

# Day 1: Induction Institute

## Learning Outcomes

### Participants will:

- understand the importance of building community in Writing Workshop;
- understand the foundations of Writing Workshop: daily structure, tone, writing process, Architecture of the Minilesson, Read Alouds, notebooks;
- experience the process of storytelling and collecting notebook entries as a writer and understand the process as a teacher of writing

## Possible agenda

Whole group welcome and opening comments	30 min
Welcome and overview	15 min
Survey: building community	25 min
The tone of Writing Workshop	40 min
What does this look like in your classroom?	10 min
The role of Read Alouds	15 min
Read Aloud	15 min
Introduction to the structure of Writing Workshop and the writing process	10 min
Writing Workshop 1: storytelling	40 min
Writing Workshop debrief	20 min
What does this look like in your classroom?	10 min
* Morning break where appropriate	
Lunch	45 min
Introduction to notebooks	15 min
Writing Workshop 2: collecting entries	40 min
Writing Workshop debrief	20 min
What does this look like in your classroom?	10 min
What Writing Workshop is and isn't	10 min
Homework and closure	10 min

**Activity:** Welcome, introductions and induction overview  
**Purpose:** Building community and giving an overview of Induction

**Approx time:** 15 min

**Facilitation:**

- Facilitators introduce themselves and welcome participants
- Describe structure of Induction Institute and seminars.
- Emphasize dual learning roles (two hats): 1) as an adult student of writing, participating in Writing Workshop (Writing notebook) and 2) as a teacher of writing (Teaching notebook), learning how to teach Writing Workshop
- Acknowledge the many levels of learning of the participants
- Establish group norms (if appropriate)
- Share the day's agenda

**Activity:** Survey  
**Purpose:** Building community within the Institute as a model for building classroom community

**Approx time:** 25 min

**Facilitation:**

- Introduce the Find someone who... survey and briefly explain its purpose in building community and helping us get to know each other as writers
- Think Aloud, modeling how to fill out a few squares of the survey
- Tell participants to move around the room and find colleagues to help them fill out the survey as a “tea/cocktail party” activity
- Lead sharing of a few descriptors from the survey. Participants introduce someone and say what they learned about them

**Activity:** Professional reading on building community in Writing Workshop  
**Purpose:** Understanding the importance of setting the tone and building community

**Approx time:** 40 min

**Facilitation:**

- Introduce a professional text on building community in Writing Workshop
- Ask participants to read the text noting the key ideas around setting the tone and building community
- Table groups discuss the text and each create a chart on Community
- Groups hang their charts for others to see as the facilitator points out key ideas
- Participants write a reflection on community in their Teaching Notebooks (optional)

**Activity:** What does this look like in your classroom?  
**Purpose:** Sharing rituals and routines that promote tone and community at the participants' grade level

**Approx time:** 10 min

**Facilitation:**

- Exemplar Teacher uses specific examples and artifacts to show what rituals and routines are developed to promote tone and community in her classroom at this stage of the year

**Activity:** The role of Read Aloud  
**Purpose:** Explaining the role of Read Aloud in Writing Workshop

**Approx time:** 15 min

**Facilitation:**

- Tell participants about the importance of Read Aloud:
  - to build community
  - to expose writers to different language patterns,
  - to embrace different genres etc.
  - how we incorporate Read Alouds throughout the school day
  - how we respond to Read Alouds as readers during reading time
  - how we respond to Read Alouds as writers during Writing Workshop

**Activity:** Read Aloud  
**Purpose:** Appreciating the concept of living life like a writer

**Approx time:** 15 min

**Facilitation:**

- Introduce the Read Aloud, sharing that it was chosen with the purpose of supporting the idea of living the life of a writer. Explain what the “writerly” life means: Writers live their lives by paying attention to the world around them
  - Share the importance of teachers’ own writing
  - Read the book aloud, asking participants to listen for ways the character is living the life of a writer
  - Partner share: How does this book support the writerly life?
  - Brief whole group share

**Activity:** Introduction to the structure of Writing Workshop and the writing process as key ideas  
**Purpose:** Understanding Writing Workshop

**Approx time:** 10 min

**Facilitation:**

- Using a chart, give an overview of the structure of Writing Workshop: minilesson – work time/conferring – share
- Using a chart give an overview of the writing process
- Assure participants that their understanding of these ideas will develop through experiencing Workshop and writing their own pieces

**Activity:** Writing Workshop – Minilesson: One way writers get ideas is through sharing the stories of their lives  
**Purpose:** Participating in Writing Workshop to understand its structure and how sharing stories with fellow writers generates ideas to write about

