

Inside Writing Communities, Grades 3-5

Workshop 12 Peer Conferences

**Narration written by
Mary Duncan, Ph.D.**

FINAL DRAFT

RUNDOWN SHEET

Program Duration: 01:28:25:00

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Annenberg Media Logo	Annenberg Media Logo Music	15:22	16:19
KET Logo		7:20	24:09
Series Open/ Title 12	Inside Writing Communities, Grades 3-5 Theme	24:08	48:17
Isoke Nia	ISOKE: I think it's important for students to confer with each other because, after all, no matter how kind I am, no matter how caring I am, no matter how much I sit on a stool, I'm not nine. And many times, one eight year old, one nine year old to another, does so much more for their writing than I could ever do.	18:09	1:07:04
Karen Smith	KAREN: When I was first starting the writing workshop in class, that was the one thing I was having trouble with; how do I get children to really listen to each other and not look at it as writing but look at it as meaning; that, when we put words down, we're really putting our life down. One of the main rules of receiving the piece is that you have to listen with all your heart and soul.	22:27	1:03:17
Jeanne Boiarsky, Zaharis Elementary, Mesa, Arizona	JEANNE: I think receiving the piece is a critical part of the writing process. I think, without it, there isn't a sense of audience beyond the teacher. And now that I've done it for a few years, with writing workshop, I can't imagine not having that as a part of our writing process. The kids do a great with it, and they do feel like they are writers, but they really believe it then.	30:09	2:00:28
Jeanne Boiarsky, Zaharis Elementary, Mesa, Arizona	JEANNE: So I'm going to talk to you about the different steps in Receiving the Piece and then we've got Julian and Sara from fourth grade. They are going to actually show you what it looks like and then you are going to get to practice it with a partner. First thing. Yes? STUDENT: What if you are not done with your story?		

	<p>JEANNE: You're going to share what you have finished. Whatever you have done.</p> <p>STUDENT: But</p> <p>JEANNE: That's OK. OK so the first part of receiving the piece is listening very carefully. How many of you think, I'm a super listener? No problem. I thought so too. I'm a teacher. Teachers of course they listen. But I found like even just last night Mr. Boiarsky was telling me about his speakers for his DJ equipment. And he was going on about one of the speakers blew up and it didn't work and he was talking about it in real technical terms and I in my head was thinking, OK, I have to feed Haley, put her to bed. I need to make a grocery list. Was I being a good listener?</p> <p>STUDENTS: No</p> <p>JEANNE: I have no idea what he said. And he actually said, "Are you listening?" and I said, "Yeah." And he said, "What did I say?" I thought ut oh. I said, "something about you speakers." And he said, "Well what did I say?" I said, "I don't really know and that hurt his feelings." I thought and I am not being a very good listener. So I love receiving the piece because it gives us a chance to make sure someone is really listening to us. And they are going to know you are listening because then you are going to repeat the story back. So if I'm working with Garret, I'm going to tell Garret my story and when I'm finished, he's going to tell it back to me and he is going to use as many of the words as he can remember that I actually used in my story. And that helps me know he was really listening to me. Doesn't it feel good when you know someone is listening to you and you know that they really heard what you said? So this is an awesome way to know that someone is really listening to your great</p>		
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	<p>story that you wrote. Now after they tell it back, then they might ask you a question. Maybe something you wrote about, they want to know more about it. They might say, "Well what happened after that or what if this or I didn't understand this part, can you tell me more about it?" So after they tell the story back to you then they are probably going to ask you something about it. And they are not doing it to be real critical and say that your story wasn't good, they just liked it so much and they want to know something more. And this is a good opportunity for you to go, "Oh that is a good question maybe I should add that in my story so people know that part a little bit better." So asking a question is a big part of it. Then you move on to making a suggestion, "Well maybe in your story you could add a little bit more about this part or maybe when you have this part you could add just a little bit more detail. Or I really like how you did this, but I don't really understand it, so maybe you could write it so it is a little clearer." And you could actually help them. Like maybe you want to say it like this and help them. So if Garrett was doing that for me he might say, "Mrs. Boiarsky, what if you did this, what if you said it like this? I think they would understand it better." And I would like, "Oh, Thank you Garret" and I would write that down because I want to remember what he told me. And then after Garret is done making his suggestion then, I love this part, he gets to praise me, or who ever his partner is. He gets to praise the author. Tell the person what you loved about their story and what a great job they did. Everybody loves to hear what they did well, don't they? Yeah we all like to hear what we did well. So that is a great time to say, "Oh your story is so great. I really loved how told this and used your Mom in the story or I really liked how you told that part, it was really funny, I really liked that." So give them a compliment</p>		
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at the end. Now when that person is done sharing the story, then you trade. So if I read my story to Garret, now he is going to read his to me and I have to be the really good listener. So this isn't the time I need to think about what I'm going to get at Target, or what I'm going to have for dinner or maybe what I am going to talk to my friend on the phone about, I want to really listen to his story because I want to be able to tell it back to him and use some of the phrases that he actually said in his story because then he is going to know I was really listening to him. And then I am going to be the one to ask the question and make a suggestion and a nice comment somewhere where I think he could make his story even better. And then I am going to praise him and tell him what I really loved about his story. Does anybody have a question about the steps in receiving the piece?

