

Title of Session: Language Arts Forum - Peer Editing

Moderator: Donna Hendry

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Room: After School Online

BJ . o O (a reminder that if you are new to discussions in Tapped In, please read the 10 steps above this chat window)

DonnaH: We like to start with introductions...helps me to help you, and helps create a sense of "community"

DonnaH: "My name is Donna Hendry, and I'm an educational consultant living in CT:).

KarenL: Hello, my name is Karen Lemmons. I am a library media specialist in an elementary school in Detroit, Michigan.

SteveV: I teach seventh grade Language Arts in Florida.

BJ: I'm a teacher in Pennsylvania and a helpdesk volunteer for Tapped In

MichelleWa: Hello, my name is Michelle Watkins and I am currently student teaching in San Diego, California

KarenL: Ooh, American Library Association will be in San Diego in January. I can hardly wait!

JimSp: My name is Jim Sprague and I teach English to sophomores and juniors at Granite Hills High School in El Cajon, CA (outside of San Diego).

KarenLH: My name is Karen Hale and I will be doing my student teaching starting September 2nd in Brawley, California

MelissaT: Hello. My name is Melissa Tierman and I'm going to be teaching first grade in San Diego, California this year.

MaritzaM: Hello. My name is Maritza Montano and I'm teaching Independent studies at Calexico California

BlancaJ: Well, I am a Language Arts teacher in Calexico, Ca and I'd like to know what we are discussing.

DonnaH: Because quite often, planning doesn't work for this session (due to the various ages) what would we like to discuss tonight? Any burning questions, problems, ideas?

CarolinaR: I would also like to know what this session is going to be exactly about

JimSp: How about group work or collaborative learning?

KarenLH: I am looking forward to tips and insights for elementary students.

DonnaH: Jim, as far as reading, or writing, or in general?

JimSp: Writing

MaritzaM: I'm interested in knowing how can I get my high school students interested in reading.

DonnaH: "How many people here use peer editing?"

JimSp: I do

KarenL: I don't.

MaritzaM: I don't

BlancaJ: I tried, but students don't know how to identify mistakes.

CarolinaR: I do not

KarenLH: I am familiar with it but really haven't used it

DonnaH: I've had that problem, Blanca.

CarolinaR: I think it is difficult for K-1 graders

DonnaH: What I find works is to teach the class as a whole to recognize one-two problems.

GeorginaN: I'm in ESL

DonnaH has taught ESL...works the same

JimSp: I've given them a rubric sheet with samples of mistakes to look for

BlancaJ: Does it work?

JimSp: Yes

DonnaH: One big one, especially for younger students, is I have them take out favorite words...like "and".

DonnaH: Reading aloud to each other.

BlancaJ: I teach eighth grade. Most of my students have problems with grammar rules.

KarenLH: That is a very popular word in their writing - to make one long sentence.

DonnaH NODS

JimSp: You have to remember that I teach sophs and juniors in high school

MaritzaM: DonnaH what do you do once you've taken out favorite words?

CarolinaR: Is it a good idea to keep using sentence strips with first graders.

KarenLH: Reading aloud is a good strategy because you figure they should catch mistakes if they are reading only what is there.

DonnaH: Have them read it aloud. They can see that in MOST cases...they didn't HAVE to have the word in there.

BlancaJ: I've tried sentence strips with my eighth grade students and it works just as well.

DonnaH: I like sentence strips when they are collaborating on a story as a group.

CarolinaR: Blanca do you use them the same way a Kinder student would... where they would write the sentence and then the teacher would cut the sentence and students put it together...like a puzzle... or how does it work with 8th graders

KarenLH: So then after they have taken out favorite words, what next?

DonnaH: Karen--Have them read it aloud. They can see that in MOST cases...they didn't HAVE to have the word in there.

DonnaH: words like "then" and "and"

CarolinaR: I have used students sentences taken out of their own journal ... in small groups

KarenLH: For peer editing practice, Carolina?

DonnaH: Carolina, do you mean for something like sentence diagramming?

MaritzaM: I have used sentence strips before with first graders and what I do is leave a word or two out and students have to choose a word from their vocabulary list to fit in the missing word.

CarolinaR: Yes

BlancaJ: I have done the same. After students work on essays, I use some samples show students how to correct. I try to use frequent mistakes

DonnaH: "I know we're discussing 2 different topics right now...I can follow, but I want to make sure no one is having any problems.

