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RDE#4

Tammy ([permalink](#))

Created on Sunday, 06/01/2008 8:22 PM by [Tammy](#)

1. Chapter 8 in Farris focuses on writing and how it is a multidimensional process. The first section entitled "Initial Attempts at Writing" states how a child's first experimentation with writing begins with scribbling. The next section focuses on the writing process including prewriting, writing, rewriting, and publishing. Prewriting includes the collecting of thoughts and ideas, brainstorming, and experimenting with different ideas to come up with an outline. Writing, which is the second step of the writing process, is when the author actually writes focusing on content. The third step, rewriting or revising, includes revising and rewriting work focusing not only on the content but mechanics as well. Finally, the fourth step, publishing, is when the author shares their completed work with an audience. Not only are the steps important in the writing process but the skills that are involved as well. Some skills include dictionary skills, organizational skills, spelling skills, handwriting skills, questioning skills, and a recollection of experiences. Also, familiarity with literature of different genres and the knowledge of words, sentences, and paragraphs. This chapter also reviewed the development of children's writing and writing consideration. Writing consideration includes audience and voice. The audience may vary from a known audience to unknown and from the teacher to themselves. Voice refers to how a story is told and includes narrative, expository, persuasive, and poetic. 2. "The teaching of writing demands the control of two crafts, teaching and writing." (Donald Graves) (pg. 297) - I especially liked this quote because it seems that teaching a student to write may be difficult but very rewarding. I feel that to be an excellent writing teacher, you have to be an excellent teacher first. 3. I really enjoyed reading about the development of children's writing as it was broken down into grade levels. It was interesting to know where a child should be in their writing by a certain age. 4. Last Wednesday in class, we briefly discussed how to teach cursive writing. I liked how Dr. Walker brought up the fact that it isn't as easy for a left handed student to write in cursive. I was never aware that it was more difficult being right handed my entire life. It's helpful to be aware of that fact for our own classrooms. 5. I also thought it was really interesting how Dr. Walker explained that you can tell someone's mood or personality by the way they cross their t's!

Comments

1. **Please make spaces between the numbered sections of the RDEs for ease of reading, thanks.** Your summary is well-organized and includes the salient points of Chapter 8. The writing process is so intricate, we must teach it methodically and show students that it truly is a process. I like how Collins and Farris agree and blend their ideas so well.

2. Yes, I agree that you must be an effective teacher first to instruct in writing skills. However, it helps to be a writer yourself, too.

3. I am pleased that you are learning about appropriate grade-level expectations for writing. Use these as guides, a most wonderful resource that should be tabbed for future reference.

4. You must always consider the students and their varying needs. Being left-handed brings about different needs when it comes to the mechanics of writing, holding the pencil, turning the paper, etc. Ask students who are left-handed that seem to be mastering the formation of the written word to assist you in helping other lefties.

5. This research comes from psychology and from people who analyze handwriting. A fun fact that can be incorporated into instruction. Be looking for downward slanting "t's" and just ask the pupil if they are sad or mad or felling out-of-sorts.

Tuesday, 06/03/2008 11:42 AM by [DAVID](#)

Post on May 27 2008 ([permalink](#))Created on Tuesday, 05/27/2008 10:48 PM by [Kylie](#)

1. In chapter 8, Farris the process of writing. More specifically, writing is the most complex for children to learn and the most difficult for teachers to teach. The process of writing begins with children scribbling and during this phase there is no differentiation between drawing and writing. Then as scribbles turn into symbols children recognize and interpret letters and then the process continues all the way to adulthood and writing finishing pieces. Farris also talks, in depth, about the actual writing process. These 8 steps include skills acquired at each level including prewriting, writing, rewriting, and publishing. Next, Farris discusses that a writer's workshop, which is "a way of teaching and learning uniquely suited to students of every ability" (pg.306). During this workshop a teacher presents a mini-lesson that can introduce topics, techniques, and information that will help guide writers. After the mini-lesson, the teacher then conducts a read aloud of a book and then engages the students in writing and sharing their work. Next, Farris goes into great length the development of children's writing from kindergarten all the way through eighth grade and Farris includes sample writings. Finally, Farris covers adaptations a teacher can make with ELL and special needs learners.
2. "By sharing their writing with one another in pairs and in writing groups, children learn to appreciate, value, and critique one another's work" (p. 308). I choose this quote because I agree and disagree with this quote. I agree because I think that students shouldn't be ashamed of their writing and how else to make your work better than to get feedback from peers. I have to disagree with this quote for two reasons. First, students are not always comfortable and as teachers you want them to be able to open up but there are some circumstances where sharing their work can be damaging and could cause anxiety in a child and ultimately leaving the child to dislike writing and sharing their work. Secondly, if you receive critique from a peer, that peer may not always be right. A student may have another student look over their work and have them change things in their paper that doesn't need to be touched.
3. Today in class I really enjoyed the tangram activity. It really gave us a break to enjoy class and experience what we are learning. Also, tangrams are a great hands on manipulative to have in a classroom and this activity can be used in a classroom.
4. On page 331, Farris talks about teacher modeling. I find it ironic because this is a topic that Dr. Walker discusses with us constantly. I like how Farris says that when you model for your students you are ultimately building a writing community. I know how it feels to be a student and how intimidating teachers can be and I don't want to have a teaching practice like that. Although I may be more knowledgeable than my students, it's nothing that I can't share with them and that they can know too.
5. On page 304 in the text from Farris, there is a great and wonderful idea to take into a classroom. The most simple thing as an "Author's Chair". That is such a simple idea and I can see it really promoting students to share their own work. I will definitely put that on a list of ideas for my classroom.

Comments

1. A fine summary with a few typos here and there. Please try to reread your writing aloud as Collins suggests. I like how Farris supports Collins' work and then extends ideas into a variety of instructional techniques to assist students to improve their writing skills.

2. Students working with peers may receive incorrect information that the teacher later corrects, always. Pupils providing incorrect information are corrected and instructed in their misconceptions. This is exemplary teaching in action. If students keep promote incorrect information in their edits then their grades are lowered due to poor critiques. Everything that is included in the Type 4 and 5 writings is proven practice and works well when all parties do their work properly, including the teacher.

3. This lesson was intended to be a model for your first assignment. You will note the integration of math and language arts, just like your writing prompts must include this integration.

4. Yes, let's all build a safe and productive learning community. Your models construct a safety that students love and are willing to follow. Writing is risky, especially at the start. The blank paper can be very intimidating for some and we need to build strategies for overcoming the walls that can obstruct creativity, productivity, and writing itself.

