

Character Based Literacy Program All Write
The Cay, Day 1

Name: _____
Date: _____

All Write

Read pages 289 and 290 of your *All Write* book

Student Activity: Short Answer.

1. What is the purpose behind *all* speaking? _____

2. What are the five speaking and listening skills that this chapter addresses?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
3. What kind of speech shows how to do something? _____
4. What kind of speech gives facts and details about a subject? _____
5. What kind of speech tries to convince listeners to agree with you about something? _____

In this unit, you will be writing and giving a persuasive speech. You will be convincing your audience that teenagers are can be responsible and show restraint in at least one aspect of their lives. For example, Phillip from *The Cay* might give a speech saying that a teenager should be able to make her or his own decision about evacuating in a time of war.

6. List three things that you think teens can handle responsibly in today's society.
 - a. _____
 - b. _____
 - c. _____

All Write

Read the section on page 290 of your *All Write* book about picking a topic for a speech.

Student Activity: Short Answer.

1. What three things should you consider when choosing a topic?
 - a. Choose: _____
 - b. Choose: _____
 - c. Choose: _____
2. What are possible topics?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
3. Thinking of yesterday's assignment, what do you think your persuasive speech topic will be? You can use the thesis statement:

"Teenagers should be able to _____

_____."

Character Based Literacy Program **All Write**
The Cay, Day 3

Name: _____
Date: _____

All Write

When you give a speech, you always want to make sure to use words correctly. If you speak well, your audience will be more likely to believe your argument. It never hurts to sound smarter!

Directions: Read the following excerpt from *The Cay*. Using pages 345-360 in your All Write book, decide if each underlined word is used correctly. If it is incorrect, cross it out and write the correct word above it.

A large won shot out of the water, skimmed toward us, and than slammed into the raft flooring. Timothy grabbed it, shouting happily. He rapped it's head with his knife handle and tossed it beneath the shelter. Soon another came aboard, not so large. Timothy grabbed it, to (37).

Character Based Literacy Program All Write
The Cay, Day 4

Name: _____
Date: _____

All Write

When you give a speech, you always want to make sure to use words correctly. If you speak well, your audience will be more likely to believe your argument. It never hurts to sound smarter!

Directions: Using pages 345-360 in your *All Write* book, read about the differences between each pair or group of similar words, and use each word correctly in a sentence.

1. Amount: _____

Number: _____

2. Beside: _____

Besides: _____

3. Bring: _____

Take: _____

4. Fewer: _____

Less: _____

5. Good: _____

Well: _____

6. Lay: _____

Lie: _____

7. Learn: _____

Teach: _____

8. Who: _____

Which: _____

That: _____

Character Based Literacy Program All Write
The Cay, Day 5

Name: _____
Date: _____

All Write

Read page 291 of *All Write* about gathering ideas and details, and answer the questions below.

Student Activity: Short Answer.

1. What are possible sources of information for a speech?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. Which of these sources do you think will be useful for your topic? _____

3. What other sources can you think of? _____

Begin research on your speech topic using as many sources as possible.

Character Based Literacy Program All Write
The Cay, Day 6

Name: _____
Date: _____

All Write

Read page 291 of *All Write* about interesting beginnings, and answer the questions below.

Student Activity: Short Answer.

1. List five good ways to begin your speech.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. Try to write a beginning to your speech. Use at least two of the above methods.

Character Based Literacy Program All Write
The Cay, Day 7

Name: _____
Date: _____

All Write

Read the section on putting your ideas in order on page 292 of your *All Write* book.

Student Activity: Short Answer and Fill in the Blank.

1. What are the steps for putting your ideas in order? _____

2. Write the _____ of your speech, word for word, on _____.
3. Put each new piece of _____ on a separate _____.
4. Lay the _____ out.
5. Take away the cards that contain information you _____ be using.
6. Move the remaining cards around until all the information is in the _____ order.
7. If you need more _____, do more _____ and write more _____.
8. Write your _____, word for word, on an _____.

Character Based Literacy Program All Write
The Cay, Day 8

Name: _____
Date: _____

All Write

Yesterday, you put ideas in order for your speech. Today, write down at least three main ideas supporting your thesis to include in your speech. If you're stuck, and can't come up with ideas, look back at your writing tasks from days 1, 2, and 6, all of which deal with teens being able to make choices in their lives.

