

Sack the Boredom

upper elementary writing engagement



Scan here for
materials!

BY NESS EAVES



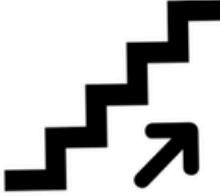
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MAKE SURE YOU COMPLETE THE
SURVEY AT THE END**



NISD Professional Learning Norms



Northwest ISD Professional Learning Expectations A Culture of Learning

- P** PARTICIPATE POSITIVELY 
- L** LISTEN FOR AND SHARE DIFFERENT PERSPECTIVES WITH RESPECT 
- N** NAVIGATE LEARNING WITH A GROWTH MINDSET 
- I** IDENTIFY HOW YOU WILL APPLY THIS LEARNING TO YOUR WORK 
- S** SET GOALS AND PLAN NEXT STEPS 
- D** DEMONSTRATE PROFESSIONALISM 

About the Author

- 3rd grade ELA & Social Studies teacher at Berkshire Elementary
- 3rd grade Curriculum Writer for NISD
- Lover of Literacy
- Creative writer; two time NaNoWriMo winner
- Approaching 1st wedding anniversary
- Cat mom to Cannoli and Sodapop



Learning Objective

Today I will analyze & try out different types of writing engagement strategies.

So that I can engage students in exciting, authentic, and meaningful writing instruction

I'll know I have it when I have a toolbox of different ways to build a classroom of passionate writers!

Turn & Talk

How do you feel about writing? What part of writing instruction is the most difficult for you?





Agenda

Building A Writing Life

Purpose

Establishing why we write, how we write, and what we can do with it!



Authenticity

Creating and exposing students to real writing every day.



Diversity

Giving students many opportunities and different ways to write



Fun

Showing students that writing is not always an assignment!



Quality

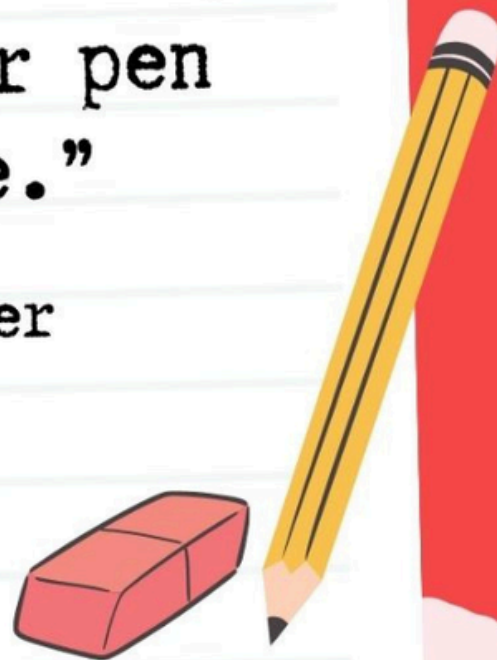
Ensuring that the work students do is targeted and purposeful!



Purpose

“If you want to
change the world,
pick up your pen
and write.”

Martin Luther



@weareteachers



FourCorners

In Beverly Cleary's Ramona series, what is the name of Ramona's sister?

Geraldine

Penelope

Burnadette

Beatrice

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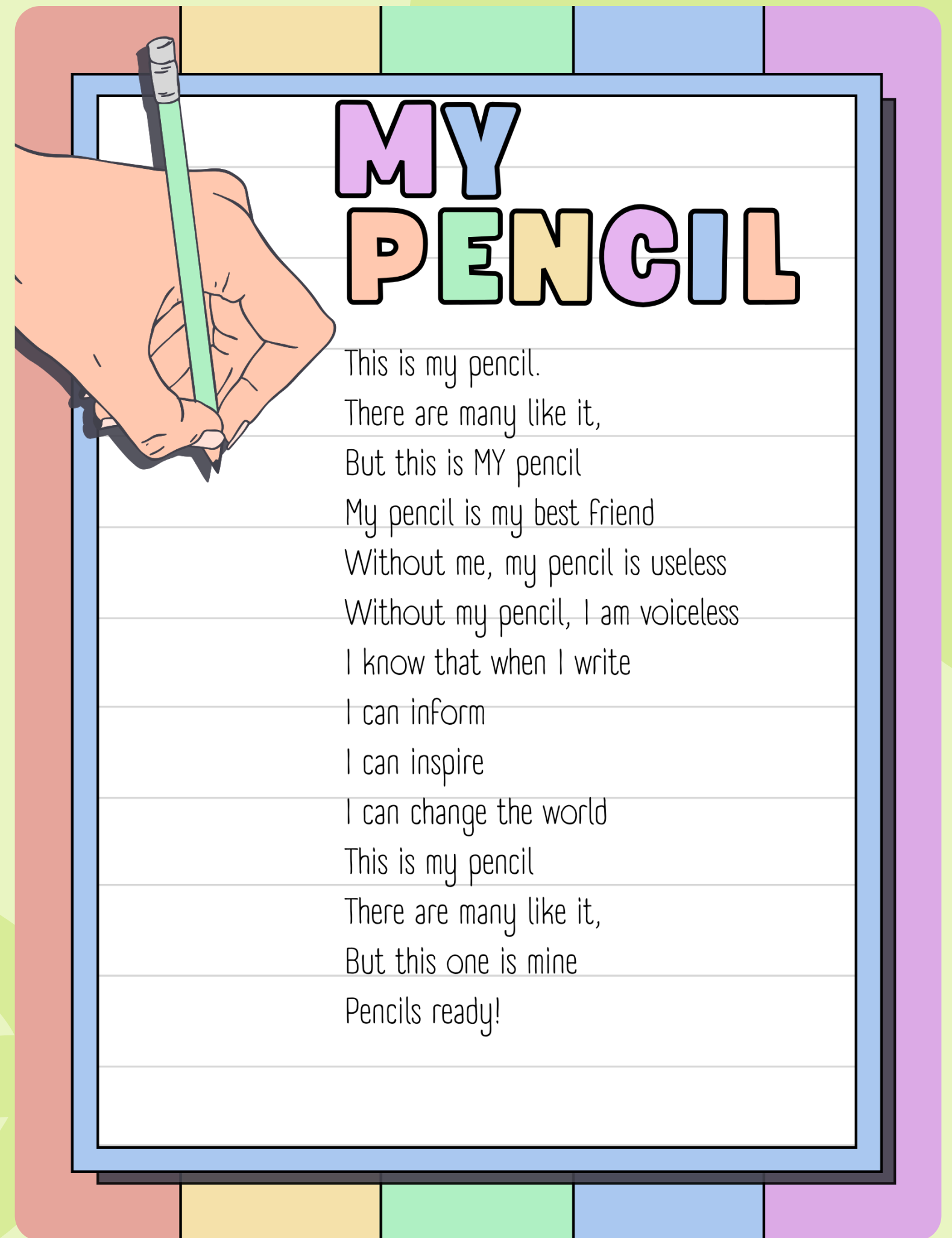
Burnadette