5. An author's chair is a must in the modern classroom. Here the students, teacher, guest speakers take a chair of prominence and read and are respected by the trained listeners in the classroom audience.

Wednesday, 05/28/2008 10:24 AM by [DAVID](#)

1. I think you did a great job of summarizing the important information in the chapter, without saying too little or too much.

2. I feel that sometimes sharing work aloud can create anxiety in children. I know I did not like to read my writing aloud when I was in elementary school, but I feel that if it was done more often then we would have all been more comfortable with it.

3. I loved the tangrams too! It is so nice to finally have a class in which we don't do the same thing day after day.

4. I can not ever remember my teacher's reading their writing to me, but it is definitely something I plan on doing when I teach.

5. I like the idea of the author's chair as well. It seems like something that can be used in several different situations, and can make children, guests, and teachers all gain the same respect.

Monday, 06/02/2008 4:50 PM by [Zoe](#)

Ashley Post on May 27 2008 ([permalink](#))

Created on Tuesday, 05/27/2008 9:40 PM by [Ashley](#)

1. I loved this chapter! It was very long and there were a lot of things to take in, but every bit of it was important and easy to read. Chapter 8 in Farris is all about the wrtining process and how important writing is. The writing process, as we all may know, consists of prewriting, writing, rewriting, and publishing. I really liked how Farris explained each level with just enough detail. Another amazing section in this chapter was the material about the development of children's writing. In kindergarten, some children come in already knowing how to read while others are still in the scribbling and drawing stage. Starting in first grade, students really love to write, write, and write some more. It

says in this section that most students will produce three or four stories but only finish and perfect one. By the time students reach the third grade, their "wanting" to write declines some and more responsibilities come about such as punctuation and spelling. By 7th and 8th grade, students are able to do research papers and take notes. It's amazing how a students outlook on writing changes throughout each grade. I have a feeling that it has a lot to do with the teacher. The last outstanding section in this chapter is the information about what role the teacher has in the students writing. Basically, the teacher needs to write an example of the very assignment the students were given. This demonstrates to the children that the students can write about their feelings, experiences, etc. and it be okay to do so.

2." It is powerful to learn that you can make sense of the world through words; it is powerful to learn that you can persuade, entertain, inform, and touch the heart" (pg.300).

Amazing! Words can do so many things. Words can explain the history of our country, and words can let us know how to get somewhere. On another spectrum, words can speak to someone that would maybe sound different if spoken. When it comes to words, I am sometimes at a loss but once I know what I want to say, getting words down on paper is a wonderful feeling. Sometimes reading words versus speaking words has a much more romantic, special, joyous feeling.

3. "Children learn to write by writing" (pg 302)- How true is this? How can a child learn the proper way to write when all they are given is lecture and examples. This is an area where "hands on learning" is a must. Through practice, students need to write, write, and write some more with all of the different asepts being implemented.

4. On pg, 316 it says that a teacher can reinforce a childs sense of responsibility by having the children sign their names as they enter the classroom in the morning. I think this is an amazing idea because not only does it give the class back the time it would have used to take role, and not only does it give students a responsibility, but it also allows the child to practice their writing. As the year goes along, and depending on the grade, the children can switch to cursive writing, demonstrating their progress through the year.

5. The tangram activity today was really fun. As soon as I saw the shapes, I instantly knew what to do because I rememeber doing this in grade school. It was also a great way for Dr. Walker to give out a writing assignment to demonstrate the lesson.

Comments

1. I loved this chapter, too. Farris really supports Collins and provides a different perspective on teaching writing. A fine reference for future teachers.

2. Yes, we want our students to have this same realization about writing and the variety of power that may be derived from the written word.

3. I agree, through practice we all improve our writing skills. Continue to be the writer you are and you too will become an even better writer.

4. A lovely idea that personalizes the learning and for the teacher can be a way to take attendance.

5. Note, the integration of math and language arts. A model for your first assignment prompts.

Wednesday, 05/28/2008 10:13 AM by [DAVID](#)

Post on May 27 2008 ([permalink](#))

Created on Tuesday, 05/27/2008 6:15 PM by [Jennifer](#)

1.) Chapter eight explains the writing process and the four stages it comprises. The prewriting stage is the rehearsal stage. It involves brainstorming, gathering information, and play with thoughts and ideas to help the writer prepare for the writing stage. In the writing stage, the writer forms sentences and paragraphs from the developed thoughts and ideas they came up with during the prewriting stage. During the rewriting stage, the writer refines, clarifies, and reorganizes ideas. Finally, the publishing stages allows the writer to share their writing with others.

2.) Elementary students write to four different audiences: self, teacher, known, and unknown. Also, their voice is in the narrative voice normally, although they do have the ability to have expository and poetic voices as their experiences grow. An effective teacher should keep this in mind and become a model for the students to look up to. They should write on the same topics and assignments as their students and they should talk to their students individually and as a group about the writing process. This helps students find and improve their strengths and weaknesses within the writing process.

3.) "Many classroom teachers lack the confidence to share personal writing with students because of memories of their own school years" (pg 331). I think this is a shame. The book goes on to say that this is because they might remember their own writings being filled with red marks. No matter what our personal experience in writing, we as adults and teachers should have the confidence to model the assignments for our students. Instead of being ashamed of our writings, we should figure out why are ashamed of our writing and make a point not to do that to our students.

4.) I liked how this chapter included examples of student writing. It helped me see how children not only write but also helped me get a better grasp on the material in the chapter. The children's examples added humor and keep me interested throughout the chapter.

55.) I enjoyed the tangram activity. I remember using them as a child. It was a good way to show us how to integrate math with language arts.

I appreciated how the author included not only what to look for within different grade levels, but also special needs students and English language learners. So many authors forget to include these two groups and in today's classroom, teachers are going to have to teach to all students.

Comments

1. I think your summary was very clear. I like how you worded it about how the prewriting stage is like playing with thoughts and ideas.

2. I think that teachers should keep these things in mind as well. They are so young and learning and experiencing so much at one time.

3. I agree. I think confidence is a wonderful trait for teachers to have as role models. Even if you're not feeling so confident, fake it. Most of the time people won't be able to tell the difference if you don't make it obvious.

4. The examples helped me too. I think they will be effective.

5. I had never done the tangram activity and thought it was interesting.

Tuesday, 05/27/2008 7:49 PM by [Julie](#)

1. I love you summary, it parallels Collin' approach nicely. Writing instruction is always effective when it is rolled out in stages.

