

Title of Session: WriteTalk
Moderator: Sandra Shattuck
Title of File: 20050714
Date: July 14, 2005

Room: After School Online

SandraS: great group tonight, eh?

BJB2: looks like you have a lovely group tonight, Sandy!

DonnaW joined the room.

ErikaH: she is online in the After school Online

BJB2: before we begin, a tip for you to help you follow the discussion....

ShellyPe: So, how's this all start?

BJB2: go to the Actions menu in the top right of this chat window

BJB2: and click on LARGER TEXT

MarshaM: ok

BJB2: that will help you read the chat more easily

AndiN joined the room.

MarshaM: when do we start the conversation on reflective writing

BJB2: and will help Sandy get you to the WriteTalk group room if she decides to do that later

BJB2: with that....

BJB2: Welcome to WriteTalk!

BJB2: we usually start the Tapped In discussions with introductions

BJB2: so can you please let Sandy know where you are located and what you teach or hope to teach?

BJB2: I'm an art teacher in Pennsylvania...with a rapidly approaching T-storm

BJB2 . o O (forgive me if I disappear)

MollyLC: I am in Jackson, TN and teach 11th grade honors English and yearbook

AngelaRe: Hello, I'm Angela, I teach 8th grade Literature in Tennessee

MarshaM: Hello my name is Marsha and I am currently developing internship oppt's for HS seniors in the Bronx...part of the curriculum is for journal writing and reflections

KristaS joined the room.

ShellyPe: Fairfax, VA...Spanish (middle/high)...hope to soon

ErikaH: hi I am in Akron, Ohio / undergrad secondary integrated lang arts

MeghanPW: I am a 8th grade math teacher in the metro Atlanta area.

Ameem: I am in Oklahoma, Special Education, currently in the Reading Specialist grad program

MonicaJL: I live in Enid, OK but will be moving next week to Phoenix, AZ. I hope to work eventually as a reading specialist there. I'm in WA state right now visiting the inlaws though.

AndiN: hello I am Andi and I teach in Jackson TN 6-7 reading English

BethH: I'm a high school English teacher from Tennessee.

AmandaL joined the room.

JanetF: I'm Janet. I teach English in a special ed program in NY and I work as a teaching assistant in special ed. resource. I'm currently in school for certification in special ed.

MichelleHa: I am in Southwestern Kansas trying to complete Masters in Reading Specialty. Currently a second grade teacher.

KimO joined the room.

ShellyPe joined the room.

DonnaW: I teach 6th grade language arts in west TN

SandraS: I teach literature/writing in college in Alabama

BJB2: Hi, Kim. Just in time for introductions

KristaS: Hello, I am a Special Ed. Teacher K-12 from Oklahoma

JanetF: Southwestern Kansas! That seems so far away from NY.

MichelleHa: You're right.

MarshaM: I am in New York City

MargretheA joined the room.

SandraS: Anybody else need to introduce him/herself?

JanetF: This is exciting for me - to chat with people from all over the country.

BJB2: Welcome, Margrethe. Can you please introduce yourself?

SandraS . o O (Amanda.... Margrethe)

AmandaL: I work with the Writing Project with Sandy in Huntsville, Alabama

SandraS applauds Amanda

AmandaL: Hi Sandy!!!

KimO: Hi, I was lost somewhere... a little behind! I'm Kim. I'm going into my senior year at the University of Akron. I'm secondary English language arts. I'm also using dial up so my computer is slow. I hope I don't get disconnected!

JanetF: What age group does the writing project serve?

MarshaM: what age group are people working with?

MargretheA: Hi: I'm connected to the West Tenn. Writing Project.

SandraS: OK, that's part of my opening spiel

BJB2: Sandy Shattuck is the discussion leader for this WriteTalk session...

MonicaJL: I'm using dial up also, fingers crossed.

AmandaL: Writing Project itself works with teachers from preschool to college

MarshaM: great!

BJB2 hands the virtual floor over to Sandy

SandraS bows to BJ

JeffC joined the room.