Beatrice

Pencil Chant

Establishing purpose during writing time can be the difference between an unfocused, uncertain block, and an intentional, full-of-writing, lesson.

This is one simple way to remind students that our writing has purpose & that our work each day is leading toward an end goal & lifelong skills.



MY PENCIL

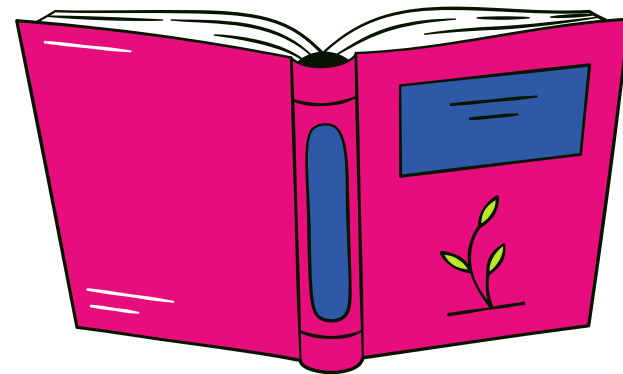
This is my pencil.
There are many like it,
But this is MY pencil
My pencil is my best friend
Without me, my pencil is useless
Without my pencil, I am voiceless
I know that when I write
I can inform
I can inspire
I can change the world
This is my pencil
There are many like it,
But this one is mine
Pencils ready!

Different Ways We Write

Taking notes
while reading &
responding to
texts, how they
make us feel, etc.



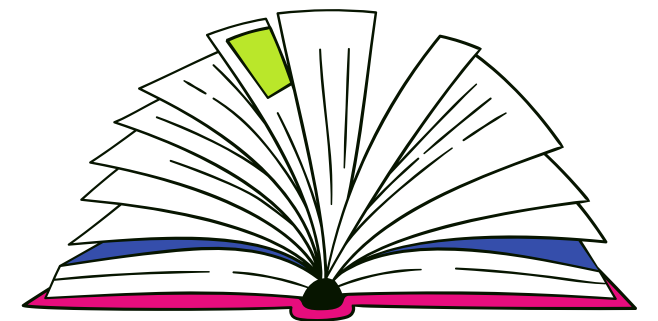
Communicating
with others
through notes,
text messages,
letters, etc.



Storytelling and ;
personal
narratives,
fiction, fractured
fairy tales, etc.



Teaching others;
How-to books,
informational
texts, research
papers, etc.



