

## **Inside Writing Communities, Grades 3-5**

### **Workshop 2 Teacher as Writer**

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

**FINAL DRAFT**

## RUNDOWN SHEET

**Program Duration: 28:25:00**

	<b>MASTER IN</b>	<b>DURATION</b>
ANNENBERG MEDIA LOGO	01:00:00	15:15
KET LOGO	01:00:15:16	7:28
SERIES OPEN/TITLE #2	01:00:23:14	23:26
INTERVIEW Ralph Cordova	01:00:47:11	26:00
INTERVIEW Karen Smith	01:01:13:13	28:20
INTERVIEW Christine Sanchez	01:01:42:18	19:14
CLASSROOM FOOTAGE Christine Sanchez	01:02:02:05	4:58:06
INTERVIEW Christine Sanchez	01:07:00:13	32:16
INTERVIEW Isoke Nia	01:07:33:22	36:28
INTERVIEW Cristina Tijerina	01:08:10:22	40:23
INTERVIEW Latosha Rowley	01:08:52:12	32:07
CLASSROOM FOOTAGE Latosha Rowley	01:09:24:21	24:12
INTERVIEW Latosha Rowley	01:09:49:03	41:18
CLASSROOM FOOTAGE Latosha Rowley	01:10:30:21	5:32:07
INTERVIEW Latosha Rowley	01:16:03:00	27:07
CLASSROOM FOOTAGE Latosha Rowley	01:16:30:07	2:16:01
INTERVIEW Latosha Rowley	01:18:46:08	26:20
INTERVIEW Katie Ray	01:19:16:11	46:15
INTERVIEW Lindsay Dibert	01:20:02:26	38:07
INTERVIEW Silvia Edgerton	01:20:41:03	18:24
CLASSROOM FOOTAGE Silvia Edgerton	01:20:59:27	4:42:27

KET  
Workshop 2 Teacher as Writer  
Final Draft

6/10/2014

Page 3

INTERVIEW Silvia Edgerton	01:25:42:26	23:18
INTERVIEW Christine Sanchez	01:26:06:28	46:29
CREDITS	01:26:54:29	47:20
ANNENBERG MEDIA FUNDING LOGO	01:27:43:06	15:16
1-800-LEARNER TAG	01:27:58:27	26:01
<b>MASTER OUT</b>	<b>01:28:25:00</b>	

VIDEO	AUDIO	LGTH	TRT
Annenberg Media Logo	Annenberg Media Logo Music	15:15	15:15
KET Logo		7:28	23:14
Series Open/ Title 2	Inside Writing Communities, Grades 3-5 Theme	23:26	47:11
Ralph Cordova	<b>RALPH:</b> I never wrote in my daily life when I was a student, a child. And when I began to see that the students I was working with were acting in very similar ways to the ways that I acted when I was a student. I realized that I had to write with them. I had to do this with them. They had to see that I, too, believed in what we were doing so much that it was part of who I was.	26:00	01:13:13
Karen Smith	<b>KAREN:</b> I think encouraging teachers to write is probably the hardest thing that we have to do. And when I've tried to think about it and why that is, I think part of it is, in elementary education, they don't have classes in how to teach writing. They have language arts classes that are often focused on grammar or cute activities to get kids to write, or cute prompts to get them to write; but the teachers often have never had a writing class since freshman comp.	28:20	01:42:18
Christine Sanchez, Tohaali Community School, Newcomb, New Mexico	<b>CHRISTINE:</b> If I don't write, I think it is hard for me to promote that kind of passion for writing. If they think they are just writing for me and I don't do any of it that's sort of two messages I'm sending them. So I think If I want them to enjoy writing then they have to see me enjoy it too.	19:14	02:02:05
Christine Sanchez, Tohaali Community School, Newcomb, New Mexico	<b>CHRISTINE:</b> Now, I got an idea from my writer's notebook that I was writing, and, right here—this is what sparked the idea for me. I wrote this on Monday. I didn't go home this weekend to see my mom. I miss her. I talked to her on the phone, but that's not the same. Every time I go home she		

