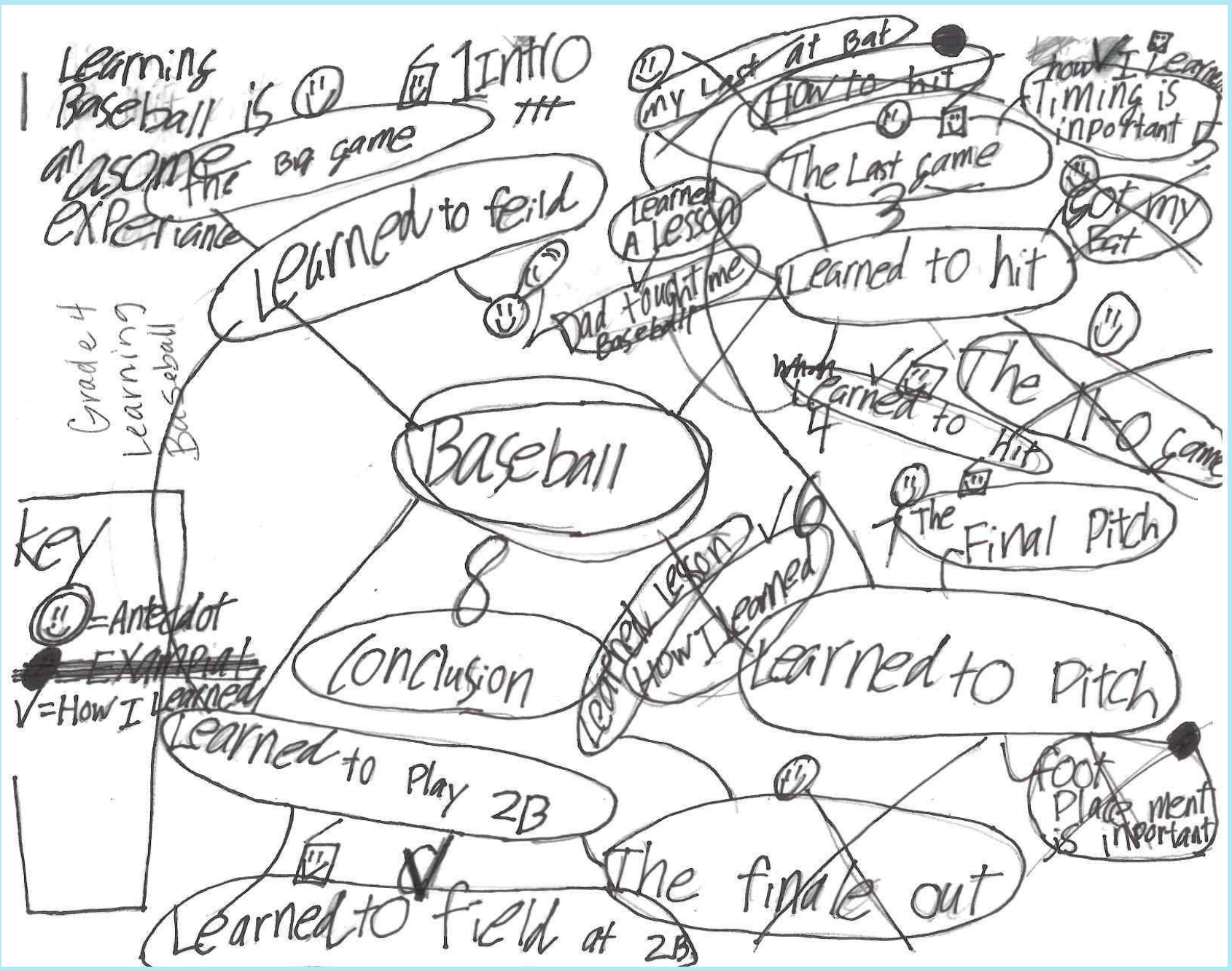
- Initial brainstorm of ideas for the topic
- Completed prewriting & teacher translation
- Final paper: *Learning Baseball*

