

Day 6: Induction Seminar and Classroom Observation

Learning Outcomes

Participants will:

- observe the classroom teacher in the minilesson, paying particular attention to how the teacher models her teaching point;
- observe the students in the writing workshop, paying particular attention to their role in the conference;
- experience the processes of revising using a mentor text as a writer, and understand the process as a teacher of writing;
- gain an understanding of the difference between touchstone texts and mentor texts;
- examine student work in relation to the objectives of the unit of study

Possible agenda

Welcome and Introductions	5 min
Read Aloud and Quickwrite	15 min
How's it going?	20 min
Preview classroom observation	15 min
Classroom observation	60 min
Classroom debrief	45 min
Looking at student work	30 min

* Morning break where appropriate

Lunch	45 min
Mentor texts – definition	5 min
Writing Workshop 11: revising using a mentor text	30 min
What does this look like in your classroom?	10 min
Planning a unit of informational writing	75 min
Reflection	5 min
Homework and closure	5 min

Activity: Welcome and overview of the day
Purpose: Re-establishing the Induction community

Approx time: 5 min

Facilitation: Facilitators welcome participants, give housekeeping details share the agenda and state the topics of new learning

Activity: Read Aloud and Quickwrite
Purpose: Using Touchstone Texts in a variety of ways. Generating a notebook entry to be revised later in Writing Workshop

Approx time: 15 min

Facilitation:

- Tell participants that today's Read Aloud will be used twice. Make clear to the participants that it was chosen because it is a good story to respond to as a reader and as a writer, and that it can be used as a mentor text
- Ask participants to listen to the Read Aloud and be aware of personal connections to the text. Tell them that they will be asked to write about these connections in a Quickwrite after the Read Aloud. Tell participants that they will be revisiting this notebook entry in their Writing Workshop later in the day
- Read Aloud as participants think of personal connections
- Invite participants to do a Quickwrite of a personal connection to the text
- Bring closure by restating that you will be returning to this Quickwrite later in the day in their Writing Workshop

Activity: How's it going?
Purpose: Giving participants an opportunity to review the homework and reflect on and discuss their Writing Workshop

Approx time: 20 min

Facilitation:

- Remind participants of the procedure for collecting questions and concerns e.g. Parking Lot
- Using charts from prior sessions, remind participants of on-going learning
- Facilitate debrief of professional reading
- Participants Turn and Talk about the progress of their narrative unit of study
- Facilitator reiterates the importance of prioritizing which Standards to teach

Activity: Preview classroom observation
Purpose: Clarifying participants' role during the classroom observation

Approx time: 15 min

Facilitation:

- Go over the norms for classroom observations
- Discuss the participants' role as learners during the observation
- Participants will observe:
 1. the teacher modeling in the minilesson. Participants should take notes on the Architecture of a Minilesson template
 2. the role of the student in conferences
- Exemplar Teacher (or coach) gives a brief explanation of what the class has done so far in this unit as the context for what participants will see today

Activity: Classroom observation

Purpose: Observing Writing Workshop, noting the teacher modeling in the minilesson and the role of the student in conferences

Approx time: 60 min

- Facilitation:**
- Participants follow the norms for classroom observations
 - Facilitators and participants fill in the template of the Architecture of a Minilesson and take notes on student work time and what the student is doing during conferences
 - At the end of the Workshop the Exemplar Teacher should bring student notebooks or folders for student work analysis later in the day

Activity: Classroom observation debrief

Purpose: Reflecting on and responding to the classroom observation

Approx time: 45 min

- Facilitation:**
- Ask participants to re-read their notes and formulate noticings and wonderings about the observation
 - Chart noticings and wonderings about the teacher modeling in the minilesson
 - Exemplar Teacher responds to noticings and wonderings, supported by the facilitator. They share thoughts about next instructional steps

 - Invite participants to share their observations about the role of the student in conferences
 - Exemplar teacher responds

Activity: Looking at student work
Purpose: Understanding the importance of looking at student work throughout Writing Workshop and throughout the writing process in order to determine next instructional steps