**Approx time:** 40 min

**Facilitation:**

- Following the Architecture of a Minilesson, models telling a story (See Appendix VII)
- Participants orally share their stories in small groups. Facilitators listen in and invite two groups to share the topics of their stories
- Two pre-selected small groups share the topics of their stories e.g. family story, pet story
- To summarize the purpose of the lesson, facilitator shows a pre-made chart Ways that writers get ideas to write about: *storytelling*

**Activity:** Writing Workshop debrief  
**Purpose:** Clarifying participants' understanding of Workshop structure and the Architecture of a Miniesson

**Approx time:** 20 min

- Facilitation:**
- Refer to the Structure chart again to illustrate the parts of the Workshop just experienced .
  - Share how the teacher decided on the minilesson teaching point and how to teach it
  
  - Refer to the Writing Process chart, pointing out that getting ideas is the first stage of the process
  
  - Introduce the Architecture of a Miniesson as shown on a chart, explaining the purpose and rationale of each component of the Architecture
  - Participants Turn and Talk about the Architecture and facilitator answers questions
  - Point out the role of the teacher during Work Time
  - Begin chart: Different Ways to Share *preselected volunteers*

**Activity:** What does this look like in your classroom?  
**Purpose:** Clarifying what storytelling looks like at the participants' grade level

**Approx time:** 10 min

- Facilitation:**
- Exemplar Teacher uses specific examples and artifacts to show what telling the stories of our lives might look like at her grade level at this stage of the year

**Activity:** Introduction to notebooks  
**Purpose:** Understanding the purpose of Writing Notebooks by keeping one

**Approx time:** 15 min

**Facilitation:**

- Introduction to notebooks: what they are (a tool in which writers collect their ideas etc.) and what they aren't (journal etc.)
- Facilitators share their notebooks showing ways in which they get ideas e.g. observations, dreams, overheard conversations, memories
- Add to chart: Ways that writers get ideas to write about

**Activity:** Writing Workshop – Miniesson: remembering significant moments in our lives

**Purpose:** Participating in Writing Workshop to understand its structure and beginning to collect entries in a writing notebook

**Approx time:** 40 min

**Facilitation:**

- Following the Architecture of a Miniesson, facilitator models using a graphic organizer such as a lifeline or a Heart Map to remember significant moments in our lives
- Participants “try-it”, creating their own graphic organizer in their writing notebooks
- Facilitators confer with teacher-writers
- Facilitators select a few conferees to share as a way of reminding writers that they have many significant moments in their lives to write about

**Activity:** Writing Workshop debrief  
**Purpose:** Clarifying participants understanding of Workshop structure and the Architecture of a Minilesson

**Approx time:** 20 min

- Facilitation:**
- Refer to the Structure chart again to illustrate the parts of the Workshop just experienced
  - Share how the teacher decided on the minilesson teaching point and how to teach it
  
  - Refer to the Writing Process chart, pointing out that getting ideas is the first stage of the process
  
  - Refer to the Architecture as shown on a chart, reiterating the purpose and rationale of each component of the Architecture
  - Participants Turn and Talk about the minilesson
  
  - Point out that the teacher confers while the students write during Work Time. Give a brief overview of conferences as conversations in which we learn about writers in order to inform teaching decisions
  
  - Add to chart: Different Ways to Share *sharing with a partner*

**Activity:** What does this look like in your classroom?  
**Purpose:** Clarifying what launching notebooks or writing folders looks like at the participants' grade level

**Approx time:** 10 min

- Facilitation:**
- Exemplar Teacher uses specific examples and artifacts to show what launching notebooks or folders might look like at this grade level at this stage of the year

**Activity:** Recapping the day's learning and sharing information about reading and skills instruction in relation to Writing Workshop

**Purpose:** Clarifying what Writing Workshop is and isn't

**Approx time:** 10 min

**Facilitation:** • Facilitator recaps the day's learning

- Facilitator and exemplar teacher discuss the need for a separate Skills Block and explain how reading instruction complements Writing Workshop

**Activity:** Closure and homework

**Purpose:** Reflecting on the day's learning and giving homework

**Approx time:** 15 min

**Facilitation:** • Ask participants to write a reflection on their day

• Homework:

1. Write at least three notebook entries
2. Read a relevant chapter from the selected professional text
3. Decorate notebook if desired

## Appendices for Day 1

- I. Suggested Read Alouds: living the life of a writer
- II. Suggested professional readings
- III. Survey: Find someone who...
- IV. Writing Workshop “pie” structure
- V. Architecture of a Minilesson template
- VI. Writing process graphic
- VII. Sample minilesson 1: One way writers get ideas is through sharing the stories of their lives  
Sample minilesson 2: Remembering significant moments in our lives