

Savage Chickens

by Doug Savage



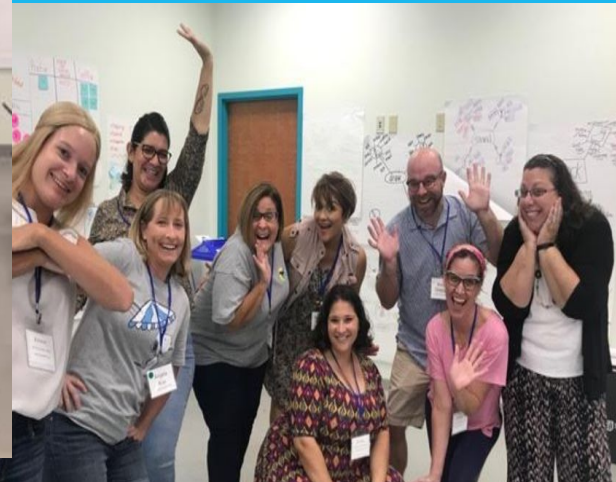
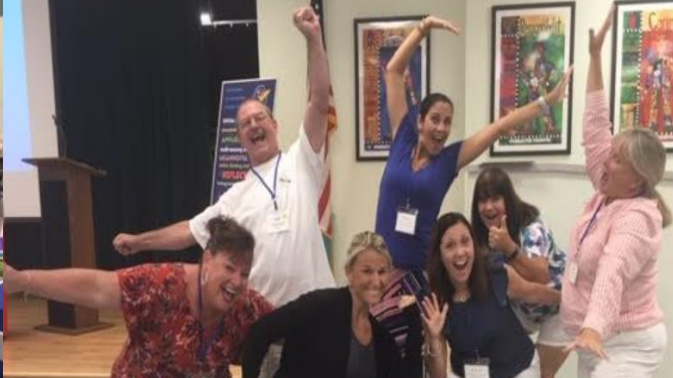
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WRITER'S BLOCK, OFTEN BLAMED ON THE BLANK PAGE, IS CAUSED BY EVIL PENCILS.



Morning Reflection

- Collect your daily reflections.
 - Assemble them with a hole punch and binder ring.
 - Select one highlight and one takeaway (commitment to action) and share with a partner.
-





Activity to Unite

This is Not a Pencil

Activity to Disengage Stress

Peace Out





Activity to Connect

Buddy Up:

Pair/Share



Pair/Share Prompts

Do you like to write and why?

What do you think makes a good writer?

Who is your favorite author and why?



Activity to Commit

Group & Individual

Applied Literacy: With Our Words We Create



THE LEARNING ALLIANCE



Applied Literacy

the ability to apply skills and knowledge gained to authentic, real-world contexts

Framing Question:

How do we create authentic opportunities for students to show what they know and apply their learning?