	<p>makes fried potatoes and tortillas. We talk. We laugh. We share memories of my grandma. So I decided, and I missed her so bad that I thought, you know what, I think I want to write her a paper. I want to write a paper about her cooking. Okay, so this gave me the idea. And let me show you my mind map, or my web, I'm sorry. And here's what my web looked like. So I copied it bigger so you guys can see, um, what I wrote.</p> <p>But when you're making your web today, I want you to also add these pieces. I put audience. For my paper my audience is my mom. I'm going to give it to her when I go see her Saturday. What is my purpose? Why am I going to write it? I want her to know I enjoy her fried potatoes and tortillas. I put FP for fried potatoes and T for tortillas. And how I feel. I want her to know that. So I took some time. This didn't come right away. I had to really think about it. It wasn't fast. So I really worked on my web. And I put it's one of my favorite meals. I really enjoyed that meal as a little girl. We ate it a lot in my grandma's hogan. It made me think of my grandmother. How I felt, not like feeling something, but how I felt in my heart. I felt close. I felt love. I felt family. I felt safe. These are the words that came to my mind. Then I wrote about the potatoes. I love it when it's crispy and brown on the outside and then inside it's soft and tender. Her tortillas are nice and thin and soft and she can make it perfectly round—my mom, she's really good at it. So I wanted to be sure I tell her that. Usually when I have fried potatoes and tortillas she'll either serve me Navajo tea or I'll drink a can of pop. And I just love that all together. And then when we eat together, we talk, we laugh. And then I put this here, but I don't know if I'm going to add it to my paper. But it's where on the weekends</p>		
--	--	--	--

	<p>now that I'm a grown-up I stay over here. You know how you, like you guys are at the dorm, some of you, and go home on the weekends—that's kind of sort of how it is for me too. My mom is in Gallup and I'm over here. When I go see her it's on the weekends. So I put where. And I put the weekends and I put Mom's cooking. So I took a while in writing this because I was thinking about my audience. And I wanted to make sure—over here—I wanted to make sure that what I said, fulfilled my purpose. When she reads this paper, I want her to know how I really feel about her cooking. Okay?</p> <p>So here's my draft. And I called it Fried Potatoes and Tortillas. One of my favorite meals is fried potatoes and tortillas. It has been my favorite home-cooked meal ever since I was a little girl. I love it best when my mom makes it. She makes it for me every time I go home on the weekends. I love how brown and crispy the potatoes and onions are on the outside and soft and tender on the inside. Mom's tortillas are perfectly round and thin. I love eating it with her. We laugh and we talk. I feel loved. I feel safe. Fried potatoes and tortillas make me think of my grandma's house. My grandma and my mom would cook fried potatoes and tortillas together. We would sit on the floor of the hogan. I would spread the blanket in the middle of the floor and we would eat from the same pan with no forks, just the bread. Fried potatoes and tortillas make me think of family. I feel the happiness of being with people I love and that's what my mom's fried potatoes and tortillas make me feel.</p> <p>Okay. Do you think she'll really, she'll believe that? Yes, I hope so! Because I made sure I used these words, these words to really describe what I'm feeling and what I want to say.</p>		
--	---	--	--

4:58:06

07:00:13

<p>Christine Sanchez, Tohaali Community School, Newcomb, New Mexico</p>	<p><b>CHRISTINE:</b> In my elementary years, writing was always hard because we focused so much on conventions. So I wasn't so much concerned about what I was saying but just making sure I had a capital at the beginning of my sentence, that I used words I could spell, and that there was a period. It hurt me later on. I don't know how I got through high school because you know I didn't write from the heart. And I think to get good at something, it has to come from the heart and writing is the same way.</p>	<p>32:16</p>	<p>07:33:22</p>
<p>Isoke Nia</p>	<p><b>ISOKE:</b> I try to help teachers understand that to teach writing and to not write yourself is like having a plumber who comes to your house and diagnoses the problem. He looks at your sink and he says, "Oh, I know exactly what's wrong." And you ask him to fix it, and he asks to borrow your tools. I mean, you probably wouldn't put much stock in his work if he didn't have his own tools.</p> <p>So I say to my teachers, often, that, if you are a teacher of writing who does not write, then you are like a plumber who does not plumb and who does not carry his own tools. Okay? And I think it's important for you to have your own.</p>	<p>36:28</p>	<p>08:10:22</p>
<p>Cristina Tijerina, Sharp Elementary, Brownsville, Texas</p>	<p><b>CRISTINA:</b> I share a lot of my own writing that I do with them. I share a lot of the writing I have to do for my graduate classes and explain to them that, you know, at my age, a half a century old, and I'm still writing.</p> <p>I've taught writing for several years; but I mean, I had this revelation. It's like, "Wow," you know, "I've got to share this with my kids." So I really—when I teach writing, I know exactly what they're going through, as far as their fears; their emotions; they're going to be wrong;</p>		

