Hundley/Smith
Lesson 1, On Writers, Writing and Teaching Writing
Session 1, Wednesday, August 22, 2012 11:10-12:25

Instructional Context

What do I know about my students that will inform this lesson?

Sixteen of the students in ENED 2380/3380 are in their professional year in a rigorous teacher education program. The other four students are in different programs in the university; they will have had different pedagogical underpinnings than the students who have been through our foundations courses have. For this reason, I will need to attend specifically to the pedagogical academic language vocabulary and structures used. While our students have a fairly substantial awareness of pedagogy, this semester is one of the first times they will be asked to employ that pedagogy so they will also need support in this area. Some projects may need to be adapted for the students who do not intend to teach. Students in this class will have had varying degrees of success as writers in and out of school; this is important as we think about how writing gets taught in school, how it should be taught, and why teachers of writing should also be writers.

How does this lesson connect with and build on the previous lesson(s)?

This lesson is the first in a series of lessons that focuses on their seeing themselves as writers first. We will focus a great deal on the reasons why teachers of writing need to write and think of themselves to be writers. This first lesson asks them to draw as a form of writing-play and to think about their own writing experiences.

How do you expect to build on this lesson in subsequent lessons?

This session introduces the idea of the work of writing, introduces the language around drafting, and focuses the students on their own writing. Subsequent lessons will continue this focus and begin to weave in the role of the writing teacher. Today's final task is the pre-writing for a writing assignment.

Standards Addressed

Professional Standards

o   Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

o   Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

Common Core State Standards

o   3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

o   4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

o   5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

o   10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Objectives

Objective	Assessment
o Teacher Candidates (TCs) will identify the forms of writing that they did today in order to frame a discussion on the limits of the kinds of writing done in school.	List in journal (criteria: participation)
o After a class discussion of the work of writing, TCs will focus and list	List on graphic organizer

their own concerns about writing.

- o TCs will identify the role(s) of the writing methods class in their development as teachers.

- o TCs will draw their backpacks, realizing that the backpack is a concrete representation of what they bring to school, what they carry.
- o TCs will listen to an excerpt from *The Things They Carry* as they draw their backpacks, identifying key themes and language patterns.

- o TCs will write a narrative or poem to accompany their drawing; the writing piece will focus on the concrete and abstract "things" they carry with them to school.

	(criteria: thoughtful attention to questions, completion)
TCs will identify the role(s)...	List on graphic organizer (criteria: thoughtful attention to questions, completion)
TCs will draw their backpacks...	Drawing (criteria: 3 sides of paper, detail, participation)
TCs will listen to an excerpt...	Discussion of key themes & how it felt to draw first/then write. (Criteria: identify themes, participation)
TCs will write a narrative...	Submitted Draft of Narrative or Poem (criteria: thoughtful attention to prompt, fluidity of text, on-time submission)

Academic Language/Language Function Objectives

- o TCs will define *draft* and the various kinds of drafts that writers use (based on readings).

Discussion & class definition of draft (criteria: evidence of reading, participation, class definition)

Assessments

- o The assessments for this session are largely informal and formative.
  - o List
  - o Discussion
  - o Backpack Drawing
  - o Class Discussion (participation, oral evidence of readings & homework)
  - o The Things They Carried Writing Prompt (due Sunday)

Instructional Strategies and Learning Tasks (Procedures & Timelines)

Time	Instructional Strategies/Learning Tasks	Purpose
5minutes	1. Writing Prompt: List everything you have written today.	This is part of the class procedure—there will be a writing prompt every class. The purpose of this prompt is to get the students thinking about the multiple types of writing they do each day; few of them look like the kinds of writing you do in school.
10 minutes	2. Introductions: Tell us your name, program, and what you've written today. Note what they say for patterns to be brought up, which, if any, of the writing that is listed is something they did/have done/learned how to do in schools.	This serves two goals: getting to know the students and identifying the types of writing that people do.

10 minutes	3. Overview: Writing is complex, intricate, and unnatural work. It is work—it doesn't come out right the first time, drafts are important & school often isn't a safe place to write.
	  a. Common concerns
	  b. Beliefs about writing
	  c. Connections between writing beliefs & readings
		key part of planning & how planning with the assessment in mind helps keep you focused. This should build to that.

5 minutes	4. Introduce first writing task: *The Things We Carry*. Siegesmund argues that Not all writers begin with words, many begin "before words, before text" with images. They feel the pull not of words but of pictures, sound or movement and struggle when asked first to write words. They prefer to begin with other forms of writing like drawing or composing and then come to words. This is not a new idea—many of us as writers begin with something else first before we first put pen to paper or fingers to keyboard. There are students who need that something else to get started so your pre-writing tasks may take many forms.	Writing and pre-writing can look different. This introduces the idea that many writers are visual before they are print. This is a concept that I want them to be aware of as we move into more complex writing tasks.
20 minutes	5. Draw your backpack or bag. Your drawing should touch 3 sides of the paper and contain a lot of detail. It doesn't matter if you can't draw—part of this is to get you out of your comfort zone, to draw a "shitty first draft." As you draw, listen to an excerpt from *The Things They Carry* and think about what it is that you carry with you to school as a student and as a future teacher of students. Distribute art paper, paper towels, and charcoal.	The purpose of this task is to have them engage in something that is new to them, potentially uncomfortable, and definitely messy. This drawing task serves as pre-writing for the homework
15minutes	6. Discuss assignments & texts.	I will use this as an opportunity to preview what is coming up for them as readers/writers/teachers. Previewing the assignments gives them a heads-up about what is coming up. It also allows them to see the arc of the class & how the tasks build.
5 minutes	7. Introduce homework & take the last few minutes to answer questions.	

Student Supports

- ☐ Organizational Supports
    - o Preparing for Class Email
    - o Agenda
- ☐ Note-taking Supports (Language Processing)
- ☐ All materials are posted to OAK

Materials and Resources

Organizational Tools for Students

- ☐ Preparing for Class Email
- ☐ Agenda for Session (hardcopy & post to OAK) (Melanie)

Handouts & PowerPoints

- ☐ Syllabus (hardcopy & post to OAK (Melanie)
- ☐ The Things They Carried (hardcopy & post to OAK) (Melanie)
- ☐ PPT: Work of Teaching Class work Directions, Overview of Class & Assignments, Intro to Academic Language (post to OAK) (Melanie)

Pedagogical Tools

- ☐ Lesson Plan (posted to OAK) (Melanie)
- ☐ Pre-class survey

Materials needed in class

- ☐ Art paper
- ☐ Charcoal
- ☐ Markers for board
- ☐ Journals with labels
- ☐ Hairspray

Reflection

- o What worked and for whom? Why?
- o What didn't work and for whom? Why?
- o What are instructional next steps based on the data from this plan?