Learning Objectives

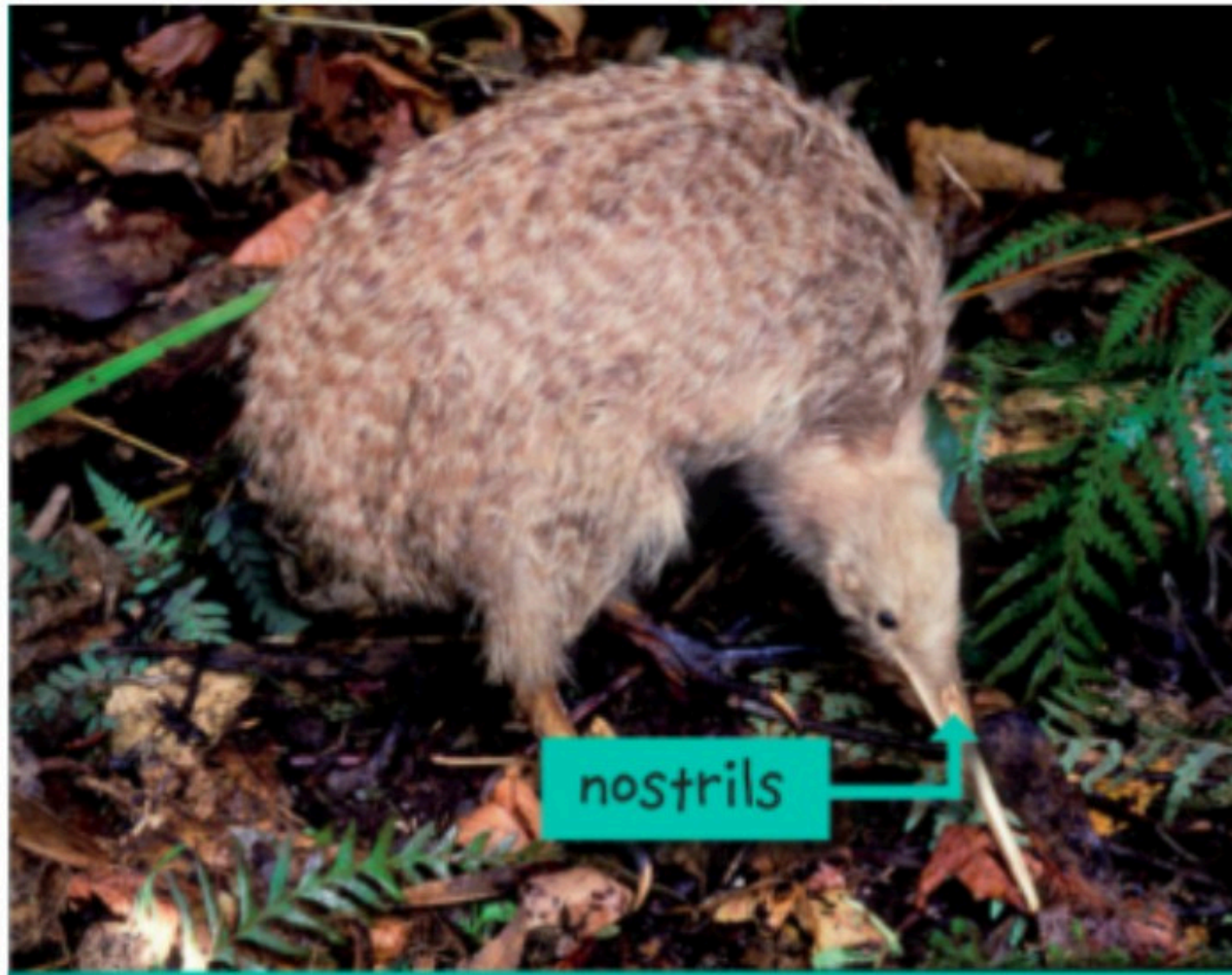
A daily, intentional look at what the expectations are for students.

- Students can revisit this wherever it's posted in the classroom
- Annotating a learning target makes a big difference in student clarity \
- Specific expectations make it easier for students to hit the specific goals of the day and make it less likely to get confused, unfocused wrting.



The Grapple

Allow students to determine the targeted skill of the day on their own before revealing what will be practiced that day.



Birds have nostrils near the bottom of their beaks. Many birds cannot smell very well.



Some animals eat during hibernation. Chipmunks carry berries and seeds to their burrows in cheek pouches. They store food in their burrows and wake up every few days to eat.

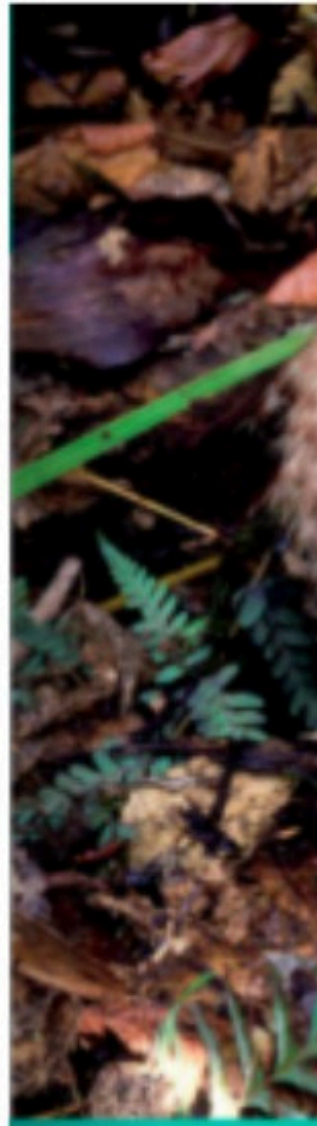
burrow: a tunnel or hole in the ground made or used by an animal

What good choices did this author make? What do you notice?