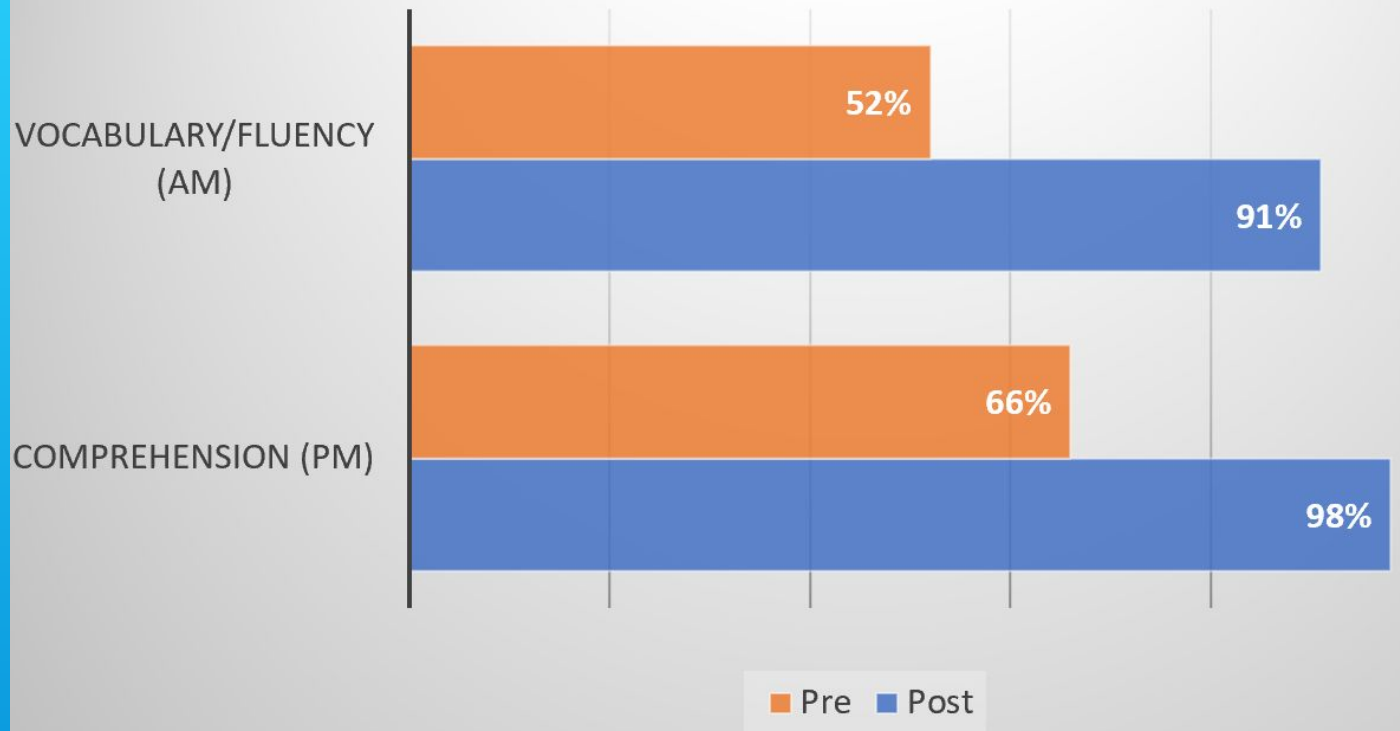


Session Focus Question

How can we **communicate** and **create** meaning through the **written word**?



Moonshot Summer Institute Pre/Post Assessments Day 4





Go Formative

How to Join

Guests

- 1 Go to goformative.com/join
- 2 Enter this code:

MJAANJ



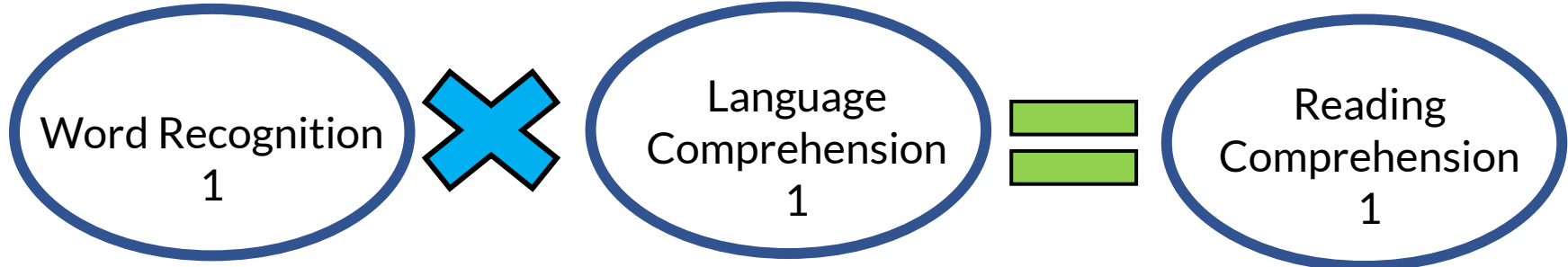
Session Objectives

- Learn dynamic, multisensory, and engaging strategies to develop writing skills
 - Understand that writing is the the highest form of cognitive expression
 - Be able to provide authentic opportunities for students to write with a purpose
-



Essential Question

What makes us amazing?



- Phonological Awareness
- Letter Knowledge
- Phonemic **Decoding**
- Spelling (Orthographic Knowledge)
- Fluency

- Background Knowledge
- Vocabulary
- Language Structures (syntax, semantics, etc.)
- Verbal Reasoning (inference, metaphor, etc.)
- Literacy Knowledge (print concepts, genres, etc.)

- Purpose for Reading



A photograph of two students sitting at a desk in a classroom, focused on writing. The student on the left is a young Black male wearing a white collared shirt, holding a silver pen. The student on the right is a young woman wearing a pink and grey patterned headscarf and a red and grey sweater, holding a blue pen. They are both looking down at their papers. The background is slightly blurred, showing other students and classroom shelves.

A Reason to Write

The 4 Keys to Effective Writing Instruction

A Moonshot Talk by Kurt Wootton

one

**We write to
communicate.**



“Writing is a social technology designed to communicate among people.”

Charles Bazerman, 2016

foundational texts



authentic literacy events

Goodman et. al., 2017

“doing school”

Denise Clark Pope, 2001



Design Thinking Reflection

Criteria

1. ¿Qué pensaba se suponía se suponía que iba a hacer y qué pasó?

