

WORKSHOPS AND PRESENTATIONS

Please note: These workshop sessions may be tailored to desired goals, assigned reading or other specifications.

The author will gladly return after a specified time to read student samples, review the material or simply stay connected with the writers.

READING TO WRITE

Why do you recall certain book characters vividly? Why do you feel as if you have lived alongside them? A careful look at the books you love will help you understand why you love them. Observe the meaningful and intentional ways that authors bring you into a story and examine your writing in the same way.

BRING: pencil/pen and notebook

GRADE LEVEL: 1-2, 3-5, 6-8

SMALL GROUP ACTIVITY: 35 or fewer/LARGE: 35-100

SOURCE: adapted from *Reading Like a Writer* by Francine Prose

OUTCOME: Enrich reading and writing through an understanding of components.

SIX TRAITS OF WRITING APPLICATION: word choice, sentence fluency

VOICES ON THE PAGE

Build your writing muscle as you build your library. But why are you drawn to certain books . . . and why do you reread them? Discuss voice in the books you love. Explore your own voice through writing exercises.

BRING: pencil/pen, notebook and a copy of a favorite book

GRADE LEVEL: 1-2, 3-5, 6-8

SMALL GROUP ACTIVITY: 35 or fewer/LARGE: 35-100

SOURCE: age-appropriate works including *The Giver* (Lois Lowry), *Wringer* (Jerry Spinelli), *The Things They Carried* (Tim O'Brien)

OUTCOME: Value the role of voice in literature; experiment with voice in writing.

SIX TRAITS OF WRITING APPLICATION: voice

A WRITER'S TOOLS: THE METAPHOR AND BEYOND

A carpenter's tools are strapped on when she or he reports to work. Pack your writing tool belt with devices from alliteration to zeugma. Review devices and learn new ones, and create your own examples to share.

BRING: pencil/pen and notebook

GRADE LEVEL: 1-2, 3-5, 6-8

SMALL GROUP ACTIVITY: 35 or fewer/LARGE: 35-100

SOURCE: *Word Magic* by Cindy Rogers and examples from children's literature

OUTCOMES: Review, identify and create examples of devices that enliven writing.

SIX TRAITS OF WRITING APPLICATION: conventions

Note: This workshop will be delivered as a half-day lesson or expanded into three, four or five shorter sessions throughout the week.

MEMORY BANK

What part do memories play in books? A big one! Share your most vivid stories out loud and determine how to use them in a written account. We'll use a variety of examples from books by Laura Ingalls Wilder to the non-fiction work of James Herriot.

BRING: pencil/pen and notebook

GRADE LEVEL: Grades 1-2, 3-5, 6-8

SMALL GROUP ACTIVITY: 35 or fewer/LARGE: 35-60

SOURCE: a variety of fiction and memoir authors

OUTCOME: Spark memories that can be honed and adapted for story or memoir.

Memory will be discussed as story content in this interactive session.

SIX TRAITS OF WRITING APPLICATION: ideas and content, voice

GROUNDING FICTION IN FACT

When you put the Mississippi River in Wisconsin, you lose your reader's trust. Ground your story! Research! You will read excerpts from works of historical fiction.

BRING: pencil/pen and notebook

GRADE LEVEL: 1-2, 3-5, 6-8

SMALL GROUP ACTIVITY: 35 or fewer/LARGE: 35-100

SOURCE: Linda Sue Park's *A Single Shard*, Lois Lenski's *Strawberry Girl* and others

OUTCOME: Acknowledge the role of research in bringing historical fiction alive.

SIX TRAITS OF WRITING APPLICATION: ideas and content;

ACTION AND DIALOGUE

Encourage your characters to act and speak! Strategies for keeping your characters' conversation and exploits integral to the story will be discussed.

BRING: pencil/pen and notebook

GRADE LEVEL: 5-8

SMALL GROUP ACTIVITY: 35 or fewer/LARGE: 35-100

SOURCE: *The Tale of Despereaux* and other works

OUTCOME: Gain awareness of the roles of action and dialogue in moving story.

SIX TRAITS OF WRITING APPLICATION: ideas and content, organization