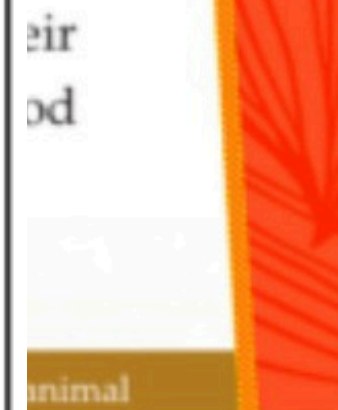
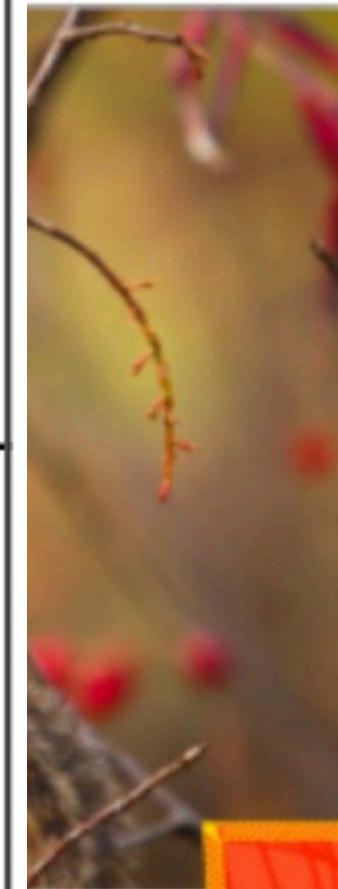
The Grapple

Allow students to determine the targeted skill of the day on their own before revealing what will be practiced that day.

Today I will	study what mentor authors have used in their books,
So That I Can	think about what text or graphic features can be added to teach others about my topic.
I'll Know I've Got it When	I have drafted text features that explain or clarify information about my topic.



Birds
beal



What good choices did this author make? What do you notice?

Currently Writing Chart

Try using an anchor chart of the writing process paired with labeled clips or pictures of student faces. This helps to focus the purpose of daily lessons when all students may not be in the same step of the process.

Students also can take ownership of their own progress and moving their own marker when they are ready to move forward!

Where We're at in the
WRITING PROCESS

PREWRITING

- Choose a topic.
- Set a purpose.
- Collect facts.
- Brainstorm and organize ideas.

DRAFTING

- Create a rough draft that will later be improved on.
- Organize your ideas into sentences and paragraphs.

REVISING

- Review and improve your draft.
- Make any changes or additions in word choice, organization, and descriptive details.

EDITING

- Make any corrections needed in spelling and grammar.
- Reread each sentence to make sure they all make sense.

PUBLISHING

- Write a final copy of your corrected writing.
- Get ready to share your writing with your readers.

Students currently in each stage (indicated by labeled clips):

- Prewriting:** Jack, Charlie, Sam, Nolan
- Drafting:** Lyla, Beatriz, Bianca
- Revising:** Sara, Charlotte
- Editing:** Olivia, Nicholas
- Publishing:** (No clips shown)

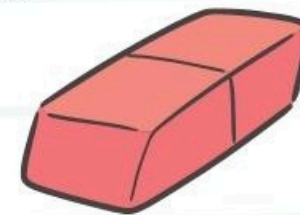
Raise the bar READING

Building a Writing Life

A writing life extends beyond your 45~ minute writing block; Writing is something woven throughout our lives.

“You should write because you love the shape of stories and sentences and the creation of different words on a page. Writing comes from reading, and reading is the finest teacher of how to write.”

Annie Proulx



@weareteachers

FourCorners

An editor told Shel Silverstein what book was “too simple” for adults and “too sad” for kids?

Where the Red Fern
Grows

The Giving Tree

James and the Giant
Peach

The Lorax

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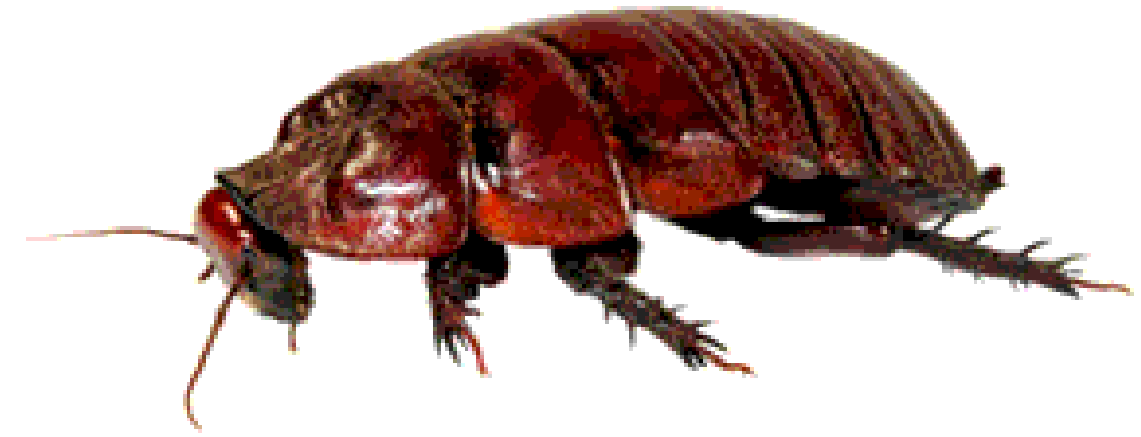
Authenticity

Why teach about cockroaches and things that don't matter to you when you could be REAL?

