The National Learning and Teaching Conference
Brisbane, 6–8 November 2014
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INTERACTIVE WRITING MEETS THE INTERACTIVE WHITEBOARD

How does this process impact the learner?

Presenter: Noella Mackenzie
Introductions

Why did you come to this workshop?
What do you already know about interactive writing?
INTERACTIVE WRITING

24/06/2010
School: Franklin PS
Class: Kindergarten
Teacher: Mr Jesse Wheaton
What are you thinking now?

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Teaching ‘the new’ through Co-construction

Interactive writing

- Composing
- Recording
- Editing
- Publishing
The goal:

To have independent writers who have many resources at their disposal for:

Composing (ideas, creativity, confidence)
Recording (vocabulary and structure)
Editing (spelling and Concepts about Print)
Publishing (pride and skill)

Constrained and unconstrained skills
The Goal continued:

“The broad goal of Interactive Writing is to teach children the writing skills, strategies, and conventions they need to become competent as independent writers’ (McCarrier, Pinnell & Fountas, 2000)

Interactive writing reflects what is known about a balanced and integrated approach to literacy teaching (Graves et al., 2003; Pressley, 2002; Snow et al., 1998)
Vygotsky

**ZPD**
Zone of potential development

**ZAD**
Zone of actual development

**ZPD**
Zone of proximal development

Scaffolding new learning

Responsive model of teaching, Clay, 1991
Interactive writing provides opportunities for:

Composing, recording and editing
• idea development,
• vocabulary expansion
• grammar and punctuation,
• constructing words in writing (spelling and phonemic awareness),
• taking words apart in reading, and
• writing structures.
A writing apprenticeship:

Children are apprentices who work alongside a teacher who is the expert writer. (McCarrier, Pinnell & Fountas, 2000)

In addition to guiding children in the act of writing, the teacher might ‘think aloud’ to model for children processes related to writing such as how to spell a word, how to form a letter, or how to revise (Roth & Guinee, 2011).
Process

**Step 1**

*Day 1: Compose*

Day 2-5: Reread and compose next part

teacher takes the lead in shaping the composition

**Step 2**

*Every day: Joint construction - Teacher and children sharing the pen*

teacher selects teaching opportunities – vocab, grammar, spelling, punctuation
Example 1: What we know about bears

Grizzly bears grow to be very big. (Monday)

Some bears sleep in caves and eat fish. (Tuesday)

Panda bears are black and white. (Wednesday)

Bears can run very fast. (Thursday)

Real bears are smart and toy bears are very cuddly and good to take to bed. (Friday)
Real eat. Real bears homely eat. Real. DAA'UWD 5yrs
Example 1: **What we know about bears**

- *Grizzly bears grow to be very big.* (Monday)

- *Some bears sleep in caves and eat fish.* (Tuesday)

- *Panda bears are black and white.* (Wednesday)

- *Bears can run very fast.* (Thursday)

- *Real bears are smart and toy bears are very cuddly and good to take to bed.* (Friday)
Working towards independence

Interactive writing is where you teach to the needs of the group.

Independent writing is where children build on and practice their developing skills and you teach to the needs of individual students.

Emergent writers should be encouraged to draw – talk – write (Mackenzie, 2011)
Research findings:

Students in the Interactive Writing Group outperformed students in the control group on Ideas, Organisation, Word Choice, Sentence Fluency, Spelling, Capitalisation, Punctuation, and handwriting.

Interactive Writing on the Interactive Whiteboard

Why?

How?

Videos and examples courtesy of Jesse Wheaton
Interactive Writing & Drawing
Grandma Poss made Hush invisible so the snake could not see her.
Hush wanted to become visible again.
So they went to look for people food.
But we know that possums don't eat people food they eat plants.
Grandma Poss and Hush went to different cities looking for people food to make Hush visible.
But we know that possums look for food at night not in the day.
Hush ate a piece of pavlova, a vegemite sandwich and half a lamington, which made her visible forever.
Grandma Poss made Hush invisible so the snake could not see her.

Hush wanted to become visible again so they went to look for people food.

But we know that possums don't eat people food they eat plants.

Grandma Poss and Hush went to different cities in the daytime to look for people food to make Hush visible again.

But we know that possums look for food at night not in the day.

Hush ate a piece of pavlova, a vegemite sandwich and half a lamington which made her visible forever.
Reciprocity

Reading scaffolding writing

Writing scaffolding reading

Combined Reading and Writing (Literacy) Knowledge
What are you thinking now?

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Example (Retelling) The Three Billy Goats Gruff

Once upon a time there lived three hungry goats. (M)

The goats wanted to eat grass and get fat. To get to the grass on the hill they would have to cross the bridge. (T)

The troll lived under the bridge and he didn’t want the goats to cross to the other side. He was a mean troll. (W)
The goats tricked the troll and ran across the bridge. They were happy to have lots of grass to eat. The troll was sad. (Th)

The goats stayed on the hill eating lots and lots of grass and got very fat. They didn’t see the troll ever again and they were very happy. (F)
Once upon a time
three goats wanted to
get fat but the troll
didn't let them over
the bridge but they
got over but the troll
didn't try to catch them
again.
Once upon a time the goats went to the hill and they went over the bridge. The goats are fat too.
Once upon a time, three goats wanted to get fat but they can't get across the bridge. The troll didn't let them. They pushed the troll off the bridge, then they got fat.
28.3.2011

On Saturday I went to Michelle's and I saw the chooks and I had fun. It was her birthday, there was lots of peepol.
on Sunday I went to Tikirah's house and we played with the dress ups... Tikirah dress'ed up as a rock star and it was funny after. Th'eat' we went into the lounge room and we had fun.
Reflection

How does this process impact the learner?

What ideas are flying around in your head?

What would you like to try?

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Questions and Thank you

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References:


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