

## IDEAS FOR A SUCCESSFUL “AUTHOR’S CHAIR”

### **Preparing:**

- \*Set clear norms for classroom behavior and expectations before you start. Ex: During Author’s Chair all pens/pencils are down, heads are up off desks, etc.
- \*Pre-select student to read – ask student ahead of time – you may choose someone who has demonstrated a skill from the day’s writing lesson well.
- \*Keep track of who has been in the author’s chair – you may want to make this visible to the students as well.
- \*Teach students how to read their work loudly, slowly, and clearly. You may want to let readers practice before reading to the class.
- \*Model how to be in the author’s chair for students
- \*Encourage students to read their own work
- \*Optional – having a microphone is fun and can work well

### **Facilitating:**

- \*You may focus the class before they listen to the reader: tell them what to pay attention to in the piece.
- \*The audience can listen carefully and give a silent thumbs up when they hear a particular skill that the class is studying at that time. Ex: metaphor or simile, transition words or other vocabulary, etc.
- \*After students have listened to the piece, you can guide their responses with sentence starters Ex: “When you described \_\_\_\_\_ I felt....” Or “I thought it was interesting when...”
- \*Give students a menu of ways to respond to the writing: Ex: personal connection, academic connection, compliment, etc.
- \*As students are making comments about the piece they just listened to, write them down on the board or on a piece of paper. Read these back to the author/class.
- \*When the reader has finished sharing the writing, and listening to the comments of the group, invite him/her to share how it felt to share and to listen to the comments afterwards.

### **Results:**

- \*The sense of community is reinforced
- \*Writers know that others value what they have to say
- \*Writers have an opportunity to hear their own work
- \*Students know what everyone else is writing
- \*Students practice active listening
- \*Students hear new words
- \*Writers build confidence through the comments afterwards
- \*Writers see how the techniques they hear used and complimented might apply to their own writing
- \*Writers find mistakes when they hear themselves and their manuscripts
- \*Teachers have brief, on the spot opportunities for on the spot lessons
- \*A foundation has been laid for the transition to peer conferencing