**Writing Workshop Lab Site**

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| Outcomes as Teachers:* Use knowledge of unit goals & teacher observation of students (assessment) in order to make instructional decisions.
* Expand our repertoire of ways to plan across both whole and small group methods of a writing workshop.
 | Essential Questions:* How do we prioritize student observations to inform teaching across whole group and small group?
* How do our interactions with students impact student learning?
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| Unit goals for students:1st* Writers draw from familiar characters and personal situations to create their stories.
* Writers use what they know about narrative writing to stretch out the conflict and resolution.

2nd * Writers draw from familiar real-life events to write engaging narratives.
* Writers use what they know about narrative writing to stretch out the problem in the story to build tension.
* Writers develop characters who change as a result of the situation.
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| Morning Cohort times  | Topic | Afternoon Cohort Times |
| 9:00-10:15 | WelcomeGroundingChat & ChewSet up lab site-Whole group methodconferencing | 12:30-1:45 |
| 10:25-11:25 | Classroom Experience | 1:50-2:45 |
| 11:30-12:00 | DebriefShare reactions to classroom experienceAnalyze Data | 3:00-4:00 |
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**DAY 1: Monday, January 28nd**

**Day 2: Tuesday, January 29th**

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| Morning Cohort times  | Topic | Afternoon Cohort Times |
| 9:00-10:15 | GroundingDigging Deeper (TBD on day 1)Create and rehearse plans  | 12:30-1:45 |
| 10:30-11:30 | Classroom Experience | 1:45-2:45 |
| 11:30-12:00 | DebriefDetermine Shifts in LearningPlan Next StepsCommit to Action | 3:00-4:00 |