CarolinaR: I doing fine

KarenLH: I'm fine.

DonnaH: The way I've tended to use sentence strips, is to assign a student a page (part) of a book...they have to summarize (what's the most important thing that happened on this page) then use the sentence strips later as a sequencing activity.

GeorginaN: I'm ok

BlancaJ: I also use the sentence strips in spelling. I use them as prompts for sentences, which they must complete with a spelling work.

MichelleWa: I'm ok too

BlancaJ: I am fine.

KarenL: These are good ideas. . .

CarolinaR: I have only used sentence strips one way with K. but I like the idea of using them with higher grades and with spelling too

JimSp: Since most of you are apparently elementary teachers I'll just sit back and let you go to it. I always find something that I can use if I just shut up and listen to your group.

GeorginaN: that's a great strategy for study skills

BlancaJ: Donna I like that idea. I am going to try it.

DonnaH: (I sometimes have to check...I've been doing "chat" so long...I sometimes forget how confusing it can be to someone new to the environment:)))

DonnaH chuckles at Jim.

MaritzaM: What can I do with a high school students that don't know how to write a simple paragraph? Before you answer you have to consider that as an Independent Studies teacher I meet with my students on a one-to-one basis but only once a week for only one hour.

DonnaH tries to remember where she put something.....

DonnaH: I had one student...excellent student...but couldn't write to save their life.

BlancaJ: I think you can incorporate some of the ideas we have discussed.

DonnaH: One of the things I tried that seemed to work was this...he was a very scientifically minded person...and we were working on persuasive writing.

CarolinaR: How about an organizer where the student fills out blank to a given paragraph

CarolinaR: After some practice they will eventually get the idea

DonnaH: Your intro is like your hypothesis. your three paragraphs are your "experiments" trying to prove your hypothesis...and your conclusion is your theory.

JimSp: I've given them a form broken down into for four sentences and had them work on just that much with an opening sentence, two body sentences and a closing sentence. You have to really break it down for some of them.

DonnaH: I've used organizers...especially for papers where they were required to quote something.

DonnaH: After having their topic, they had to find all their quotes...

MaritzaM: That's exactly what students don't like to do, research.

DonnaH: these became the points in their outline. Then simplified... they had to tell me why each quote was important. (the quote shows that blah blah blah...)

DonnaH: I find that if you start with trying to write the paper, THEN try to find quotes that fit...it can be quite frustrating...because you can't always find what you need.

DonnaH: have them use what they HAVE, then work that way.

DonnaH: I did this with HS SED students...and they did really really well.

BlancaJ: If you are going to start with something I think you might want to start by teaching what a Topic Sentence is. It is kind of the green light on the signal light. It is

your GO!

DonnaH: (nice comparison:))

KarenLH: We start teaching topic sentences in 1st grade.

MaritzaM: I don't like this because I don't even know who I am talking to.

DonnaH: "I'm sorry, Maritza, you must have missed the introductions:)"

CarolinaR: Don't worry MaritzaH this is a group discussion and we all have a little to share

KarenLH: I did teach 1st grade as an intern and we did use Power Writing where students had a topic sentence and added a couple of supporting sentences.

BlancaJ: Hey, we are here to support you Maritza.

DonnaH: Has any one used round robin stories?

BlancaJ: I don't know what that is

CarolinaR: Also, in first grade, students love using the First, then, after, and finally in their writing.

KarenL: I tried, but did not do a good job. I need some help.

KarenLH: I am not familiar with round robin stories

CarolinaR: Even when they are not required to use them they still do.

DonnaH: Round robin stories....I like these for end of day activities.

JimSp: Maritza, it might all make sense when you get the transcript emailed to you later and you can break it down then

MaritzaM: Can anyone explain what round robin stories are?

DonnaH: Students sit in a circle at the carpet (not necessary, but useful) and the teacher gives the first line...

BlancaJ: what do they accomplish?

CarolinaR: What exactly is round robin. I have only heard that when reading.

DonnaH: "for example "It was a dark and stormy night when I found out what happened to my sister."

KarenL: I heard that she had disappeared. . .

DonnaH: The student to my side will have to repeat my sentence...then ad her own sentence.

DonnaH: (see, Karen's got it *grin*)

KarenL: Oops, forgot to repeat your sentence, Donna.

CarolinaR: That is another great idea using the strategy of round robin

BlancaJ: ...as she walked through the woods.