2. Yes, we need to develep all the different kinds of writing voices and make students aware of the various audiences that they may write for in the future.

3. I agree, we have nothing to be ashamed of when it comes to writing. We create, it is an aspect that makes us human. We want to assist our society to be more humane and to be able to express itself through written communications.

4. I love the real student samples that Farris includes, too.

5. Thank you for recognizing the math/language arts integration. Remember iit when you create your five writing prompts for the first assignment.

Wednesday, 05/28/2008 10:08 AM by [DAVID](#)

1. Great summary, very informative!

2. I agree. Everyone should be aware of the particular audience they are writing for.

3. I agree that no one should ever be ashamed of any work they do, especially teachers. it is important as teachers that we show the students we are human too, writing always begins somewhere and gets better with practice.

4. I really enjoy the children's writing examples. It is such motivation for me to want to become a teacher more and more everyday.

5. The tangram was fun but frustrating! A great activity to do with children that also integrates math!

Tuesday, 06/10/2008 10:49 PM by [Tammy](#)

Samantha ([permalink](#))

Created on Tuesday, 05/27/2008 3:57 PM by [Samantha](#)

1. The chapter opens with a class writing about a memorable family experience. The teacher notices how different and unique each student's topics are. She also writes and shares her writing with the class. Writing is not only the hardest language arts for students to learn but it is also the hardest to teach. The teacher not only evaluates the students' writings but they also have to create an environment for writing. The student's, along with writing, have to choose a topic and choose a technique, if not already assigned one. Writing now concentrates on process-oriented writing as opposed to product-oriented writing. The chapter next talks about the gradual steps a child takes before

actually writing. The writing process is then introduced. There are four steps involved- prewriting, writing, rewriting and publishing. Within these four steps, eight skills are also involved. These are recollection of experiences, knowledge of words, familiarity with literature of varying genres, questioning skills, dictionary skills, organization skills, spelling skills, and handwriting skills/ keyboarding skills. When writing, the two most important factors to consider are audience and voice. The next pages cover the development of writing from kindergarten all the way to eighth grade. The significant role the teacher plays in writing is next expressed. There are four types of writing a teacher should do to be most effective. These include modeled writing, shared writing, interactive writing, guided writing, and independent writing. The last two chapters explain how to distinguish the special needs learners and english learning learners from the mainstream classroom. They also explain what teachers should modify to make learning an equal experience for everyone.

2. "Rather than demanding performance and ultimately confining both the writer and product, a teacher must set the classroom tone for writing" (p.299). I chose this quote because too often we see teachers give the class a prompt and say "Go". It was stated in this chapter that writing is the most difficult language arts. Writing brings much anxiety for children, so it is the teacher's responsibility to explain to the class everything they need to know and set an environment where the students will not be on edge about writing. The teacher should not expect the class to know how to start writing on the spot, they need guidance and need to be eased into writing.

3. After reading the poem today, Dr. Walker expressed that he himself does not always understand poetry and what the writers are trying to say. Also Einstein's theory of $E=mc^2$ Dr. Walker admits to not understanding completely. I really found this almost exciting because many times teachers can not admit they are wrong not to mention professors. I myself do not find poetry exciting. I usually do not understand it and find myself almost looking dumb when other people give their interpretations. I will not say I absolutely hate poetry but it is not one of my best subjects, nor do I care for it much. Many students said today they were robbed of poetry in elementary grades, but I felt we had too much. But after today's class, I know that even though I may not appreciate poetry as most do, it is still a necessity to introduce my students to it.

4. I enjoyed using the edit phones today. We have been talking about them since day 1 and it was finally nice to use them and see if they actually worked. To my amazement they honestly so work and I am looking forward to using them in my classroom in the future. I am surprised I have not heard of these phones until this class.

5. Using the tangram assignment today was fun for me today being I am more of a visual and kinesthetic learner. I like learning by doing constructive hands-on assignments. Children get particularly excited when doing activities that are not straight out of the book and allow them to play. Many times they do not even grasp at first they are learning as well.

Comments

1.) Nice and concise summary. You covered all of the main points.

2.) I feel as though this is very important as well for teachers to realize. So many don't and I hope to be one of the few who shows the patience the children need.

3.) I agree that our job as teachers will be to introduce our students to a wide variety of knowledge and not all of it will be topics that we personally enjoy but it's our duty to our students.

4.) The edit phones are a great tool. Like I said before, at Southern Columbia they use these phone but dress them up like animals. They are really cute and in my opinion more fun to use.

5.) I wrote about using the tangrams as well. It was fun and allowed us to play a bit as well.

Tuesday, 05/27/2008 6:21 PM by [Jennifer](#)

1. A most complete summary with numerous supporting details. Writing is so difficult to teach that I specifically planned this course to have writing and teaching of writing first and foremost.

2. Yes, best practices in instruction come from masterful teachers who realize the intricacies involved in the pedagogy. We must set the stage for writing and model for all.

3. I appreciate your honest comments. Balance is key to instruction. Be sure to incorporate all types of writing including poetry. Allow all students to be exposed to the variety of genres that exist.

4. I am pleased that you are being exposed to new learning devices and are experiencing their worth.

5. Using active engagement in learning is a must. This helps spice up the class and keeps the students guessing what will occur next.

Wednesday, 05/28/2008 9:41 AM by [DAVID](#)

[larissa \(permalink\)](#)

Created on Tuesday, 05/27/2008 11:04 AM by [Larissa](#)

Updated on Tuesday, 05/27/2008 11:06 AM by [Larissa](#)