SandraS: usually I start WriteTalk with a little discussion of the National Writing Project

SandraS: and then we get going on the topic

SandraS: for those of you who don't know, the National Writing Project (NWP)

SandraS: is a professional development organization founded in Berkeley in 1973

SandraS: it currently has about 195 sites all located at universities

MarshaM: interesting...any at Manhattanville College in NY?

SandraS: the predominant focus is k-12 teachers, but there's always collaboration between k-12 and university

SandraS: which is great for both k-12 (more research /theory) and university (more creative teaching)

SandraS: Marsha, you can find a site at the NWP site

SandraS: <http://www.writingproject.org>

SandraS: there's a map on the first page

JanetF: Thank you

SandraS: The central project for each writing project site is the summer institute

SandraS: which usually lasts about 4 weeks and for which participants receive a stipend

SandraS: which often goes towards graduate credit

SandraS: once you participate in a Summer Institute, you become a teacher consultant and can participate in any project of the NWP

JanetF: Okay, I'm coming next summer

MarshaM: me too!

SandraS: it's a phenomenally rich national network

SandraS applauds enthusiasm

ShellyPe: sounds like it

SandraS: the NWP has three main tenets

MarshaM: is there an application process?

SandraS: yes, Marsha...just check the website of the project nearest you

SandraS: 1) teachers are the best teachers of other teachers

SandraS: 2) teachers use writing more effectively in the classroom if they work on their own writing

MarshaM: I agree with that totally!

SandraS: and 3) writing is a powerful learning methodology across all subject areas

SandraS: me, too, Marsha

SandraS: Just from sitting in on two weeks of our summer institute, I've got ideas to completely revise my courses

JanetF: Absolutely. My first mentor in education was Lucy Calkins. I am totally in synch with your tenets

SandraS: The NWP also believes that teachers' voices need to be heard.

SandraS: Cool, Janet!

SandraS: And supports teacher inquiry/research.

MeghanPW: I agree with the third point. I teach math and I have learned more from my students writing than I have with anything else.

SandraS: NWP has two publications...The Voice, and The Quarterly

MarshaM: I had a student come to me today (I am new at the job) and I was interviewing her for a grad school project..she mentioned she struggles with writing essays b/c there is never enough time to organize her thoughts...how might one work with this student?

SandraS: both online...you can get to both from the website

SandraS: ok, two great comments ... Meghan, we had a math and a science teacher this year and it was great

SandraS: Marsha, let's answer your question first before we get to reflective writing

AndiN: our writing project at University of Martin helped me tremendously with my writing and how to incorporate in my class

SandraS: anybody have any advice for Marsha? if I understand your concern, you want to know how to help the student with organizing thought

JeffC: try big 6 techniques: <http://www.big6.com/kidsshowarticle.php?id=311>

SandraS: great, Andi...maybe we should start first and find out who here has already participated in NWP...

MichelleHa: What about the use of thinking maps to organize information?

SandraS: Thanks, Jeff...I think that's a response to Marsha's concern

ErikaH: I know what helps me to organize thoughts is to make an outline and use concept maps

MarshaM: yes, while under pressure, since she must take regents exams and time is limited

JanetF: I told freshmen that organizing thoughts is like cleaning up after a chaotic party. You need to group things together somehow: glassware, ashtrays, plates, etc.

SandraS: aha...

SandraS: organizing thoughts while under pressure is different from organizing thoughts when you've got all the time in the world

SandraS: any tips?

MarshaM: thank you Jeff.

JeffC: no problem

AngelaRe: Sandra, there are several of us here from the West Tennessee Writing Project

SandraS: Great, Angela!

JeffC: Here's a good site on "persuasive writing prompts":
http://www.kent.k12.wa.us/curriculum/writing/elem_writing/Bib/Persuasive.htm

JanetF: Organizing under pressure is not a basic skill. You have to start a bit more basically, I think.

JanetF: Thank you for that writing prompt site.

SandraS: could you explain that a bit more, Janet?

AngelaRe: We have already finished our institute for this summer.