	they're going to say the wrong answer. So I understand this, and it's made me a better writing teacher.	40:23	08:52:12
Latosha Rowley, Cold Spring Elementary, Indianapolis, Indiana	<b>LATOSHA:</b> Personally, I try to do some writing and reflecting on just different things that happen. If I have a day of teaching and things just don't go smooth, a lot of time, I'll just go to my journal and jot down things that happened and try to reflect on why it happened, what should have happened, and what will happen next time. That kind of things. So I've used writing in my own personal life more as a tool to help me think through and you know I share that with my kids because they think adults don't write.	32:07	09:24:21
Latosha Rowley, Cold Spring Elementary, Indianapolis, Indiana	<b>LATOSHA:</b> Remember, I said I had something special for you that I was going to share with you today? You each have a writer's notebook and I have one too. This is my writer's notebook. This is mine. Now, I have writing in there. Of course, I 'm not going to read everything because some things we're just not going to share. But I have writing in my writing notebook.	24:12	09:49:03
Latosha Rowley, Cold Spring Elementary, Indianapolis, Indiana	<b>LATOSHA:</b> I shared my own poetry, today, as a motivator for the students, first of all, to let them see that, as a writer, it's not easy, no matter, whether you're an adult or a child. And I wanted them to be able to walk with me through what I had to do so that they could understand better that it doesn't just happen; it just doesn't end up on the page the way you want it to. You actually have to go through several phases of writing before you get to something that you're happy with.  When they see that I had to go through you know a struggle or several steps to get where I wanted to go, that helps give them, I think, a sense of comfort and ease about their own writing.	41:18	09:49:03



<p>Latosha Rowley, Cold Spring Elementary, Indianapolis, Indiana</p>	<p><b>LATOSHA:</b> This was a story that I wrote. And then I looked at that story more closely and decided. Hmm, I think I want to try to make a poem from this story since we're studying poetry. I'm going to read my story to you. It's not real long. But I just kind of want to read it through so you can see how it started.</p> <p>Tonight is a difficult night--more difficult than usual. Joseph refuses to go to sleep. Why? Does he feel okay? I felt his head. He's not warm. He's fine, I guess just so, so sleepy. He's fighting sleep with all his might tonight. He's yelling, screaming, wailing, squealing, crying his eyes out! He won't lie down. He's jumping up and down in the bed, holding onto the rail. Wow! He's jumping pretty high! Why won't he stop? When will he stop? I'm so tired. I want to go to bed. I want to go to sleep. I'm getting a little frustrated. All I can do is heavy sighs. Oh, I 'm getting a headache. What should I do? I try to comfort him. Should I pick him up? No, then he'll never go to sleep. Not in his own bed. He'd cry every time I laid him down. I know it. Maybe I can turn on music. He likes music. He likes those lullabies. Yeah, that's a great idea. While he listens, I'll pat him on the back to comfort him while he's lying in his bed. I'm sure he'll calm down then--at least soon. He's finally drifting off to sleep. His eyes are getting heavy and droopy. He's lying in the bed quietly. Oh my, he's actually going to sleep! Finally, peace and quiet. Oh I'm so happy. I'm happy he's finally sound asleep. He's getting his rest so now we're both satisfied.</p> <p>So that was my little story. That was it. Now I decided</p> <p><b>STUDENT:</b> How come Joseph was inside of it?</p>		
--	---	--	--

