

# Welcome!

***August 7, 2012 NAD Convention!***

**Title:** Writing Workshop Mini-Lessons-the Easy Way to Teach Writing!

**Time:** Breakout Session 431, 11:15am-12:30pm,

**Room Name:** Bayou A



## Writing Tool Kit

Support for the Pathways Writing Workshop

# 1. Introductions:

- Krystal Bishop, Professor of Education
  - *Southern Adventist University*
  - *Southern Union Conference*



- Janelle Boothby, K-4 Teacher
  - *Gobles Junior Academy*
  - *Michigan Conference*



- Peggy Dyke, Principal and 5-8 Teacher
  - *Cypress Bend Adventist Elementary School*
  - *Southwestern Conference*



- Dayna Hammel, 3-6 Teacher
  - *South Side Christian School*
  - *Alberta Conference*



- Tracey Jamieson, 7-10 Teacher, Learning Asst.
  - *South Side Christian School*
  - *Alberta Conference*



- Michelle Adams, Kindergarten Teacher
  - *OAKS School*
  - *Georgia-Cumberland Conference*



## 2.Overview

Where are you?



I hate writing

I write when I  
have to

I love writing

Where is your teaching of writing?

# This Seminar focuses on:

## The Writing Tool Kit

### The Instructional component of the WRITING WORKSHOP

- Opening

- MINI-LESSONS:

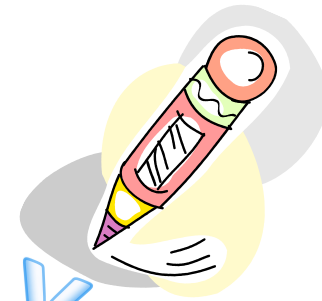
- Connect
    - Explore
    - Practice

- Sustained Writing

- Apply
  - Conferencing

- Closing

- Share
  - Reflection



You asked for it!



# 3. The Story



## Writing Tool Kit

### Mini-Lessons for Pathways Writing Workshop

Seventh-day Adventist, North American Division Office of Education 2012

# The Right tool for the Write job!







# Grammar: Nouns

**Objectives:**

- Understand the concept of nouns
- Identify nouns in a sentence
- Classify nouns as concrete or abstract
- Use nouns in a sentence

**Prerequisite:**

- Understanding of basic grammar concepts
- Ability to read and write

**Activities:**

- Brainstorming session on nouns
- Group work to identify nouns in a text
- Role play using nouns

**Assessment:**

- Quiz on nouns
- Writing task using nouns

**Resources:**

- Grammar book
- Worksheet

**Notes:**

- Nouns are words that name a person, place, thing, or idea.
- Concrete nouns are things that can be seen or touched.
- Abstract nouns are things that cannot be seen or touched.

## Grammar: Nouns

**Explore**

"Abstract nouns" name a quality or an idea, such as love, power and kindness. These nouns give a name to an emotion, idea, or ideal. They have no physical existence. Sometimes they are hard to explain because we do not directly experience them. Let's brainstorm a list of abstract nouns. Let's brainstorm a list of abstract nouns. Let's brainstorm a list of abstract nouns.

**Practice**

Working with a partner and colored markers or highlighters, highlight all the nouns previously underlined in Psalm 23. Use blue for people, yellow for ideas, green for places, and pink for things. They belong to the category of an abstract noun.

# The Writing Tool Kit



1. Resource folders
2. Mini-Lessons
  - Procedures
  - Writing process
  - Author's craft
  - Grammar
  - Editing/conventions
  - Genres
3. Blank templates

MARTIN

# 4. Stories from the Classroom

- Janelle Boothby
- Michelle Adams
- Dayna Hammel



# Writing Workshop TOOLKIT

Webinar: Feb. 7, 2012



*"A writing workshop, like a basement workshop, is a place for puttering about, as well as for constructing and fixing things." (Alan Ziegler)*

