

OODLES OF JOURNAL IDEAS

PEK051W

Over 800 Interesting Writing Prompts.

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Author: Ellen McPeek Glisan
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This creative and innovative teacher's manual, written by Ellen McPeek Glisan, is an excellent library of thought-provoking, instant writing assignments. It was designed to put multitudes of journal ideas at every teacher's fingertips to use with students of all ages. Sample topics include art, crime, dreams, famous people, goals, history, memories, relationships, TV, movies, and much more. Each broad topic lesson includes numerous suggestions to help students learn to write on these topics and more.

Objectives

- students will be able to write creatively on a daily basis on a wide variety of topics
- students will expand their thought processes beyond the current scope of their world
- students will learn to expound in a flowing manner when presented with a journal topic

More than 800 interesting writing prompts are covered in the following topics:

- Analogies, Animals, Art, Cause & Effect, Celebrations, Changes in Your World
- Comparison/Contrast, Crime, Current Events, Daily Records, Decisions and Consequences
- Directions, Dreams, Environmental Issues, Families, Famous People
- Farming, Fantasy, Fashion, Feelings, Food, Games, Gifts, Goals, History
- Hobbies, Holidays, Idioms, Illness, Leisure Time, Letters, Lists, Memories
- Misunderstandings/Problem Solving, Music, Mystery, Nature Neighbors
- Parties, Persuasion, Relationships, School, Science Fiction, Seasonal, Self Concept
- Spatial Relationships, Special Challenges, Sports, Statement & Support, Story Starters
- TV & Movies, Vacations, Values, Weather, When I Grow Up, You

Teaching suggestions include the following:

- Have the students do a journal activity every day.
- Encourage students to start all writing assignments with S.T.O.P.—Stop, Think, Outline, and Proceed. This method helps to ensure that a person will create a cohesive, complete, well-written piece.
- The topics include assignments designed for young students as well as adults. Assignments can be reworded to fit your particular group. Information has been provided in an Introduction Box at the beginning of each topic to read before assigning a writing assignment for that topic. The boxes provide some thoughts that teachers might want to share with students. For example, the Information Box on the topic Leisure Time is as follows:

“Leisure time is another way of saying free time. When you think of leisure time activities, you think of things you like to do. . . One person’s leisure time is another person’s work. One person’s leisure time is another person’s nightmare. There is no such thing as a standard for leisure time.”

Writing Exercises

- Make a list of 50 leisure time activities. Circle all those that might be part of someone’s job.
- Make a list of 50 leisure time activities. Circle all those that you have done.
- List the seasons that you experience where you live. For each season, try to come up with at least seven leisure time activities that are associated with that season.
- Complete this thought: This weekend, I...

Special Features

This book is extremely adaptable to any age range or capabilities. Assignments can be adjusted based on the group.

About the Author

Ellen McPeck Glisan has an M.S. in Learning Disabilities and started teaching in a cross-categorical classroom in a small rural Northern Illinois junior-senior high school. Writing complete programs that had a clear purpose in the lives of her students became her passion. She has created an entire line of School-to-Work materials for both regular and special education classrooms for children and adults.

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PEK 051

Oodles of
**JOURNAL
IDEAS**

By
Ellen McPeck Glisan



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INTRODUCTION

Oodles of Journal Ideas was designed to put multitudes of journal ideas at every teacher's fingertips. The book is organized by broad topics. Each broad topic is stretched in many ways and looked at from many angles.

OBJECTIVES

- Students will be able to write creatively on a daily basis on a wide variety of topics.
- Students will expand their thought processes beyond the current scope of their world.
- Students will learn to expound in a flowing manner when presented with a journal topic.

TEACHING SUGGESTIONS

- 1--If possible, have students do a journal activity everyday. Taking time out of each day to do some thinking and writing sharpens these skills to the point of immediate recall. No other type of assignment can ever sharpen these skills as effectively.
- 2--Have the students write the date and the assignment at the top of each journal page.
- 3--Encourage students to start all writing assignments, with **S.T.O.P.**--Stop, Think, Outline, Proceed. These outlines should be very short, margin scratchings as opposed to full-fledged outlines. The **S.T.O.P.** method helps to ensure that a person will create a cohesive, complete, well written piece. Works created without a starting plan such as **S.T.O.P.** tend to wander here and there and, at best, conclude in an unruly fashion and, at worst, never conclude at all.
- 4--Information has been provided in an Introduction Box at the beginning of each topic. Read these Information Boxes before assigning a writing assignment for that topic. The boxes provide some thoughts you might want to share with your students.
- 5--Adjust assignments based on your students. For example, if a list of 25 things is called for and you think your students can only come up with 10, change it to 10.
- 6--Sometimes, examples are given for clarification. As a rule, these are intended for the teacher rather than the students. This is because these examples are possible responses students might give and are intended to clarify the exact slant of the question so the teacher can better explain the assignment to the students. Use your judgment as to whether or not you will share these with your students.