WALKER: What's a suggestion?

JEANNE: A suggestion is where you give them an idea of how they can make the story better. Like you might say, "Well Katy, I really like this part, but what if you added another sentence about it and told them a little more." So it's where you give them a nice comment and maybe help them out with a way to make it even better. Yes, Macy?

MACY: What's praise the author?

JEANNE: Praise the author is where you tell them a nice comment. You tell them what you liked about the story. "That was a great job. I really liked your story." Sara?

SARA: If you were like working with a partner and uh, uh can, like if they told you like you know, you need more details, like what does it look like? Can you write that

	<p>down on the back of the page?</p> <p>JEANNE: Yeah. That would be a great idea. You might forget it later so it is a good idea to write it down right then. Yeah. Rose?</p> <p>ROSE: Do you have to ask, do you have to have the light bulb?</p> <p>JEANNE: Make a suggestion?</p> <p>ROSE: Do you have to if someone already likes the story?</p> <p>JEANNE: If you think it looks fabulous, then tell them that. Yeah. Good question. Kara?</p> <p>KARA: What if your story is two pages long, could you read one page and then have them repeat that and then read the other page and have them repeat that?</p> <p>JEANNE: Yeah. If you think oh this is long they are going to have a hard time remembering it you might want to do it in parts. That is a good idea Kara. A very good idea. Victoria?</p> <p>VICTORIA: When we are repeating the piece, say like Alicia is my partner, and she read her story and I was going to repeat it, Should we like memorize the whole thing or just remember as many words as we can?</p> <p>JEANNE: Just remember it the best that you can, you don't have to tell it back to them word for word. That would be really hard. Yeah, Macy?</p> <p>MACY: Do we get to pick our partners?</p> <p>JEANNE: Today we are not going to pick our partners, but from now on, when you are ready, when you have a piece that is ready for receiving the piece, you will move your star down on the chart and you will</p>		
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	<p>look to see who else has their star on receiving the piece and you will go find that person. So you will have a different partner probably every time, which is kind of fun so you can hear different people's stories and we get ideas from people that way. Is that what you were going to ask? OK what we are going to do is go back to our tables, but I want you to leave your writing notebooks closed because we are going to watch Sara and Julian and they are going to actually do receiving the piece for you. They are going to do that for you so you can see what it looks like.</p> <p>SARA: Are we there yet? Yes we are, we are in Michigan. And Sara look its Potoski Stone. Potoski Stone whats that? It's a stone that is</p>	7:46:17	9:47:15
Jeanne Boiarsky, Zaharis Elementary, Mesa, Arizona	<p>JEANNE: I wanted to bring fourth-graders in to fishbowl the idea of receiving the piece because I thought—in the past, I have done it with myself and another teacher, but I thought it may be more effective and real for them if they saw kids doing it. So I picked some students that I had last year and asked them how they'd feel about modeling it for my class. And they were very excited and—you know, they like to be the one that's the expert and the example.</p>	27:13	10:14:28
Jeanne Boiarsky, Zaharis Elementary, Mesa, Arizona	<p>JULIAN: You ask are we there yet and they said yes. And you were going to Lake Michigan. Yes, and you asked are we there yet and they said yes again.</p>	9:27	10:24:25
Jeanne Boiarsky, Zaharis Elementary, Mesa, Arizona	<p>JEANNE: When they finished their fish bowling, they had asked me, "Well, can we walk around the classroom with you, too, and help the kids?" And I was, like, "What a great idea," because it's just another model for them to remember that it's not always the teacher that is the expert; but kids can be, too.</p>	44:07	10:44:27