2. ¿Qué pensaba se suponía se suponía que iba a hacer y qué pasó?

3. ¿Qué pensaba se suponía se suponía que iba a hacer y qué pasó?

4. ¿Qué pensaba se suponía se suponía que iba a hacer y qué pasó?

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8. ¿Qué pensaba se suponía se suponía que iba a hacer y qué pasó?

9. ¿Qué pensaba se suponía se suponía que iba a hacer y qué pasó?

10. ¿Qué pensaba se suponía se suponía que iba a hacer y qué pasó?

ArtBot Design Specs	
Criteria	Description
1. The robot should move in a circle.	The robot should move in a circle.
2. The robot should be able to move forward and backward.	The robot should be able to move forward and backward.
3. The robot should be able to turn left and right.	The robot should be able to turn left and right.
4. The robot should be able to stop.	The robot should be able to stop.
5. The robot should be able to start.	The robot should be able to start.
6. The robot should be able to move in a straight line.	The robot should be able to move in a straight line.
7. The robot should be able to move in a curve.	The robot should be able to move in a curve.
8. The robot should be able to move in a zigzag pattern.	The robot should be able to move in a zigzag pattern.
9. The robot should be able to move in a spiral pattern.	The robot should be able to move in a spiral pattern.
10. The robot should be able to move in a random pattern.	The robot should be able to move in a random pattern.

Design Thinking Reflection

Criteria

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two

**We write to create
ourselves.**



“I write to define myself—an act of self-creation—part of the process of becoming.”

Susan Sontag



Liz Woody - Remington

Friends Following Message

Timeline About Friends 49 Mutual Photos More



Leslie Connelly

Friends Following Message

Timeline About Friends 45 Mutual Photos More



Fran McDonough
(MacKenzie)

