Read poem from Honey, I Love (Eloise Greenfield)

With whole group
- Shared strategies tried
- Went over nine key elements of IPS/NUA reading/writing plan

Read Frog and Toad (Arnold Lobel) – Tomorrow

Overview of the day

1) Intro sequence modeled journals and ‘group book’ as a way to start the day. The journal was an observation entry including drawings and words based on a theme – in this case a pumpkin was used to generate things it makes you think of. This was presented with a modeled example. When finished, the participants did entries in their group books – in this case ‘tion’ words were entered. After the allotted time, I modeled with a participant sharing the journal entry – followed by all participants sharing their entries. Modeling included bodies facing each other, determining who shared first with the whole group participating, sharing ideas. Sharing journals in a variety of ways (see handout) was modeled throughout the sessions. The teacher meets each student once a week to share their favorite entry – the student has the option of having the entry photocopied and they would then post their selection in the room (student would choose location and post themselves – could also create a book of journal ideas). The group book would parallel a currently studied theme or skill in the class. To honor their group work the participants shared their entries in a quick paced sharing format.

2) Patterns in language – the following sequence is based on using the poems Dreams and Dream Keeper by Langston Hughes. Prior knowledge was generated through a Circle/Frame map about dreams/wishes the participants had. They were initially modeled on easel paper in front, then worked with one group with the rest of the groups gathered around. After each group worked on their own Circle/Frame map, two participants from each group shared their groups findings. The whole groups was asked for input on things they did well and any questions they had. After presenting their Circle/Frame map, each group selected a location and posted their map. We discussed ownership and use of student work in the class – and the importance of students displaying and selecting where to display their work.

Before continuing, the participants were modeled using the software Inspiration. The software is very versatile at creating graphical organizers that quickly transfer to an outline form that can be saved in a word processor.

We created a writing book from white lined paper and a cover stock paper for the cover. Each participant was asked to create a title – this was open ended to generate varied ideas to share, which they did. Discussion focused on ownership of the self created ‘writing tablet’.

Read and chanted Dreams in various ways.
Paraphrased the opening line

**Hold** fast **to** dreams

Grab tightly wishes

Grasp onto desires

Cling quickly wants

*etc.*

The participants then were modeled the procedure and tried the various possibilities. They were then modeled writing the above paraphrasing.

This was followed by modeling using a word processor as an effective tool for publishing, editing and connecting students reading and writing to books.

Next the participants were modeled a more extensive Circle/Frame map to address the second lines of each part of the poem (e.g. Life is a broken-winged bird that cannot fly.

![Circle Frame Map](image)

Participants are then modeled use of their Circle Frame map as a foundation for writing.

For closure (and setting the stage for the afternoon) another Langston Hughes poem, The Dream Keeper, was introduced out of sequence on the overhead to generate understanding of particular vocabulary and understanding. The participants then sequenced the poem form a handout.

3) Reflective Journal – a double entry record/response (how it affected me and how I would use in the class) journal entry of what we’ve done so far in the session. While participants wrote in their journals, I modeled my entries on chart or overhead. After the entries, volunteers shared things they had done and how they would use the strategy.
Lunch
Read Yo!Yes!

4) Developing a Lesson
Each group was given a different book of poems – they were to choose one poem from the two or three selected/marked in the book. They had ten minutes to:
- Select the poem
- Read the selected poem in the group
- Create a model of a graphical organizer (Thinking Map) to introduce the theme
- How they would intro the poem
- Writing patterns or ideas
- Any other strategies
Each group was given a transparency and pen as the ten minute lesson planning session began. After they developed the lesson, each group presented on the overhead. Input from the whole group was part of the sequence.

Modeled paraphrasing similar to the example with the Langston Hughes poem with old sayings.

5) Story Comprehension
Introduced the opening eight sentences of the story The Monkey and the Crocodile (Ellen Babbitt) out of sequence. Modeled vocabulary development, story understanding, prior knowledge connections and other language needs and strategies. The participants then were given the out of sequence sentences and modeled to tear the paper and put the sentences in order. This provided a revisit to the beginning, sequencing and reading. The class was then given the story to read the whole story in their group (we later discussed different ways to have the class read).

After reading the story, I had the participants gather around a group where we modeled retelling the story together in the group – then all participants returned to their group to follow the modeling. After completing, modeled a procedure similar to the am having all the participants ready and quickly sharing the story in sequence together.

Each group was then asked to take a paper and pen – draw one part of the story that you think no one else will draw in your group. Upon completing, each group sequenced the pictures they had drawn. We then moved to adding missing parts and possibility of adding captions. Once finished, we discussed where we would be going with writing and what type (and concept) of graphical organizer/Thinking Map could we have used to set the stage for the story.

Pattern Writing and Original Writing
We shared ideas and insight on the differences – would be a fine route to work on original writing (aka creative, writers workshop) – the modeling of choosing an idea to write about, modeling editing, modeling more on publishing, thinking out loud when modeling to students, etc.
6) Some Other Connections
• Journal – modeled children solve problems as another type of journal entry. Also discussed various types of journal entries we had done through the day.
• Reading Records – (modeled and discussed) how to get the students involved with desire and motivation to read at home. The Reading Record is a bridge that also takes into account student published books (ownership stimulates reading), the 15 minute newsletter, regular classroom reading, etc.)
• Chapter Book summaries as a published piece with class
• The 15 Minute Newsletter

7) Reflective Record/Response Journal Entry
Had the participants write five strategies from the day they felt were doable and would likely do within the next week. They recorded the strategy and responded how they would apply the strategy in their classroom. After completing their selections, we shared with the whole group – which many did. They were then requested to mark two or three they really would implement within the next week. They were asked to bring examples to the next boundary session.

Read an original student work from a third grader that incorporated language patterns and techniques, structure and ideas from other stories and poems in a piece they had created in writers workshop (original writing).

Participants did their evaluations.

Logistics
Thursday
The participants met initially as a whole group, then were split into two groups to attend one session in the am and the other session in the pm. There were approximately 50 total participants. I facilitated one session, and Debbie Corpus and Steve Bloom facilitated the other session. The whole group gathered again at the conclusion of the two breakout sessions.

Friday
I facilitated the whole day with approximately 45-50 participants. The section above for after lunch was done on only Friday.

Environment
For both days teachers sat at group tables to model a classroom atmosphere. Each group table had materials to support the needs throughout the day. To model using different modalities and methods of presenting, modeling and presenting was facilitated through:
• Chart paper on an easel
• Large screen monitor connected to a computer
• Overhead monitor
• Above three (easel, computer/monitor, overhead) in different locations in the room
• Modeled lessons at a group table with other tables gathered around
• Regular movement around the ‘classroom’ to share and support the various lessons/strategies – discussed purpose and strategies about roving

Regular Methods / Tactics throughout the day
• Regularly asking questions
• Many variations with activities
• Listened to responses
• Think, pair and share
• Very active
• Modeling of desired behavior before doing it
• Setting of time limits on all objectives/tasks
• Regularly visiting different groups when working on an assignment
• Regularly asking review questions
• Modeled and practiced methods to create attentiveness to fellow participants
• Encouraged and had sharing from the participants – both through requesting presenting of an assignment through asking for volunteers to supplying transparencies to set the stage.
• Regularly changing focal points