## Description of Writing Workshop:

Writing Workshop gives students a planned time to creatively

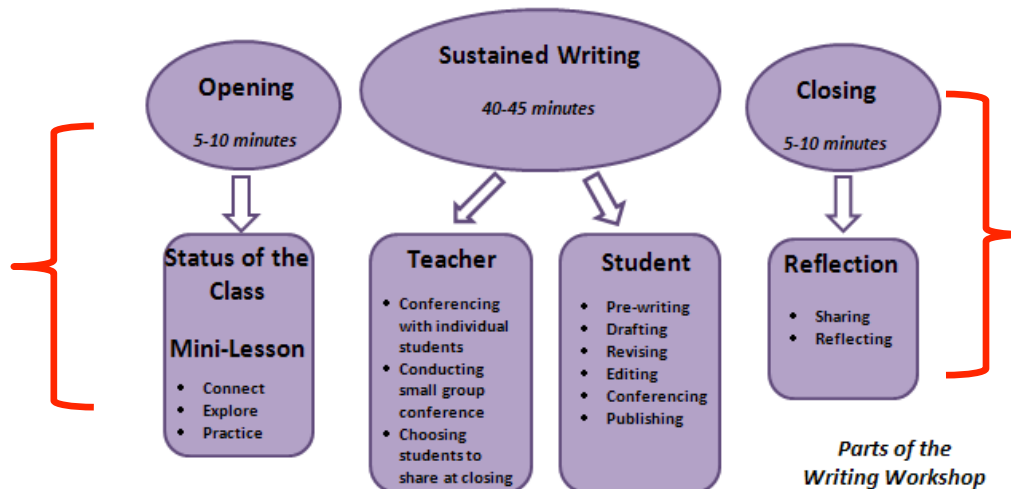
## Mini-Lesson Toolkit:

The Writing Tool Kit is a collection of ready-to-use sample

What is a  
Writing  
Workshop?

# 5. Writing Workshop Overview

- Apply: students use the skill in authentic writing
  - Share: an opportunity for students to "publish"
3. Blank mini-lesson templates:
- These allow each teacher to add to their collection of mini-lessons.



*Parts of the  
Writing Workshop*

The scheduling guidelines for Pathways, found in the *Teacher Manuals*, provide a baseline guide for incorporating Writing Workshop into the daily schedule.



# Writing Workshop TOOLKIT

Webinar: Feb. 7, 2012



"A writing workshop, like a basement workshop, is a place for puttering about, as well as for constructing and fixing things." (Alan Ziegler)

## Description of Writing Workshop:

Writing Workshop gives students a planned time to creatively express themselves through the writing process. Writing Workshop is a daily period of time committed to the process of writing. It begins with whole class explicit teaching (mini-lesson), followed by time in which students either write or participate in peer or teacher conferencing. The teacher provides support through small group guided lessons and/or individual or small group conferencing. Writer's Workshop usually ends with time for students to share and/or reflect.

## Structure of Mini-Lesson:

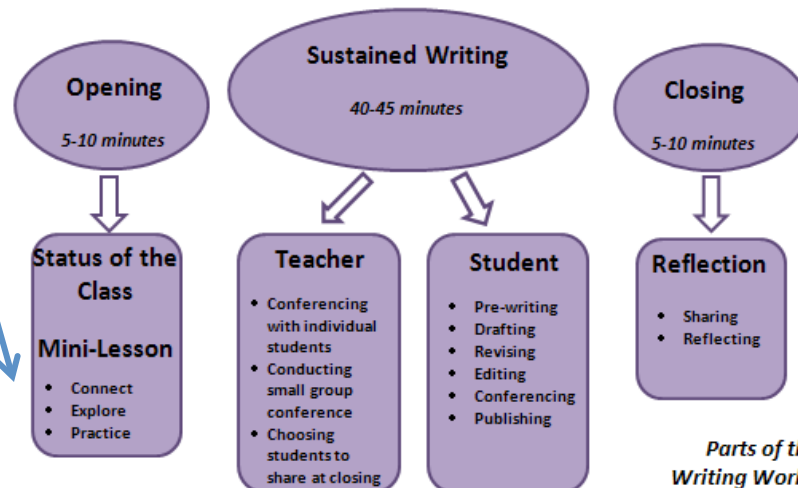
- Connect: something meaningful to connect students to writers and the writing process
- Explore: focus on one skill or strategy
- Practice: all students write using an activity that focuses on the skill
- Apply: students use the skill in authentic writing
- Share: an opportunity for students to "publish"

## Mini-Lesson Toolkit:

The Writing Tool Kit is a collection of ready-to-use sample mini-lessons to help teachers provide instruction in Writing Workshop.

