consulting in pedagogical growth

LISA BURMAN

Next Steps

With the Bookmaking Pedagogy

in EY of Primary School

www.lisaburman.com.au

Website: http://lisaburman.com.au

Resources / Resources from workshops / Discovery Cluster

Password: **discoverY**

Overview

1. Opportunity to share and learn from each other
2. Revisit some of the "Big Ideas" of the Bookmaking Pedagogy
3. Planning for effective Mini Lessons
4. Writing Conferences
5. Assessment lens – analyse children's books for strengths and nudges

---

Writing Workshop/Bookmaking

A pedagogical approach, not a lesson structure or programme

Concerned with helping children to ***think like writers,***
act like writers and see themselves as writers…
not just to be able to reproduce a certain text-type.

Some "Big Ideas"

1. Strengths-view of the child
2. Becoming a writer begins with symbolic play, mark-making & the desire to communicate
3. Connection to picture books is central – high quality literature
4. Reading and writing are intricately connected – "Read like a writer"
5. Culture of inquiry and curiosity about books and language
6. The writer 'owns' the book & the process – adults do not scribe or add their marks to the child's book
7. Work with the writer not the writing
8. "Nudge" not push – honour and celebrate approximations

The Writing Process

- Idea generation & development
- Drafting
- Revising
- Editing
- Publishing

Writing Workshop Structure

- **Mini Lesson/Writers' Meeting**
  - modeled, shared, interactive writing, mentor texts, think aloud
- **Independent writing** (or partner/small group writing project)
- **Share Time/Reflection Circle**
  - connect to explicit teaching point, metacognitive thinking, "What did you work on as a writer today?"

Spotlight Studies/Units of Study

Spotlight Studies

"By definition, mini lessons are short and focused.
If they are not organised over time under an umbrella of a bigger topic of interest to people who write, then our whole-class teaching can have a very hit-and-miss feel to it."

Katie Wood Ray (2004) "About the Authors"

Spotlight Study/Unit of Study

- *'Study'* is a verb – implies the process of inquiry.
- 2-5 Week active & focussed studying a 'stack' of relevant mentor texts
- Difference between '*planning*' and '*programming*'.
- Project possibilities…we can't know exactly what will be taught each day.

"I like to use the metaphor of taking a journey, where one finds the way using a compass rather than taking a train with it's fixed routes and schedules."

Carla Rinaldi (1998) in The Hundred Languages of Children, p.119

"We plan with the
child in the front of our mind
and the
Australian Curriculum in the back."

Lisa Burman

Australian Curriculum Content (Foundation Year)

Language	Literature	Literacy
Language variation and change 1. Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426) **Language for interaction** 1. Explore how language is used differently at home and school depending on the relationships between people (ACELA1428) 2. Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) **Text structure and organisation** 1. Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430) 2. Understand that some language in written texts is unlike everyday spoken language (ACELA1431) 3. Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences(ACELA1432) 4. Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433) **Expressing and developing ideas** 1. Recognise that sentences are key units for expressing ideas (ACELA1435) 2. Recognise that texts are made up of words and groups of words that make meaning (ACELA1436) 3. Explore the different contribution of words and images to meaning in stories and informative texts(ACELA1786) 4. Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) 5. Know that spoken sounds and words can be written	**Literature and context** 1. Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575) **Responding to literature** 1. Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577) 2. Share feelings and thoughts about the events and characters in texts(ACELT1783) **Examining literature** 1. Identify some features of texts including events and characters and retell events from a text(ACELT1578) 2. Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785) 3. Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579) **Creating literature** 1. Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)	**Texts in context** 1. Identify some familiar texts and the contexts in which they are used (ACELY1645) **Interacting with others** 1. Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) 2. Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1786) 3. Deliver short oral presentations to peers (ACELY1647) **Interpreting, analysing, evaluating** 1. Identify some differences between imaginative and informative texts(ACELY1648) 2. Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) 3. Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) **Creating texts** 1. Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) 2. Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652) 3. Produce some lower case and upper case letters using learned letter formations (ACELY1803) 4. Construct texts using software including word processing programs (ACELY1654)

Mini Lesson

- Short, focussed and direct
- 5-15 minutes
- One learning intention
- Invitation to try/use – not a directive or set task for all

Invitational Rather than Setting a Task

"A mini lesson is not meant to direct the course of action for the rest of the workshop.
This is a time to introduce an important skill (for example, how strong verbs improve writing), but we shouldn't expect students to spend the next forty minutes practising it.
Rather, teachers use the mini lesson to introduce one idea/skill/strategy that seems relevant and timely for a particular group of writers."

Fletcher & Portolupi
"Writing Workshop – The Essential Guide" 2001

Clarity of Learning

- We know why we are teaching something
- Do the children know?
- Do they know what they are learning…or why?

Clear Learning Intentions

- Name the **learning** not the doing
- Children are helped to focus on the learning not just completing the task
- Know where to focus their efforts
- The Learning Intention is what you want the children to learn or understand
- The tasks are the activities the children will carry out in order to learn this

The 'So What?' Factor - Relevance

- Ensure children know **why** they are learning this
- Is the learning relevant to their writing?
- When might they use it in their writing?
- How does it help their reader?
- Share how it fits into the bigger picture of being a writer

Revise this Learning Intention

Make a list of verbs which could replace 'said'.

Revise this Learning Intention

We are learning to…

Choose words on purpose

Or

Think critically about our word choice

so that…

our reader stays interested and

can make a strong mind picture.

One more thought…

What happens when we frame the learning intention as a question?

