

Registration for any of these virtual workshops may be done through MLP (My Learning Plan) in either Nassau BOCES, Western Suffolk BOCES, or PNW BOCES and Hudson River Teacher Center.

September, 2020:

Nassau BOCES: September 10:

Grammarchants: Using Rhythm to Teach the Patterns of English Grammar and Vocabulary: 9:00-11:00:

Language is learned not only through the brain, but through the body as well. A “grammarchant,” as developed by Carolyn Grant, is a rhythmic exercise that presents some aspect of American English grammar and offers students an enjoyable, low stress, sociable, and memorable way to reinforce the patterns of the spoken language. This method can easily be applied to learning spelling, grouping, math, and other kinds of pattern-based information.

Nassau BOCES: September 16: 10:00-12:00

Latin and Greek Word Roots: *Knowledge about Latin and Greek roots helps us figure out unfamiliar words, deepens our understanding of words, and helps us cluster related words in our brains, which facilitates retrieval. This workshop will equip teachers with strategies that teach Latin and Greek word roots in engaging ways that do not rely upon memorizing lists. Topics will include: using visuals and manipulatives, games and puzzles, word sorts for spelling, etymology, and connections between English and Latin-based languages, especially Spanish.*

Western Suffolk BOCES: September 22: 9:00-11:00

Preparing Your Students for the English Regents Exam (Part I) Focus on Reading Comprehension: *This workshop will provide strategies for the reading comprehension part of the exam. Teachers will learn how to create Standards-based questions for literature, help students manage their time, and apply metacognitive skills. **Target audience:** English and special education teachers, grades 9-12. (This workshop,*

because it draws from the ELA Reading Standards, is also relevant to grades 6-8)

Western Suffolk BOCES: September 29: 9:00-11:00

Preparing Your Students for the English Regents Exam (Part II): Focus on Writing the Argumentative Essay:

*This workshop will provide strategies for Part II of the exam. Teachers will learn how to teach the elements and details of argumentation and help students incorporate multiple texts to support their claims and counterclaims. We will work with authentic writing as a model for how to construct an effective written argument on a substantial topic. **Target Audience:** English and special education teachers, grades 9-12 (This workshop, because it draws on the ELA Standards is also relevant to graded 6-8.)*

Western Suffolk BOCES: October 6: 9:00-11:00

Preparing Your Students for the English Regents Exam (Part III): Focus on Writing the Literary Analysis:

*This workshop will provide strategies for Part III of the exam. Teachers will learn how to help students compose a brief but powerful rhetorical analysis that identifies the central idea and the key technique that the author uses to express it. . **Target Audience:** English and special education teachers, grades 9-12 (This workshop, because it draws on the ELA Standards is also relevant to graded 6-8.)*

Western Suffolk BOCES: October 13: 9:00-11:00

Sharpen Your Socratic Seminar Skills: Fostering Text-Based Classroom Conversations:

Teachers who know the basics of Socratic Seminar teaching will come away with at least two new texts that are relevant to the problems we face today. We will also use this time to share successes and questions for bringing the seminar into the virtual classroom.

Target Audience: Grades 6-12

Western Suffolk BOCES: October 20: 9:00-11:00

Helping English Language Learners: Front-Loading Vocabulary Before an In-Class Reading: *This workshop will help teachers choose key vocabulary to teach explicitly prior to an in-class reading and then conduct a mini-lesson based on visuals, repetition, comprehensible input, cooperative learning, and low stress. Using the ideas that you learn in this workshop will also help you teach your English-speaking students. Target Audience: Grades 2-12*

Western Suffolk BOCES: October 27: 9:00-11:00

Teaching Grammar: What Really Works! *This workshop will demonstrate engaging and memorable ways to teach the parts of speech, and how students and teachers can use their knowledge of parts of speech to improve vocabulary and writing skills. Amy Benjamin is the author of several books on teaching grammar, including *Infusing Grammar into the Writer's Workshop*. Target Audience: Grades 4-12.*

Western Suffolk BOCES: November 4: 9:00-11:00

Graphic Organizers and Sentence Frames: *Research supports the use of graphic organizers and sentence frames as scaffolds that are particularly helpful for English language learners. But all students can benefit from the linguistic input that these frameworks provide. Teachers will come away from this workshop with a variety of devices that are immediately usable for reading comprehension of complex text, academic writing, and study aids. Whether you are new or experienced with graphic organizers and sentence frames, you will learn more about the how, the why, and the what of these helpful, easy-to-implement tools.*