Tennis

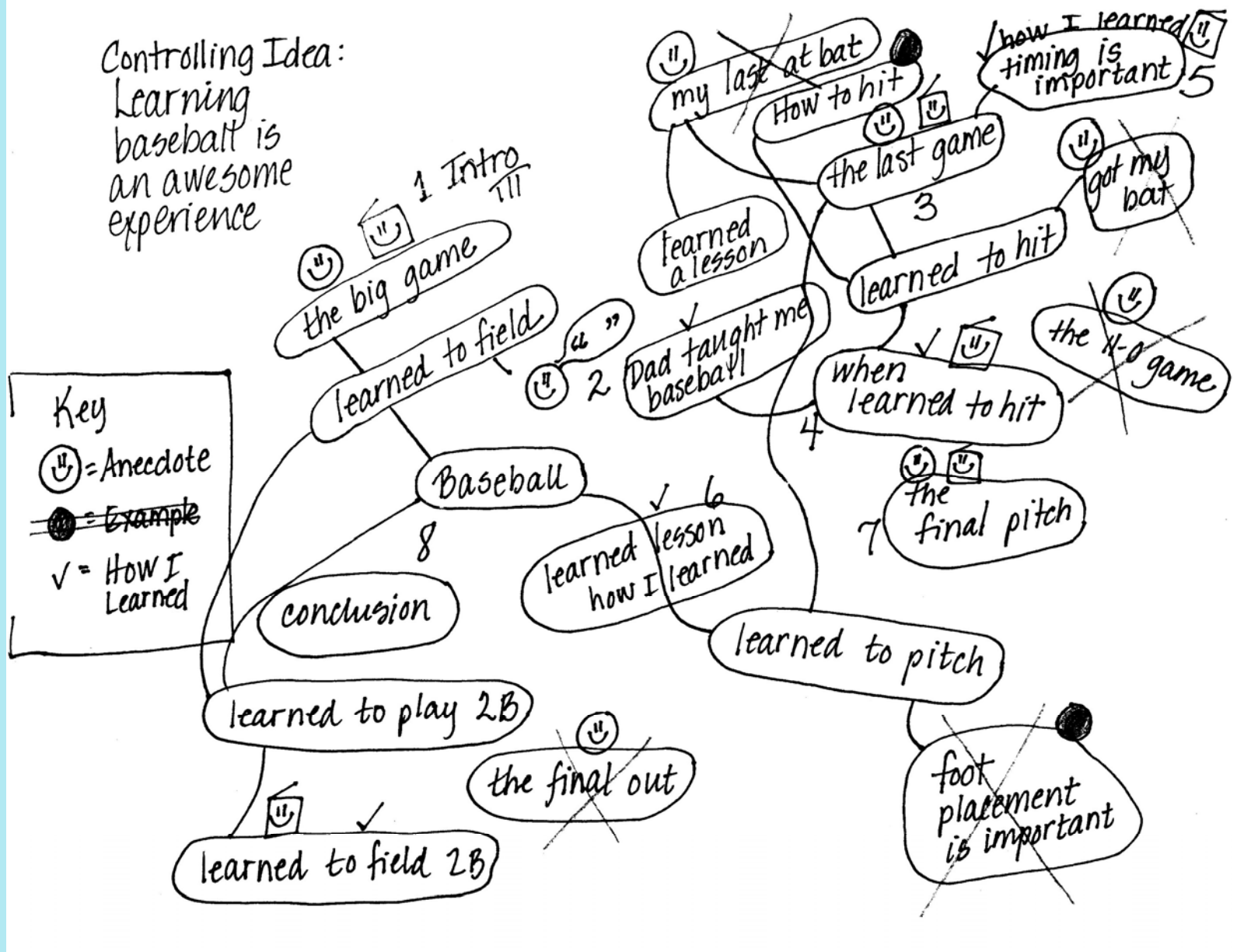
Baseball — Pitch — Throw — Hit — Field

Hawaii

Learning Baseball



Controlling Idea:  
Learning baseball is an awesome experience



## 2A (grade 4 sample)

### Learning Baseball

When I was about five years old, I got my first baseball bat and ever since, I have been learning baseball from my dad and coaches. Now I have gotten very good at baseball and I'm about to tell you how I learned baseball in four years. Learning baseball really is an awesome experience.

“Dad, why do we have to practice now?” I said. “Because if you want to be great, you have to practice,” Dad answered. “But when I grow up, I want to be a fireperson, not a baseball player,” I said loudly. It’s a firefighter, and no you aren’t going to be a ball player. Then suddenly, I knew what I wanted to be when I grew up. That’s why I practiced and learned baseball.

One game we were down and my whole team felt miserable. “Come on Max,” screamed a fan in the crowd. It was the last inning of the last game of the season. We were trying to go 12-0. In the beginning we were losing 13-0. Now we were tied and if I got a hit we would win. My coach pitched the ball as I dug my cleats in. I quickly turned my hips and swung the bat and Smack!” I crushed the ball. The center fielder ran back, but it was too late. The ball dropped. My teammate scored and we won 14-13 and went 12-0. That day I learned anything can happen.

