

# Investigating Facts

A MULTISENSORY APPROACH  
TO REPORT WRITING



**PROGRAMME  
OVERVIEW**



**For Std. 4**

2024-2025

**A WERD Coach Youth Course Created by**

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A division of WERD Coach Limited, WERD Coach Youth is dedicated to supporting young writers and their instructors.

# TABLE OF CONTENTS

**1** Overview - p. 1

**2** About the Instructor - p. 5

**3** Lesson Categories - p. 6

**4** Note on Online Learning - p. 9

**5** Live Session Etiquette - p. 10

**6** Programme Outline - p. 12

**7** Curriculum Alignment - p. 15

**8** Tuition & Payment - p. 18

**9** Resources - p. 19





# PHILOSOPHY

**“An investment in knowledge pays  
the best interest.”**

*Benjamin Franklin*

# OVERVIEW

- Research shows that children learn best when they are engaged with their environment.
- This includes activities which are hands on, interactive, and fun.
- Learning about writing has not been traditionally taught in ways that engage learners in practical activities other than reading and writing. This programme changes things.



## A DIFFERENT APPROACH TO CREATIVE WRITING

This programme takes a multisensory approach to instruction as it exposes students to the principles of formal writing and SEA style reports through the use of scientific experiments, art, games, and engineering. It is, essentially, STREAM applied to learning about writing - Science, Technology, Reading, Engineering, Art, and Mathematics.

# OVERVIEW - 1

We interact with the world around us through our senses. Information is filtered through the things we see, hear, taste, touch, smell, and feel.

A multisensory approach to learning proposes that we retain more when we are taught using more than one sense during a lesson. It also acknowledges our emotive responses.

Focus is placed on engaging as many senses as possible at the same time.

A true multisensory lesson will engage students in a variety of ways to encourage understanding and retention. Students move and do and experience while they learn.



This approach targets the head, heart, and hand.

Lessons give students opportunities to interpret and produce material in ways that encourage critical and creative thinking, keen observation, and expression.

# OVERVIEW - 2

**Investigating Facts** is a three-part programme which guides students through an examination of report writing for SEA.

This course prepares students to use and maintain a formal tone, avoid opinions, engage in critical thinking, and present their ideas with the appropriate language.

Students build their vocabulary as they learn about how writers use words to create meaning and how readers interpret those words to gain understanding.

After going through the programme, participants will be able to identify the subtle differences between various types of reports and produce writing that goes beyond merely fulfilling requirements. Students also learn skills they can apply in other contexts.



## FOCUS ON THE FACTS

Reports are concise written accounts of what someone witnessed, heard, investigated, or did. Reports can focus on:

1. Incidents,
2. Accidents,
3. Activities,
4. Events,
5. and Competitions,
6. even Natural Disasters.



# OVERVIEW - 3

Each unit begins with an activity that gets students excited about what they're studying. These activities include drama, scientific experiments, games, visual arts, interaction with technology, and movement.

Lessons are designed to move each student from teacher-dependent knowledge toward independent learning strategies. The programme utilises the benefit of small groups for peer discussion, and grading, but also encourages self-monitoring.

One of the unique features of the course is the inclusion of a journal for extended activities and writing.

This strategy gives students critical understanding of how formal language works outside of classroom situations.



## Unique Features of the Course

- Detailed paragraph by paragraph analysis of report content.
- Early focus on skills for development of formal tone.
- Feedback and targeted practice materials for reinforcement.

# ABOUT THE INSTRUCTOR

*Shelley-Ann  
Edwards-Barran*



## **Personal Information**

Married, has two girls ages 12 & 17. Established WERD Coach Limited to support writers of all ages.

## **Relevant Education and Training**

B.A. English, B.Sc. Behavioral Science, Certificate in Interpersonal Communication  
M. S. M. Project Management

## **Experience and Skills**

Skilled as a Developmental Editor, Teacher Development Trainer, Creative Writing Instructor, Photographer, Graphic Artist, and Documentary Filmmaker (Scripting, Directing, Producing).

Former University Lecturer in Group Dynamics, English Composition, Communication in the Classroom, Interpersonal Communication, and English as a Second Language lecturer.

## **Philosophy**

Writing and learning about writing can be fun, and multisensory learning allows creative writing to be taught in an inclusive way, engaging students of diverse learning needs simultaneously.

# LESSON CATEGORIES



## Science & Engineering

Experiments will fall in this category because they include the application of scientific principles. All activities use materials that can be accessed at supermarkets, bookstores, and pharmacies. Students will be able to conduct most of the activities on their own, but parental supervision is required to ensure materials are handled appropriately. Experiments will be scheduled so parents can ensure their child has what's needed.

## Drawing & Art

One way to engage this aspect is to have students produce artwork that connects the experiment with the objective of the lesson. Here, the students are tapping into their creative and critical thinking to make their drawings. It is important that students produce as well as consume.



