

Book and Author Luncheons - - Friday, September 5th and Saturday, September 6th

Suzanne Fisher Staples Titles	Denise Fleming Titles
<i>Shabanu: Daughter of the Wind; House of Djinn; Under the Persimmon Tree</i>	<i>Beetle Bop; In the Tall, Tall Grass; In the Small, Small Pond; The Everything Book</i>

Pre-Conference Institute Descriptions

Thursday, September 4th

12:00-2:45		3:00-5:45	
1	<p>Brain Research and Gender Issues: Implications for Classroom Literacy Instruction Andrea Rosenblatt: K – 12 Recent brain research related to the differing learning styles of males and females will be shared. Learn about and try out successful classroom applications of this important research. (Keyword: Brain)</p>	6	<p>A Make and Take Workshop with “Live” Centers Laura Morrina: K – 2 Children must be actively engaged for learning to occur. They need the opportunity to work cooperatively in small, multileveled academic groups with hands-on centers. You’ll leave with ideas and activities that promote a motivating, print rich environment that will lead to increased learning. (Keyword: Fun)</p>
2	<p>Building the Context of Excellence for All, Some, AND Few! Stevan Kukic: K – 12, Administrators, Coaches Why do we continue to repeat the cycle of innovation introduction, investment excitement, innovation ineffectiveness, innovation failure over and over? The answer to stopping this is a positive context and targeted support. Learn to apply Response to Intervention (RtI) improvement benchmarks as a catalyst to develop an action plan for better results...NOW! (Keyword: Innovation)</p>	7	<p>Literacy Sparks: A Coaching Model for Integrating K-12 Reading Strategies Lynn Howard: K – 12, Administrators, Coaches Help for inexperienced teachers and their efforts at literacy integration has arrived. Learn to create and implement a yearlong coaching model that supports teachers with instructional strategies that engage students in strategic reading, vocabulary acquisition, and comprehension. (Keyword: Coaching)</p>
3	<p>Using Picture Books as Springboards for Writing Michael Shoulders: K – 8 Discover effective ways to use picture books to initiate and motivate writing. Among the activities planned are making a mini-book, creating “Hink-Pinks” and writing your own school rap alphabet book. (Keyword: Writing)</p>	8	<p>Sending Them Back to the Past to Help Reach the Future: Using Time Spies and Other Series to Guide Transitional Readers Candice Ransom: 1 – 5 Help newly independent readers bridge the gap from leveled books to more complex chapter books. Using art projects, readers’ theater, scrapbooking, journal writing, and mini-history lessons, students will learn to “walk around” inside books. (Keyword: Future)</p>
4	<p>Literacy Hooks PRO: Catch the Five Elements of Reading Shannon Ayrish and Sharon Hinsley: K – 5 Fishing for strategies to motivate readers? Here are the hooks to help you discover the power of creating readers with poetry, build a classroom library that increases achievement, differentiate instruction with meaningful literacy centers, and integrate technology into all aspects of your instruction. (Keyword: Hooks)</p>	9	<p>Engaging Students with Text and Print Cynthia Fischer, Lois Haid, Heidi Maier, Nancy Maszta, and Joyce Warner: Pre-K – 12 This interactive session demonstrates implementation of literacy strategies as key to students’ comprehension of expository text. Prepare your students to interact with the content and thus take ownership of their own reading habits. Bring expository text/content materials with you. (Keyword: Content)</p>
5	<p>I’ve DIBEL’d: Now What? Susan L. Hall: K – 5 This workshop addresses how to interpret DIBELS data and plan instruction that will help K-5 students who are below benchmark. Tools for error pattern analysis, grouping and lesson planning will be distributed. (Keyword: DIBELS)</p>	10	<p>Mission Critical: Real Students, Real Problems, and Real Solutions Tonya Allen and Kenston Griffin: K – 12, Administrators, Coaches and University Areas of focus will be: how to manage students, the workload, and emotions, as well as strategies for getting and staying on task with class work, homework, and testing. If better is possible, good is no longer an option. (Keyword: Real)</p>