1. Farris begins chapter 8 by explaining that writing is the most complex of all the language arts for children to master. In recent years emphasis has shifted from a product oriented to a process oriented teaching approach. The writing process has developed into a four-stage sequence that includes prewriting, writing, rewriting, and finally publishing. Beginning with collecting and organizing ideas and moving through the process towards sharing written ideas with others is taught to children primarily through writer's workshop. Within a writer's workshop, the mini lesson is described as a brief direct instruction lesson used to highlight concepts the students need. The steps of a mini lesson include introducing the strategy, demonstrating the strategy, guided review, practice and application. The chapter then moves on to discuss audience awareness in a student's writing and the four types of audiences that exist for children. Self is writing that is private and not meant to be read by anyone, the teacher is the most familiar audience, known is writing toward an audience familiar to the writer, and unknown is the most unfamiliar of the audiences for children. Another aspect of writing discussed in the chapter is the voice, referring to how the writing is presented and there are three general voices a child will write in. Narrative writing is used to entertain, expository can be descriptive or explanatory in nature and its purpose is to inform the reader, persuasive writing requires the author to influence the reader, and finally the poetic voice can be reflected in poetry or prose and is the least used of the writing styles. Farris continues explaining the development of writing as a child progresses through Kindergarten and up to eight grade and the writing tendencies at each age level. The chapter ends with a discussion of the teacher's role in the writing process and the importance of modeling good writing attitudes and skills in the classroom. The different ways of incorporating writing into the classroom routine- shared writing (students dictate and teacher records), Language Experience Approach, using a morning message, interactive writing (both teacher and student record text), guided writing (scaffolded writing in small groups), and independent writing (also called free writing) are all summarized. There are also different types of conferences that can be held with students to discuss their writing; honeybee conferences are characterized by brief individual conversations, structured are the more typical conferences lasting 3-5 minutes with individual students, and also group conferences may be held with the class if needed. Special needs and english language learners are in particular harm of struggling with writing and becoming frustrated and Farris emphasizes this as a closure to his chapter on writing in the school.

2. "...when three-year-old children are given a pen, about 75 percent of them will use the implement for writing or scribbling, while presentation of a crayon is recognized by the same age-group as a tool for drawing" (p.

301).

I chose this quote because at first it astounded me that three-year-olds could already understand the difference between writing with meaning and drawing and the difference between the tools for each. Then I thought back to my practicum, I worked with four-year-olds and I realized this is correct. When I gave a child a pencil or pen they knew we were going to do work with writing, whereas if I provided crayons or markers they were prepared to draw something. It's interesting that children have this schema already developed before entering school.

3. Referring to the section on conferencing, I didn't realize before reading this chapter there were so many different techniques and variations of discussing a student's writing. Particularly the honeybee conferences was a concept I had never heard of before, I was glad Farris included classroom scenarios along with the description for each type of conference.

4. I found it very interesting to see the comparison of the Spanish and English translations for the English language learner's work on page 343. I am completing an ESL certification and so learning techniques to help ELL's be less frustrated with writing is really important to me. I am glad Farris is up to date and including information for teaching diverse students, like the suggestion of modeling and how this is even more important when teaching students who are ELL's.

5. I was disappointed but not surprised to read that "the poetic voice is the least used writing style of children" (p. 311). I feel like poetry and poetic language in writing is being ignored in the classroom because it isn't the teacher's favorite choice of writing. It is unfair for poetry to be denied from children in the classroom, I love poetry and I am a big supporter of using this style in the classroom because the language is, as Farris supports, very relatable for children. Hopefully there will be an increase in the poetic voice in the classrooms because it is so important for children.

Comments

1. Your summary is very clear and highlights all the main points of the chapter. I like how you underline the important terms that you are defining because they stand out as being of value to know.

2. I work in a preschool and I can relate to this as well. It is amazing what children know and pick up and I also think a lot of that has to do with their personal experiences as well such as being able to use pens or pencils at home, just like mom and dad do.

3. I agree as well. When you think of conferencing you think of something longer and more planned out. But really it can be as simple as 30 seconds or 2 minutes, such as honeybee conferencing.

4. I also really liked this section and congratulate you on going for ELL certification. I think this can be an extremely difficult area and when I did my practicum in Hazleton I was exposed to many students who barely spoke any English at all. I was in a kindergarten class and it was very difficult for many of the students when learning to read and write and also speaking as well. They would often speak in Spanish to each other and although it was interesting to see them switch back and forth between English and Spanish, it was frustrating because I had no idea what they were saying and it was hard to not communicate well with them all the time.

5. I agree. I never spent much time on poetry in school and just like Dr. Walker said in class today, if we know it's lacking and want to see an increase, it is our job as future teachers to implement more poetry into our classrooms.

Tuesday, 05/27/2008 10:36 PM by [Melissa](#)

1. I agree with your opening statement related to the summary, that is the primary reason for beginning this

course with writing and the teaching of writing. We must make this a cornerstone of our instruction in all subjects. We want to develop the main voices that writing can express and develop them in a sense of community and calmness.

2. I love how you tie the quote to your personal experiences from your practicum. However, not all students, no matter what age, come to school with a sense of writing for meaning. Poor, disadvantaged, and learning disabled students may not have this schema and need all of the nurturing that they can get.

3. I am pleased that you are now aware of the variety of conferences that you may conduct with the students. I will model some of these throughout this course.

4. Yes, the ELL students need the scaffolding and support to overcome their lack of language skills. These techniques also develop schema which leads to future successes.

5. Poetry lives when people read and write it. Educators must promote this cultural literacy or it will wither and die. Read on, write on, POETS!

Wednesday, 05/28/2008 9:24 AM by [DAVID](#)

1. You wrote a very thorough summary and I like how you underline the topics.

2. It is amazing that children that young know the difference between the two.

3. Honeybee conferences was also something new for me to read. Guided writing was also a new term for me to learn about.

4. Nice to see that this chapter provided new insights for your certification.

5. This is true. I do not remember doing much poetry in elementary school except for with one teacher that really liked it. Even if it is something we personally do not enjoy we still need to expose our students to it.

Monday, 06/09/2008 7:28 PM by [Christine](#)

Christine ([permalink](#))

Created on Tuesday, 05/27/2008 10:58 AM by [Christine](#)

1. Chapter eight of Farris is called *Writing: A Multidimensional Process*. There is a four stage process to writing which includes: prewriting, writing, rewriting, and publishing. Prewriting is done to collect thoughts and information about a topic. It involves preparation and reflection. Connections between thoughts and new ideas are completed during this stage of writing. Writing is the actual composition of the paper. This is the stage where the content of the paper is put together and ideas are thrown out or modified. Rewriting is the editing and revising stage. Students should be rereading and evaluating their work during rewriting. This is where the organization of the material can be changed. Publishing is the final stage of the writing process. The final stage involves students reading their writings with an audience. A writer's audience must also be considered during the writing process. Audiences are those who will read or listen to the piece. A writer must be sensitive and know the background of their audience. There are four types of audiences: self, teacher, known audience and unknown audience. Voice is how a piece of writing is presented or how the story is told. There are three voices: narrative, expository and

poetic. Narrative writing is also known as story writing. Students map out their own stories with characters, a setting and a plot. Expository writing is a type of writing that informs the reader. This type includes descriptive and explanatory writing. Descriptive writing describes an object or event in detail. Explanatory writing is a type that can outline steps or a process. Persuasive writing involves presenting a belief and giving examples as to why that belief should be fulfilled. Writer's workshop is a period of about 30 minutes for primary grades to write. During a writer's workshop, the teacher presents a mini lesson (used to introduce concepts, techniques and information to help writers grow) on a part of writing, does a read aloud of a book and engages students in writing and sharing. Teachers play an important role as a writing model for their students. Farris states that teachers should show students how thinking and writing go hand in hand. An example of this would be to create a draft on an overhead projector and stop to think about the organization and word choice to model to students how the writing process works.