Friends Following Message

Timeline About Friends 32 Mutual Photos More




Debbi Arseneaux

Friends Following Message



Kurt Wootton

Update Info Activity Log 20



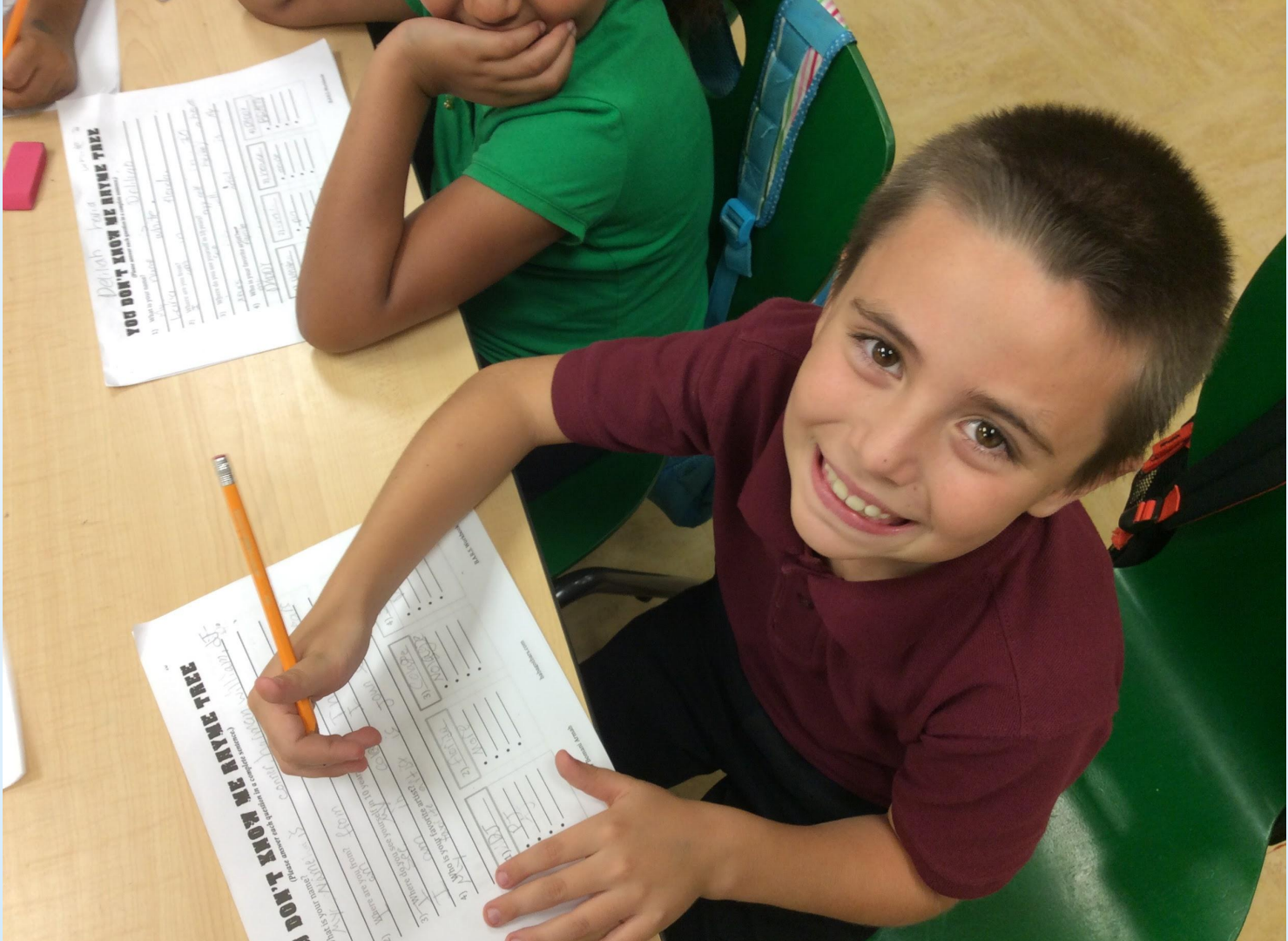
Liz Bahl

Friends Following Message



positive social future

*Landay and Wootton,
2012*



Delish! You're a
YOU DON'T KNOW WE HAVE TREES
Please write your answers on the lines provided.

1. What is your name? _____
2. What is your favorite color? _____
3. What is your favorite animal? _____
4. What is your favorite sport? _____

5. What is your favorite food? _____
6. What is your favorite book? _____
7. What is your favorite TV show? _____
8. What is your favorite movie? _____

9. What is your favorite season? _____
10. What is your favorite month? _____
11. What is your favorite day of the week? _____
12. What is your favorite time of day? _____

13. What is your favorite hobby? _____
14. What is your favorite game? _____
15. What is your favorite toy? _____

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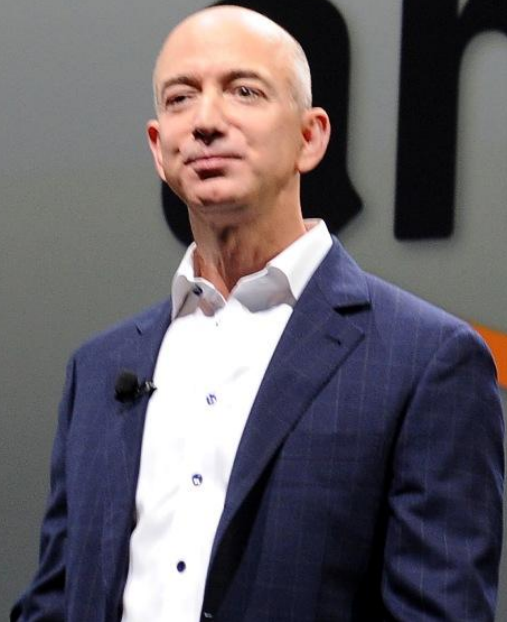
13. What is your favorite hobby? _____
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three

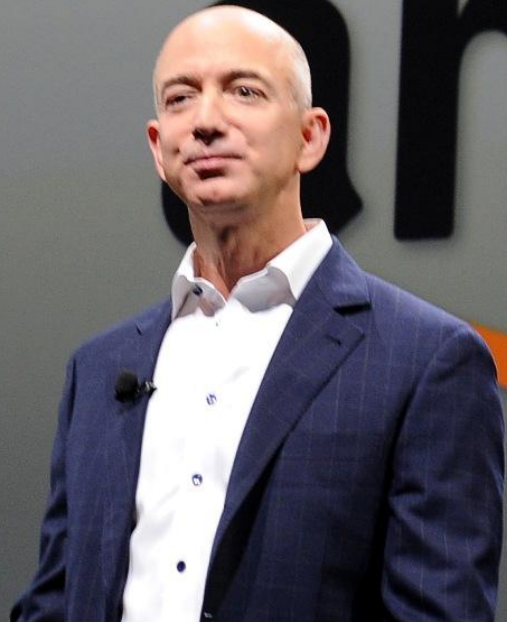
We write to learn.



“We don’t do PowerPoint presentations at Amazon. Instead, we write narratively structured six-page memos. We silently read one at the beginning of each meeting in a kind of ‘study hall.’”