Creating your own exemplars and teaching something real is a great way to connect with your students and show them that YOU are also living a writing life! BUY INTO IT!



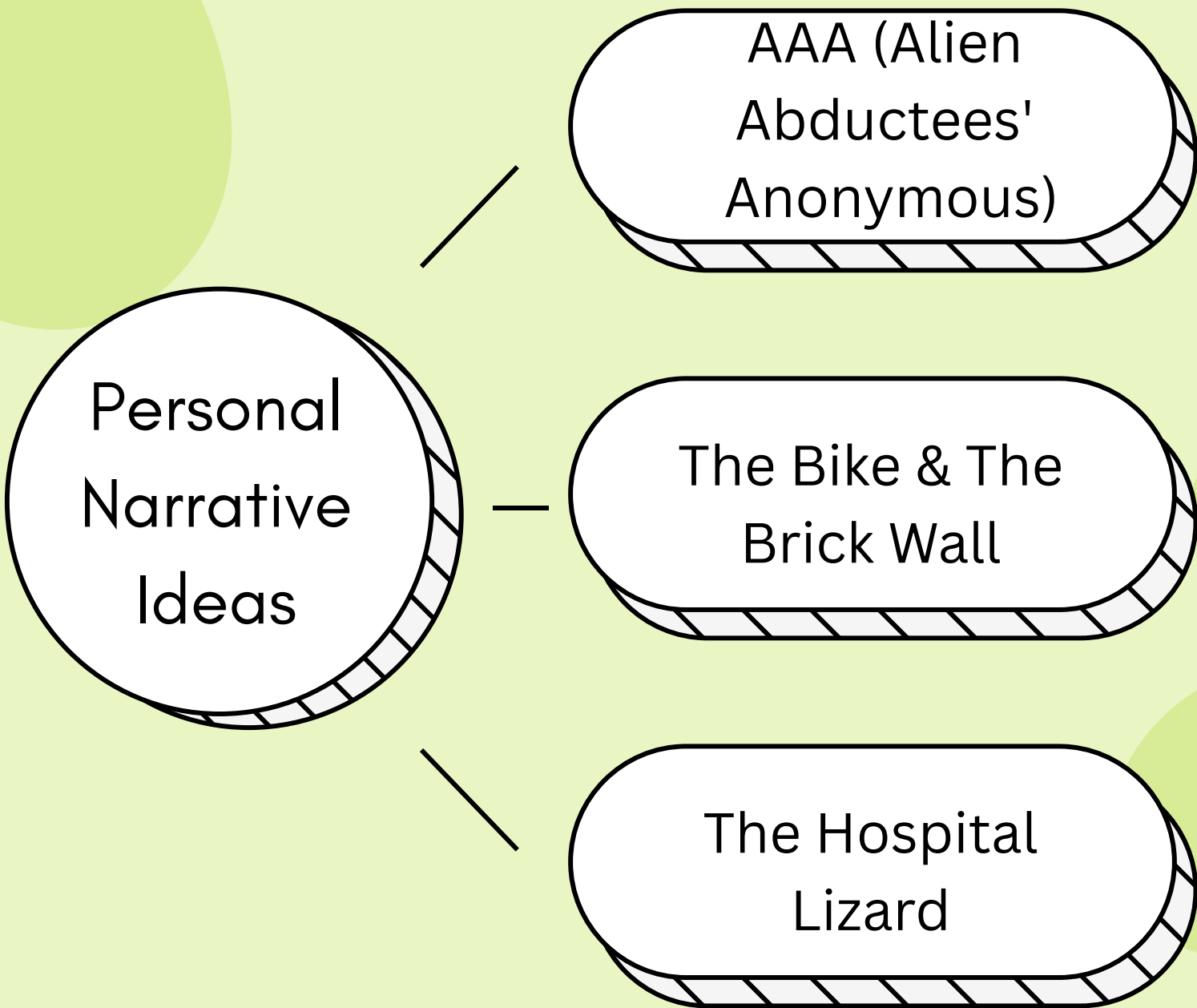
Imagine a cockroach that's as big as a mouse, that's the giant burrowing cockroach! These creatures are the heavyweights of the cockroach world, reaching up to 3 inches in length and weighing up to 35 grams. They are dark brown in color and have a shiny, hard shell that acts as their outer skeleton. Unlike their regular cockroach cousins, these giants can't fly but they're fantastic burrowers instead.



Robin has been around almost as long as Batman, which raises the question—Why do so many Batman movies leave him out? Robin is an important part of Batman's history and an essential foil to his dark and brooding persona. On the contrary, Robin is dressed in bright colors, cracking jokes, and fighting villains with a positive attitude and outlook. The first ever Robin was Richard Grayson, an 8 year old whose parents died in a tragic accident during an acrobatic performance at the circus. Richard, or his nickname, Dick, was an acrobat and performed with his parents, the Flying Graysons, at Haly's circus, and Bruce Wayne was there the night of his parent's death. He adopted Dick and took him to Wayne Manor, where he eventually created the Robin persona and cape. When Dick Grayson grew into a teenager, he decided to retire as Robin and come out as his own, new, superhero, Nightwing.

