

Institute Day Program 2012

8:00: Registration: Coleman Auditorium Foyer (CH 1255)

8:30: General Session:

**Dr. Tim Shanahan and the Language Arts Common Core
(CH 1255, Coleman Auditorium)**

10:00: Breakout Session I

Sue Fuller, “Writing to Learn” (CH 3210): This session will demonstrate ways to help students write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Misty Mapes and Al Church, “Moodle Introduction” (CH 3120): *Moodle* is a fun, free, secure web-application program that allows all students to effectively and routinely “use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information” (CCSS W.11-12.6). Used as a primary classroom environment or as a supplemental resource, *Moodle* can change the way you teach.

Amber Laquet, “Creative Writing Club” (CH 3130): This session will demonstrate how to successfully implement a creative writing club in an elementary, middle, or high school setting. A creative writing club promotes further opportunities for students to develop their writing craft, as well as share ideas with other writers. It also creates an environment in which students feel comfortable to create works, as well as share, revise, and receive positive feedback from teachers as well as fellow club members.

Kristin Runyon, “Common Core ELA Unit of Study with Primary Sources” (CH 3140): This session will review the PARCC Content Frameworks and, using Jim Burke's *What's the Big Idea?*, demonstrate a unit of study that incorporates literature and primary sources as a means to develop analysis skills. The unit demonstrated will be for the high school level, but the PARCC content frameworks are available for all grade levels.

Mary St. Clair, “Art, History, Literacy” (CH 3150): Cross-curricular units can deepen understanding of history, literature, writing, and art, as befits the new Core Standards. In this session, we will look at one such unit. We will view the book *Sadako and the Thousand Paper Cranes*, make origami cranes like those in the book, and write haiku. We will also see examples of related student art and writing.

Tim McGinness, “Creating Word Banks for Writing” (CH 3160): This session will provide ways for students to create a word bank of nouns, adjectives, verbs, and adverbs. Students can use the word bank to create pieces of writing, including narrative paragraphs.

Sally Renaud and Carol Smith, “Teaching journalism writing skills in the classroom” (CH 3170): Get students excited about writing while they learn valuable skills for other classes. This session covers basic journalism skills such as researching, effective note-taking, interviewing and story writing. Students might even choose to produce a class newspaper or mini-yearbook at the end of the unit.

11:00: Breakout Session II

Sue Fuller, “Writing to Learn” (CH 3210): This session will demonstrate ways to help students write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Misty Mapes, Experiencing Moodle from a Student's Perspective (CH 3120): This hands-on session will allow you to participate in a low-pressure (no-pressure) "course," where you can take a practice quiz, engage in a threaded discussion, fill out a survey, and submit an "assignment" online, thus experiencing Moodle as a student.

Becky Lawson, “Literary Resume” (CH 3130): As teachers, we teach students many types of writing. We teach kids how to write poems, book reports, essays, short stories, etc. However, we rarely teach them how to write for the work world. Writing a resume is an important skill for students to learn. This session will demonstrate how to create a resume for a literary character (preferably one from a piece of literature studied during the current school year).

Linda Richards, “Music, Rhythm, and Writing the Kindergarten Way!” (CH 3140): This session will illustrate how to introduce pre-reading and pre-writing skills in relation to the sounds and to expose children to listening, evaluating, and using critical thinking skills to experience, discover, and master the musical concepts.

Mary St. Clair, “Art, History, Literacy” (CH 3150): Cross-curricular units can deepen understanding of history, literature, writing, and art, as befits the new Core Standards. In this session, we will look at one such unit. We will view the book *Sadako and the Thousand Paper Cranes*, make origami cranes like those in the book, and write haiku. We will also see examples of related student art and writing.

Tim McGinness, “Creating Word Banks for Writing” (CH 3160): This session will provide ways for students to create a word bank of nouns, adjectives, verbs, and adverbs. Students can use the word bank to create pieces of writing, including narrative paragraphs.

Al Church, “Games and Literacy Across the Curriculum” (CH 3170): "In this session, we will encounter some examples of student designed games, and explore reasons for gaming across the curriculum. Be prepared to answer this question: What is your favorite game, and why is it your favorite?"

12:00 Catered Lunch (Rathskeller/7th Street Underground)

General Session:

**Tim Shanahan: Applying Language Arts Common Core Standards
Across the Curriculum**