2b(grade 4 sample)

### Learning Baseball - *continued*

It's not always fun though. Sometimes you have to work on things that are kind of boring. "Okay, we're going to review hitting," the coach announced. "Ooooww, No," my whole team said disappointed. We gathered and dropped our gloves and sat down. "Okay, number one tip, never lay the bat on your shoulder," Coach said. "Boring," everyone said, but I had just learned something important to baseball so I didn't care.

After learning all the important parts of baseball, I now know that I'm ready to face any team. Once, I was pitching in the most important game of my life. "Okay Max, strike him out and we win," yelled Coach. We were playing our last game of our season and one more strike and we would win and go 8-6. "Come on Max," yelled a fan. "We need you to strike him out." I got into my windup, put my hand in my glove, quickly reared back and chucked the ball hard at the plate. The batter stepped forward and swung the bat with lots of power, but it was too late. The ball had crossed the plate and we had won. I learned that sometimes defense wins games too.

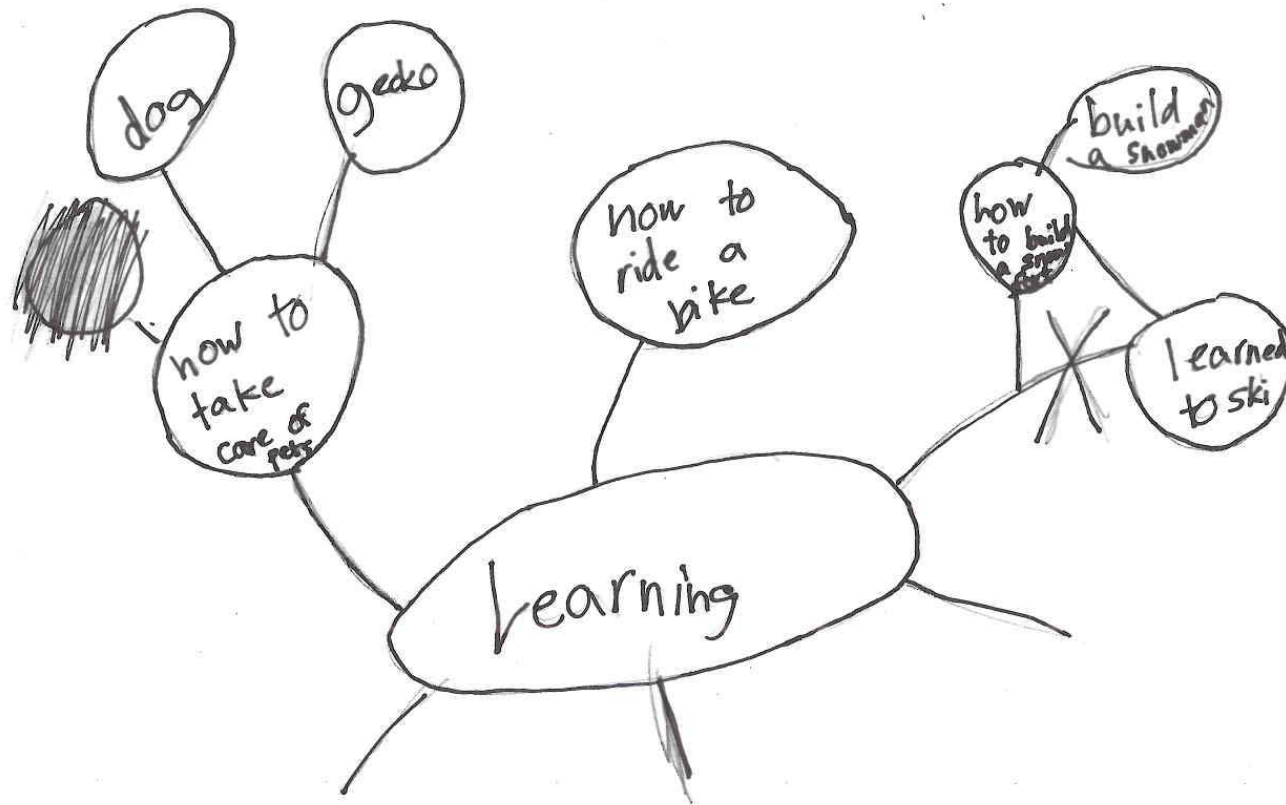
I hope this showed you how I learned baseball and now I'm using all of my skills where it really counts. Learning these skills was important to me. Maybe someday I'll be a professional baseball player. One more thing, learning bases is an awesome experience.

