

Introduction to the *Living the Writer's Life* Units

Presenter Notes

Purpose

The purpose of this workshop is to have teachers engage and discuss the lessons from the *Living the Writer's Life* unit for their grade level.

Materials

Overhead Projector and Transparency (or individual handouts) of [Task 1](#)

[Introduction to *Living the Writer's Life: Kindergarten*](#)

[Overview Chart and Lessons: Kindergarten](#)

[Introduction to *Living the Writer's Life: Grade 1*](#)

[Overview Chart and Lessons: Grade 1](#)

[Introduction to *Living the Writer's Life: Grades 2–5*](#)

[Overview Chart and Lessons: Grades 2–5](#)

[Introduction to *Living the Writer's Life* Unit Goals](#)

Sticky Notes

Chart or Notebook Paper for Grade-Level Questions

Outcomes

- Teachers will become familiar with *Living the Writer's Life* unit for their grade level.
- Teachers will identify alternative books and Spanish titles that will support Focus Lessons.
- Teachers will discuss concerns and suggestions for the unit with grade-level colleagues.
- Teachers will discuss and compare the units with the roll-out units from last year.

Information for Presenters

- These units are meant as guidelines for teachers. Teachers are expected to address the goals of the unit and needs of their students.
- Lessons may take less than one day or several days, depending on the focus of the lesson and experience of students. Lessons may be repeated if necessary.
- The *Living the Writer's Life* units are an introduction to Writing Workshop focusing on building “habits of writers.” Many concepts introduced in the unit will be addressed in other writing experiences throughout the year.
- The units have been written with specific goals (intended learning) in mind. Books have been chosen to model how the teacher can address the intended

learning. It is not necessary that teachers use the identified books but that they use books that support the intended learning.

- The units are being completed as quickly as possible. All sections of the units should be completed by August 2003.

Introducing the *Living the Writer's Life* Unit

- Make overhead transparencies of the “Goals” and review them with the group.

Task 1

- Make copies of the Introduction and the appropriate *Living the Writer's Life* unit for each teacher.
- Give teachers time to read through the introduction and the beginning lessons of their units, jotting down their thoughts on sticky notes.
- Encourage teachers to develop lists of alternative titles that would work for the lessons.
- Explain the protocol for discussion. This protocol allows teachers to get all their concerns “on the table” before the group problem solves. You may suggest that groups use chart paper to record their questions and/or concerns.
- Share out general reactions from the grade-level groups about the units.