KarenL: great, Blanca!

DonnaH: By repeating...students are working on sequencing, as well as story building.

KarenLH: Sounds like a good oral language activity.

CarolinaR: I have heard about it in a different way, and it was not recommended.

CarolinaR: When it is reading aloud,

DonnaH: And the kids love it, because the last person to go is the teacher, who has to repeat the entire thing *chuckle*

MaritzaM: Why wouldn't it be?

BlancaJ: Hey this is neat. I like it. I could use it when there is a minute left at the end of the day

DonnaH: My students used to beg for it.

MelissaT: Sounds like a great activity.

KarenLH: Thanks for the idea , Donna

DonnaH: Occasionally, I'd write them out...and then let them illustrate it to make a classroom book.

CarolinaR: Because students know when it is their turn to read, and after they read, they forget about the story and do not pay attention, if students do not know who is next, they better be paying attention

BlancaJ: although, I don't think I would be able to remember the thirty sentences

KarenL: That was my goal, but we didn't finish.

DonnaH: Of course, I would let them do horror stories in the darkened room...and would let them get gross

DonnaH: (not disgusting...but gross *laugh*)

KarenLH: Writing something out and illustrating always gives it more impact, more motivating for all students probably.

MaritzaM: Could you use this activity for upper elementary students?

DonnaH: Carolina...I've heard that too...and I didn't like it for the same reason.

DonnaH: Maritza...I've used it up as high as 8th grade.

BlancaJ: Maritza, I think I'd work.

CarolinaR: What works for me on keeping students on task when reading in a group is the finger check

DonnaH: "has anyone done "stop-hop"?"

CarolinaR: no

KarenL: What is it?

CarolinaR: can you tell us about it

KarenLH: What's stop-hop?

MaritzaM: What's a finger check Carolina?

BlancaJ: I tried that when using a corrective reading program, but 8th graders don't like that finger stuff.

BlancaJ: stop hop, what is that?

DonnaH: In reading group, when a student is reading...they have to read a minimum set by the teacher...but they can chose to stop mid sentence even...and say "stop hop" and the next person has to start reading where they left off.

DonnaH: Its GREAT for keeping them on task.

DonnaH: no one wants to be caught by their friends not following along.

CarolinaR: When I see that students are not following along, I stop for a finger check, students need to place their finger where we left off, if they do not know their place, they are in trouble

MaritzaM: I think it's a great way on keeping students on task.

MichelleWa: That sounds like a neat idea

DonnaH: Well, there is a bit of dissention in my district...some say that students shouldn't really use fingers after a certain point.

MelissaT: That's what I had thought as well.

GeorginaN: yes I was wondering about that

DonnaH: because of course, the other students are TRYING to trip their friends up.

CarolinaR: They are not supposed to follow with their fingers when reading, only when I call for a finger check

CarolinaR: Using fingers may slow them down

GeorginaN: ok

BlancaJ: Oh I see.

DonnaH: how much time does that take out of the lesson, Carolina?

KarenL: Hmm, had not thought about that point.

DonnaH: (thinking about interrupting the flow)

CarolinaR: Does not take very long. And I only do it when I see a problems with many students

DonnaH: *nods*

CarolinaR: Students already know what it is expected from them but sometimes they need a check

BlancaJ: couldn't you just "look around," not literally check one by one. this would only take a few seconds

BlancaJ: Oh, okay

CarolinaR: That's right Blanca. I do not even have to move from the front of the room

KarenLH: Donna, what are some types of journal writing that you have found effective in elementary?

MaritzaM: Monitoring at all times instead of stopping once in a while works better and doesn't take time.

CarolinaR: I do not go to every student. Usually if a student does not know they would probably have their finger way off, or even on the other page

DonnaH: "One thing I've done Karen, is to give them a quote of the day.

KarenLH: That sounds great, how does it work?

DonnaH: "they have to copy it, then write what they think about it...is it true? why? how does it fit today? how does it relate to a book they may have read?"

DonnaH: Then, we discuss it as a class...

BlancaJ: Talking about journals, I have tried these before, and I don't quite like them. I mean, it is hard to come up with a topic that students are interested in

MichelleWa: How much time do you give students for reflection on the quote?

GeorginaN: do you have reference sites for that or do you make up your own originals?

CarolinaR: It is not something you need to do everyday. Maybe two or three times a week.

MaritzaM: I think that journals have to be free writing for students.