# Learning to Ski

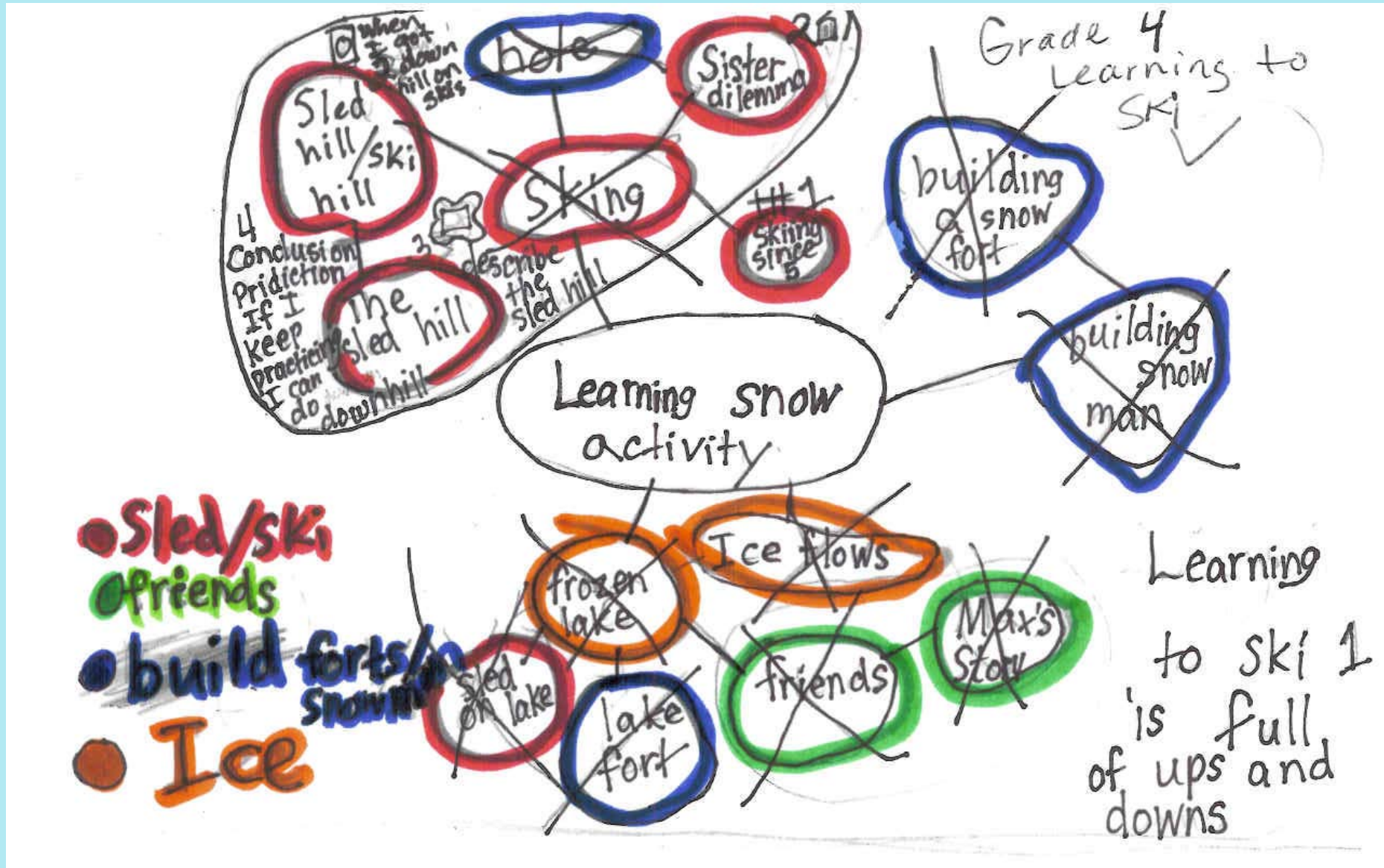
## *Fourth Grade Sample*

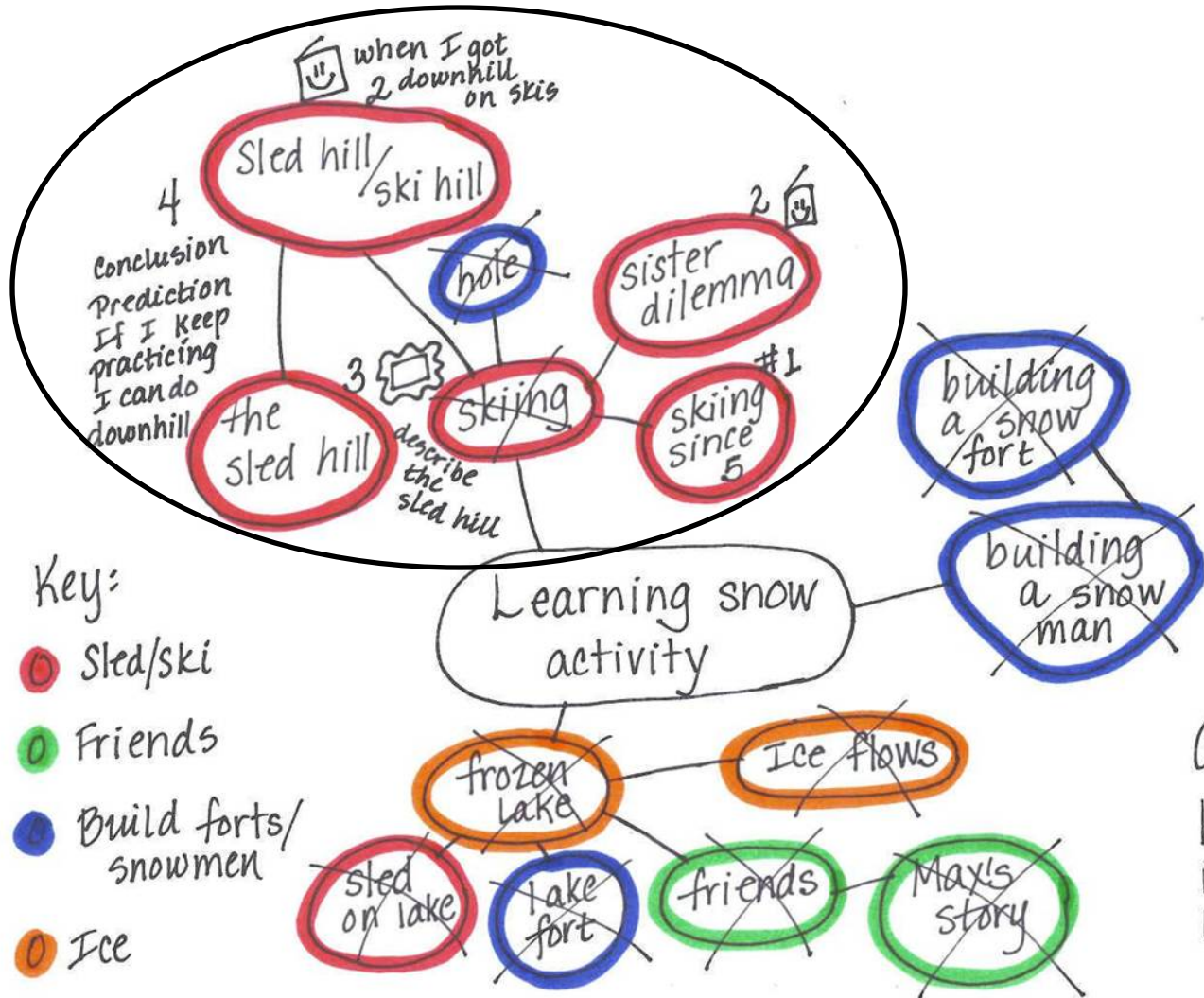


- Initial brainstorm of ideas for the topic
- Completed prewriting & teacher translation
- Final paper: *Learning to Ski*



Learning to Ski





Learning to Ski - Grade 4

Controlling Idea:  
Learning to ski is full of ups and downs.

### 3a (grade 4 sample)

#### Learning to Ski

I've been skiing since I was about five. It's one of my favorite things to do in the winter. When I was little, all I could do was scuffle forward, then fall over. Now I'm really good at skiing thanks to practice. Learning to ski is full of ups and downs.

My sister just got a new pair of skis a few weeks ago and she's not used to them. This is what happened to her. Flump! Down my sister fell into the snow. We bent down and helped her up. When she got back up, I raced down the trail. I heard my mom calling and stopped and waited for them to catch up. They had my sister, who is really slow and falls down when skiing a lot. As she gets older, she'll get more experience. But for now, she's the dilemma.