The Tool Kit contains the following:

1. Resource folders:
  - Overview of Writing Workshop
  - Conferencing
  - Assessment
2. Mini-Lesson folders arranged in the following categories:
  - Procedures
  - Writing Process
  - Author's Craft
  - Grammar
  - Editing/Conventions
  - Genres
3. Blank mini-lesson templates:
  - These allow each teacher to add to their collection of mini-lessons.



Parts of the  
Writing Workshop

Please note:

-Connect  
-Explore  
-Practice

# What does it look like?

- Many students ask, “What should I write?”
- Review of the Mini-lesson on “Leads.”



Reference to the National Common Core or state/provincial Standards

Connection to the Pathways Curriculum

Ideas of other Mini-lessons that the teacher might want to write.

# Author's Craft: Leads



Authors: Janelle Boothby and Tracey Jamieson

## Standards:

- Choose words and phrases to convey ideas precisely. (*Common Core L.4.3a*)
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (*Common Core W.4.3a*)

## Pathways Cross-References:

- *Teacher Manual*, Gr. 1 & 2, "Beginnings," p. 251, "Group Sharing," p. 253
- *Teacher Manual*, Gr. 3+, "Beginnings," p. 157, Blackline 7
- Grade 5, Theme 8 (see DLG p. 36)

## Recommended Materials:

- Sticky notes (3 colors)
- Examples of strong leads (i.e., *Cactus Hotel*, *A Family Apart*, *Summer of the Shark*, *Esperanza Rising*, *Taught by a Tiger*, *Days of Terror*, *David Livingstone*)

## Suggestions for Additional Mini-lessons:

- Types of leads
- Word Choice

Materials that will be of benefit for this lesson

Disclaimer on every lesson! The best way to use this tool is sharpen it!

*Please note: This Mini-Lesson is intended to serve as a guide to assist teachers in creating their own instruction for the Writing Workshop. While a script is provided, it should not be read without personal adaptation.*



## Types of Leads

- Describe an Action--something that leaves your reader thinking.
- State a strong feeling or opinion that leaves an image (typical) for your reader.
- Ask a question that evokes a reaction.

BACK PAGE:  
-black line master  
-example  
-assessment

## Steps to Great Leads

- ✓ My lead sets the direction for my writing.
- ✓ I have used specific word choices.
- ✓ I have included at least two details in my writing.
- ✓ I have written two or more leads to see which one I like best.
- ✓ I believe my lead paints a picture for my reader.
- ✓ I have read my lead to a friend.

FORMAT:  
File folder to hold  
teacher's notes and  
student exemplars



## 3 Strands

- K-2
- 3-5
- 6-8

*Notice: Built in D.I.*

## CONNECT

- introduction
- pre-lesson
- hook (say)

## EXPLORE

- mini-lesson
- instruction
- look (see)

Craft: Leads

## Connect

## Explore

## Practice

K-2

carefully because they know this is their first chance to get their readers' attention. They want the reader to finish the book. Today we are going to look at the way authors start stories.

The beginning of a story is called a lead because it leads you to the rest of the story. As I read the lead of this story [each story], I want you to notice how it begins. What words does the author choose? Was the lead interesting to you? Does it make you want to hear the rest of the story?

[Teacher note: If doing more than one, have the students tell which was their favorite lead and why.] Thinking back to the leads I just read, with your partner, tell each other what you liked about the beginning. What made you want to keep listening? What in the beginning of the story helped you know that?

3-5

"In the beginning, God created the Heaven and the Earth." What a great way to begin! Good beginnings don't just happen, they are planned. Writers want to "grab" our attention as readers so that they lead us to want to continue reading. Writers choose the kind of "lead" carefully.

[Teacher chooses books with three different types of leads. Teacher writes the three types of leads on the board as described.] A few ways writers grab our attention is to begin with a setting (typical), an action, or a dialogue. I would like you to listen as I read examples of these types of leads. Try and identify the type of lead used. *Cactus Hotel*—"On a hot, dry day in the desert, a bright-red fruit falls from a tall saguaro cactus. Plop. It splits apart on the sandy floor." *A Family Apart*—"Jennifer shook back her long, dark hair, damp from the summer's heat. 'I wish we were home,' she snapped so suddenly that she startled her younger brother Jeff, . . ." *Summer of the Sharks*—"Twelve-year-old Eric sat on the floor beside his bed and slammed his new baseball into his glove over and over again."