Western Suffolk BOCES: November 10: 9:00-11:00

Teaching Writing Through Mentor Texts: *Mentor texts are well-written pieces in various genres that serve as models and are sources of inspiration for writers at all levels. When we teach writing through mentor texts we make simultaneous use of instructional time: we are teaching writing, expanding knowledge of the world, and giving a purpose for the strategies*

*of close reading. In this workshop, we will use the New York Times Learning Network feature, “Annotated by the Author,” as well as beloved children’s literature by Shel Silverstein. **Target Audience: Grades 6-12.***

Putnam/Northern Westchester BOCES: November 16: 1:00-3:00

Focus on Reading Comprehension (Part I of a Three-Part Series): *Pacing and Metacognition:* Skillful

readers understand their own needs as readers, and they make adjustments according to the text. This workshop will demonstrate strategies that will help students understand three practices of skilled readers: 1) pacing, 2) expressing the central idea in one well-developed sentence, and 3) how to choose the right strategy for the kind of text they are reading.

(Part II: November 23; Part III: November 30)

Target Audience: Grades 6-12

Western Suffolk BOCES: November 17: 9:00-11:00

Sentence Diagramming and Other Visuals to Clarify Sentence Structure:

Sentence diagramming, the original graphic organizer, is a visual representation of how words work together to form coherent, correctly punctuated and sophisticated sentences. Many students find it engaging, memorable, and—yes, fun! Amy will be teaching a classroom-ready step-by-step guide that she developed called “My Big Fat Grammar Project.” She will also demonstrate a visual that linguists use called a tree diagram, as well as the use of other visuals and manipulatives that clarify parts of speech, syntax, and spelling patterns.

Putnam/Northern Westchester BOCES: November 23: 1:00-3:00

Focus on Reading Comprehension (Part II of a Three-Part Series): *Big Words, Long Sentences:* As students move up

through the grade levels, both the words and the sentences get longer. This workshop will address three strategies:

1) de-mystifying multisyllabic words, 2) using punctuation as a comprehension tool, and 3) understanding what pronouns refer to within the text.

(Part III: Part III: November 30)

Target Audience: Grades 6-12

Putnam/Northern Westchester BOCES: November 30: 1:00-3:00

Focus on Reading Comprehension (Part III of a Three-Part Series): *Books of Choice*: *Students who read for pleasure build their skills, stamina, and background knowledge. In this workshop, teachers will 1) consider the pros and cons of required reading and books of choice, 2) learn a new kind of literature circle, in which the students have all read different books, and 3) learn how to tell our own reading stories on a single Power Point slide that forms our own "Biblio-Autobiography."*

Target Audience: Grades 6-12

Western Suffolk BOCES: December 1: 9:00-12:00

Latin and Greek Word Roots: The Keys to the Castle of Academic Vocabulary: *Knowledge about Latin and Greek roots helps us figure out unfamiliar words, deepens our understanding of words, and helps us cluster related words in our brains, which facilitates retrieval. This workshop will equip teachers with strategies that teach Latin and Greek word roots in engaging ways that do not rely upon memorizing lists. Topics will include: using visuals and manipulatives, games and puzzles, word sorts for spelling, etymology, and connections between English and Latin-based languages, especially Spanish.*

Target Audience: Grades 4-12

Putnam/Northern Westchester BOCES and the Hudson River Teacher Center: December 7 **and** 8: 9:00-12:00 Both Days

Teaching Vocabulary: What Really Works: *Although the research consistently points to how important vocabulary effectively or with sufficient emphasis. In this workshop, teachers will learn ways to teach generic academic vocabulary, subject-specific words, and words encountered in reading through the principles of natural language acquisition. Topics will include how words get*

learned and stay learned, how to select words for explicit instruction, giving students choices in the words they learn, formative and summative assessments, and word components.

Target audience: Grades 4-12

Western Suffolk BOCES: December 9: 9:00-11:00

Flash Feedback: Responding to Student Writing by Giving

Actionable Feedback: *You spend hours upon hours carefully editing, correcting, and commenting on every detail of student writing. You return the papers to the students, they link at the grade on the top of the paper and blow right past your corrections. If this sounds familiar, come and learn easy-to-implement, time-saving but effective ways to respond to student writing. Developed by Amy Benjamin, RxEdit and RxRevise consist of a collection of student-friendly, one-page lessons that students access themselves, matched to their demonstrated weaknesses in writing. Target Audience: Grades 6-12.*

Putnam/Northern Westchester BOCES and the Hudson River Teacher Center: December 16 **and** 17: 12:00-3:00 Both Days