Supporting Idea or Example #1:

Supporting Idea or Example #2:

Supporting Idea or Example #3:

Character Based Literacy Program All Write
The Cay, Day 9

Name: _____
Date: _____

All Write

On pages 325 and 326 in your *All Write* book, read about the correct use of the apostrophe.

Tomorrow, you're going to be writing your speech. As we've mentioned before, when you give a speech, you always want to make sure to use words correctly. If you speak well, your audience will be more likely to believe your argument. It never hurts to sound smarter!

Student Activity: Timothy, who never had the chance to go to school, speaks a different dialect of English than Phillip. Help him translate his conversation on page 71 for Phillip by writing the correct word or phrase above each underlined word below.

Timothy: Young bahss, we need sleepin' mats. You can make d'mats.

Phillip: You do it.

Timothy: D'best matmaker in Charlotte Amalie, downg in Frenchdown, b'total blin'.

Phillip: But he's a man, and he has to do that to make a living.

Timothy: B'true. D'palm mat is veree easy. Jus' ovah an' under...

Phillip: I tell you, I can't see.

Timothy: Take dis' han' hol' d'palm like dis; den ovah an' under, like d'mahn in Frenchtown; den more palm.

Like dis, I tell you. Ovah an' under...

Phillip: You ugly black man! I won't do it! You're stupid, you can't even spell!

Timothy: B'gettin' back to wark, my own self.

Character Based Literacy Program All Write
The Cay, Day 10

Name: _____
Date: _____

All Write

Student Activity: Use page 292 and 293 as a guide to write your speech on sample note cards. If you don't have note cards, cut out the square below and use those instead!

All Write

Read page 295 about giving a speech.

Student Activity: Fill in the Blank.

1. Below, list tips for giving a great speech!

- a. Stand _____ and _____.
- b. Speak _____ and _____.
- c. Look _____ as often as you can.
- d. Take your _____, and let your voice add _____ and _____ to your topic.
- e. Use your _____ in a planned way. Don't _____ your fingers or make any _____ movements with your hands.
- f. Keep your feet _____ on the floor. Don't _____ from side to side.
- g. Show _____ in your topic all the way through your speech.
Wait a few _____ after you are done before you _____.

Character Based Literacy Program All Write
The Cay, Day 12

Name: _____
Date: _____

All Write

Review pages 289-295 in your *All Write* book about speaking skills.

You are going to help your teacher create a rubric for a great speech. Together, you will use the rubric to evaluate your classmate's speeches.

Student Activity: Make a list of the ten most important qualities a good speech should include. To help you, the bullets are listed in categories.

Content

- 1.
- 2.
- 3.
- 4.

Organization

- 5.
- 6.
- 7.

Presentation

- 8.
- 9.
- 10.

Character Based Literacy Program All Write
The Cay, Day 13

Name: _____
Date: _____

All Write

Today, you will create a class rubric for the speeches with your teacher.

Take notes below on what the class decides will be the ten main criteria for a fantastic speech!

Content

- 1.
- 2.
- 3.
- 4.

Organization

- 5.
- 6.
- 7.

Presentation

- 8.
- 9.
- 10.

Character Based Literacy Program All Write
The Cay, Day 14

Name: _____
Date: _____

All Write

Read page 296 in your *All Write* about Becoming a Good Listener

Student Activity: Fill in the Blanks

1. Pay _____.
2. Look _____ the _____.
3. Take _____.
4. Be aware of the speaker's _____ of _____.
5. Note key _____.
6. Write down _____.
7. Ask _____.
8. _____ the talk.
9. In your opinion, what the most important part of being a good listener? _____

10. Which of the skills above do you personally need to improve most in order to become a great listener?

Character Based Literacy Program All Write
The Cay, Day 15

Name: _____
Date: _____

All Write

Now you're ready to listen to your classmate's speeches!

Use this page to take notes on their speech. You'll later use your notes to help your teacher assess their performances.

Student's name _____

Topic _____

Supporting details or stories

- _____
- _____
- _____
- _____
- _____

New vocabulary

- _____
- _____
- _____

My question is _____?

Summary of the speech
