

Day 3: Induction Institute

Learning Outcomes

Participants will:

- preview the Living the Life of a Writer unit of study;
- understand the foundations of Writing Workshop: partner talk, conferences, daily structure, Architecture of the Minilesson;
- experience the process of choosing a topic and developing the idea as a writer and understand the process as a teacher of writing;
- understand how the workshop model supports differentiated instruction to meet students' linguistic and academic needs

Possible agenda

Welcome and overview	10 min
Read Aloud	15 min
Writing Workshop 5: choosing a topic	30 min
Writing Workshop debrief	30 min
What does this look like in your classroom?	15 min
Writing Workshop 6: gathering entries around a topic	45 min
Writing Workshop debrief	30 min
What does this look like in your classroom?	20 min

* Morning break where appropriate

Lunch

Units of study: Living the Life of a Writer	30 min
Differentiation in Writing Workshop	30 min
ECRW information	10 min
Celebration	30 min
Homework and Evaluations	10 min

Activity: Welcome and overview of the day
Purpose: Building community

Approx time: 10 min

- Facilitation:**
- Welcome participants
 - Ask participants to Turn and Talk about yesterday's learning and homework
 - Invite participants to share how re-reading their notebooks helped generate more entries
 - Invite participants to write their questions on sticky notes and post them on a "Parking Lot" chart to be addressed throughout the day
 - Briefly describe the day's agenda and objectives

Activity: Read Aloud
Purpose: Using a Read Aloud to spark ideas for writing

Approx time: 15 min

- Facilitation:**
- Read Aloud a book that may spark ideas for writing
 - Invite participants to listen and then turn and talk to a partner about any ideas the book inspired them to write about
 - Facilitator explains that this is another way of using a Touchstone Text and reiterates the importance of giving students many opportunities throughout the day to talk about books

Activity: Writing Workshop – Miniesson: Choosing a topic
Purpose: Participating in Writing Workshop to deepen our understanding of mini-lesson design, experience choosing a topic and conferring

Approx time: 30 min

- Facilitation:**
- Following the Architecture of a Miniesson, facilitator models one way to choose a topic
 - Facilitator plans for an Active Involvement in the miniesson

 - Participants “try-it”, choosing their own topic
 - Facilitators confer with teacher-writers

 - “Popcorn” share topics

Activity: Writing Workshop debrief
Purpose: Deepening participants’ understanding of choosing a topic; Active Involvement and end of Workshop Share as ways of increasing opportunities for talk in Workshop

Approx time: 30 min

- Facilitation:**
- Refer to the Writing Process chart, pointing out where the participants are in the process
 - Share how the teacher decided on the miniesson teaching point and how to teach it
 - Discuss other strategies for selecting a topic
 - Review purpose and types of Active Involvement
 - Review purpose and types of Share: Add to Different Ways to Share chart: *popcorn share*
 - Facilitators emphasize the role of talk during Active Involvement and Share time. Talk during independent work time will be discussed on Day 7

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

Approx time: 15 min

Facilitation:

- Exemplar Teacher uses specific examples and artifacts to show what choosing a topic might look like at this grade level
- Discuss purposes and types of Active Involvement and ways to share at this grade level

Activity: Writing Workshop - Mini-lesson: Gathering entries around a topic
Purpose: Participating in Writing Workshop to understand mini-lesson design, gathering entries around a topic and conferring

Approx time: 45 min

Facilitation:

- Following the Architecture of a Minilesson, facilitator models one strategy for gathering around a topic e.g. re-reading the entry or entries relating to the chosen topic, thinking, “What more do I want to say about this topic?”, then freewriting from those ideas or facilitators model talking to a partner
- Participants “try-it”, generating an entry around their topic
- Facilitators confer with teacher-writers
- Participants share their ideas and writing with a partner or in a small group

Activity: Writing Workshop debrief
Purpose: Understanding the writing process: different ways to gather around a topic and the structure of a conference

Approx time: 30 min

- Facilitation:**
- Refer to the Writing Process chart, pointing out where the participants are in the process
 - Share how the teacher decided on the minilesson teaching point and how to teach it
 - Add to Different Ways to Share chart: *partner or small group share about the content of writing*
 - Show pre-made chart The Structure of a Conference: *compliment, research, decide, teach* and tell rationale for each part
 - Invite conferees to share how the conference supported them as writers
 - Facilitator points out that the conference structure makes the conference more purposeful

Activity: What does this look like in your classroom?
Purpose: Clarifying what gathering around a topic looks like at the participants' grade level

Approx time: 20 min

- Facilitation:**
- Exemplar Teacher uses specific examples and artifacts to show what gathering around a topic and conferring might look like at this grade level

Activity: Revisiting the concept of units of study, focusing on the Living the Life of a Writer unit
Purpose: Thinking about launching Writing Workshop using Living the Life of a Writer

Approx time: 30 min

Facilitation:

- Walk the participants through the Living the Life of a Writer unit, reviewing the Introduction (read for homework), highlighting the structure of the unit and showing the lessons experienced during the Institute
- Facilitator responds to questions

Activity: Discussing differentiation in workshop: supporting the needs of all students
Purpose: Understanding how Workshop supports students' linguistic and academic needs and interests

Approx time: 30 min

Facilitation:

- Facilitators give an overview of the concept of differentiation in the context of Workshop
- Give participants time to read a professional article on this subject (see suggested articles in Appendix II), asking them to think about how Workshop will support their students' linguistic and academic needs and interests
- Participants turn and talk
- Facilitate whole group discussion

Activity: ECRW information
Purpose: Giving information about ECRW opportunities and requirements

Approx time: 10 min

Facilitation:

- www.noycefdn.org - on-line resources
- Induction seminars - calendar, location, share 8 day Induction overview
- Brief explanation of portfolio requirements

Activity: Celebrating our learning!
Purpose: Providing participants an opportunity to celebrate their learning

Approx time: 30 min

Facilitation:

- Facilitator reviews the ideas covered during the Institute and asks participants to write a reflection on their learning in their Teaching Notebooks
- Participants each share one “aha!” whole group as a way to celebrate the group’s learning

Activity: Homework and evaluations
Purpose: Giving homework and evaluations

Approx time: 10 min

Facilitation:

- Homework:
 1. Continue to gather entries around their topic
 2. Launch Writing Workshop using the Living the Life of A Writer unit of study
- Ask participants to complete evaluations

Appendices for Day 3

- I. Suggested Read Alouds: sparking ideas for writing
- II. Suggested professional reading on differentiation
- III. Sample minilesson 5: Choosing a topic
Sample minilesson 6: Gathering entries around a topic: re-reading and free writing
- IV. Strategies for gathering around a topic