Mentor Text Drafting

10 minutes to plan and draft a personal narrative exemplar



Writing Prompt Board: Personal Narrative		
Read the prompts and choose one. Write or discuss your answer to the prompt. Color the checkmark when you are done!		
Include feelings and details! ☒ Write about a special person, or animal, in your life.	Include feelings and details! ☒ Write about a time when you learned how to do something new.	Include feelings and details! ☒ Write about a special family event or tradition you remember.
Include feelings and details! ☒ Write about a time when you were successful at doing something.	Include feelings and details! ☒ Write about your most memorable vacation with family or friends.	Include feelings and details! ☒ Write about a time when you lost something.
Include feelings and details! ☒ Write about a day when nothing seemed to go right.	Include feelings and details! ☒ Write about a time when you were a leader.	Include feelings and details! ☒ Write about your most precious possession.
Include feelings and details! ☒ Write about a time when you were able to be helpful to someone else.	Include feelings and details! ☒ Write about the best gift you ever received.	Include feelings and details! ☒ Write about a time when you were embarrassed.

Miss P's Style ©2017



Writing in All Forms



Social Studies

Students can write a letter to or from the perspective of someone during a time period or event being studied.

Reading

Pick a scene or chapter from your favorite book and rewrite it from a different character's perspective.

Science

Write a poem about an animal that you are learning about in science using descriptive adjectives and scientific vocabulary.

Math

Write a paragraph explaining the steps you took to solve a word problem in detail and see if a friend can follow them to complete the problem.

Reading

After finishing a story, pick a plot element to change and rewrite the ending with a new idea.

Make Writing Fun!

Making writing fun & giving students opportunities to write for fun is a great way to remind them that writing isn't just text responses & essays!



Step 1: Find Time

Step 1: Find opportunities to slip fun writing time in!

Teaching means busy days, interruptions, and more material than we usually have time to fit in! Add in student behaviors, BOY testing, MTSS, pull outs, etc... Time is of the essence!

While prioritizing standards and essential skills, there ARE ways to find extra moments to slip in some fun writing time!

Before School/Morning Work:
Post a daily question, challenge, etc.

Cross Curricular:
While planning for other subjects, look for opportunities to involve writing activities

'Fun' Friday:
Do you do 'fun Friday' or free time? Consider turning this into time to work on a personal writing project for fun!

Step 2: Select an activity

Step 2: Select an activity!

Again, even though some students may come with an idea or motivation, we have to make sure we are prepared to meet students where they are!

You may pick a whole class prompt, have a variety of prompts, or pick something more structured.

We Will Write:

Gamified writing activities, prompts, and teamwork!

Daily Would You Rather:

Funny prompt questions to inspire thinking outside of the box & creativity

Pen Pal Activity:

Organize or join a pen pal or letter writing activity. You could even pick specific theme weeks/prompts!

Step 3: Execute!

Step 3: Get writing!

Again, while we have some students who will jump in headfirst without needing much help, but there are many students who may struggle, even with a more engaging or 'fun' writing activity.

Just because it's a fun activity and not a lesson doesn't mean students can get away with lazy writing!

While students are writing you can...

Conference with students:
Walk around the room and give feedback & compliments

Brainstorming group:
Run a small group for students who may need extra help getting started with sentence stems/ideas

Partner Feedback & Share
Facilitate partner feedback and share groups to ensure positive and constructive feedback between peers.

Some examples...



**Grow students confidence
as writers by publishing a
class book! Student
Treasures Publishing is a
FREE and awesome way to
do so!**

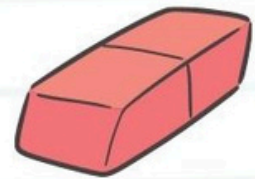
Room Transformations!



Quality

"You can always edit
a bad page. You can't
edit a blank page."

Jodi Picoult



@weareteachers



FourCorners

What is the title of the first book in the Magic Tree House series?

Midnight on the
Moon

Ninjas of the Night

Good Morning,
Gorilla

Dinosaurs Before
Dark

FourCorners

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Dark

Tools

Giving students a love for writing unfortunately does not automatically make them GOOD at writing.



Making your tools and anchor charts easily accessible AND personalized is a great way to increase quality and free up your own time from asking simple questions like 'how do I spell...'