DonnaH: "it's part of their morning work.

CarolinaR: Journals can be a lot of fun if students share them in class

MelissaT: This is a great way to get them focused in the morning.

DonnaH: when I did it with 4th graders...they had about 20 min...my eighth graders...only about 10 or so.

BlancaJ: some students don't like sharing what they write, sometimes it's even hard for me, and I'm an adult

CarolinaR: It can be a combination of both Maritza

KarenLH: The quote writing would be good for upper elementary; it gets them to thinking

DonnaH: (but I agree...I like journals as free writes) but I always keep a card index file of story starters...

BlancaJ: I always think of journals as private work, between the student and the teacher kind of deal

MaritzaM: I think that journals are more personal and therefore students don't like to share them.

CarolinaR: But others love to.

DonnaH: I refuse to listen to, I don't know what to write.

KarenL: our school district bought the open court reading program. It uses journal writing and concept questions.

DonnaH isn't familiar with it, so I have no opinion:)

CarolinaR: I have worked with open court

KarenLH: A dialogue journal is a good one between a student and teacher; it really build a bond and lowers the student's affective filter.

KarenL: it is a phonics based reading program.

DonnaH: is it decent, Karen?

GeorginaN: reflecting back elements of discourse from the students?

CarolinaR: I think so DonnaH

DonnaH has a certain dread of phonics based...but I KNOW they can be made to be done well...

KarenL: well, 2002-3 was our first year trying it out. We're still working out the kinks.

BlancaJ: I am getting a little lost in this conversation

MaritzaM: I believe they're talking about open court.

KarenL: I don't like it because it is phonics heavy, but I see the results of some students who had problems reading because they did not have phonics instruction.

CarolinaR: I know that Open Court is a very high level

DonnaH: "Maritza beat me to it...yep.

KarenL: Really?

CarolinaR: And it assumes every student is at the same level

DonnaH: Phonics has been neglected for FAR too long.

BlancaJ: I taught REACH this year, and I liked parts of it, but not ALL of it.

KarenL: you're right, Carolina and few teachers had the time to reteach certain skills.

KarenLH: Kids need to have explicit instruction in phonics

DonnaH: I've seen students jump 3 reading levels in 3 weeks, just by focusing on intensive vowel work.

MaritzaM: Who is in charge of adopting open court?

BlancaJ: Maritza, I think the school district people are

CarolinaR: I do not know

KarenL: the school district decided on the reading program because they received a grant from the no child left behind literacy component.

KarenL: our school district qualified because we are high poverty with low reading scores.

BlancaJ: NCLB is big now a days

DonnaH: NCLB?

MaritzaM: Is there any statistics between open court school versus one that doesn't use it.

DonnaH: duh...never mind

BlancaJ: (Donna, No Child Left Behind)

KarenL: not that I know of. Perhaps Stephen Krashen may have some information. He is an expert on reading and literacy. . .or at least considered to be one.

BlancaJ: I don't know how long Open Court has been around for

MaritzaM: I think it just started a couple of years back
CarolinaR: I think it has been in my district for at least 2 years
KarenL: I don't either. It was one of the "recommended" reading programs mentioned in the literacy component.
KarenL: I apologize, Donna. I didn't mean to get us off track.
BlancaJ: A little out of topic, but is everyone in this forum from California.
KarenL: no, I am from Detroit, Michigan.
CarolinaR: I am
GeorginaN: no Adelaide Australia
MaritzaM: I am, why?
MelissaT: Thank you for the great ideas. I have to leave to go to class now. Thank you Donna.
JimSp: Me too
DonnaH: "enjoy your class:)
DonnaH: The next LA session will be on Aug 20th:)
DonnaH: (same time, same channel)
MelissaT: Thank you.
BlancaJ: is this one over?
KarenL: Already?
DonnaH: More or less, Blanca:)
MaritzaM: Are these sessions only for one hour?
GeorginaN: I visited the site Tech for Teachers ..was that what you started looking at?
BlancaJ: thank you for everything. this was great. first time I try it.
JimSp: Thanks for the thoughts, ladies. Good luck and take care!
DonnaH: sorry we couldn't tailor it more to your area, Jim:)
MelissaT left the room (signed off).
CarolinaR: Thank you Donna I also like it a lot. First time and I sure I will try it again
JimSp: Jim smiles
KarenL: Donna, quick question and off topic. Are you familiar with the 21st century skills initiative?
DonnaH: Sessions are always an Hour, Yes, Maritza:)
MaritzaM: Thank you Donna!!!!
DonnaH: "Only by name, Karen:)
KarenL: Okay. I thought you might want to talk about it in your tech session. It is very interesting.
BlancaJ: Everyone take care of yourself, see you later, I have a lesson plan that is due today to work on for my Technology class.
DonnaH: I don't know it well enough to discuss it ...at least yet:)
KarenL: The big tech companies are taking this initiative on the road.
DonnaH: Really?
KarenL: Okay, maybe later in the year, then.
DonnaH: (hmmm wonder if I can get a job with them *laugh*
GeorginaN: Donna...do you have a connection with the Tech for Teachers website?
KarenL: Well, it is possible. What the folks are doing is trying to promote these skills to the school districts. . .a different kind of school reform.
DonnaH: Connection? as in, can I get to it? or do I work on it?