Ameem: Using some type of graphic organizer or mind mapping is a great way to organize your thoughts

SusanR joined the room.

AngelaRe: Janet, do you think that if a student is used to writing without pressure they will be more able to write with pressure?

SandraS: I agree, Amee.

MichelleHa: I agree, that's what we call thinking maps in Kansas.

KristaS: and in Oklahoma too!!

MarshaM: I tried asking her a question and seeing how she would respond and start an outline (basic) and it didn't go anywhere

AndiN: we learned a technique off of Donald Murray's draft in an hour - using notecards - this helped a lot

SandraS loves different terminology

MonicaJL: I do agree with Angela. Practice will prepare them for more pressure situations

JanetF: Well, I think you have to have a grasp of what it is to organize thought, and that writing down notes, little lists, etc. could be a help to catching all those swarming thoughts.

SandraS: I grade SATs online...and I wonder how well I would do if I had 25 minutes to write about a deep topic

ErikaH: yea they need to master the strategy b4 they can use it under pressure (from my experiences)

SandraS: great point, Erika

SandraS: If you practice a strategy enough you're less likely to blank out under pressure.

AndiN: I agree

MonicaJL: absolutely

JanetF: I am having trouble following the site - it moves so fast on the screen. So - I may seem very delayed. Sorry. Yes, I think writing w/o pressure is necessary for writing under pressure because you then have confidence in your ability to produce.

MarshaM: what are some ways to deal with the pressure than?

AngelaRe: Sandra, do you think that reflective writing helps students on prompted writing?

SandraS: Janet, have you detached the chat?

SandraS: Go up to Actions and detach

SandraS: that will give you much more room

KimO: I always liked doing free writing when I was in school. it took the pressure off and let me just write to write.

KristaS: Dealing with pressure for me is managing my time.

JanetF: Just detached. Thanks

MarshaM: thank you Sandra...

SandraS: I agree, Kim...and Angela, I think reflective writing does help

Ameem: I agree with you Kim

ErikaH: I agree too Kim

ShellyPe: I hate not having a topic though

SandraS: the more a writer knows her strengths and challenges, the better able she can respond to pressure situations

SandraS: ideally...

ShellyPe: otherwise I sit there going blank wondering what to write about

JanetF: Give yourself a topic. Just pick a word and associate.

ShellyPe: I like having at least an idea to go on to begin w/

KimO: I understand needing a topic. sometimes writing about a topic but with less structure can build confidence

ShellyPe: exactly!

JanetF: Sometimes your idea doesn't crystallize until you actually see writing on paper

MarshaM: I agree with that SS...for some reason I didn't think about using a persons strengths today. Sometimes you can't help but provide the answer

SandraS: To practice for Regents, your student could try graphic organizers. Or simply try drawing a picture to the writing prompt and then writing about the picture. This is practice... probably not the best idea during the exam.

MonicaJL: It's hard for students to write freely at first I think.

KimO: b/c we teach them not to

SandraS: ok, let me show you an aid for freewriting

ShellyPe: please!

AndiN: start with a list of writing territories so they will have topics to choose from

SusanR: If I can interject I have seen grade 6 students create these mini webbing free association maps before they start their daily writing task

SandraS: if you highlight my name and then click on the green icon below, you'll come to my information page

SusanR: seems to work

SandraS: once there, scroll down to a Shared File called wrtpract.doc

MarshaM: that is true...students are pressured to make sure that a paragraph has 3 sentences and that an essay have 5 paragraphs..when they should just be able to practice

SandraS: These are Guidelines for Timed Writing practice

KristaS: www.scholastic.com has great graphic organizers

SandraS: I've adopted from Natalie Goldberg's work

SandraS: the guidelines take the pressure off and seem to help students during any freewrite

JanetF: good idea - the Goldberg stuff

SandraS: Marsha, have you gotten any ideas that might help out?

SandraS: another possibility is for your student to get an exam writing group together...students working together to practice...

