The HUDSON VALLEY WRITING PROJECT sponsors Saturday Seminars for K-16 teachers in all content areas. In this set of experiential workshops, HVWP presenters share creative teaching strategies that engage students as writers as they learn in science, art, English, and social studies.

8:30 - 9:00 am SIGN-IN REGISTRATION - 1907 Room, Old Main Building, SUNY NEW PALTZ
9:00 - 10:30 am SESSION ONE WORKSHOPS (Choose one):

WRINGING OUT A WASHCLOTH IN SPACE:
Using Real World Scenarios to Promote Writing in the Science Classroom (Grades 3 – 12)
Laura Van Etten, New Paltz Middle School, New Paltz
In this workshop, we will consider how to support student-scientists’ writing as a way to deepen their understanding of scientific concepts. Together we will write our own observations and inferences and look at what happens when students do the same as they examine scientific phenomena.

VISUAL THINKING STRATEGIES: The Power of Fusing History and Art (Grades 6-12)
Debby Brooks and Latiqua L. Williams, Poughkeepsie High School, Poughkeepsie
How can visual thinking strategies promote student engagement and deeper understanding of content? In this workshop, participants will explore their own definitions of history and art and examine student artwork to gain new insights and understandings into why visual thinking strategies can enhance learning in the content-area classroom.

10:30 am-12:00 pm SESSION TWO WORKSHOPS (Choose one):

READING CAREFULLY WITH CREATIVITY: Making Meaning While Making Art (Grades 4-12)
Elizabeth Weiden Philipbar, Mildred Strang Middle School, Yorktown
Participants will consider alternatives to traditional summative assessments and explore to what degree creative, close reading helps students demonstrate deeper understanding of challenging concepts. We will examine student “blackout poems” created at the end of a Holocaust unit and have an opportunity to create our own using a variety of texts.

ARE YOU READY FOR THE PARLOR?:
Creating and Interrogating Knowledge in the Disciplines (Grades K-12)
Andrew Stock, Arthur S. May Elementary School, Arlington
By playing the role of wildlife biologists - observing wolves and making knowledge claims about them - and examining student work, we will explore how our definitions of “discipline” and “knowledge” have implications for our understanding what counts as “writing” in elementary classrooms and beyond. The “parlor” serves as a metaphor for disciplinary discourse - a place where knowledge claims are made, challenged, and reshaped through discussion.

Pre-registration is not required for this event, but participants may document 3 inservice hours by registering in advance at the Mid-Hudson Teacher Center website: www.mhtc.dcboces.org.

SAVE THE DATES!
2015-16 Saturday Seminars:
Nov. 7, Dec. 5, Jan. 30, Mar. 5, and April 16