

Bakersville School

Kick off day August 22, 2012

8:30 Introduction to NWP Values, etc.(Meg)

8:40 Writing activity: (Kate)

Random Autobiography Poem

- Make a list of the towns and states you have visited or lived in. Put a note about what you saw or did there.
- List animals you've touched or petted. When? Where? What did it feel like?
- List the historic events you have witnessed. These can be neighborhood, city, state, national or international
- List things you've lost
- List some odd things you have experienced
- List places you have shopped and things you have bought
- List memorable things you have seen happen in your classroom, or with particular students
- List a few favorites, whatever comes to mind
- List places that are special to you and a few details about each.

Combining some of the opening lines below as starter dough with ideas in your lists, write and shape a poem or a piece about yourself. Use as much or as little of the material from your lists as you want. You are not confined to the material on your lists. You can focus on one thing or include a variety of things.

- I was the expected
- I've held
- I lost
- I tell you sincerely
- Once
- Twice
- I bought
- I love
- I've been scared
- I've seen
- I'm
- I learned
- I've heard
- I've had some

- I once
- And only one
- I have
- I witnessed
- I will testify
- I have stories
- I found

Sharing a line

collaboration piece

9:30 What does writing look like in your classroom? (Sylvia)

Inventory of the kinds of writing you do in your classes

- List the subjects you teach and then all the kinds of writing you currently have your students do.
- Share with a partner and see if there is anything you can add from your partner's list or what your sharing reminds you of.
- Put a AK beside each kind that is used to assess a student's knowledge
- Put a C before any creative writing.
- Put a U beside any that is ungraded
- Put an S beside any kind of writing you do in more than one subject area
- Put an R beside any writing that students usually are encouraged or required to revise
- Put a P beside any writing that is proofread and published

Share with your partner again and discuss what you notice about your lists

- Write about what you noticed about your own list. Try to keep these observations objective. This is for your own inquiry and growth.
- Share what we learned from the activity

This is an example of a writing to learn activity. Purpose: to get you all thinking about the kinds of writing you do currently. To provide a starting point for our exploration of this subject, to give you a point of reference as you move through this course. To illustrate one way to use writing to learn.

Needs assessment: What would you like to know more about in relation to the teaching of writing in your classroom in all subject areas? (quick write-- could be bulleted list)

Collect ideas from the group

Record them on the board--reframing them as things teachers could think about and learn.

Sylvia facilitates and Meg will scribe and help reframe.

Lunch

Interactive Planning Session with powerpoint
Collaborative work
Share something that you are excited about for next year

Exit slip:
Something that surprised you?
Questions about?
What should we know as we go forward?

Topics to be developed:
Writing on Demand
Struggling Writers Support
 -inclusive writing community
WAC:
Writing to learn
Science
Social studies--Writing our Communities
Math
ELL

Editing and Revising