CarolinaR: Very interesting, but expensive for school districts too
GeorginaN: work on it
BlancaJ: do school districts have enough \$\$ for this
DonnaH: *chuckles to outright guffaws* I own it:) It's my (sadly neglected) baby:)
KarenL: One district in Indiana implemented it. Can't remember the district. She claims it is very effective. Helped increase student achievement.
GeorginaN: it's magnificent
DonnaH blushes
KarenL: Course not! The district in Indiana applied for a grant to implement it.
GeorginaN: spent time perusing it last night
DonnaH: it needs a total upgrade.
KarenL: Are you talking about schools in general, Donna?
GeorginaN: I'm beginning work with Aboriginal kids and young adults in remote communities and the field trips/webcams...etc should be fantastic reference points
DonnaH: Nah, Georgina asked about Tech for Teachers, Karen...and I was whining about how I haven't done anywhere near enough work on it lately.
MaritzaM: You mention something about owning something Donna, what is it?
GeorginaN: as sites go, there's fabulous links
DonnaH: "The website, Tech For Teachers
KarenL: Oops,
MaritzaM: You do?
DonnaH: yeah, I have a ton of broken ones though...and about 200 new field trips I need to add into it.
GeorginaN: I thought that's what the forum was going to be about
DonnaH: Yeah:)
MaritzaM: That's great Donna!!
CarolinaR: Interesting, I think I will visit it
DonnaH: I usually do that on the Monday night forums...I also lead the "Technology in the Classroom" sessions:)
GeorginaN: well I would love to have a list of those sometime...do you have them posted anywhere?
DonnaH: <http://www.backflip.com/members/donnamh>
CarolinaR: I am also interested
BlancaJ: what exactly can I find in your website
DonnaH: click on new VFT's
GeorginaN: ok....I'll check that out...our times this side of the world don't always match...civilly
DonnaH: but the actual site is found at <http://www.techforteachers.org>
GeorginaN: VFT's ?
CarolinaR: VFT's?
DonnaH: (virtual field trips)
DonnaH: but that is how its listed:)
GeorginaN: of course...sorry..not great on acronyms! Thanks for the reference...very exciting
DonnaH: thank you!
CarolinaR: Donna is there another website you would like to recommend to us

BlancaJ: Donna, thanks for everything

DonnaH: For what, Carolina?

DonnaH: (like in specific)

CarolinaR: Technology for example

CarolinaR: in the classroom of course

DonnaH: <http://www.pitt.edu/~poole>

DonnaH: (click on the ed index)

KarenL: Donna, when is your tech session?

DonnaH: Monday night, 8pm EDT

CarolinaR: thank you DonnaH

GeorginaN: webquests and fieldtrips are going to be great with students who don't care to engage too much online with a teacher but like hands on stuff..for a start

CarolinaR: Thank you Donna, but I have to go.

GeorginaN: I love those formats/frameworks as stimuli

DonnaH: Bernie Dodge has an excellent compendium of Web quests:)

KarenL: Georgina, have you tried filamentality--a nice search activity?

GeorginaN: yes I have looked there...terrifically empowering for students, eh?

KarenL: yes, it is!

GeorginaN: she has the best...and got an award at Merlot...yoohoo!

GeorginaN: well I'll check out your tech forum, thanks so much for your input...great to meet you

DonnaH: you too:) thanks for the comments:)

KarenL: great to meet all of you. Donna, good session!

KarenL: Bye, everyone.

GeorginaN: bye