“When you have to write your ideas out in complete sentences, complete paragraphs it forces a deeper clarity,”

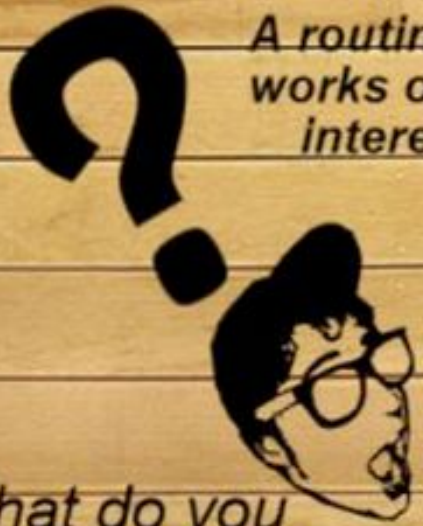


amazon

Visible Thinking Routines

by *Visible Thinkingpz.org*

A routine for exploring works of art and other interesting things



What do you see?
see



think *What do you think about that?*



wonder *What does it make you wonder?*

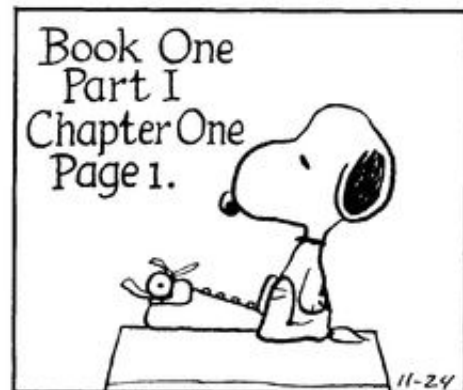
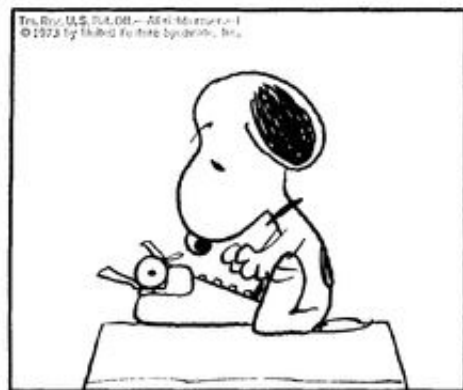


four

**We write when we
think we can.**







“I tell them they are writers and that they can write.”