	<p><b>LATOSHA:</b> Why was he inside of it? Because that was the moment in my life that I decided to write some things down.</p> <p><b>STUDENT:</b> Ms Rowley, did you write that at your house?</p> <p><b>LATOSHA:</b> Yes, at my house. Now, this is my homework. So I went through my story and decided on some key words. If you notice, I have circled some words that I felt were important words in my story. And then I wanted to take those words and I just wrote them over here. And that doesn't look much like a poem does it? Nah, not yet. So then I started using those words and started trying to make a poem. So I got words kind of all over the place. Still not happy with it. Still not really a poem.</p> <p>So then I went back in with the words here and I started putting it into a poem. And as you see I have all of this, what is this?</p> <p><b>STUDENTS:</b> Space</p> <p><b>LATOSHA:</b> Space. A lot of times in poems we have space, right? And the words that I used are those descriptive words. Could you almost hear Joseph yelling and screaming? Could you almost hear it? Because I was just going on and on about wailing and screaming and squealing. So you could almost hear it. I'm going to read through my poem and we're going to walk through it together. This is my poem, what I created from my story. Now a lot of times when we do a poem we change the way it looks. Because when I just wrote it as a story, remember, those words were just all over the page. Right? It was just kind of a story. So then I took that and decided to make a poem.</p> <p><b>STUDENT:</b> Can we get a writer's</p>		
--	--	--	--

	<p>notebook like that?</p> <p><b>LATOSHA:</b> Yeah, you can have whatever kind of notebook you want. My title, Don't Wanna Go to Sleep. So that's my title.</p> <p>Difficult night, refusing to sleep. Yelling. Screaming. Wailing. Squealing. Crying his eyes out. What to do? Trying to comfort. Feeling frustrated. Sighing. Breathing. Huffing. Puffing. Pulling my hair out! What to do? Rocking. Patting. Singing. Whispering. It seems to be working. Eyes are drooping. I am hoping for sweet, sweet rest! Ahh, finally relief! No more crying. No more sighing. Baby's fast asleep. Mama's happy as can be. Pure satisfaction for baby and me.</p> <p>That was the end.</p>	5:32:07	16:03:00
<p>Latosha Rowley, Cold Spring Elementary, Indianapolis, Indiana</p>	<p><b>LATOSHA:</b> And I think this was real meaningful, because they felt like I became part of the community more. They're writing, and they're writing poetry; now I've written a piece, and so now we're all sharing and going through the steps together of how to get there. And for me to actually walk them through what I did—that just makes a comfort level for them to be able to go through those steps and get to a final piece. So it was very meaningful for me and them.</p>	27:07	16:30:07
<p>Latosha Rowley, Cold Spring Elementary, Indianapolis, Indiana</p>	<p><b>LATOSHA:</b> This was important, so I did what? This right here.</p> <p><b>STUDENT:</b> Made it all bold, capital letters.</p> <p><b>LATOSHA:</b> Because I was really wanting this wasn't I? And he was wanting it too, even though he didn't know it. So we both wanted this.</p> <p><b>STUDENT:</b> Ms. Rowley, Ms Rowley, why didn't you just write it small and then put</p>		

	<p>the exclamation mark?</p> <p><b>LATOSHA:</b> Well, that's one thing about a poet, you can do it however you want. There's no rules if you want to write your poetry a certain way. So you're looking at all these marks. Why did I do that? I did a lot of those things for pauses so when you read it you can pause. And for emphasis. I really wanted to, finally relief! Because I was excited about this. I'm finally feeling a sense of relief. So this is what kind of poem. Which kind is it? What were our two kinds yesterday?</p> <p><b>STUDENTS:</b> Feeling poems. Seeing.</p> <p><b>LATOSHA:</b> So what kind is this?</p> <p><b>STUDENTS:</b> Feeling.</p> <p><b>LATOSHA:</b> You feel it don't you? And it also has some</p> <p><b>STUDENTS:</b> Seeing!</p> <p><b>LATOSHA:</b> Thank you Joy. Joy says these eyes are drooping. She says that's something I can see.</p> <p><b>STUDENT:</b> We can see that his eyes are drooping.</p> <p><b>LATOSHA:</b> Because that's descriptive.</p> <p><b>STUDENT:</b> I could put fake tears on there.</p> <p><b>STUDENT:</b> That's a thunderbolt.</p> <p><b>LATOSHA:</b> Now. Yes?</p> <p><b>BROOKLYN:</b> Another way is, every time you get to</p> <p><b>LATOSHA:</b> Oh wait just a minute, I'm trying to hear Brooklyn and I can't. Can't.</p>		
--	--	--	--