2. "A process writing classroom is arranged so that students are free to talk, share, brainstorm, and write, so clusters of students are grouped together and allowed to share their work and use peers as resources." (pg 300) This quote relates to what I was seeing in the classroom during the practicum. The teacher allowed the students to write about what they wanted to. The students would work in groups and make their own books and use their classmates as characters and brainstorm together to decide on characters, setting, plot, problems, and solutions. My cooperating teacher found that her students produce better writing when they are able to write about what they want rather than a given topic.

3. I liked the idea of using an Author's Chair that is discussed in this chapter. An Author's Chair is a place where students can read their own writing or the writing of another person to the class. I think this is a great way for students to learn from others and see how their classmates are writing. Even if the students are reading a piece from a professional author they can still listen to how they should be writing or may want to write.

4. I think that using a morning message is an important part of the classroom in the primary grades. Morning messages allow for students to see what they want to read on the board. The students can help the teacher sound out the words while the students can see how the teacher models writing in print or cursive. Morning messages can be used to teach about many parts of writing such as capitalization, punctuation, and initial and vowel sounds.

5. Guided writing is something new that I learned about in this chapter. Similar to guided reading, guided writing is when a teacher works with a small group to help support their writing. The teacher designs small writing lessons so that the students can be successful in developing their writing skills. I think this is a good activity to do with those students who have trouble writing so that we can get a closer look at what they might be struggling with.

Comments

1. Good summary, very straightforward and to the point in your descriptions. This was a lengthy chapter and you did a good job breaking it down, this will be a good review for the midterm next week! One thing, I might include the conferences in your summary since there were different kinds that Farris covered in the chapter.

2. I agree, I think students will be more motivated to write if they can write about something that is familiar to them rather than a teacher assigned subject every time. Using friends names as characters was something I always did when I had to write stories in school, it makes the assignment more fun and relatable.

3. Good point, I definitely will be including an author's chair in the classroom. It also models for students listening skills and that writing is important to you when you invite sharing writing in the classroom.

4. I remember doing a morning message in *Teaching Reading* with Dr. Roberts and I remember thinking that it was such a simple routine to include in the day but that it could teach so many different concepts to children. And it can be expanded and altered to use with older groups, a great way to start the day.

5. Guided writing definitely seems like a great scaffolding technique to give frustrated struggling students a chance to have the assistance they need to succeed. This was a new term for me too but it seems like a very seamless and straightforward concept to include in the classroom.

Tuesday, 05/27/2008 11:14 AM by [Larissa](#)

1. Very well written summary. I like how you had detail about each and every step of the writing process. You also went into detail when explaining about audience and voice which was nice.

2. I like how you put your own experiences here. I am glad you found a process writing classroom where you did your practicum. Sometimes teachers just say "Go" instead of letting the students communicate and choose their own topics.

3. I agree with you about the Author's chair. Along with the class benefitting by hearing their fellow peer read their work, I also think the reader gets their 5 minutes of fame which may also boost their self-esteem.

4. I can't agree more with you on the morning message. I myself don't think I've ever done one but I think I will utilize it in my classroom in the future.

5. I also agree with you here. I think the students get a more one-on-one explanation rather than being taught as a class.

Tuesday, 05/27/2008 4:07 PM by [Samantha](#)

1. A fine summary. Yes, writing is super complex. That is why I began with it and continue to assist in helping the class develop their writing skills. Collins is on way one can utilize to instruct in writing. Farris includes many other ways in her superb chapter.

2. When you realize that students are motivated to write to topics of their own choosing, do this with a blending of prompts.

3. The author's chair is promoted by the National Writing Project as a good sound method of helping students focus their listening on a specific person.

4. I agree, Morning Messages can be an effective tool in any grade level.

5. Yes, we can guide any subject. Just be nurturing and not controlling.

Monday, 06/09/2008 3:39 PM by [DAVID](#)

Stephanie ([permalink](#))

Created on Tuesday, 05/27/2008 10:46 AM by [Stephanie](#)

Updated on Tuesday, 05/27/2008 10:47 AM by [Stephanie](#)

1. Chapter 8 focuses on writing as a multidimensional process which is considered to be one of the hardest

language arts to master. There are four steps to the writing process: prewriting, writing, rewriting, and publishing. The chapter then goes into discuss writer's workshop. Writer's workshop is a structured time in the day when the teacher reads aloud some type of book or poem to the class. Then the teacher must do a mini lesson on a skill or strategy needed by most of the class. After the mini lesson, on a chart, the teacher takes a survey of each students status for their current piece of writing. The class then does some independent writing and conferencing, followed by group meetings. During the writer's workshop, the teacher needs to inform the students of some writing considerations such as; audience and voice. Four types of audiences are: self, teacher, known, and the unknown. There are four voices of writing: narrative, expository, persuasive, and poetic. The chapter then goes into the development of children's writing from kindergarten up to eighth grade. Each grade level has real examples of children's works. The teacher's role in the writing process is to be a writing model. The chapter then moves on to talk about shared writing by explaining LEA and the morning message. Farris gives many different ways to approach writing conferences in the classroom; including "honeybee" conferences, sturctured conferences, and group conferences. Lastly, it discusses how to approach writing with special needs students as well as English language learners.

2. "Although youngsters begin by drawing, they quickly proceed to scribbling, which serves as writing's precursor" (Pg 312). I choose this quote because it is very true. Many people believe that the child is just scribbling on paper, but to the child those marks mean something to them. They are beginning to connect the writting symbols to their own meanings. I feel that allowing a child to scribble could be one of the best and easiest ways to begin the learning process for writing.

3. Personally, I enjoyed the part of the chapter where is talked about shared writing in the classroom. What a better way to model writing for your students as well as get them involved in the process. When I observed in my elementary school, each morning the children knew that the morning message had to be done. They all seemed excited to get a chance to answer the blanks in the message for that day. Since you are all gathered together, it is a great way for the teacher to notice if a student is not catching on as quickly as the other students.

