

Instructor Notes

Write to the Point: Reach Out

Pages 28–29

SECTION 3
COMMUNICATION

Background Note

Participants are asked to tell a story about a time when they reached out to a person they did not know. They write their story as an E-Journal entry and it is automatically saved to APOLLO for your review. Participants are provided with guiding questions to help spark their imagination, as well as a writing sample to provide structure to their writing.

Objectives

- Demonstrate knowledge of what it means to reach out to someone you do not know.

Instructor Preparation

Review *Write to the Point: Reach Out* on page 28 and the E-Journal writing sample that is presented as a model for the participants. Look over the “Heads Up” questions that help spark and guide the participants’ writing.

Materials

Computers; internet access; and the *Team Building Curriculum Guide*.

Instructional Procedures

- Remind participants that in *Break It Down: Reach Out*, they examined how the Crew “reached out” to Maria.
- Tell participants that they will now write a story about how they have reached out to someone they did not know.
- Review vocabulary such as “initiative,” “introvert” and “extrovert,” and encourage participants to use the vocabulary in their writing.
- Follow the directions on page 28 for *Write to the Point: Reach Out*.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Review with participants basic paragraph format. A paragraph should have one focus, begin with a topic sentence that indicates what the subject of the paragraph is, include two or three sentences that develop the subject of the paragraph and a concluding sentence that transitions into the next paragraph. For additional instructional materials, refer to www.thinkfinity.org, a website where you will find top-quality, online resources for literary instruction as well as other content areas.

Enrichment (optional)

Here are some suggested activities to extend participants’ knowledge:

Have participants proofread each other’s *Write to the Point* entry during a peer review session. Grouped in pairs, participants should provide constructive feedback to their partners. Encourage participants to provide specific examples of how to improve each other’s entries.

Assessment

Use the Write to the Point Scoring Guide on page 29 to measure participants’ writing levels. Give copies to the participants to review the criteria of good writing and how to self-evaluate their own writing skills.

Based on the knowledge demonstrated by participants in *Write to the Point: Reach Out*, you will be able to plan and facilitate instruction according to the needs of your participants.