Teaching Grammar: What Really Works

This workshop will demonstrate engaging ways to teach parts of speech, sentence structure, and the patterns of Standard English by using hands-on manipulatives, visuals, word games, and auditory rhythms. Grammar instruction is durable, sensible, and useful when students discover that most of it is about naming concepts that they already do know intuitively, whether they are native speakers of English or not. This methodology is based on the principles of brain-based pedagogy and the principles of natural language acquisition. Amy Benjamin is the author of several books on teaching grammar, including "Infusing Grammar into the Writer's Workshop. Target Audience: Grades 4-12

Western Suffolk BOCES: December 15: 9:00-12:00

They Still Can't Spell? Strategies for Remediating Spelling Problems at the Middle and High School

Levels: *Yes, spelling does count. Proper spelling conveys the “look of literacy” while poor spelling diminishes the writer’s credibility and causes the reader to pay attention to mistakes rather than meaning. Many teachers in the intermediate and secondary grades don’t know how to incorporate and individualize effective spelling lessons. Come and learn a variety of ways to use mini-lessons, etymology, games and puzzles, metacognition, classroom visuals, mnemonic devices, word sorts, morphology charting, air writing, and—yes, spelling rules to make students more confident and competent writers and readers.*

Putnam/Northern Westchester BOCES and the Hudson River Teacher Center: January 5 and 6: 9:00-12:00 each day

Preparing Your Students for English Regents Exam:

Day One of this two-day workshop will take a deep dive into the Reading Comprehension section of the exam, Part I. Teachers will learn how to craft Standards-based questions that simulate those on the exam, how to help students pace themselves, and how to incorporate authentic reading experiences in poetry and literary text that simulate the level of reading they will encounter on the exam. **Target Audience: Grades 9-12**

Western Suffolk BOCES: January 12, 2021: 9:00-12:00

Shakespeare on Your Feet: *The first step toward getting teenagers to love Shakespeare is getting them to understand it. Shakespearean plays are meant to be performed on the stage, not read from the page. “Shakespeare on Your Feet” is about making the word of Shakespeare accessible and fun for students by letting them **do** Shakespeare with dramatic physical action, rhythm, and choral voicing. The sequence begins with the individual words—their sounds and meaning—and moves to scenes and soliloquies. “Shakespeare on Your Feet” will transform your classroom into a performance space, classroom community, and language lab. **Target Audience: Grades 6-12.***

Putnam/Northern Westchester BOCES and the Hudson River
Teacher Center: February 9 **and** 10: 9:00-12:00 Both Days

Preparing Your Students for the English Regents Exam: Part II:

Focus on Writing: *In this two-day workshop, teachers will learn specific, classroom-ready strategies to help students write an argumentative essay (based on sources) and a literary analysis. Topics will include helping students manage their time on the exam to plan and write the essays, academic vocabulary, elements of both argumentation and literary analysis, and sentence frames. The focus will be on incorporating these writing skills into continuous instruction, rather than as a “review” for an upcoming test.*

Target Audience: Grades 9-12

Putnam/Northern Westchester BOCES and the Hudson River
Teacher Center: March 5: 1:00-3:00

Writing for Academic Purposes: Writing to Learn (Part I of a

Three-Part Series) *Not all writing is meant to be assessed. Writing has long been shown to be a powerful way to generate ideas, find relationships among facts, remember content, and make sense of information. This workshop will demonstrate various forms and purposes of informal writing, including: writing as a strategy for studying, list-making to generate ideas, writing as a way to solidify new information, and using writing in combination with diagrams and charts.* **Target Audience: Grades 6-12**

(Part II: March 12; Part III: March 19)

Putnam/Northern Westchester BOCES and the Hudson River
Teacher Center: March 12: 1:00-3:00

Writing for Academic Purposes: Central Idea/Supportive Details (Part II of a Three-Part Series)

Many students do not know how to formulate a thesis statement and then support it with relevant details. Instead, students with poor academic writing skills are likely to pour out anything they know in a very general manner and then repeat themselves. This workshop will offer strategies using sentence frames (templates)

*for thesis statements in various genres of academic writing; and specific kinds of supportive details: examples, cause and effect statements, comparison-contrast statements, working definitions, references to reputable authorities. **Target Audience: Grades 6-12***
(Part III: March 19)

Putnam/Northern Westchester BOCES and the Hudson River
Teacher Center: March 19: 1:00-3:00 **Writing for Academic
Using an Academic Voice (Part III of a Three-Part Series)**

*Academic writing is not just the written form of spoken language. Academic text uses a different level of vocabulary; complex sentence structure that involves various conjunctions and words that express relationships; and other conventions that meet the expectations of teachers (not peers). This workshop will help teachers specify the difference between casual speech and academic writing and will include tools for making the transition. **Target Audience: Grades 6-12***