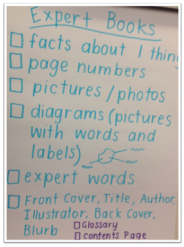
Reframe some of the learning intentions…as a question

Architecture of a Mini Lesson

1. Connection
2. State Learning Intention
3. Teach
4. Active Engagement
5. Link

'Connection' Component

- Not meant to be a memory test
- Thread through all your mini lessons
- A few seconds to a minute as a rough guide
- Use a visual connection – a memory tool
- Floor Book/Thinking Charts
- Mentor Text from previous day or Reading Workshop
- Modelled/shared/interactive writing book from previous day



'Teach' Component

- Modelled, Shared, Interactive writing
- Composing and Encoding (transcribing)
- **Modelled Writing** – the teacher composes and encodes, thinking aloud
- **Shared Writing** – the teacher and children together compose, the teacher encodes
- **Interactive Writing** – the teacher and children together compose and encode ("share the pen")

'Teach' Component

- Share from your Writer's Notebook or Bookmaking
- Mentor Text
- Use a child's writing as 'mentor' or exemplar
- Role play with younger writers – procedural (eg: how to plan across pages)
- "Fish Bowl" – process (eg: have a conference, give feedback to peer…)

Think about your current focus in Writing Workshop

- Decide one Mini Lesson focus – one learning intention
- Plan for the Mini Lesson, using one of the Planners
- What methodology will best serve this learning intention?
- Modelled/Shared/Interactive Writing
- Mentor Text
- Fishbowl/Modelling

Writing Conferences

1. **Research** – about the writer – **Listening with all our senses**
   - This book, the writer's process, evidence of thinking like a writer
   - Identify strengths
   - Identify possible 'nudges' or teaching points
2. **Decide** – which 'nudge' will best help this writer at this time?
3. **Give feedback** – respond as the reader; or notice something the writer did
4. **Teach** – a strategy or device the writer can use
   - Model, use mentor text, use other young writers, scaffold, practise

Deciding what is a 'Nudge'

- **Not** a deficit view of 'fixing the mistakes'
- What the writer isn't doing ....still limiting view of the child.
- What's something else the writer **could** add to this book?
- What's another thing this writer **could** try?
- Use our knowledge of the whole child in making the decision about what might be within his/her Zone of Proximal Development

Record Keeping

- System is individual – it needs to work for you
- What is important information to gather?
- Writer's **strengths** – what s/he is doing independently
- Writer's **nudges/goals** – keeping track of conferences

Writing Conferences Writer: _____

Date	Book/Writing Title	What I can do on my own	My Writing Goal

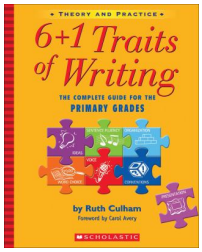
Writing Conference Name :_____

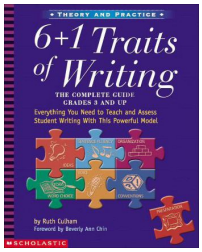
Ideas • focused (supporting details) • more than a basic retelling • interesting details • clear about intended audience • collecting ideas from a variety of sources • generates own ideas • creates ideas outside of writing workshop **Organisation** • headings, paragraphs, dialogue • transitions between sentences • question/fact boxes • lead hooks • title is crafted to connect with central theme or idea- original **Voice** • 'aha moments' • individual perspective • personal treatment of a standard topic • aware of engaging through detail or humour • uses tone to support the message **Word Choice** • topic specific words • descriptive words • basic conjunctions • varies use of transition words **Sentence Fluency** • varies sentence beginnings • varies sentence types • experiments with crafting devises eg. power of 3 • flows well & easy to read • dialogue used well **Conventions** • spelling • end punctuation • grammar • editing (self-edits)	Date	Book Title/Type	What I can do on my own	My Writing Goal

Name Date	Strength	Teaching Point Published Teacher Student Composition/Convention	Goal/Next step/Postponed
Name Date	Strength	Teaching Point Published Teacher Student Composition/Convention	Goal/Next Step/Postponed
Name Date	Strength	Teaching Point Published Teacher Student Composition/Convention	Goal/Next Step/Postponed
Name Date	Strength	Teaching Point Published Teacher Student Composition/Convention	Goal/Next Step/Postponed

A Tool for Assessment

- Writing Continuum
- Continuum – NOT a rubric
- NOT about one piece of writing…about the child as a writer
- Monitor growth over time
- Bring your knowledge of the writer from various sources to this tool
- Many schools use this as a tool to pass on information year to year





6 Traits of Writing

1. Inspiring **ideas**
2. Shaping **organisation**
3. Sparking **voice**
4. Expanding **word choice**
5. Developing **sentence fluency**
6. Strengthening **conventions**

+ Writing Habits and Strategies

Writing Conferences

1. Read the child-authored samples you brought with you
2. Name 2-3 **strengths**
3. What possible **nudges** come to mind?
4. Which nudge will you choose for this child? Knowing all you know about the whole child…
5. What tool could be helpful with this 'nudge'?
   - Mentor text from your Stack
   - Another child-author to demonstrate
   - A child-authored book from your Stack
   - Your book

To explore in the future…

- Reflection Circles and metacognition
- Planning a Spotlight Study
- Mapping a Year of Writing – a whole school approach
- Getting the most from your "Stack"
- Variety of writing conferences
- Bringing an inquiry stance to Writing Workshop
- Interactive Writing – linking Word Study to Writing Workshop
- Illustration Study

We teach children, not programmes.

The child **is** *the curriculum.*

info@lisaburman.com.au | www.lisaburman.com.au