One of my favorite places to ski is a huge hill I just call, "The Skiing Hill." There are a few different ways to do down the hill and on either side of it is a forest. Big power lines loom over it, and you can hear the crackling inside them. This is the time I went down that hill on skis. I was standing at the top of the hill, looking down on the snow covered ground below. I concentrated on keeping my balance and pushed off with my poles. I zoomed down the

3b (grade 4 sample)

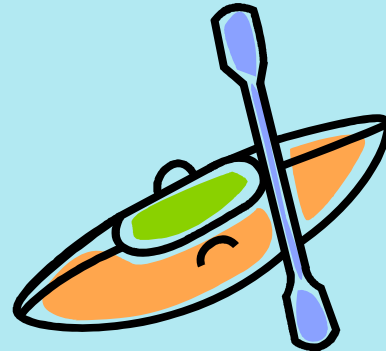
### Learning to Ski - *continued*

hillside, almost gliding. I stopped on the side of a snow drift. “I did it!” I thought. “I actually did it!” I skied down the hill again and again. Now I realize that a lot of practice will help me get better at skiing.

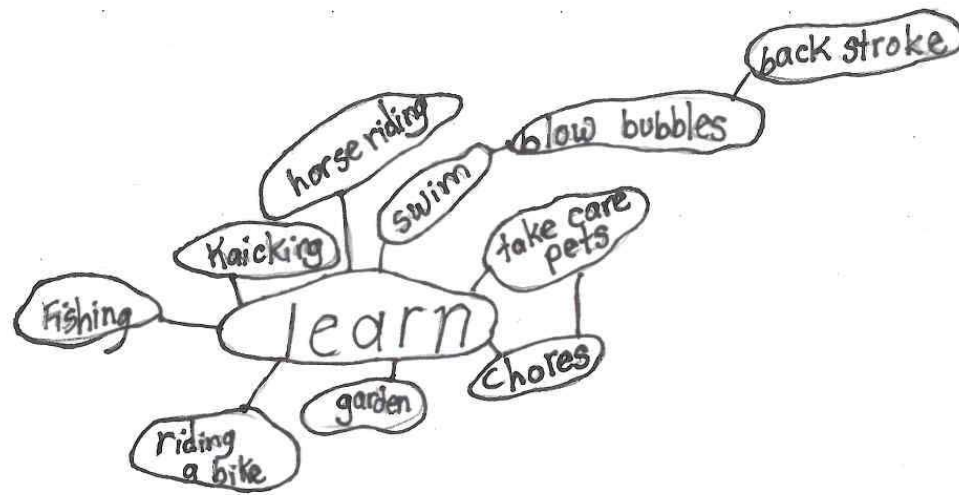
I’m glad I learned to ski because my family loves it and if I didn’t learn it, I’d be stuck at home while everyone else has fun. I predict that if I get enough practice at cross-country skiing, I will get even better at it and even start downhill skiing. Learning to ski means a lot to me and I hope it does to you too.