- 7--The topics include assignments designed for young students as well as adults. Choose assignments that are appropriate for your students. If you want to use an assignment that does not appear to be a good fit for your students, reword it to make it more appropriate.
- 8--In the margins on each page, keep track of the dates you use each assignment and the group you use each with so you do not accidentally assign the same assignment twice to the same group of people.
- 9--Sometimes a topic will give you an idea that you particularly like. Make sure you add your ideas to the list in the book so you will remember it another time. A great idea that is forgotten is a sad loss.

Analogies

Introduction An analogy is the relationship between words. Typically, the first pair of words in an analogy is given to set the tone. Then, the first word of the second part is given and you are to provide the second word making sure that the two words in the second pair have the same relationship as the first pair. Examples: Down is to Up as Happy is to Sad. Wet:Water as Burn:Fire. The first two pairs are both opposites. The second two pairs both show cause and effect.

I will give you a finished pair and two unfinished pairs. You are to complete the unfinished pairs and create two more pairs. There are no correct and incorrect answers. However, all answers must be logical and you must be able to explain why they are logical.

1. Antonyms

In:Out

Black: _____

Tall: _____

2. Cause & Effect

Fall:Hurt

Lie Down: _____

Shop: _____

3. Solution for

Thirsty:Drink

Tired: _____

Sad: _____

4. Synonyms

Small:Little

Big: _____

Ill: _____

5. Smaller version of

Tree:Bush

City: _____

Man: _____

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Cause and Effect

Introduction	Being able to see and/or anticipate cause and effect relationships makes it easier to know what people around you are talking and thinking about.
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For today's journal assignment, you will be given either a cause or an effect. Identify which you are given and supply the other part.

Cause Given, Supply Effect

1. If I eat too much for dinner.....
2. If it is raining when I wake up
3. When I remember where I put the TV guide
4. When my friend Joe gets here
5. Since I missed my bus
6. because I wasn't there when she got home.
7. since I forgot to tape the show I wanted to watch.
8. because she is only five feet tall.
9. if I were five years older.
10. when I eat chocolate for lunch.

Cause Given, Supply Effect

11. If I will be late for class.
12. When I will know it is time to go.
13. Since the flowers I planted did not live.
14. Because I forgot to bring my lunch.

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Idioms

Introduction Idioms are local phrases that are often used and understood by only those familiar with them. They are often not understood by others because they do not mean what they literally say. Idioms add color and flavor to language. However, they often also add confusion.

1. Give both the literal and the intended meaning as well as a possible background explanation for each of the following idioms:

Never in a blue moon will I go with you.

Go fly a kite.

I'll believe that when the cows come home.

It's not over until the fat lady sings.

Pete was blue in the face when he saw Sally walk in.

We will either sink or swim when that report comes in.

2. List at least ten idioms you are familiar with. Use each in a sentence.
3. Why do you think idioms appear in our speech?
4. How do you feel if someone uses an idiom you don't understand? What do you do about it?
5. Why do you think people learning the English language have so much trouble when it comes to idioms?
6. Make up an idiom. Explain why you chose the idiom you have chosen and use it in a sentence.
7. Do you use idioms when you talk? Why or why not?
8. Write a short story about something you are going to do with some of your friends. Include at least ten sentences and use an idiom in each sentence.

Self Concept

Introduction Self concept is a measure of how well you like yourself. Contrary to what many people think, liking yourself is not just a measure of conceit or a form of bragging. It is a sign of good health. There is a saying: If you don't like yourself, who is going to like you? However, you can go overboard and get to liking yourself too much. There is a fine line between a healthy like of yourself and the level that is actually conceit. Self concepts can also be looked at as how you feel about your skills in certain areas. For example, the comment: "I get along well with people, but I'm not a good salesperson," shows a person who has a positive concept about their personal skills but a negative concept about their salesperson skills.

1. Make a list of ten things that it is difficult for you to talk about.
2. Write 20 words that describe YOU.
3. Choose one of the words below to fill in the blank as you give this directive to the students:

Would you make a good _____ ? Why or why not?

List of words for the blank

doctor	farmer
teacher	carpenter
salesperson	chauffeur
waitress	electrician
taxi driver	lawyer
clerk	secretary
factory worker	parent
friend	neighbor
co-worker	adoptive parent
counselor	advice columnist
dieter	marathon runner
spouse	

4. Complete this sentence. I am fun to be with because

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