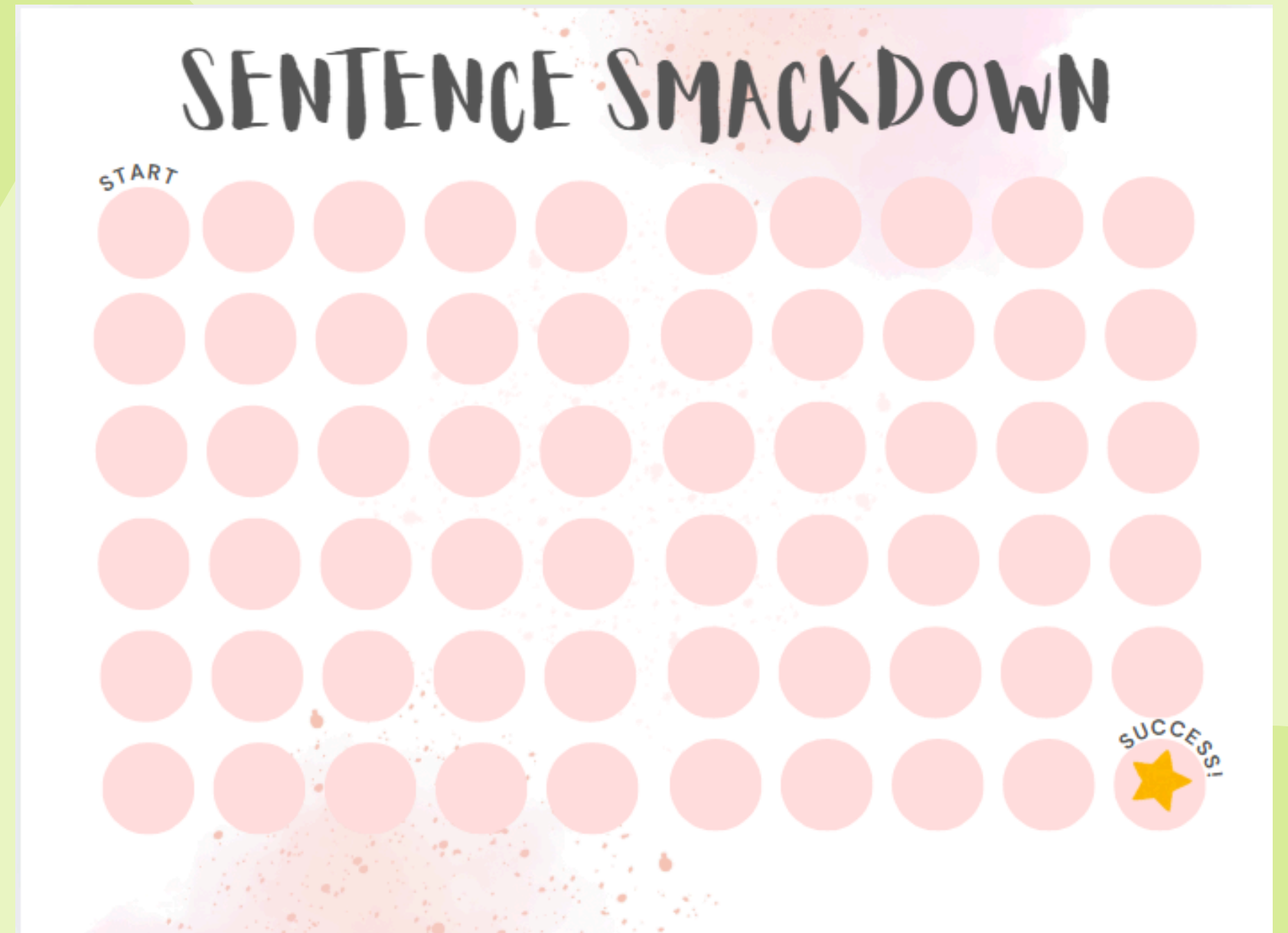
Mini anchor charts are one thing I use for students working on specific skills, as well as creating things like personal dictionaries and wordwalls.

Sentence Smackdown

A GREAT tool to inspire students to step outside of the box and focus on their writing by the sentence is a 'Sentence Smackdown Board.' When students wrote a great sentence, they would get up and sign the board.

I utilized this during certain independent writing blocks as well as anytime I noticed great sentence structure.

When they filled up the entire board, they got a 'Sundae Soiree' as a reward!

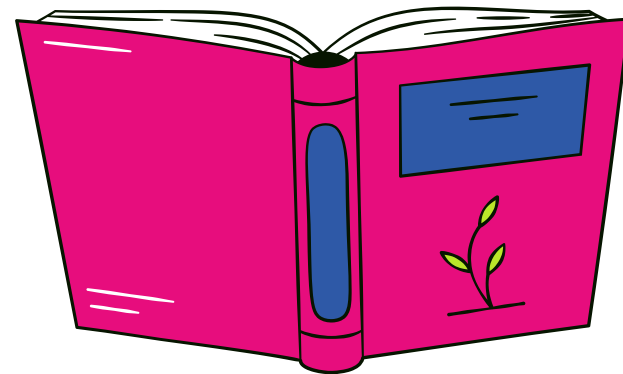


Class Companion

1. Prepare the prompt students will be writing.



2. Create a new assignment on Class Companion



3. Upload the rubric that you will use to assess



4. Students write their response and get immediate feedback!



Class Companion

Read the article "From Seed to Pumpkin to Seed." Based on the information in the article, write a response to the following:

Explain how bees and pumpkins are beneficial to one another.

Write a well organized informational essay that uses specific evidence from the article to support your answer.

Attempt 1

Selected

tion tIn the text seed to pumpkin to seed bees and pumpkins are beneficial to another because bees pollinate .Pumpkins And pumpkins give back pollinao bees according to the text bees help pumpkins get poland .cuz bees pollinate so we can have more pumpkins pumpkins give pollen to bees because pumpkins help bees with pollination this is how bees are beneficial to pumpkins and pumpkins are beneficial to bees.