Luanne Lewis, 2017

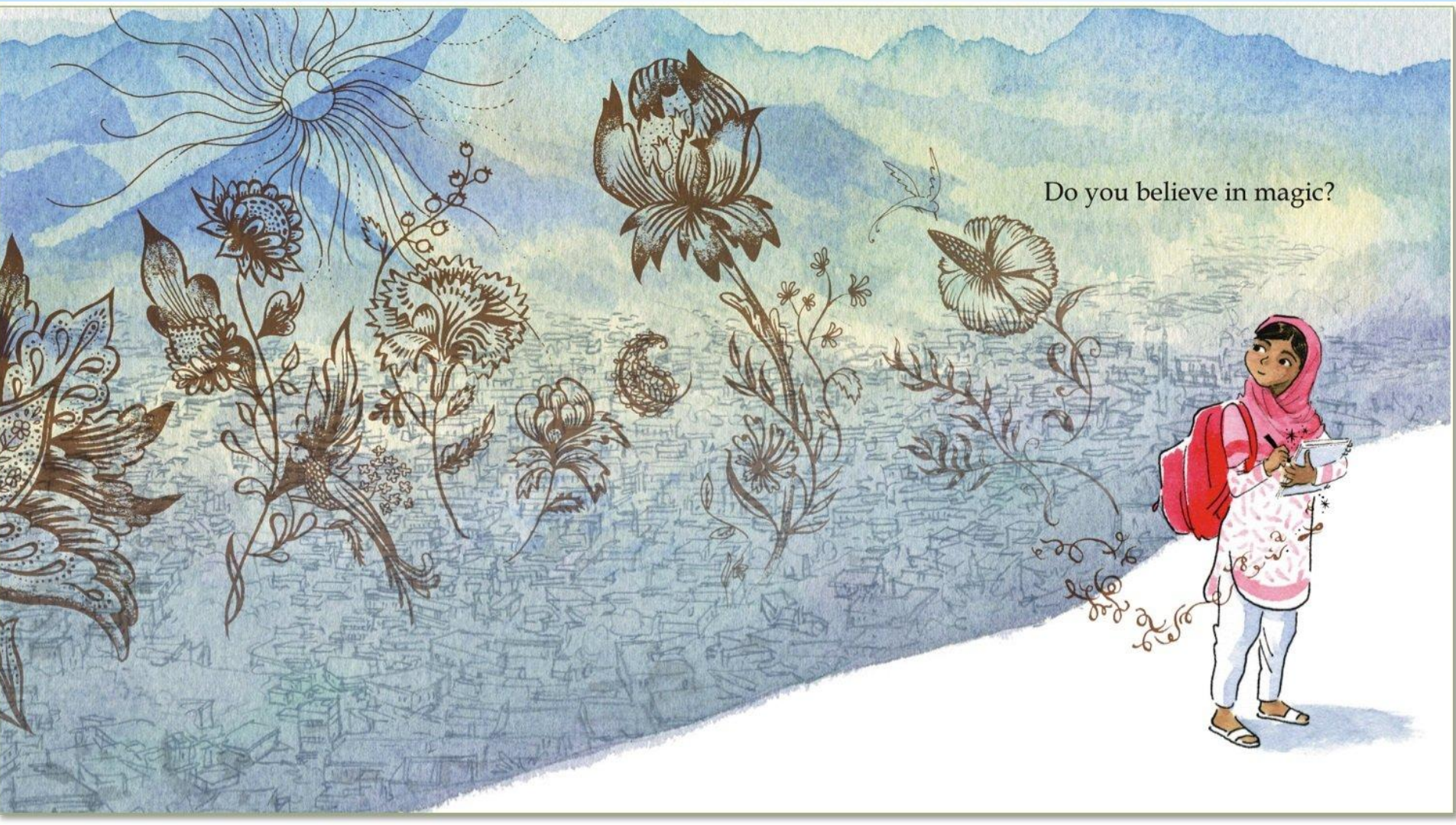
self-efficacy

individual's belief in his or her innate ability to achieve goals.

“Modeling writing processes, encouraging students to believe they can be successful, and helping them control negative emotions are all parts of effective writing instruction.”

Dahl & Freppon, 1995

Do you believe in magic?

