1. **The Text-Types Activity:**

After defining the three types of writing (Persuasive, Informative, & Narrative), hand out the Text-Types Handout to the participants. Read each example topic/title aloud to the group, and have the group respond with the type of writing the topic represents. Alternatively, have the participants work in pairs or groups to identify the type of writing.

1. **The Key Shifts Activity:**

Use a power-point slide and the Key Shifts Handout to explain the three big shifts that are being emphasized in relation to the standards. Ask the participants to jot down notes during the workshop when they see or hear something related to the program that is relevant to a Key Shift. At the end of the workshop (Please be certain to leave enough time for this discussion!), have the participants work in groups to identify how the program relates to the key shifts, activities they can add to the program, and other SIM programs that relate to the Key Shifts.

**3.** **The Hands-on Sentence Activity:**

Before the workshop, cut up three paragraphs from a well-written Informative Theme into strips. The three paragraphs should be the Introductory Paragraph, one Detail Paragraph, and the Concluding Paragraph. Each strip should contain one sentence. Keep the paragraphs separate, and put the strips related one paragraph in an envelope. You will have three envelopes for each pair (or trio) of participants. Make enough groups of three envelopes so that each pair of workshop participants will receive one group of three different envelopes. Gather together colored markers. You will need 7 different colored markers per table. During the workshop, after you introduce a type of paragraph and show an example of that type of paragraph, hand out the relevant envelope (e.g., after introducing the Introductory Paragraph, hand out the Introductory Paragraph envelope). Ask the participants to work with a partner to put the sentences in the correct order for the paragraph. Circulate among the participants and prompt them to look for the transitions to help them figure out the order. Once they have organized a paragraph, ask them to color code the sentences using the markers (e.g., use red for the Topic Sentence, use blue for Lead-off Detail sentences, use yellow for Follow-up Detail Sentences, and use green for the Thesis Statement). Keep the color scheme the same for Topic Sentences, Lead-off Sentences, and Follow-up Sentences across the paragraphs. At the end of the activity, ask the participants to lay out all three paragraphs in front of them on the table and discuss what they see. Then lead a discussion about what the activity taught them. Ask them for ideas on how they can use the activity with their students. Ask them for ideas about variations for the activity.

**Variation 1:** Put some extra sentences in the paragraph envelope that do not belong in the

Paragraph. (Make the sentences related to the topic, but not appropriate for the given paragraph.) Warn the participants that they will need to discard some sentences that do not belong in the paragraph.

**Variation 2:** After you have done one of the activities above, conduct the activity again with a theme that was written by a student that has some errors. Ask the participants to discuss the feedback they would give to the student.

**4. The Theme Planning and Writing Activity:**

Before the workshop begins, put up large poster paper all around the room on the walls. There should be four pages at each station. On one of the pages at each station, draw a TOWER Diagram that corresponds to the type of theme you have covered. Write a topic in the Topic Box on the TOWER Diagram at each station. (Be sure to choose a topic for which there is plenty of information already known by the participants and for which three subtopics can be easily created. Feel free to choose topics that are fun or funny as well as serious.) After you have described creating the TOWER Diagram, divide the participants into small groups of about 3 or 4 participants. Ask each group to move to an assigned station to create a TOWER Diagram for one of the topics. Ensure that they choose appropriate and parallel subtopics. Then have them return to their seats. Then cover one type of paragraph (e.g., the Introductory Paragraph). After you have explained the types of sentences in the paragraph and shown an example of that type of paragraph, have the groups return to the stations but this time to the station to the right of their last station. Ask them to review and revise the details listed for that type of paragraph, and collaboratively write that type of paragraph on one of the pieces of paper on the wall. Do this for the Introductory Paragraph, one Detail Paragraph, and the Concluding Paragraph. In the end, there should be a TOWER Diagram and three paragraph sheets for each topic, and the participants will have practiced planning and writing three paragraphs.

**Variation:** Write some suggested subtopics on a sticky note and post the note next to the TOWER Diagram. Explain that these are only suggestions. The participants can choose their own subtopics if they wish. This might shorten the time required to conduct the diagram activity.

**Note:** Since the participants will have planned and written a basic theme during the workshop for the Fundamentals of Theme Writing, this activity should probably be used for planning and writing a Compare Theme, a Contrast Theme, a Cause Theme, and/or an Effects Theme.

1. **The Theme Coding Activity:**

After explaining and showing one type of theme (e.g., Compare Theme, Contrast Theme, Causes Theme, Effects Theme), give the participants an example theme and a coding sheet for that type of theme. Also give them the colored pens and highlighters that they will need. Ask them to work in pairs to follow the instructions on the coding sheet to code the theme. Once they have coded the theme, discuss with them ideas they have related to using this activity with their students.

**Variation:** After they have coded a well-written theme, have them code a theme that has problems. Again, discuss with them ideas they have related to using this activity with their students.

1. **The Diagram Scoring Activity:**

After modeling how to score a diagram using an example diagram that has errors in it, hand out a different diagram (also containing problems or omissions) and a *TOWER Diagram Score Sheet* to each participant. Have the participants work in pairs to score the diagram. Circulate and provide feedback and assistance. Debrief after the diagram has been scored. Repeat this activity each time a new diagram is introduced. Discuss with the participants ideas on how to streamline scoring of diagrams and how to save time.

1. **The Theme Scoring Activity.**

After modeling how to score a theme using an example theme that has errors in it, hand out a different theme (also containing problems and omissions) and a *Theme Score Sheet* to each participant. Have the participants work in pairs to score the theme. Circulate and provide feedback and assistance. If you are covering several types of themes in one session, have them score a theme for each type of theme (or a certain portion of the theme) directly after you have covered that type of theme. Debrief after the diagram has been scored. Discuss with the participants ideas on how to streamline the scoring of themes and how to save time.