MarshaM: yes...I think I am going to ask her just to write freely for 8 minutes about her future in a quiet area and see what happens

AngelaRe: Sandra, Thank you for sharing these freewriting guidelines. Do you mind if I print them and use them with my students? You have put into writing what I always tell them.

SandraS: great idea, Marsha

ShellyPe: how does that work? writing in a group? I'm unfamiliar w/ the idea

JanetF: A reflective form I love to use with students is the double-entry journal. Most of the high school kids I have worked with like it. It's a structured but fluid form

SandraS: absolutely, Angela...that's what they're there for!

SandraS: I agree, Janet...that's a great form

MarshaM: And then have her write for a little longer and then we can compare the essays/freewrites

KimO: or you could encourage them to participate in a MUD or MOO that would help with expressive writing. it involves interaction with others.

MonicaJL: Janet, I think that strategy sounds great.

SandraS: great idea, Kim

MarshaM: and then maybe start giving her subjects to write about that she KNOWS the information about

MarshaM: what is MUD or MOO

SandraS: Marsha, sounds like you've got a plan

SandraS: MUD/MOO - multi-user domain object oriented

MichelleHa: Good luck with your plan

JanetF: Yes, Marsha. You want her to have experience writing about non-intimidating topics

SandraS: Tapped In started out as a MOO

SandraS: online community

JanetF: I am a novice with these terms

ErikaH: moo's are creative and fun to use

KimO: they have them about books too. for example Harry Potter. you can go in, pick a character, and pretend to be that person. then they get to pretend they are in the story and make it up as they go along.

ErikaH: I think students would really enjoy them

KimO: I agree

SandraS: if it's all right with everyone, I would love to hear from the Tennessee WP folks about what they've gotten out of the summer institute...then we can talk about reflective writing

Ameem: Wow - this is all new to me

ShellyPe: definitely new to me too...don't feel bad

KimO: yeah, I wouldn't know about it either if it weren't for my awesome prof, Jan, she told us all about them. she really knows her stuff.

Ameem: How do you find or create the different "moo" and "mud"?

ErikaH: it was new to us too until we took a course from Jan (best prof ever)

AngelaRe: Well Sandra, I'm not sure why none of them are talking.

ShellyPe: Can we send Jan to Virginia??!

KimO: what? NO we're keeping her!

JanetF: Do you mean the Tennesseans? (sp?)

AngelaRe: I guess you can see that I'm the talker of the group.

MargretheA: West Tenn. here. I'm reading, therefore not talking.

SandraS: <http://blogs.writingproject.org/MOOCclass>

JanetF: It's hard to do both for me, too.

Ameem: Thank you Sandra

AngelaRe: Yes, the Tennesseans. I am one of them.

SandraS: Angela, you want to say anything about your recent summer institute?

SandraS: or anything else?

AngelaRe: This was my second summer institute experience, and..

BethH: I learned at the summer institute how to be a teacher who writes, how to encourage my students to be writers

AngelaRe: I couldn't believe how much I learned

SandraS: way cool!

JanetF: That's great Angela

BethH: I learned to trust my instincts as a teacher

AndiN: it was an exhilarating experience

AngelaRe: I learned to be more reflective

JanetF: Infinitely important, Beth

MarshaM: Beth..as a new person going to enter the classroom...that is something I also need to learn...dealing with my instincts

AndiN: I learned that I am a writer

SandraS: what's phenomenal about the NWP is that most folks say the same things about the summer institute they attend

AngelaRe: Beth, I agree with you, the institute helped me trust myself too.

AndiN: I agree too

SandraS: sounds as if trust in one's self as a writer and as a teacher are equally important...

JanetF: Yes, Sandra

SandraS: my struggle as a teacher is often to help students gain that same trust in themselves as writers, readers, thinkers, co-learners

AngelaRe: Yes, they are both very important.

JanetF: I totally agree Sandra

AndiN: how do you help them gain that trust?

JanetF: I want my students to have that same sense of themselves.

MarshaM: what are some good reflection topics for journals?

SandraS: so, if we want our students to reflect on their own writing/learning, how can we model that for them? experience that ourselves?