<p>Sara (student)</p>	<p>SARA: I like it because they get other ideas from what me and Julian did. And so it's fun to be an example because they—when we read our stories they get little seed ideas in their head. And so it makes it really fun because we're just kind of, like, passing on our ideas to the other students.</p>	<p>24:05</p>	<p>11:09:04</p>
<p>Jeanne Boiarsky, Zaharis Elementary, Mesa, Arizona</p>	<p>SARA: And then what do you have to do after you make a suggestion then you have to praise him. Say something you liked about it.</p> <p>ROSE: I really liked how you played jacks with partners. I have never played that game before.</p> <p>(Another short segment)</p> <p>KARA: OK you repeat it back to me.</p> <p>SARA: You were making macaroni with your Dad. And you had to put the pans on yet.</p>	<p>24:12</p>	<p>11:33:16</p>
<p>Jeanne Boiarsky, Zaharis Elementary, Mesa, Arizona</p>	<p>JEANNE: I think the kids do understand how important the listening process is in receiving the piece because they have a lot of trust in the other person. They have to trust that, when they're reading their story, the other person is going to be really listening and not making fun of them or laughing, and they really do build up a relationship in that way.</p> <p>Lots of conversation has to happen about when someone gives you a suggestion what you're going to do with it, because I do think they think, "They suggested it; I have to do it." So when we follow up, the next day, we talk about people's suggestions and, you know, maybe you really liked it and do you want to use it in your story, but maybe you think, "This time really—that was a good suggestion, but I think I'm going to leave it the way it is this time," and—but that's okay</p>		

	too.	51:21	12:25:09
Jeanne Boiarsky, Zaharis Elementary, Mesa, Arizona	<p>JEANNE: What is it that you guys really like about receiving the piece, why do you think it is a good idea? If you think it's a good idea?</p> <p>SARA: I like when you ask questions.</p> <p>JEANNE: Uh Huh</p> <p>SARA: Because sometimes, like I was partners with Kara, and she ask me you know, what color was the fox? Was it red or was it brown or was it any color?</p> <p>JEANNE: How did that help you when she ask you about the fox?</p> <p>SARA: Because I needed more details in my story.</p> <p>JEANNE: OK. Good for you. Kara?</p> <p>KARA Well I liked receiving the piece because I think its fun to hear how other people write and how they do their stories.</p> <p>JEANNE: Yeah. How many of you when you, I like what Kara said its fun to hear how someone else writes their stories. Did any of you get an idea from your partner's story? Like, Ooh, I'm going to try writing like that or that was a great way that they wrote that. I think I'm going to try that. Did any of you think that when you were hearing someone else's story? Its really kind of neat to hear someone else's style and think if you want to do that. Like when I heard Sara's story it made me go, "Oh I think in my next piece I'm going to try using some dialogue. How she was telling what people were saying, I think I'm going to try that next time." Rose?</p> <p>ROSE: I liked how my partner was listening.</p>		

