

Master Schedule of Activities - Friday, October 13, 2017

NMU University Center

7:00 – 7:45	Registration – Atrium (Outside NMU Bookstore) Free Coffee in the Charcoal Room
7:00 – 3:30	Exhibits – Charcoal Room
8:00 – 9:10	Featured Keynote – Nell Duke – Great Lakes Rooms
9:20 – 10:10	Concurrent Sessions A
10:20 – 11:10	Concurrent Sessions B
11:20 – 12:10	Concurrent Sessions C
12:20 – 12:50	Lunch (Pick up by the Skylight Lounge)
1:00 – 2:00	Featured Keynote – Sara Holbrook – Great Lakes Rooms
2:10 – 3:00	Concurrent Sessions D
3:00 – 3:15	Journaling/Networking/Evaluation

8:00 a.m. – 9:10 a.m. Opening Keynote

PROGRESS WITH PROJECTS

Nell Duke

GREAT LAKES ROOMS

ALL

Project-based learning isn't what it used to be!

Understanding of PBL—and how to make it work for our learners—has never been greater. In this presentation, Duke will share developments in PBL, including how to make PBL more practical to implement and how to leverage PBL to address specific literacy standards. Leave inspired and informed about this powerful approach.

9:20 a.m. – 10:10 a.m. Concurrent Sessions A

A1: THERE ARE READ ALOUDS AND THEN THERE ARE READ ALOUDS Nell Duke	A2: PLAYING WITH WORDS Leslie Helakoski
Ontario Room All	Brule Room Elementary
<p style="text-align: center;">Yes, we all read aloud, but do we read aloud in the ways that research suggests are most effective at fostering children’s growth?</p> <p style="text-align: center;">In this presentation, Duke shares some key characteristics of effective read alouds with the goal that each participant leave with at least one way to make her/his read alouds even better.</p>	<p style="text-align: center;">Author/Illustrator Leslie Helakoski is the author and sometimes illustrator, of many award-winning picture books.</p> <p style="text-align: center;">Good writers choose words that give more than just information. Choosing words carefully can create a mood or build tension, it can excite the reader, make him laugh or lull him to sleep. Finding just the right word for a specific job can be fun and a game in itself.</p>
A3: FICTION, NONFICTION, AND SHADES OF GREY IN BETWEEN Carrie Pearson	A4: HOW DARK IS NIGHT? Deb Pilutti
Pioneer A and B All	Marquette/Nicolet Rooms All
<p>The rise in innovative and engaging nonfiction has opened a world of possibilities but also confusion. How do we label and identify books that blend elements of fiction and nonfiction? In the stories we read, what clues tell us what is a verifiable fact versus a narrative thread? Why is this even important? (Hint: #fakenews). This session will provide ways for teachers and students to analyze content that is fiction, nonfiction, historical fiction, or a relatively new category called informational fiction.</p>	<p style="text-align: center;">Evocative word choice in Picture Books.</p> <p style="text-align: center;">Author/Illustrator Deb Pilutti talks about the process she goes through to make her prose more powerful. She will use examples from her Picture Books to explore word choice.</p> <p style="text-align: center;">Attendees will have a first look of The Secrets of Ninja School (Macmillan, March 2018) and a chance to win a copy of the ARC.</p>