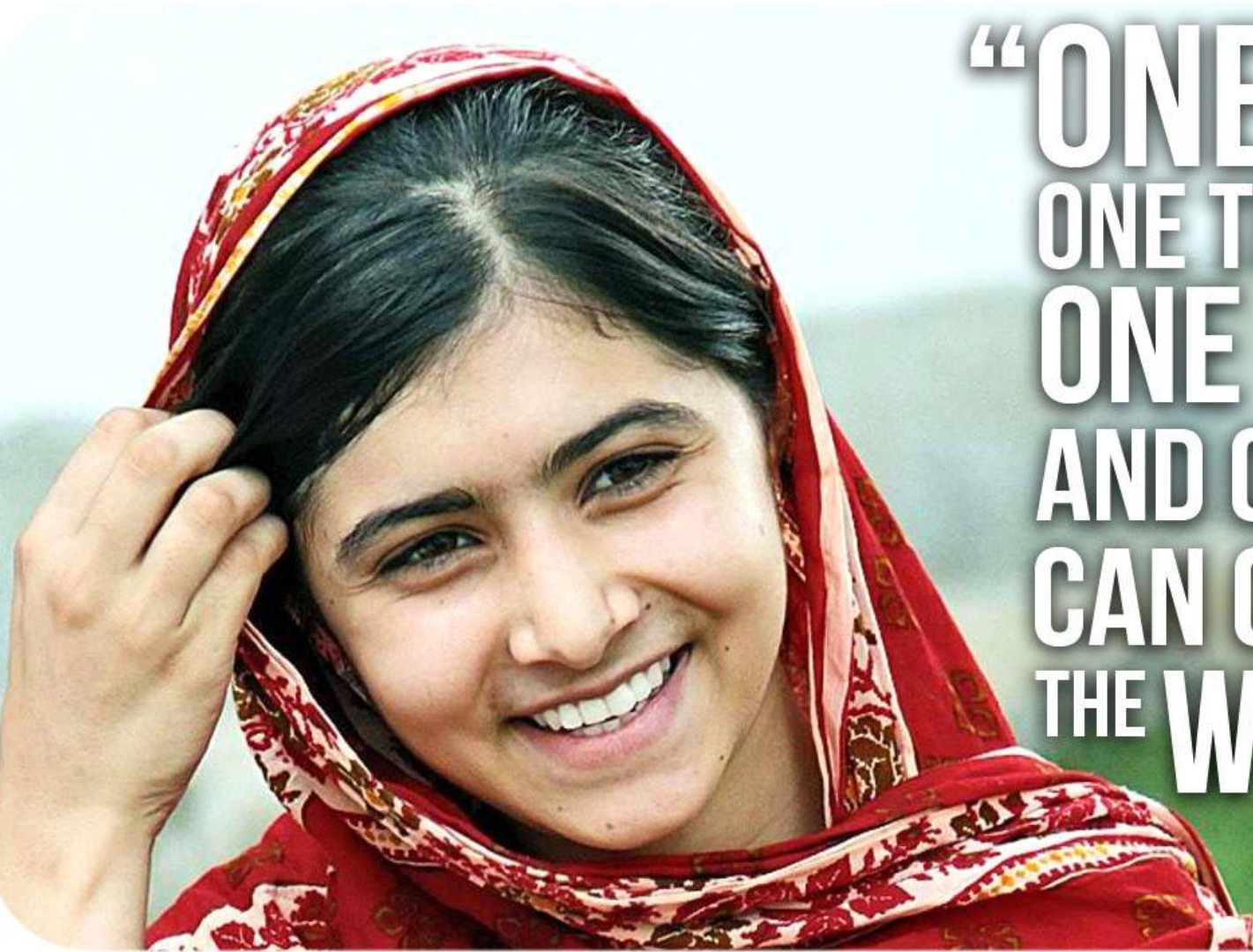


“There are children who enter written language through magic (a cognitively challenging magic) and other children who enter written language through training in ‘basic abilities.’ In general, the first become readers; the others have an uncertain fate.”

Emilia Ferreiro, 2003



U SIGH U



**“ONE CHILD,
ONE TEACHER,
ONE BOOK,
AND ONE PEN
CAN CHANGE
THE WORLD.”**

- MALALA YOUSAFZAI

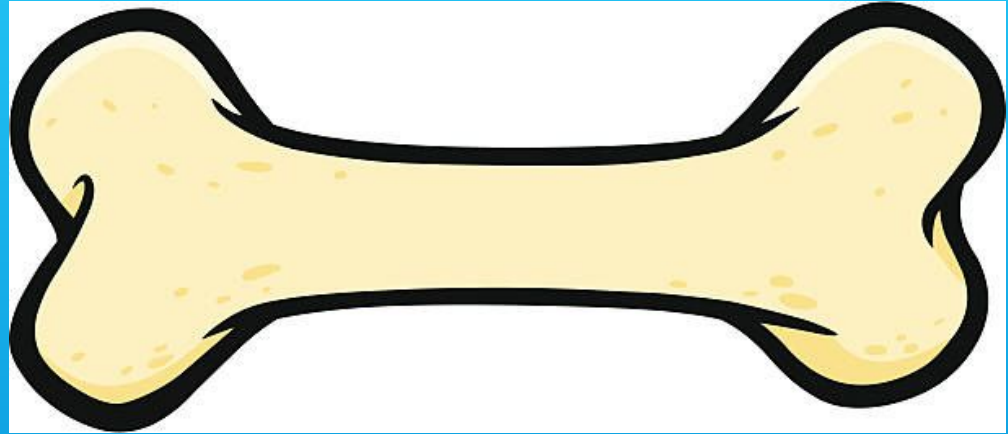


STRUCTURE

STYLE

SUBSTANCE

Bare Bones Sentences



Subject Describers

PHYSICAL

MENTAL



Predicate Expanders

how

why

when

where



Keyword Outlining Text Reconstruction



The main goal is to show how you can **repackage** words to communicate.

You need to **play with words** to know that you have choices. This develops **precision** in thinking and writing.



Punctuation Game

1. Each group is assigned a punctuation mark.
 2. Come up with a sound and gesture for your punctuation mark.
 3. As we read the passage, listen for your punctuation mark and pop up with gesture and sound.
-



Brainstorming: Rip, Slap, Pass

1. One person in the group starts with the stack of post-its
 2. When the timer begins, quickly write
 3. Then RIP post-it off
 4. And SLAP it into the middle
 5. Then PASS to the right
 6. Repeat
-

Brainstorming: Rip Slap Pass



Jokester Time





Break



Sing a Song of Malala!

Ode: a poem meant to be sung about a subject (second person)

Aria: a song performed by one character (first person)



Ode to Malala

GO MALALA GO

(to the tune of *Row Row Row Your Boat*)



Ode to Malala

Go, go, go Malala
You are really brave.
Even though they tried to stop you
You still took the stage.

Go, go, go Malala
Speak for all the girls.
Everyone deserves to learn
All around the world.