[Teacher note: Have three colors of sticky notes available.] I am going to give you five minutes to see how many books in our classroom begin with each of these leads. Use the yellow sticky note for setting (typical) leads, pink sticky note for action, and blue sticky note for dialogue.



## PRACTICE

- dig deeper
- hands on
- participate

	Connect	Explore	Practice
8-9	Good authors find ways to excite you about their writing. A strong beginning will lead you into reading the rest of the story. We are going to look at ways you too can excite your readers.	A lead can be at the beginning of a story, or, in chapter books, we find leads at the beginning of chapters. Leads are purposely planned to direct and hook the reader. As a writer, this is your one chance to entice your reader to read the whole story. Let's look at a few ways we can do this. First, you could begin with an action--something that leaves your reader wondering what happens next. Another way you could start is with a strong feeling or opinion that creates a setting (typical) for your reader. Or simply ask a question that evokes a reaction. <i>Esperanza Rising</i> —"Our land is alive, Esperanza," said Papa, . . . " <i>Taught by a Tiger</i> —"The boy, Toga, stirred in his sleep. He sat up and parted the mosquito curtain . . . " <i>Days of Terror</i> —"A bugler's horn trumpeted melodious and clear down the dark main street of the Russian Mennonite village of Tiegen." <i>David Livingstone</i> —Chapter 6—"So, how much do you want for it?" asked David Livingstone as he walked around the wagon."	We are going to do an activity called, "Write the first line." This means you'll need your independent reading book and a piece of lined paper. You will have one minute to read the beginning of either a book or a chapter. If it catches your attention, write the name of the book and page number down on your paper. We're going to pass to the person to our left and redo the process. Let's see how many we can get done in five minutes.

## EXAMPLE:

-Apply  
-Share

## "Apply" Ideas:

- K-2—Have students create a picture for one of their favorite leads.
- K-8—Give students a plain lead and have them rewrite it with a partner. Example: Johnny came in the house. This could be rewritten as: Johnny ran into the house screaming loudly. "Help, help!"
- 3-8—"Conversation stopper"—Think of a sentence that, if said at your dinner table, would stop the conversation and make your family listen to you. Example, "Mom, did you tell Dad what happened to the car?"
- 6-8—Have students take a piece of their writing and rewrite their lead in three different ways.

## "Share" Ideas:

- K-2—Students share in the form of a "gallery walk." (Display their pictures. Half the class stays with their pictures while the rest of the class walks around and asks them questions about their work.)
- K-8—Have students share with the whole class their favorite type of lead and why it captured their attention.
- 3-8—Have students share their favorite "Conversation Stopper." (See "Apply" above)
- 6-8—In "Author's Chair" have students share one of their personal rewrites.



## 6. Now it is your turn!

# Small Group Participation

- WOULD YOU BE WILLING TO TRY A LESSON?
- GOOD! LET'S LEARN ABOUT

## “SENSORY WORDS.”

- YOU GET TO WRITE!
  - -CONNECT
  - -EXPLORE
  - -PRACTICE





# “SENSORY WORDS.”

- YOU GET TO WRITE!

- -CONNECT
- -EXPLORE
- -PRACTICE

## Author's Craft: Sensory Details



Authors: Janelle Boothby and Tracey Jamieson

### Standards:

- Choose words and phrases for effect. (*Common Core L.3.a*)
- Use concrete words and phrases and sensory details to convey experiences and events precisely. (*Common Core W.5.3d*)

### Pathways Cross-References:

- *Teacher Manual*, Gr. 1 & 2, Blackline 7.5
- *Teacher Manual*, Gr. 3+, pp. 155, 156, Blackline 7.8

### Recommended Materials:

- Chart paper
- Paper bags
- Food items
- Paper plates
- *Heartbeat* (or another book with sensory details)