10:20 a.m. – 11:10 a.m. Concurrent Sessions B

<p>B1: EIGHT COMMON PITFALLS OF FOUNDATIONAL SKILLS INSTRUCTION Nell Duke</p>	<p>B2: WRITING WHEN YOU'RE A BIG CHICKEN Leslie Helakoski</p>
<p>Ontario Room All</p>	<p>Brule Room Elementary</p>
<p>Quality foundational skills instruction is highly complex and fraught with potential pitfalls.</p> <p>In this presentation, Duke identifies eight ways in which foundational skills instruction can go wrong, such as overuse of worksheets, a misguided approach to teaching “sight words,” and inappropriate prompting. Participants will be invited to share pitfalls they’ve encountered as well.</p>	<p>Writing down what is in our heads and hearts can be scary. But don't be a big chicken!</p> <p>This session addresses a writer’s greatest fears while working with tools to inspire and allowing all writers to experiment freely.</p> <p>(Includes a sneak preview of an upcoming Woolbur book.)</p>
<p>B3: BIG WORDS, BIG IDEAS Sara Holbrook & Michael Salinger</p>	<p>B4: SIFTING THROUGH INFORMATION OVERLOAD: READING, ANALYZING, AND USING TEXTS FOR SYNTHESIS Dawn Reed</p>
<p>Pioneer A and B All</p>	<p>Marquette/Nicolet Rooms All</p>
<p>Visible learning through writing about words and ideas. Three strategies to produce definition poems, the use of refrain, and summarization. Quick and accurate formative assessments are the result of these classroom tested Writing Framework lessons. Ready to be used in your classroom tomorrow. Guaranteed to engage.</p>	<p>Students need to be critical readers and evaluators of information. Reading and analysis begins with sifting through the “noise” to evaluate sources, avoid false information including fake news, and dig into managing information through use of RSS readers, social bookmarking and annotation, as well as the basics of understanding being rhetorical readers. Explore tools to support students in critical reading, managing reading spaces, and collaborative reading possibilities.</p>

11:20 a.m. – 12:10 p.m. Concurrent Sessions C

C1: SENTENCE CALESTHENICS FOR THE CLASSROOM Deb Pilutti	C2: BRING ON THE FUNNY: HUMOR IN THE CLASSROOM Carrie Pearson
Ontario Room	Brule Room
All	All
Deb Pilutti presents a workout that students and teachers can use to build story muscle. We will explore different exercises for story creation and word choice.	Humor has been proven to positively impact learning environments. So how do we bring funny into the classroom? Identify your humor style (yes, there are styles and one of them isn't "grunge") and learn how you can build on your own style to create a positive, enhanced classroom. Includes a review of children's literature that uses humor effectively (and why) and lesson ideas for adding humor to student generated writing.
C3: FUN WITH FIGURATIVE LANGUAGE Sara Holbrook & Michael Salinger	C4: RESEARCH WRITING REWIRED: INQUIRY FOR READING, RESEARCHING, AND RESPONDING Dawn Reed
Pioneer A and B	Marquette/Nicolet Rooms
All	All
Writing Frameworks that build deeper understanding of figurative language. Two classroom vetted strategies pinpoint similes and personification. Students explore what is the same through comparison while avoiding cliché. Practice makes perfect and these lessons are as fun as a barrel of friendly monkeys.	Engagement with reading and writing is sparked with inquiry fostered by critical reading, researching, and responding. Various types of texts, such as visuals like advertisements or food labels, or digital compositions, such as TED talks or commercials, in addition to various print sources such as articles and news sources, are worthy of close reading to support critical reading and writing inquiries. Using digital tools, such as collaboration tools for conversation like Google Documents or research management systems like Citelighter, support student analysis and synthesis for inquiry-based research essays and media composing. Research moves and digital tools for inquiry and close reading, as well as ways to respond to research will be explored in this session.

12:20: p.m. – 12:50 p.m. Lunch

A boxed lunch will be provided. Please present your ticket received at registration when picking up your lunch near the Skylight Lounge.

Feel free to eat in any of the Great Lakes Rooms, downstairs in the Atrium, outside, or the Peter White Lounge area.

Take some time to look through the Exhibits in the Charcoal Room and look to see if you have won any door prizes while you are there.

**1:00 p.m. – 2:00 p.m.
Afternoon Keynote**

THE ENEMY By: Sara Holbrook
GREAT LAKES ROOMS ALL
What's worse, a Nazi or a commie? Visit Detroit in 1954, nightly news reports of a red menace, nuclear bomb threats, bullying, post-traumatic stress, book banning, and immigration, friendship and loyalty oaths, the themes from <i>The Enemy</i> read as if they were ripped from today's headlines. In such a confusing world, how can 6th grade Marjorie decide who the real enemy is?

~ Evaluation ~

Don't forget after the last session to go to the UPRA website and fill out an evaluation to let us know how we did!!

<http://upreadingconference.weebly.com/>