Possible songs

Nursery Rhymes

1. Baa, Baa Black Sheep
2. The Farmer in the Dell
3. Frere Jacques
4. The Green Grass Grew All Around
5. Hickory, Dickory, Dock
6. Hot Cross Buns
7. If You're Happy and You Know It
8. I'm a Little Teapot
9. It's Raining, It's Pouring
10. Itsy Bitsy Spider
11. The Muffin Man
12. London Bridge is Falling Down
13. Old Macdonald Had a Farm
14. Pop Goes the Weasel
15. Row, Row, Row Your Boat
16. Twinkle, Twinkle, Little Star
17. The Wheels on the Bus
18. This Old Man
19. Say, Say, Oh, Playmate

Also, folk songs, spirituals, pop songs...anything easy to remember!



Sing a Song of Malala!

1. Choose a tune.
 2. Count the syllables in each line.
 3. Decide: Aria or Ode
 4. Use headline (or revise, if necessary)
 5. Use your amazing facts about Malala to write a song.
-



Sing a Song of Malala!

Rubric/Checklist

- Has a headline or title
 - At least two key details about Malala from text
 - Uses vocabulary words
 - Matches the syllables of the original tune
 - Creatively present to the room
-



Sing a Song of Malala!

Share around the room



Key Takeaways & Go Formative

How to Join

Guests

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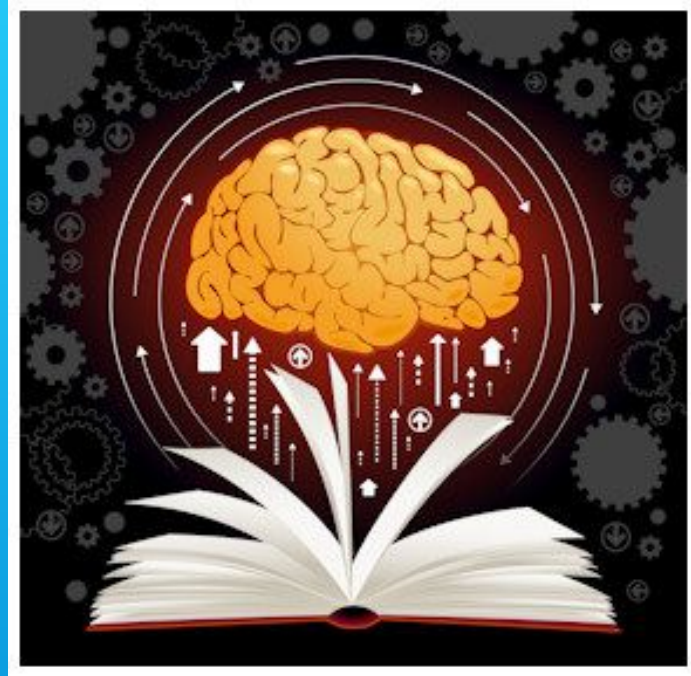
DPODZR



Reflection

I/Q

Transfer & Apply Knowledge



Schedule for the afternoon

12:45-1:15

Movement Break & Showcase preparation

1:15-1:45

Culminating Exhibition of Learning 101

1:45-2

Break

2-2:30

Culminating Exhibition of Learning 201

2:30-3:30

Sharing takeaways & Amazing closing





Lunch 12:00-12:45

SHARE YOUR
LEARNING

#Shareyourlearning

@TLA_Moonshot @MoonshotMoment

#MoonshotinAction

#MoonshotInstitute



Let's Move!



Rehearse & Revise

Prepare for showcase



Culminating Exhibition (101)

- (2) Songs
 - Story Nuggets
 - (2) Songs
 - Story Retelling
 - (4) Songs
 - Headlines Mashup
-



***“One child, one teacher, one book,
one pen can change the world.”***

- Malala Yousafzai



Reflection

Respond with Wows & Wonders



Culminating Exhibition (201)

**Switch to other powerpoint*



Reflection

Respond with Wows & Wonders

ENRICHED LITERACY FRAMEWORK



FOUNDATIONAL
(Literate)



**SOCIAL
EMOTIONAL**
(Compassionate)



APPLIED
(Creative)

What does it take to achieve 90% literacy by third grade such that we create literate, compassionate, creative citizens who will improve the world?



Objectives for the week:

- Understand and be able to support the journey our children are on to become literate
- Understand the Enriched Literacy framework, how it works and why it matters
- Learn how to build connected literacy experiences around a text



Thinking Routine

I used to think...

Now I think...

*Plus one amazing experience
from the week*



Building Conversations

1. Each person speaks for one minute (all others listen). Moment of silence between each speaker.
2. Group has conversation after *everyone* has spoken.



Where I'm From - An Amazing Closing

Think about your “I Am From” poem and what is in your “amazing jar.”

Write one “I Am From” line to share.

THANK YOU!!!

See you at Bonefish Grill!

Moonshotinstitute.info

****Please complete your exit survey***



http://bit.ly/moonshot_exit