Approx time: 30 min

- Facilitation:**
- Ideally facilitators can make an overhead of a sample of student work from the observed Workshop in which the student has attempted the work of the minilesson
 - Remind participants that there are many ways of looking at student work. Today we are looking for evidence of students' understanding of the minilesson
 - Explain that this piece of student work was chosen because the student attempted what was taught in the minilesson. Unless the teacher specifically asked all students to take on the minilesson as a "try-it", it may not have been appropriate for every student that day
 - Reiterate that "try-its" are sometimes voluntary, sometimes assigned to the whole class
 - The facilitator reviews the goals of the unit and the minilesson and taking the sample, models:
 1. reading the student work to find evidence of the minilesson objective and highlighting it
 2. thinking about the student's understanding of the purpose of using what was taught in his/her writing
 3. thinking about possible next steps for this student in a conference, in a small group or in another minilesson if needed
 - Participants look at student work, using sticky notes to note students' attempts at trying the minilesson and subsequent teaching possibilities
 - Invite participants to Turn and Talk and then move to a whole group share about the evidence of the minilesson in the student work
 - Encourage participants to put their sticky notes in their Teaching Notebook

Activity: Defining “mentor text” and explaining how they are used
Purpose: Understanding the difference between Touchstone Texts and mentor texts

Approx time: 20 min

Facilitation:

- Facilitator defines mentor texts, clarifying the difference between Touchstone Texts and mentor texts (See, for example, The Writing Workshop p.64, About the Authors p.172 – Katie Wood Ray)
- Ask participants to notice the author’s craft moves as the facilitator re-reads the morning’s Read Aloud
- Co-create a chart listing craft moves
- Before the minilesson, facilitator explains why today everyone has the same mentor text instead of each writer choosing his/her own

Activity: Writing Workshop – Minilesson: revising using a mentor text
Purpose: Understanding the Writing Process by revising on our own writing using a mentor text

Approx time: 30 min

Facilitation:

- Following the Architecture of a Minilesson, facilitator models revising own writing using a craft move from the mentor text (see Appendix II)
- Participants re-read a copy of the text and select a craft move to try in their Quickwrite while facilitators confer
- Conduct a Share that will enable participants to talk and build on their learning

Activity: What does this look like in your classroom?
Purpose: Clarifying how mentor texts are used at the participants’ grade level

Approx time: 10 min

Facilitation:

- Exemplar Teacher uses specific examples and artifacts to show what revising using a mentor text might look like at this grade level at this stage of the year

Activity: Looking at possible ways to plan an informational writing unit of study

Purpose: Deepening participants' understanding of backwards planning of a unit of study and possibilities for informational writing

Approx time: 75 min

- Facilitation:**
- Remind participants how they used backwards planning to plan a narrative unit of study. Tell them they are going to think about planning an informational unit in the same way.
 - Discuss the different forms informational writing can take e.g. “all about” books, informational books with a perspective, literary non-fiction, feature article

 - Read, discuss and clarify grade level informational writing Standards

 - In order to help participants understand the attributes of the form of informational writing chosen for this grade level, the facilitator reads aloud an appropriate Touchstone Text
 - Ask participants to listen as a writer and jot down noticings about this form of informational writing. This will be the beginning of discovering the attributes of this form of informational writing
 - After reading, ask participants to Turn and Talk about what they noticed
 - Chart noticings. Explain that this chart will grow throughout immersion and form the basis of the attribute chart
 - Reiterate the importance of prioritizing which standards will be taught during this unit of study

 - Exemplar Teacher shares her process for planning her informational writing unit of study. Discussing:
 - deciding which form of informational writing to teach
 - determining which standards to teach
 - determining her sequence of lessons on the planning template
 - finding examples of student work to use as models (possibly anchor papers)
 - determining Touchstones
 - determining criteria for success in student process and product

Activity: Reflection
Purpose: Reflecting on the day's learning and plan next steps

Approx time: 5 min

Facilitation:

- Refer back to the day's learning
- Invite participants to write a brief reflection in their Teaching Notebook: What have I learned today that I will try in my Workshop?

Activity: Homework and closure
Purpose: Giving homework and celebrating the day's learning

Approx time: 5 min

Facilitation:

- Homework, ask participants to:
 1. Read a relevant chapter from the selected professional text
 2. Be prepared to talk about their conferring, including their record keeping on Day 7
 3. Plan and teach an informational unit of study (if it fits in their curriculum calendar. Bring template and be prepared to discuss the progress of the unit on Day 7
 4. Bring in a completed Architecture of a Minilesson template of a lesson they have taught
- Ask participants to complete evaluations.

Appendices for Day 6

- I. Suggested Read Alouds: mentor text
- II. Sample minilesson 11: Revising using a mentor text
- III. Types of texts used to support Writing Workshop