Engaging all the senses does not mean receiving information only. Students must always have the opportunity to create.

# LESSON CATEGORIES



## Drama & Movement

This is often the trickiest aspect of multisensory learning to engage in, especially with an online class.

However, students are able to use their whole bodies from time to time in reaction to specific activities. They may be asked to demonstrate what's going on in an experiment or play games such as charades.



## Rhythm & Sounds

When many people think of auditory learning, they think of hearing only and not the production of sound.

However, in true multisensory fashion, in our classes students will often be encouraged to create sound as well as observe and label it. They may be asked to make noises that would represent what's happening in an activity or explore words and phrases that can help them explain their ideas verbally. This develops their sensory vocabulary and vivid description.

# LESSON CATEGORIES

## Writing & Discussion

Since we are teaching about writing, students must also be able to put their experience into written words.



Knowing the vocabulary and expressions is phase one; phase two is using them effectively. Students will write in their notebooks as well as use interactive online platforms to access games and other learning materials.

## Consumers & Producers

At each stage of this process, students will be engaged both as consumers and producers. At the beginning of each lesson they will be provided most of the instruction, vocabulary, and a demonstration of skills, but as they progress through the lesson they will gradually move toward generating their own words, expressions, and writing. Our goal is for students to become independent learners and take responsibility for their learning.

At the end of the session, students will be including the words and phrases learnt, and the skills presented, to complete reports which fulfill requirements. Reinforcement will come through follow-up worksheets and activities.



# NOTE ON ONLINE LEARNING

All our classes are conducted online, with follow-up activities and assignments submitted through an online portal. While this may seem an impossible task, we have been able to keep students engaged by utilizing technology, managing time, and keeping classes small. Students get focused attention.

## PARENT & STAKEHOLDER INVOLVEMENT

For any system to work well, there must be continuous and open communication between instructors and a child's parent or guardian. It's important to ensure students complete follow-up activities in the days between classes, and revise their notes regularly.

We are here to help you navigate the process and support your child through their learning experience. All sessions are recorded and you will have access to review sessions until the end of the term. Please ensure that notes are taken and concepts documented.

Feel free to contact the instructor if you have any questions or concerns about the class. Communication will be primarily through WhatsApp and email, so ensure you provide a valid email address and contact number when registering for our programmes.



# LIVE SESSION ETIQUETTE

In an effort to ensure that live sessions are pleasant and productive for all involved, please pay attention to the following recommendations and guidelines.

## **#1 - Cameras On**

As far as possible, please have cameras on during sessions, especially on days with activities and experiments. Students will need to sit at a desk or table which would allow for writing. As such, please avoid using beds and bedrooms during sessions.

## **#2 - Appropriate Attire**

While students can dress comfortably, attire should not include sleeveless shirts, vests, or strapless tops. Consider this a "dress down" day at school and adhere to protocol for classroom attire.

## **#3 - Microphones on Mute**

Microphones should remain on mute unless the student is responding to a question. When finished speaking, students should return the microphone to mute. If there is background noise during class, students may type responses in the Zoom chat.



# LIVE SESSION ETIQUETTE

Guidelines continued...

## **#4 - Interactions and Answering Questions**

Sessions are interactive, so expect to share ideas and answer questions. Students can raise hands or politely interrupt the instructor to give their input or ask questions.

## **#5 - Interruptions and Prompts from Parents**

While parents and guardians can feel free to observe live class sessions, please respect the teacher-student relationship by not interrupting class sessions to ask questions, prompt student responses, or scold students for not responding as expected.

It is important that students respond on their own and have an authentic experience in class.

NOTE: All assignments should be completed in a timely manner.





# STRATEGY

**Develop a passion for learning. If you do, you will never cease to grow.**

*Anthony J. D'Angelo*



# PROGRAMME OUTLINE

Investigating Facts is a three-part programme that runs for three terms. It is ideal for standard 4 students. There are 12 live and interactive sessions plus online assignments in terms 1 and 2.

Term 3 has 10 sessions focused on writing and feedback.

## INVESTIGATING FACTS PART 1 - SEPT. TO DEC.

- Session 1 - Sept. 12 - Definition and Purpose of Report Writing
- Session 2 - Sept. 19 - Five Types of Reports (Plus a variation)
- Session 3 - Sept. 26 - The Five Paragraph Report Structure
- Session 4 - Oct. 3 - Analysing Prompts, Planning Practice
- Session 5 - Oct. 10 - Deciding on Content for Different Reports
- Session 6 - Oct. 17 - Focusing on Facts & Avoiding Opinions
- Session 7 - Oct. 24 - Understanding Formal Tone in Reports
- Session 8 - Nov. 7 - Writing the 3-Sentence Introduction
- Session 9 - Nov. 14 - Reporting What Others Say
- Session 10 - Nov. 21 - Transitions for Paragraph 2
- Session 11 - Nov. 28 - One on One Sessions
- Session 12 - Dec. 5 - Combining Paragraphs 1 and 2



# PROGRAMME OUTLINE

Live sessions generally run for an hour, and the assignments often take 30 minutes to an hour to complete. If students take longer than that, please let the class teacher know so follow-up can be done so students can develop competence and agility.