Question score

1 / 5

● Organization and Development of Ideas

1 / 3

Your essay has a central idea about how bees and pumpkins help each other, which is great! However, the organization needs a bit more work. Try to include an introduction and a conclusion to help your readers follow your ideas better. You mentioned that "bees pollinate" and "pumpkins give pollen to bees," but it would be helpful to explain these points more clearly. For example, you could describe how bees take pollen from pumpkin flowers and how this helps pumpkins grow.

● Conventions

0 / 2

There are several errors in your writing that make it a bit hard to understand. Be sure to check your spelling, punctuation, and capitalization. For example, "pollinao" should be "pollen," and "cuz" should be "because." Also, remember to start sentences with a capital letter and use periods to separate your sentences.

Class Companion

In the text seed to pumpkin to seed bees and pumpkins are beneficial to one another because bees pollinate .Pumpkins And When the pumpkin plants are about 10 weeks old, bright yellow flowers bloom on the vines. In the center of each blossom is a feathery part covered with powdery pollen. Bees are attracted to the pollen, which they take back to their hive for making honey. Once the bees have found the pumpkin plants, they come back again and again. 7 Other blossoms open later. Each pumpkin flower according to the text bees help pumpkins get poland . to bees because pumpkins help bees with pollination this is how bees are beneficial to pumpkins and pumpkins are beneficial to bees.

Question score

3 / 5

● Organization and Development of Ideas

2 / 3

You did a good job explaining how bees and pumpkins help each other. You included details like how bees are attracted to the pollen and take it back to their hive. However, your essay could be clearer if you organized it better. Try adding a clear introduction and conclusion to help your readers understand your main idea better. For example, you could start by saying why it's important for bees and pumpkins to help each other, and end by summarizing how they benefit each other.

● Conventions

1 / 2

You've improved your writing, but there are still some errors that make it a bit hard to understand. Be sure to check your spelling, punctuation, and capitalization. For example, "poland" should be "pollen." Also, remember to use periods to separate your sentences and start each sentence with a capital letter.

Let's Try!





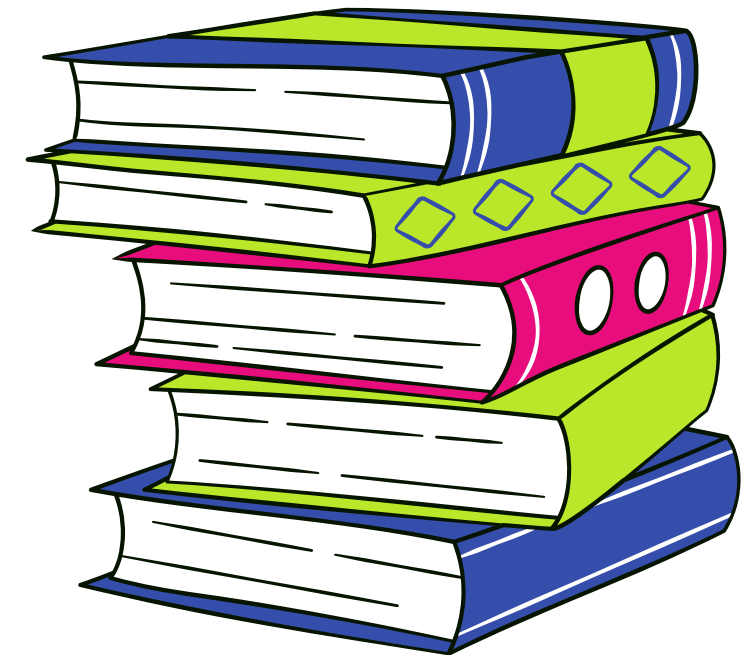
Wrapping Up

What is one actionable takeaway you plan to implement in the next 5 days?

Which topic from today still feels unclear or needs reinforcement?

Any other comments?

Questions?



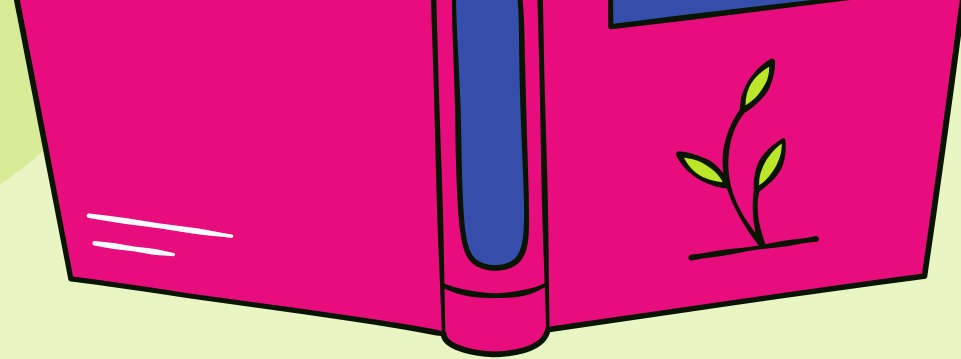


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Thank you
For Listening