# Learning to Kayak

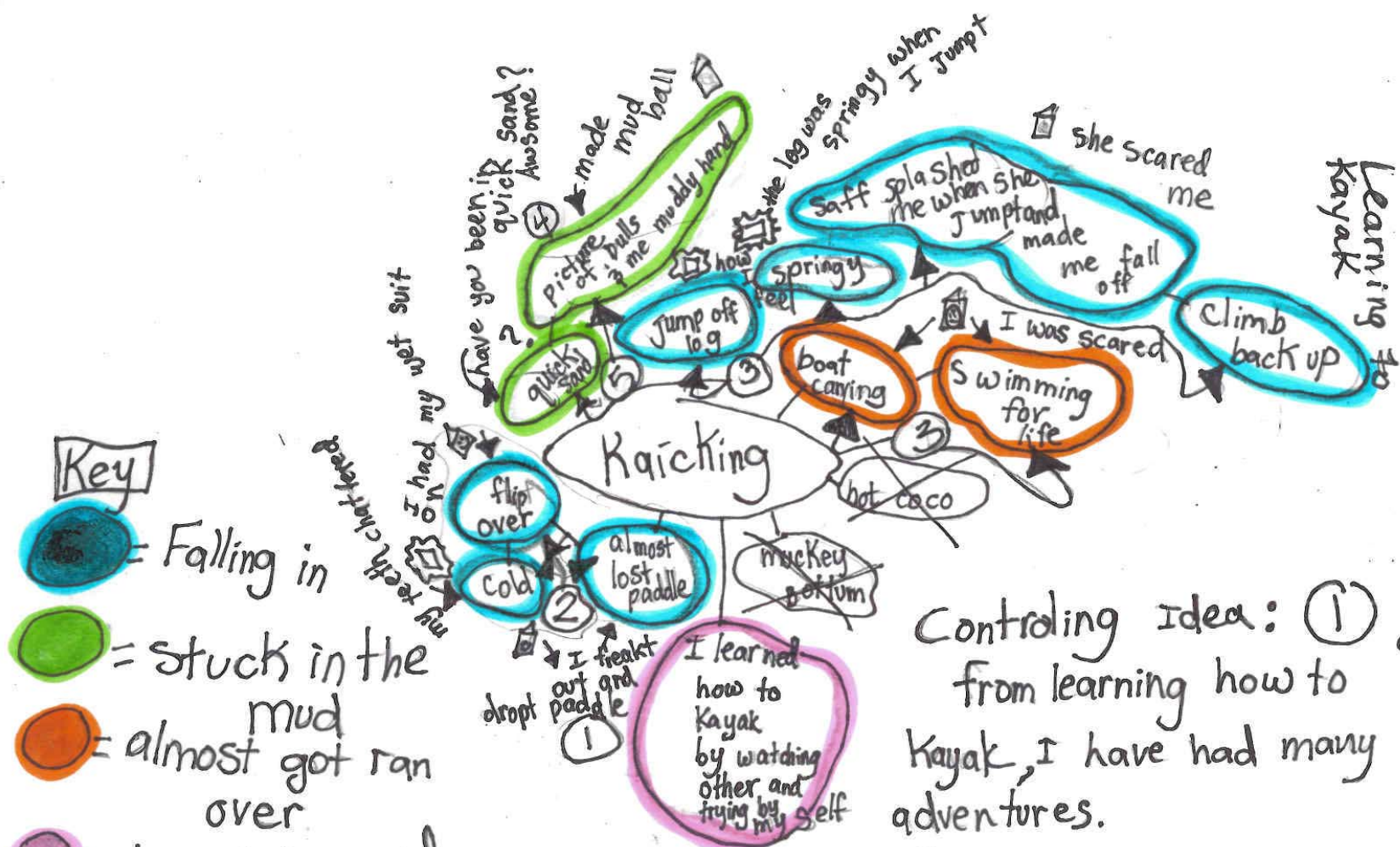
## *Fourth Grade Sample*



- Initial brainstorm of ideas for the topic
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- Final paper: *Learning to Kayak*



Learning to Kayak




- Key**
- = Falling in
  - = stuck in the mud
  - = almost got ran over
  - = how I learned

Controlling Idea: (1) From learning how to kayak, I have had many adventures.