	<p>JEANNE: Uh huh.</p> <p>ROSE: And even though I think she didn't really like it, I liked her enthusiasm.</p> <p>JEANNE: Isn't that nice? Yeah. Yeah. I like receiving the piece because it helps me remember that not just one person might hear my story a whole bunch of people might hear my story. Like when you write a story you are not just writing it for Mrs. Boiarsky, you are writing it for a lot of people like people in the class, maybe you are going to go read it to Mr. Oliver. Yesterday, one of you wrote a story about your baby brother, and I said, "Oh your baby brother is going to love to read that when they are older." So you are writing for a lot of different people, a lot of different audiences, not just for your teacher or your principal. So that's what I like about receiving the piece, it helps me remember that several people could read my story. OK. Well I am so proud of you. You guys did a great job. I loved how when I was walking around I could see the person that was telling the story and the other person was really listening and I could tell because you were looking at the person. And your compliments were so kind and your suggestions were really great. You had some great ideas for your partners. I am just so proud of you. Pat yourselves on the back. Great job.</p>	3:03:18	15:29:13
Isoke Nia	<p>ISOKE: Part of my job—and part of the teacher's job—is to sort of make yourself unnecessary. And so if I'm going to be unnecessary—if I'm going to be not needed—someone else has to take on their role as teacher; that I don't want my teachers to ever feel that they are the minority in the room. And you are the minority if you're the only teacher. Peer conferring makes you a part of the majority because everyone does some teaching.</p>	28:17	15:58:10

<p>Lindsay Dibert, Danville Elementary, Danville, New Hampshire</p>	<p>LINDSAY: I love the way they can respond to one another, and the students will learn from one another—and just what it sets up in the classroom, that they can trust one another with their writing and feelings aren't going to get hurt. And what they have to say is often more powerful than what I can say to them.</p>	<p>20:00</p>	<p>16:18:12</p>
<p>Lindsay Dibert, Danville Elementary, Danville, New Hampshire</p>	<p>LINDSAY: Yesterday, our lesson on leads showed us how much we can add to our story. Today our lesson on revision is going to be talking with our peers about our stories. Talking with your classmates about your stories. What we are going to be doing is what I have modeled with you with my own writing. You are going to be in partners, I think there is one group of three, one group of a triad. What I am going to ask you to do is to talk your story, not read it, just talk it. Just talk to the person about your story. Talk to your partner about your story. Now your partner has a few responsibilities. Because it's your story, right? It's important to you. What do you think your partner is going to be doing just from the modeling that we did? What is your partner going to be doing while you are telling them your story, not reading your story, while you are telling them your story? What is your partner going to be doing? Josh?</p> <p>JOSH: While the person is reading, they are going to be taking notes on what they said and at the end, they'll ask questions about the story and you can add that to it.</p> <p>LINDSAY: Yeah. Your partner is going to be taking notes and asking questions. Now your partner also has to do something in order to take those notes and ask those questions and when you switch roles it will be you. What do you have to do in order to take notes and ask questions? Cory?</p>		

	<p>CORY: Listen</p> <p>LINDSAY: You need to listen. What does that look like? What does listening look like? Use your words and tell me what listening looks like. Emily?</p> <p>EMILY: Use eye contact.</p> <p>LINDSAY: Eye Contact. Anything else? Matt?</p> <p>MATT: Shoulders are facing the person.</p> <p>LINDSAY: Shoulders are facing the person. What else? Steffan?</p> <p>STEFFAN: You are paying attention to what they are saying.</p> <p>LINDSAY: Yeah, You are concentrating on the story. We are not offering comments today. We are only asking questions and taking notes about those important things we heard the person say with regard to their story. Just the important aspects of their story not every single word, just short amounts. The same thing I did with Shannon when I talked my story to her. The roles are going to switch so you are going to have about ten minutes to talk your story, get some response and then you are going to switch. Now when you are talking your story, you might start saying things that you haven't included in your story, and when I modeled mine that is what happened. I had a lot of things that I told you about that I didn't have written in my story and my responsibility afterward was to go back and add those things. And not only that my responsibility as a writer was to look at the questions that you ask me and decide as a writer do I need to answer those questions in my story. Are you with me? OK. You can go anywhere you want in the room. You will need your writer's notebook.</p>		
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3:21:29