	<p>Sit down.</p> <p><b>BROOKLYN:</b> Every time like where you said difficult night, refusing to sleep. Every time you get to the individual words of how he was doing it you went down. And every time you did you went four lines down. Like yelling, screaming, wailing, squealing</p> <p><b>LATOSHA:</b> Oh so I had a “what” going?</p> <p><b>BROOKLYN:</b> A rhyming pattern.</p> <p><b>LATOSHA:</b> Pattern! There was a pattern wasn't it? Thank you. Thank you. She pointed out some important stuff there.</p>	2:16:01	18:46:08
<p>Latosha Rowley, Cold Spring Elementary, Indianapolis, Indiana</p>	<p><b>LATOSHA:</b> It was difficult to do because it takes a lot of time to really sit down and think about what you want to create when you also have lesson plans and classroom management and everything else that you have to think about. But I enjoy doing it. It helped me grow, as a writer, to be able to do it and put it public—in front of the students and get feedback from them; because a lot of teachers are afraid to get that kind of feedback, but it helps you grow.</p>	26:20	19:16:11
<p>Katie Ray</p>	<p><b>KATIE:</b> You know a teacher who doesn't feel comfortable with writing can be one of the best mentors for children because a lot of children feel that way. If you don't feel comfortable with writing yourself, you just be honest about that. And you know teachers don't really need to write so much so that kids see how to write well. Teachers need to write so that children can see someone else go through the process and so that teachers will understand that process; and I think if writing is hard for you in a lot of ways, it puts you in a better position as a teacher of writing because you understand that. It's so incredible and important for kids to</p>		

	<p>see that in their teacher. The honesty of this is hard, but I'll do it too, you know, along side of you.</p>	<p>46:15</p>	<p>20:02:26</p>
<p>Lindsay Dibert, Danville Elementary, Danville, New Hampshire</p>	<p><b>LINDSAY:</b> Every time I bring in something of my own, you know, my heart starts beating, really quickly, and I start sweating, and I let them know when I'm not happy with it. I do all the same things that I—that I tell them not to do: "Don't apologize for your writing. Just share it and enjoy the moment." And I think, when, they see that, it makes a big difference. They're so much more willing to bring in their own writing and to talk about their on writing. But, every time, it gets a little easier; but it's still—writing's personal. It's yours. And every time I bring my own writing in, I get nervous.</p>	<p>38:07</p>	<p>20:41:03</p>
<p>Silvia Edgerton, Herrera Magnet School of Fine Arts, Phoenix, Arizona</p>	<p><b>SILVIA:</b> It's funny that I've never thought of myself as a storyteller. And then, as I've taught, I realized that I love to tell stories, and I love to tell my stories.</p> <p>And when I tell my stories, you know, it impacts them, and they also make connections to the stories I have.</p>	<p>18:24</p>	<p>20:59:27</p>
<p>Silvia Edgerton, Herrera Magnet School of Fine Arts, Phoenix, Arizona</p>	<p><b>SILVIA:</b> What I want to look at today, I want to look through my notebook because I want to look for an idea for a non-fiction piece. Okay and we know what a non-fiction piece is right? What's a non-fiction piece? Brandon, what's a non-fiction piece?</p> <p><b>BRANDON:</b> It's something that's real.</p> <p><b>SILVIA:</b> Something that is real, right. A fact. Something that's real. Actually, I already marked a few pages but I want to kind of go through and I want to show you some of the things that I did to try to find a non-fiction piece. So I just started going really quick through my notebook and the</p>		