Grade 4

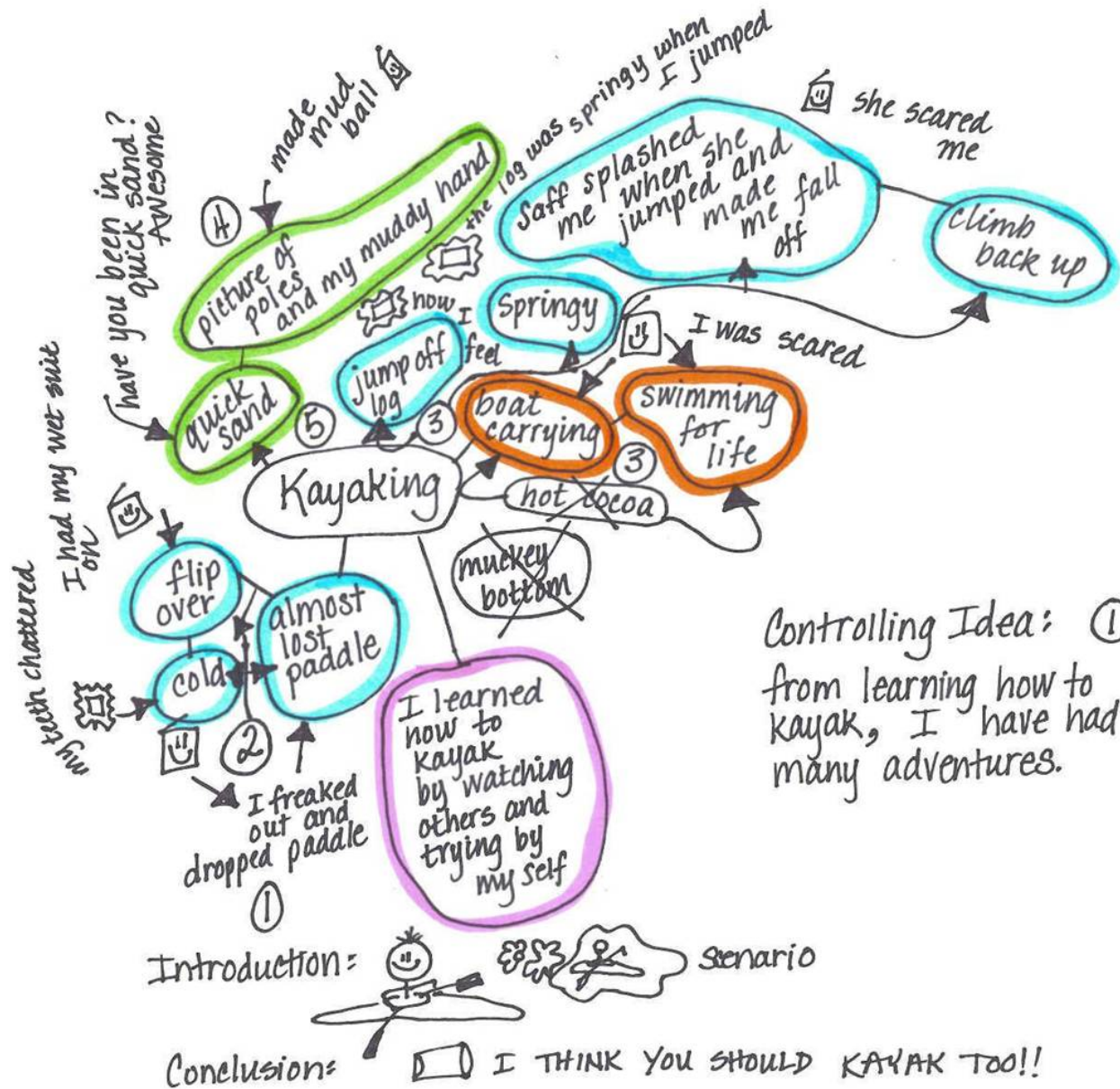
Intenduction:  senario

conclusion:  I THINK YOU SHOULD KAYAK TOO!!

Learning to Kayak - Grade 4

Key

- = falling in
- = stuck in the mud
- = almost got run over
- = how I learned



4a (grade 4 sample)

## Learning to Kayak

Imagine, the ocean spray tickling your ears. Your kayak sways in the fresh air. That's what I feel when I kayak. My friends take me with them to kayak. I watch and learn how to kayak by their movements. From learning how to kayak, I have had many adventures.

One time when I was kayaking with my friends...

"Which kayak do I get?" I asked to no one in particular. I walked over to the five kayaks tied to the dock. Supposing I was to ride with Saffron, I hopped in the double seated kayak. Saffron skipped over to me and tossed me my life jacket.

Soon everyone was settled and paddling swiftly. I was unfamiliar with the paddle, and as everyone else swished their paddle smoothly through the water, I clomped and hit the sides of the kayak. It was going fine until Saffron hit her paddle against mine. I dropped my paddle in the murky water and instantly realized what I had done. Frantically, I started reaching down and feeling around over when I had dropped the paddle. I rocked the boat so vigorously that the kayak tipped! I left the kayak and dove down for my paddle. Soon I needed some air and I swam to the surface. Saffron dove down for my

4b (grade 4 sample)

### Learning to Kayak - *continued*

paddle. I, meanwhile, flipped the kayak back right side up. Saffron rose, with paddle in hand, from the murky bottom and so we paddled on.

Another time I went kayaking involved a log. The log down the river reaches to about the middle of the river. It is old and rotting. With the current splashing against the log every once in a while, it would turn out that this log is extremely slippery. When we pulled our kayaks up to the logs, we tied them to part of the old, rotting trunk and climbed up to the end. We were all in a line -- Me, Saffron, Aiden, Susan, and Kalen.

“Jump!” Saffron shouted. I waited a second and was about to jump when Saffron leapt high into the air and made a big splash which made the log rock back and forth. I lost my balance and tumbled backwards in a summersault and sent the log rocking all over again. The next time I jumped, I jumped really far. I was swimming back when I heard a motor boat. I looked downstream. A big boat was speeding towards me! I freaked out and became a dog paddling freak. I swam for my life. That moment scared me so much. The boat never hit me and I am so glad!

I think everyone should kayak! It is a fun sport. There is no certain way to learn. I enjoy kayaking and I think you should too.