ShellyPe: and if you can...list some that wouldn't be too difficult in a foreign language

SandraS: Andi, I think it's all about writing a lot and sharing the writing in a supportive way

ShellyPe: I plan to have my students start each day w/ a journal entry, but it can't be too complex

AngelaRe: If the journal is for reflection, the topics will come naturally from what is going on in class?

SandraS: there are lots of resources for journal topics

SandraS: Shelly, think about what interests the students...

MonicaJL: We can model by continuing our own education

ShellyPe: ok

SandraS: are you ELL, Shelly?

ShellyPe: no

MarshaM: OHHH I just learned something new from Janet..I always thought that a double entry journals was something that the students writes and you respond...not

SandraS: absolutely, Monica

MargretheA: I'd refer us to Kathleen Blake Yancey's book Reflection in the Writing Classroom.

JeffC: I'm going to pop in a few URLs for Creative Writing and Technical Writing Webquests... if that's ok.

MonicaJL: Students are amazed that teachers have to study also

MichelleHa: Totally agree Monica

JeffC: Creative Writing Webquest 1: <http://snipurl.com/cwwebquest1>

ErikaH: I agree too

SandraS: Great, Jeff!

JanetF: I share my writing with students. When they write, I write and then share. I write and talk out a paragraph on the board. I just do it, model my process

SandraS: everybody gets a transcript of this session, so you'll have all these urls

ShellyPe: wonderful

AngelaRe: Margrethe, What would Kathleen's book tell us?

SandraS: I think that's a powerful way to help students gain trust in themselves... we have to risk something of ourselves

AndiN: I agree with Janet - you have to put yourself out there

ErikaH: yes same goes for reading, when they read you should read....modeling is key

MarshaM: Jeff thank you...this is so useful.

JeffC: Creative Writing Webquest 2: <http://snipurl.com/cwwebquest2>

JanetF: Writing can be risky because it shows you to yourself

SandraS: ...and to others....

JanetF: yep

SandraS: I think too that most people understand writing as correct grammar and spelling

MonicaJL: Isn't it important to allow students to write in journals sometimes knowing that it is just for them?

ErikaH: and good to look back on and see improvements and how you have developed as a person and writer, I know I always love to go back and read old stuff

SandraS: Monica, I think so

SandraS: when I do freewriting, I tell the students that writing is theirs. They can choose to share with the class by reading aloud or not.

ShellyPe: I read something from my freshman year of high school the other day!

KimO: yeah reflecting on personal writing can always be a humiliating experience

SandraS: Cool, Shelly.

ErikaH: wow

JeffC: Creative Writing Webquest 3: <http://snipurl.com/cwwebquest3>

ShellyPe: it's so funny to look back

MarshaM: Sorry, Janet is actually at a PC next to me, so we are having side convos

Ameem: Reflective writing allows us to really focus on the content rather than the grammar/spelling

SandraS: So, response....is critical to building students' confidence and skill.

JanetF: The choice to share is good, Sandra

SandraS: I agree, Amee.

ShellyPe: exactly, Amee

MichelleHa: I like that idea, "the writing is theirs."

AngelaRe: oO (Should we tell our students that the journal they use in class is the journal they are learning with and that they should consider having a journal for themselves at home? A private journal?)

SandraS: I like Peter Elbow's and Pat Belanoff's book _Sharing and Responding_

KimO: that might be a good idea Angela. but then again, how many students that need the extra practice would actually do that?

SandraS: I've heard some teachers say they tell students to fold over a page if that student doesn't want the teacher to read it...

MargretheA: How about this? Teaching is all about listening--to the students, to the voices in their writing and then asking, what does this (what we're hearing) mean for me as a teacher, what does this mean for my students, what does this mean for reading, for writing.

JanetF: Journals at home are always a possibility. I've never been motivated enough to sustain one for any length of time but some people cannot stand to be w/o them

KimO: that's a good idea Sandra

MarshaM: I agree with that...students today are struggling a lot and like to keep many things private..that is an option that we should provide to students

SandraS: nicely put, Margrethe

Ameem: Sandra, I was told that as a High School student

JeffC: English Webquests (collection): <http://snipurl.com/englishwebquests>

SandraS: did it work for you, Amee?