## INVESTIGATING FACTS PART 2 - JAN. TO APR.

- Session 1 - Jan. 16 - SEA Report Checklist, Review Structure
- Session 2 - Jan. 23 - Passive Voice in Report Writing
- Session 3 - Jan. 30 - Content & Transitions for Paragraph 3
- Session 4 - Feb. 6 - Writing Paragraph 3
- Session 5 - Feb. 13 - Past Tense & Other Grammar
- Session 6 - Feb. 20 - Content & Transitions for Paragraph 3
- Session 7 - Feb. 27 - Writing Paragraph 4
- Session 8 - Mar. 6 - Commas & Other Punctuation
- Session 9 - Mar. 13 - Content & Transitions for Paragraph 5
- Session 10 - Mar. 20 - Writing Paragraph 5
- Session 11 - Mar. 27 - One on One Sessions
- Session 12 - Apr. 3 - Analysing & Rewriting a Report



# PROGRAMME OUTLINE

A checklist with materials and ingredients for activities and experiments will be provided at the beginning of each term and reminders will also be sent. If a student doesn't do one of the activities, that's ok, but it's always more fun when they do.

## INVESTIGATING FACTS PART 3 - APR. TO JULY

- Session 1 - May 1 - Strategies for Revision and Editing
- Session 2 - May 8 - Analysing Incident Reports
- Session 3 - May 15 - Analysing Accident Reports
- Session 4 - May 22 - Timed Writing of an Incident or Accident
- Session 5 - May 29 - Analysing Activity Reports
- Session 6 - June 5 - Analysing Event Reports
- Session 7 - June 12 - Timed Writing of an Activity or Event
- Session 8 - June 26 - Analysing Competition Reports
- Session 9 - July 3 - One on One Sessions
- Session 10 - July 10 - Timed Writing from Selected Prompts



# CURRICULUM ALIGNMENT

This program covers several items in the ELA Curriculum for Standards 4 and 5, particularly in the areas outlined below.

## Reading

- Read texts with purpose and understanding.
- Apply reading comprehension skills and strategies explicitly taught, to make meaning.

## Writing

- Demonstrate knowledge of the process approach to expository writing.
- Understand the appropriate use of different types of vocabulary in context.
- Develop explicit, conscious understanding of the differences between English Creole and Standard English in writing

## Oral Communication

- Use listening and speaking as tools to construct and clarify meaning and solve problems.
- Demonstrate the ability to evaluate and assess different types of messages.



# CURRICULUM ALIGNMENT

**Curriculum Alignment  
continued . . .**

## **Literary Appreciation**

- Gain deeper understanding of the world in general through literature.
- Respond with delight to literature through language and critical literacy.

## **Media and Information Literacy**

- Demonstrate competence in gaining messages as an independent consumer of media texts.



# TUITION & PAYMENT

Investigating Facts for Standard 4 students presents writing in a fun and interactive way that engages multisensory teaching strategies for effective learning.

Course materials are included.

## **Term 1 - \$990**

- Printed Investigating Facts Textbook
- Printed Investigating Facts Practice Booklet
- Printed Investigating Facts Guided Writing Journal
- Class sessions are recorded and made available for the entire academic year
- Online access to digital course materials
- Interactive online games

## **Term 2 - \$990**

- Class sessions are recorded and made available for the entire academic year
- Online access to digital course materials
- Interactive online games

## **Term 2 - \$990**

- 11 Digital Booklets - 5 Reports Challenge
- Class sessions are recorded and made available for the entire academic year
- Online access to digital course materials
- Interactive online games

Online bank transfer is the preferred form of payment. Credit Card processing through WiPay is also available if needed. For more information on payment and details on available payment plans, please WhatsApp 717-4993



# RESOURCES

**Worksheets and other resources are being uploaded to our website regularly, so please visit our store often.**

<https://werdcoach.com/resources/>

**We've added a page with interactive online games for students to review their knowledge of report writing, narrative writing, comprehension, grammar, and vocabulary.**

<https://werdcoach.com/interactive-games/>

**Feel free to follow our Journey to SEA series for insight into the SEA process and guidelines on how you can support your child's learning at home.**

<https://werdcoach.com/journey-to-sea/>



# TELEPHONE, WEBSITE, EMAIL, & FACEBOOK

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