	<p>first one I noticed was Los Abarotes are popular in Mexico and then I thought about rotes, could I think about that as a writing piece? And, um, you guys know about rotes in Mexico right? They're the little stores, little shops throughout. I thought no, I didn't think abarotes would be a good thing to look through. And then there's this story about my brother of course. My brother is always in my stories. Yeah, that one didn't work. But then the next one immediately as soon as I read, I even have a little title—fireflies. Even though my story has nothing to do with fireflies. It says fireflies, bees and mayotes, what wonderful memories. I especially like the bee story. And that's about the bees that my brother raised. But I'm not going to talk about the bees. What I thought about is fireflies. And I thought, wow, you know, how do fireflies, you know, get the little light to go on? Why, you know, it's not like they have electricity. But I don't want an answer from anybody in the classroom because this is going to be a non-fiction piece and I'm going to have to go out and look for the facts on fireflies. And so when I thought that I marked that because I thought that might be a really good project for me to look at why do fireflies have that little light. And I went on with my notebook. And then I found another one. Let's see which one was this one? Oh, and this one it says, hurry Silvia. You turn the three pumps on. And Ramon ran and opened the gates. And I remembered that was a time when my brother and I burnt that field, did I tell you about that? And we burned what was it? Like 20 acres. And then when I saw that I thought the three pumps. How does that water come from underground and brings it all up and then there's all that water that comes out. So when I saw the pump and I started thinking about the pumps—how do they work? You know,</p>		
--	--	--	--

	<p>how do they bring that water up? And I thought that might be a really interesting thing to look up, you know, how does that work, you know and who invented this whole idea of pumping the water out of the ground and then it comes out and it's just like, and I remember that is was just so cold. So that might be another thing I look up. Why is it so, so cold? And then the last one that I was looking was the canning, going to Mexico, the canning fruit at the ranch was a hot tiring—and when I got to that I thought, I remember Mark asking me a question the first time that I read that. And it still kept coming back to me and I thought he said, “How do you can?” How do you can? And I thought if somebody is asking that question maybe it's something that I really want to look into, you know, how do people can? And then if I decided to do that what would that writing piece look like? And so I started thinking back about some of the books that I've read and one of the books that I found was the one that I read to you this week. That's why I read it to you this week. I like the way Tomie De Paola put some non-fiction and fiction into his writing piece. And so I was thinking how can I take the whole canning and the history of canning and how canning works and put it into a non-fiction like Tomie De Paola did. And the more I thought about it, the more I thought, who would read a book about canning. It's just like, big deal. And then I started looking at more books. And I found a book about people who eat rice. And I thought well somebody wrote that book and people read it. I've read it. Maybe some of you have read, you know, that book about rice. And I thought maybe canning might be a good idea. So right now that's where I'm at. I'm thinking canning is the way to go for me. So I think I might go to canning. And what I want you guys to do in a few minutes, I want you to</p>		
--	---	--	--



	<p>go to your notebooks and I want you to do the same thing that I've done. Just go through your, you're going to work with a partner, and just read real quick and maybe a word will pop, you know just kind of stand out for you. And think about is that something that I could research? Is that something I can look up and is that something that I can make into a non-fiction piece? Mark?</p>	4:42:27	25:42:26
Silvia Edgerton, Herrera Magnet School of Fine Arts, Phoenix, Arizona	<p><b>SILVIA:</b> The other thing that happens is that the more stories I tell them, then, you know, they want to hear the next one.</p> <p>Sometimes, as I'm sitting down and I'm writing in my notebook, and they—they come up and say, "What are you doing in there? What are you writing?" And so they're curious. And I like to share.</p> <p>So, I think that I've realized that I am a storyteller, and I like to tell the stories. And they're fun, and the kids enjoy them.</p>	23:18	26:06:28
Christine Sanchez, Tohaali Community School, Newcomb, New Mexico	<p><b>CHRISTINE:</b> It gives me more ideas on how I am going to present the lesson if I go through it myself. And I think that is really important to try to go through that process yourself and like the science, you try to do the experiment yourself so you know what to predict and I think that is the same for writing especially writing because I think it's hard. I think it is one of the hardest things that we are learning to do and I think this kind of experience in writing will hopefully make it less so for them. That they will have an easier time and feel more confident in themselves as writers. That's what I want. I want them to feel like they can write and feel confident and that there is lots of things they can write about, that they care about and that there is an audience for the thoughts that they have.</p>	46:29	26:54:29

KET  
Workshop 2 Teacher as Writer  
Final Draft

6/10/2014

Page 18

Credits	Inside Writing Communities, Grade 3-5 Close	47:20	27:43:06
Annenberg Media Funding Logo		15:16	27:58:27
1-800 Learner Tag		26:01	28:25:00