4. As we began class on Thursday I was pleased to hear a poem from the weekly reader. I thought this was a great way to begin class because it got everyone thinking about what the poem could be about and reflecting on the poem. I enjoy poetry, and I wish that in the classroom, more poetry would be presented.

5. I was slightly shocked Thursday in class when Dr. Walker allowed us to go over different questions and material that was not on his lesson plan for that day. I feel that even though we did not follow the lesson plan, I still learned a great deal. I have had many teachers that would never allow this to happen in their class because they were so worried about getting the lesson plan done. I feel a good teacher needs to modify and adjust when the time is right.

Comments

1. great- you really focused on the main points of the chapter with a good explanation of each focused topic. Your summary will come in great use when you want to quickly reflect back on what Farris discusses about writing.

2. I agree that this quote is true. The symbols that the child creates for themselves then become a great tool for understanding letters. Those stepping stones are a great help for students.

3. Good prior experience to connect back to what Farris talks about. I remember in my elementary school days, modeling is a big thing I missed out on. I never had a teacher that showed us their process and I think that is why it is so difficult for me to being creative writing.

4. We discussed poetry more today, Tuesday, and how important it is to bring into a classroom. I think that

sharing your favorite pieces of literature with your classroom gets them more interested in it- modeling again.

5. Modify and adjust. That was one thing that I personally took from that lesson definatly. I heard of student teachers going into a classroom with a plan completely laid out for the day and I don't think that learning always needs to be that way. Teachable moments I think I heard that being called once.

Tuesday, 05/27/2008 4:01 PM by [Kylie](#)

1. Your summary is right on target with good focus on all of the main ideas of this chapter.

2. Scribble away, students play with the writing and then express themselves through letters and later through words. It's all developmental.

3. Sharing one's work develops a sense of a learning community. You are able to edit and help others and others are able to edit and help you to develop your skills.

4. I will plan on conducting several of the last few classes around poetry. We will read it, write it, and discuss it.

5. Thank you for the fine compliment. Effective teachers try to meet the needs of their students. Teachable moments are improvisations that assist students who have needs that must be met.

Wednesday, 06/04/2008 3:32 PM by [DAVID](#)

Lisa ([permalink](#))

Created on Tuesday, 05/27/2008 8:47 AM by [Lisa](#)

1. This chapter talks about the process of writing. Farris explains to us that writing is the hardest area of language arts to learn. She also says that teachers need to concentrate more on the teaching process of writing than the product. In a process writing classroom, the students should be able to think and write freely with no pressure. There are four steps involved in the writing process. They include: prewriting, writing, rewriting, and publishing. Farris also talks about a writing workshop. This is when the teacher and the students read aloud. They can read from a book or even a poem. Then the teacher gives a mini lesson on a particular skill the whole class needs to work on, or the students can be put into small groups and work on different skills. The teacher will then find out from each student in the class how far they have progressed with their writing. The students will meet with other peers in their class and review each other's work. Some topics to take into consideration when writing would be the audience, voice, and type of writing. The chapter then goes on to explain how the students' writing ability changes as they get older. They give us examples of actual students' work. This is a nice reinforcement of what the text is telling us. Farris explains to us the role of the teacher in the writing process. It says how the teacher needs to be a model in the classroom and write whenever the students are writing. This will provide as examples and ideas for the students.

2. "...the classroom writing climate should be one of enthusiasm and acceptance..." (300). I like this quote because I feel that if a classroom is not enthusiastic and accepting, then the students will not feel comfortable writing and will not perform at their best. It is our job as future teachers to show

the kids that writing and learning is fun and exciting.

3. When I read about the four steps in a writing process, they reminded me of the five types of writing. This reinforced to me that if these steps are in more than one text book that they must be successful with the students.

4. I like how this chapter has examples of writing samples from each of the grades. This is good because it will let me know where the students should be when they start that school year.

5. I like to ideas that Farris gave to remind the students to consider when writing. Lists like this is something that should be hung somewhere around the room so if a student gets stuck while writing, they will have something to refer to.

Comments

1. A nice summary with a good deal of supporting details. You can see how Collins' approach seamlessly works with the writing process. I like th students' examples, too. They are very motivational and helpful to view. Yes, writing is the most difficult naguage arts to master, that's exactly why I begin with it and keep it going throughout this course.

2. Absolutely, our job is to quote your words: "show the kids that writing and learning is fun and exciting."

3. The writing process was developed by Donald Graves at the University of New Hampshire and is used widely across America. It blends very nicely with Collins' work.

4. I agree, the student work samples are a super element that Farris chose to include for our benefit.

5. Yes, the lists to assist should be on posters or be handouts that student keep in their writing folders and refer to wehn needed.

Tuesday, 05/27/2008 11:19 AM by [DAVID](#)

Zoe ([permalink](#))

Created on Monday, 05/26/2008 6:58 PM by [Zoe](#)

1. Chapter 8 first discusses the writing process, and the four major stages of this process: prewriting, writing, rewriting, and publishing. Prewriting is similar to a type one writing, where the writer brainstorms and prepares for the writing task. Some of these ideas carry into the writing stage, where the writers puts their thoughts onto paper,

usually in the form of sentences and paragraphs. After the work is edited and reviewed, often by several people, not just the writer, it is rewritten. Finally, the work is published, or shared with others, typically classmates. Next, the chapter reviews what a writer's workshop is, and how writer's workshops and mini lessons are used to help build stronger writers in the classroom. When children begin to write they must focus not just on the words, but the audience and voice that they are using in their writing. Chapter 8 goes on to discuss specifics when it comes to writing in each of the elementary grade levels. The chapter ends with incorporating the teacher's role in the writing process. Teachers can help their students and themselves achieve by writing on the topics that are assigned for students, and conferencing individually and in groups with students.

2. "Writing develops in many directions at once; it develops continually, sometimes inconspicuously, sometimes in dramatic spurts" (pg. 299). I loved this quote, because I feel that writing can be the most steadily learned skill for some children, and the most unsteady for others. There were times when I can remember feeling like I had everything in the world to write, and other times when I thought I was the worst writer in the class. For me, I feel like writing was a skill that I developed in spurts, which is why I chose this quote to comment on.

