

# 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<br>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