



Suggested reading for this workshop in Theoretical Foundations,
Section A: Phase 4

Session goals:

- Explore and define interactive writing.
- Explore teacher and student roles during interactive writing.
- Present phase 4, interactive writing.

Session plan:

- Discuss interactive writing.
- Brainstorm on teacher and student roles during interactive writing.
- View phase 4 on the DVD, interactive writing.
- Verify predictions about teacher and student roles during interactive writing.
- Compare and contrast shared writing and interactive writing using a graphic organizer.

Materials

- DVD, phase 4: Grade 8
- Markers
- Two large sheets of paper
- Photocopies: Participants 4.1 to 4.2

Activating prior knowledge

PHASE 4 INTRODUCTION AND DISCUSSION

1. The facilitator presents the session goals and plan using *Workshop 4 Goals* and *Workshop 4 Plan* slides.
2. The facilitator informs participants that they will learn about phase 4 (interactive writing) of the ÉCRI model, in which students write a text collaboratively. The facilitator hands out the sheet, *Participant 4.1: Phase 4 Description*.
3. Using the slide, *Discussion Questions on Interactive Writing*, the facilitator invites the participants to brainstorm by starting a discussion on the following general questions:

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- a. Have you already had your students write a collaborative text?
 - b. How did you do it?
 - c. What was the value of this type of activity?

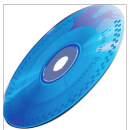
BRAINSTORMING

4. Using the slide, *Interactive Writing: Brainstorming Question*, the facilitator invites the participants to brainstorm as a group about teacher and student behaviours during interactive writing activities by asking them:
In your opinion, what behaviours should teachers and students display during interactive writing activities?
5. During the whole-group sharing, the facilitator notes the ideas that the participants share and makes a list on two pieces of chart paper: one for student and the other for teacher behaviours.

Enhancing knowledge

VIEWING OF PHASE 4 AND EXTENSION DISCUSSION OF BRAINSTORMING ACTIVITY

6. The facilitator explains to participants that, during viewing of phase 4, they will have the chance to see students writing an interactive text under the teacher's guidance.
7. The facilitator asks participants to observe (during their viewing of the DVD) teacher and student behaviour and compare that behaviour with the list produced during the brainstorming.
8. Participants view phase 4 on the DVD, Grade 8 interactive writing.
9. The facilitator invites participants to share their observations and compare them with the list produced during the brainstorming. The facilitator asks the participants if they would like to add any types of behaviour to their original list.



Reflecting and reinvesting

COMPARISON AND CONTRAST

10. The facilitator tells participants that, in phase 3 (shared writing) and phase 4 (interactive writing), students and teachers play very different roles.
11. The facilitator hands out the sheet, *Participants 4.2: Comparison and Contrast of Shared Writing and Interactive Writing*, and invites participants to fill out the organizational chart with a partner.
12. The facilitator begins a discussion on the importance of both phases in learning the writing process.