3. I thought it was great that the text emphasized that children learn to write by writing. It is easy for teachers to get carried away with trying to teach children the skills of a task, but the best way to learn is to actively participate! I can not remember a time when writing was not emphasized in my education. I did not like this at the time, but now I am grateful that I was forced to write in every course, because it is such an important skill.

4. When I was reading the summary of the chapter, I found it interesting that they referred to the writing process as putting the words onto paper in the form of sentences and paragraphs. For my summary I changed this slightly, because if a child is writing a poem or script, for example, they will not necessarily be using sentences and paragraphs. Also, there are some people who never use paper at all! As I am writing this blog entry, I am typing it as I think of it, I have not actually hand written any of my thoughts on this chapter before typing them.

5. I loved the real examples of children's writing in the text. My favorite was the first grader's story about the dinosaur. I know it is not good to laugh at student's writing in front of them (if it is not intended to be funny,) but I laughed out loud when I read the end of this story- "My mom set him free! So I lived a miserable life!"

Comments

1. A fine summary that shows a different approach to writing. You see the similarities to Collins' approach and how the writing process work seamlessly with Collins. Both lead toward published pieces.

2. Several other students selected this same quote, so it proves that it has validity. If one uses a writer's notebook and encourages students to keep type I writing lists and ideas then when the well of inspiration runs into a wrier's block there is help within the vault.

3. You are well aware of the writing that I expect in my courses. We must develop our skills and we must expect this same development from our students, too.

4. Different styles for different people. I am like you Zoe, I type my ideas directly to the blog. Important to note, prewriting is just ideas that are stored for retrieval at a time when the ideas may be needed. I agree, these ideas do not necessarily need to be in the form of sentences. Remember in teaching, not everything needs to have a steadfast rule. Be selective in what you deem is a non-negotiable.

5. Oh, students will take you to the funniest of places. I have one student who took the vocabulary phrase - Carpe diem and wrote the definition as, "Sees the day." The real definition is, "Seize the day." I may send this into Reader's Digest someday it is so funny. You can be sure it will be anonymous.

Tuesday, 05/27/2008 10:41 AM by [DAVID](#)

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1. I really liked this chapter. There was just enough detail about the writing process steps, type of refresher, and the information is very clear. The mini lessons are a great idea.
 2. Very good quote. We must help our students in every way that we can. Dr. Walker has talked about the students having copies of brainstormed ideas. This is a great way in helping minimize writers block.
 3. Writing is so important. Being given the opportunity to write whenever possible is a great gift.
 4. Seems like there are a lot of us like you. I am like this all the time. With the blogs, I think about what I'm reading while considering the fact that I have to blog about the reading. In turn, when I am finished, I simply type as I think and very rarely if ever, write down my ideas before I type.
 5. Kids say the darndest things! At times, when we become teachers, are buttons will be pushed. We must loosen up a little bit and pay attention to what is going on. Those very students who are annoying you can suddenly produce things that can lighten the day. I can't wait to become a teacher. I think teaching children is an absolute gift and we must enjoy all aspects; good or bad.

Friday, 05/30/2008 1:37 PM by [Ashley](#)

Melissa ([permalink](#))

Created on Monday, 05/26/2008 5:58 PM by [Melissa](#)

1. Chapter 8 begins by describing the writing process as a four stage process that includes prewriting, writing, rewriting and publishing. Prewriting includes developing ideas and outlining the route one is going to take once they begin writing. Writing is just that, actually composing the piece. Rewriting refers to the editing and revising of the piece and publishing, the final step, is completing the piece and then sharing it with an audience, usually one's classmates and teacher. When writing a piece, you should take consideration into who your audience is going to be and for elementary level children, there are four types of audiences that exist: self, teacher, known and unknown.

There are also different types of voices, or how a story is told, one should consider during the writing process. Four voices of writing are narrative, expository, persuasive, and poetic. Narrative reflects the feelings and thoughts of the writer and is usually written to entertain. Expository writing is informational writing and can be descriptive, explanatory, or persuasive. Persuasive writing tries to persuade the reader into a certain way of thinking and finally poetic voice deals with thoughts and feelings through poetry or prose. We also learn in this chapter that writing is a process that develops at a very young age and continually changes and develops as one grows and advances throughout school. Writing is a process that takes much practice and one must be able to share and feel comfortable sharing their work in order to get better at it, including teachers. Teachers must be able to serve as models to their students in order to demonstrate the writing process to them and it is only then that they will be able to become better writers if they see their teachers as developing writers as well. Finally, for those who are special needs learners or ELL students, it is crucial for teachers to have students focus first on writing for content and then worrying about the spelling and writing mechanics later.

2. "In referring to their own pieces of writing, teachers can be honest in conveying the personal feelings of success, frustration, and uncertainty that often accompany the writing process" (p. 333). I think this is something that is very important for both teachers and students alike. I think that sometimes students think of teachers as perfect and if they are able to see teachers modeling writing and being able to realize that just as students have joys about a successful piece or get frustrated when they don't know where to start, they will see their teachers as human and this may motivate students to want to work harder, just like their teachers, and maybe it will instill in them a greater appreciation for writing than they may have not had before.

3. This ties directly in with my quote from #2. I think that as a teacher modeling is so important with any subject, but I never really thought about it with writing before. Dr. Walker explained to us that while students are busy writing, teachers should be busy writing as well. He does an excellent job of modeling this during class and this is something I would have never thought of or done until taking this class. If students are able to see that their writing assignment is important enough for the teacher to be doing it, they will want to work hard and put their best effort into it as well.

4. I especially like the insert on page 317 that gives you a whole page list of supplies for writing that should be included in every classroom to help make the writing process more interesting and organized. I will definitely mark

this page for future reference because it gives excellent ideas about different types of paper and writing utensils other than your pencil, pen and write paper that I would not have thought would be things you would want to have in your classroom strictly for writing purposes.

5. Finally, I like all the different student writing examples that are included throughout the chapter. It is interesting to see how students use invented spelling to write because phonetically they sound correct. It is also interesting to see the different levels of writing such as those who are ELL students or the difference between a special needs student and one who is on-level or advanced for her age.

Comments

1. Your summary is very clear. I hope that you can see how Collins blends seamlessly with the writing process and that many elements that Farris discusses like voice, audience, editing, revising are also part of teh Collins' approach.

2. Oh to be perfect. What an unreasonable expectation for anyone to place upon themselves. I agree wholeheartedly that we must show students that we, their teachers, are learners, too. We make the mistakes, learn, correct, and move on trying to do our best work.