### Suggestions for Additional Mini-lessons:

- Adjectives
- Onomatopoeia
- Vivid Verbs

*Please note: This Mini-Lesson is intended to serve as a guide to assist teachers in creating their own instruction for the Writing Workshop. While a script is provided, it should not be read without personal adaptation.*

# 7. Sharing

- **IT IS ALL ABOUT THE WRITER! (AKS-STUDENTS)**



## 8. Observation




# 9. Questions?



# 10. You can do it too!

## Procedures: Lesson Title



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Standard:
 

- 
-

**Pathways Cross-References:**

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**Recommended Materials:**

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**Suggestions for Additional Mini-lessons:**

- 
- 
-

Please note: This Mini-Lesson is intended to serve as a guide to assist teachers in creating their own instruction for the Writing Workshop. While a script is provided, it should not be read without personal adaptation.

Procedures: Lesson Title

	Connect	Explore	Practice
K-2			
3-5			



P.R.E.P. (Pathways Resources for Easy Planning) Manual

# Commercial!

[ACKNOWLEDGEMENTS](#)

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[OVERVIEW](#)

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[MASTER PLANNING BY THEME](#)

[Theme Book Selections & Planning Check List](#)

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[Theme 2](#)

[Theme 3](#)

[Theme 4](#)

[Theme 5](#)

[Theme 6](#)

[Theme 7](#)

[Theme 8](#)

[Theme 9](#)

[LESSON PLANNING](#)

[Cycle Charts](#)

[Sample Yearly](#)

[Yearly \(Even Year\)](#)

[K-2 \(Odd Year\)](#)

[1-4 Classroom, Grades 1-4 \(Even Year\)](#)

[1-4 Classroom, Grades 1-5 \(Even Year\)](#)

[Daily Schedules](#)

[Grades 1-4 \(2 theme books\)](#)

[Grades 1-4 \(1 theme book\)](#)

[Grades 1-4 \(Departmentalized block, 1 theme book\)](#)

[Grades 2-5 \(1 theme book\)](#)

[Grade 1-8 \(3 theme books\)](#)

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[Website Resources](#)

[FREQUENTLY ASKED QUESTIONS \(FAQS\)](#)

Home
Conceptual Framework
Overview of Pathways
Scope and Sequence (PDF)
Suggested Daily Schedule ▾
Themes & Content Areas
Theme Book Literature
Theme Booklist ▾
Guided Reading ▾
Multi-Grade Helpful Hints ▲
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Progress Reports (PDF)
Target Skills, DOL Sentences, Spelling, Handwriting Skills
P.R.E.P. (Pathways Resources for Easy Planning) Manual
Lead Teachers
Testimonials
Projected Timeframe
Teacher Resources ▾
Print/Non-Print Materials
Theme Bibliographies ▾
FAQ
Acknowledgements

**PREP Manual**

All the things a teacher could wish for....!

## How can you get a Writing Tool Kit?

1. Advent Source
2. Download and copy

# 11: Drawing

**Many Thanks!**

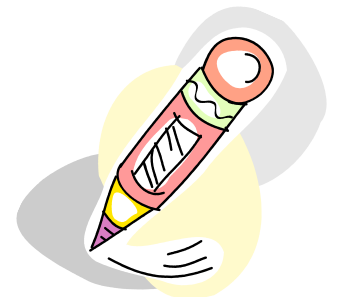
I Think I got it!

*Thank you for attending!*



Thank you to NAD for providing training  
May God bless you and your Class!

**PATHWAYS**





# WORKSHOP-TIMING

Possible schedule (75 Min.):

1. Introduction of Presenters: JG-2 min.
2. Overview of presentation: JG-3 min.
3. WTK Story: BB-5 min.
4. Stories of Success- JB-3 min., MA-3 min., DH-3 min.= 9 min.
5. Overview of Writing Workshop: PD-5 min
6. Explanation of group activity using WTK: Group  
Divide into small groups to practice writing workshop:-25 min.
7. Sharing: JG & BB moderate – 10 min.
8. Pass out LEADS WTK & Observations: Group-5 min.
9. Questions: Group-5 min.
10. Wrap-up(how to write & share additional lessons): BB-2 min.
11. Drawing (getting e-mails and keeping audience to end): BB-3 min.
12. Going out to write good things! : JG- 1 min.