19:40:11

<p>Lindsay Dibert, Danville Elementary, Danville, New Hampshire</p>	<p>LINDSAY: Pairing my students up, in the area of writing, in particular, I find relatively difficult. I don't want to stack the deck and pair a student up who's exceptionally low in writing with this child that's exceptionally high in writing all the time; but I do want to pair them in a way that will set up a dynamic that they will talk to one another. What are students' interest is one of the primary ways I put my students together; otherwise, who's a strong questioner.</p>	<p>29:25</p>	<p>20:10:06</p>
<p>Lindsay Dibert, Danville Elementary, Danville, New Hampshire</p>	<p>STEFFAN: So after that we tried to see, I still wasn't getting it so I tried to see how professionals would do it on TV, and the camera was not at the exact spot where my feet were so I only saw the ball like travel, but I didn't see how they made it travel. So we, I stayed after practice and I ask my coach and he told me to kick with like my shoelaces, like right here. So I practiced that for quite awhile and it started to work. And then like one day I just tried it and it was like the ball like flew way far. And I figured out what I did and I just kept doing that every time. And then I just went along with the adult students and didn't back down.</p> <p>EMILY: I only have like one question. Did you break or dent anything in the house when you were practicing?</p> <p>STEFFAN: No I didn't really break anything. We just like, put it downstairs in the cellar so there wasn't really anything in the way. But that was pretty much it. Now lets see the question, I should add in that. Oh yeah I didn't watch what I was talking about, we had it downstairs in the cellar and I would kick the ball and hit the wall and it would come back pretty fast and it hit some stuff, but it never broke anything.</p> <p>EMILY: So my story is, I was afraid of the</p>		

dark and I was afraid of the dark when I was four to seven. When I was four, my sister tried taking it and my brother tried like threatening me. So I just like went in my room and tried it without my night light one night and my brother came in and he just like scared me. So that didn't work. When he came in he didn't help me. So I went to my Mom and she said its OK because everyone is scared of the dark at one point. So that didn't really help me. So I was still scared. So I still tried without my night light for a few more nights and it still didn't work. So I went to my daycare and while I was there my sister took my night light from my room. So I tried to go to bed that night without it because I forgot all about it. So I did and the next morning I said how did I do that? So but my brother didn't help at all he said I'll hurt you if you don't like stop being afraid of the dark. And that didn't help at all. My Mom couldn't help because she said it was OK everyone is scared of the dark. That's when I was probably not scared of the dark anymore, five years old. But I was still scared on and off then. That's pretty much it.

STEFFAN: I had a question like if like it was nighttime and you saw a dark room, would you go in it or would you just like be afraid of the dark? Were you just afraid of the dark when you went to sleep or would you just try and completely avoid the darkness? And the other thing was would your brother always do that or was it just that one night? And another thing was how did you like not be afraid of the dark?

EMILY: I just like avoided darkness, I would put my head in my pillow sometimes. So then I couldn't breathe and then my brother always scared me.

STEFFAN: Are you still afraid of the dark?

	<p>EMILY: No, not anymore. I was until I was seven.</p> <p>STEFFAN: Have you ever like heard a noise, what made you afraid of the dark?</p> <p>EMILY: I don't know, I just always thought that someone was going to break in because I always watched the news. And so I just always thought someone was going to break in my house.</p> <p>(Another short segment)</p> <p>GIRL: Was your sister scared when she ran up to your Mom's room when she first saw the mouse? Where would the mouse go when it was in the house?</p> <p>BOY: Well sometimes it would like, when we opened the door, sometimes it would???</p> <p>GIRL: When you sealed the garage but before that when you set the traps and you let them go, did you keep the traps out or did you put them away?</p> <p>BOY: We put them away.</p> <p>GIRL: And sealed it. So when he came back he didn't get trapped again until you guys sealed it.</p>	5:55:04	26:04:12
<p>Lindsay Dibert, Danville Elementary, Danville, New Hampshire</p>	<p>LINDSAY: It's very respectful, back and forth, and we talk about how to comment on each other's writing, what constructive criticism is and just, I guess, basically, how do you talk to someone about their writing without hurting their feelings; because writing is so personal.</p> <p>To be able to point out things to other students, I believe, is incredibly beneficial because they're one step closer to being able to see it in themselves, see it in their own writing.</p>	26:02	26:30:07

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