3. Thank you for your lovely compliment and recognition of my teaching practice. Yes, we need to be the models of the worthy assignments that we provide. When the writing time is over, we also have a piece to share, to revise, to edit, to model... We are life-long learners and we demonstrate this to our students. We, adults, are attempting to improve upon our writing skills and our expectations for our students are no different.

4. I love that you are already seeing the Farris texts as a keeper. The book is filled with usable resources. Use them!

5. I agree, the students examples are motivational for me, too. Be sure when you are an experienced teacher and conducting workshops of your own to be sure that the students' last name is never visable to your audiences. Keep the identities confidential and use the students' work as examples for everyone to view.

Tuesday, 05/27/2008 10:31 AM by [DAVID](#)

[julie \(permalink\)](#)

Created on Sunday, 05/25/2008 3:32 PM by [Julie](#)
Updated on Sunday, 05/25/2008 3:41 PM by [Julie](#)

1. Chapter Eight talked about writing as a multidimensional process. The steps of the writing process are described including prewriting, writing, rewriting, and publishing. Some elements in prewriting aree clustering, interviewing, brainstorming, and listing. This stage is like a rehearsal, or a warm-up. Wriing is the composition of the piece and during rewriting is really focusing on the clarity and organization of the material. It touches upon writer's workshop and mini lessons. I think that the suggestion of steps in a mini lesson is good. The skill is first introduced, then demonstrated. Then you should give guided practice of the skill, review it then it should be applied. There is a little about the audience that reads your published work and it also explains how the writing is presented: the voice. They can do this through narrative, expository, persuasive, or poetic voices. Narrative writing expresses personality of the writer and "I" is used a lot. Expository writing is informational and poetic writing reflects thoughts and sensitivity. There is information about the development of children's writing including kindergarten through eighth grade. The teachers role is significant and the models they give are very influential. Some other topics addressed were the LEA, the morning message, guided writing, different types of conferencing with the students,

special needs learners, and ELL students needs.

2. "Writing offers children ways to develop social awareness" (p.300). I chose this quote because I believe that it is true. By listening to their peers writing, they are engaging in learning and interaction in a positive way while enhancing communication skills. They start to learn about diverse people and hearing various experiences that other children write is good for them.

3. I really liked the excerpt about the morning message in lower elementary grades. I believe they are very important. If done routinely, it can build skills in spelling, vocabulary development, issues about things that are happening in the classroom, community and world. It gives a chance to bring all of the students together and motivate them for the rest of the day.

4. I like the statement given in the introduction about how writing develops continuously and sometimes in dramatic spurts. I believe that learning never stops, so our writing can always get better or change styles. I personally feel that my writing comes in dramatic spurts. Sometimes I feel like I get on writing kicks and could write forever and other times it is hard to get any idea onto paper into a logical sentence. Most of the time it is nonsense, but once in a while I get lucky and write something worthwhile.

5. I am excited for the classes we spend on poetry. It is an art that I have always appreciated very much and wanted to learn so much about. I am looking forward to learning about different styles and hearing what you and my classmates have to say about it through reading various pieces.

Comments

1. I thought that your summary was clear and to the point. I liked that you mentioned the suggestions of steps in a mini lesson, because you are not just writing the obvious main points in your summary, but picking out a few details as well that you found interesting.

2. I loved the quote you chose, and agree with everything you have said about it. I think reading and writing are two of the most important ways that children develop social awareness.

3. I think morning messages, if done properly, can completely set the scene for the day. If a child comes to school bored and uninterested, the morning message could be a great way for them to get motivated for the day.

4. I wrote my summary before I read yours, but I said almost the exact same thing about my writing coming in spurts! I'm sure a lot of children feel the same way, and this will be an important thing to remember when teaching.

5. Ever since I was young I have never enjoyed writing poetry. I hope that by learning more about it I will come to appreciate this art.

Monday, 05/26/2008 7:08 PM by [Zoe](#) 1. Good summary, I like how you were able to give specific example from the book and still keep it to the point. It was reader friendly and easy to follow.

2. I like this quote as well. I think it is very true. Children can learn more about their peers though reading their writings. They can learn what they like and dislike.

3. I have seen the morning message done when I was observing in the elementary grades. The students really enjoyed it and learned a lot from it. They would all participate in it and get some experience with writing.

4. I agree very much with this statement. I still feel that I am learning how to improve my writing. We are always learners in life.

5. I am also excited about the class on poetry. I am interested in learning how to teach poetry to the younger grades.

Tuesday, 05/27/2008 9:02 AM by [Lisa](#)

1. Very good summary, it gave just the right amount of detail in the chapter but at the same time you kept it to the main points. One thing you might want to watch next time would be to reread what you wrote to catch the little mistakes.

2. I agree with this quote as well, writing and reading other children's writing can be a great way to broaden a child's learning as well as build on their own communication skills.

3. My elementary school has done the morning messages in basically every lower grade classroom since I was even in school. It was a great way to engage the students, and they can learn a variety of material.

4. I agree with this statement, personally if it is something I want to write about or feel strongly for, I can write pretty easily. However, other times I am at a loss, and can not think of a single thing to write.

5. I have never really had much poetry in school when I was younger. I am realizing now that every child should get the chance to read and reflect on poetry as well as write their own.

Tuesday, 05/27/2008 10:03 AM by [Stephanie](#)

1. Here we see a different authors take on what Collins refers to as Type I writings - some examples of prewriting are clustering, interviewing, brainstorming, and listing. I like how your summary includes so much from the chapter. You are preparing yourself for the first assignment and here Farris teaches you about the narr., expos., and pers. writings.

2. Oh yes, the social aspect of writing is critical to helping us all develop our writing skills to their maximum potential. We are being social writers right now as we blog!

3. I like morning messages. They set the tone for the day and the students love the routine. Younger children love the experience.

4. Use the times when your writings seem like nonsense to create nonsense poems or your own language. For example, Lewis Carroll wrote a nonsense poem called the Jabberwocky that goes something like this: "Twas brillig and the slythy toves did gyre and gimble in the wabe." Also, many children's authors have used their own language in their writing such as Nancy Farmer in the novel: "The Ear, the Eye, and the Arm" a sci-fi story set in Africa, the characters use words that have to be defined in the dictionary that she places in the back of the book!

5. I am glad that you are looking forward to the poetry section of this class. Try to replicate this in your own classroom by giving your students glimpses of what your plans in the future and allow them to become excited about what is yet to come.

Tuesday, 05/27/2008 10:22 AM by [DAVID](#)