SandraS thanks Jeff for steadily supplying fantastic resources!

JanetF: Yes, thank you

Ameem: Yes, I felt my thoughts would be kept private and I've used it in my classroom as well

SandraS: Elbow and Belanoff talk about simply listening as one way of responding

MargretheA: So, I'm curious. What does it mean that we are sharing so many websites? Is that teaching? Websites?

MarshaM: I know a few teachers that do that..and also respond on a sticky so that the journal remains to the student

SandraS: Just allowing each person to read and simply saying "Thank you " at the end, no comments otherwise...helps a lot.

BJB2 thinks listening is a lost art

MonicaJL: I had a teacher that responded on post its. I liked that!

AngelaRe: Ameen, that shows how important trust is in a classroom. You trusted your teacher to not read it.

SandraS agrees with BJ

ErikaH: listening is a component of literacy though

JeffC: Language Arts Webquests (Elementary): <http://snipurl.com/d79s>

JanetF: I like showing students copies of writers drafts. They learn that everyone needs multiple drafts for polished product. It cuts down on intimidation

SandraS: Margrethe, I think all the websites are there for you as possible resources...lots of information

ErikaH: without listening why would anyone share anything?

SandraS: I agree, Janet

JeffC: What did you say Bj?

MargretheA: Aren't our students resources?

JeffC:

SandraS: can you explain that a bit, Margrethe?

BJB2 hands Jeff a more sensitive hearing aid

SandraS chuckles

JeffC: thanks... much better... now... if I can just *read my screen*

MarshaM: This summer I worked for 4 days with some emotionally disturbed teens on writing a proper college essay...I had them keep a portfolio and was completely amazed at the progress that was made. IT was also important to SHOW them their growth...since they do not usually see it for themselves/

ShellyPe: Jeff...they said listening is a lost art

MargretheA: Hmm, explaining....hard in this forum...explanation: back to listening

SandraS: Marsha just gave an example of students as resources, I think

JanetF: That's fab Marsha

JeffC: <http://bestwebquests.com/>

SandraS: they are resources for themselves, for other students, for the teacher...who is a co-learner

SandraS: they are their own best experts on how they learn, write, think

JanetF: If they trust you as a co-learner, you've achieved something wonderful in your class

SandraS: And I just finished reading an article in Teacher Research for Better Schools

MarshaM: afterwards we read a piece of their writing (of course they needed to agree) at a banquet..it made the students feel success..and I think sometimes we lose site of that

SandraS: it's an NWP publication ... article called "Coming into Focus: How Teacher Researchers Learn"

SandraS: talks about how attending to students' learning makes up better teachers, more creative

SandraS: sounds obvious...but really we often get stuck in ruts

SandraS: and this article talks about teacher researchers working in groups

SandraS: profiles a group of teachers in an elementary school

MichelleHa: Did it explain how to pull those types of teachers out of the ruts?

SandraS: how they came up with their own inquiry/research questions, gathered data, wrote about experience, shared with each other

SandraS: yes, Michelle...

MichelleHa: Could you give me some ideas?

SandraS: it showed how just the process of coming up with your own research question and following through on it helped teachers to focus...

SandraS: well, for instance, I'm going to try this in the fall

SandraS: I've focused a lot on writing in my classes

JanetF: I love working where I do because the teachers really do share. We are very collegial.

SandraS: and I'm finally realizing that I have to focus on reading

SandraS: that's excellent Janet

JanetF: What do you mean about the reading Sandra? In relation to writing?

SandraS: so my inquiry question: If I use young adult literature and reading circles in my college classes, will that help reluctant readers to become more engaged with the YA literature and then with the classical lit. we study?

ErikaH: bye all , thanks for all the inSITE the place where my computer is located is closing shop!!

AngelaRe: Sandra, we are focusing on teacher inquiry here in West Tennessee.

KimO: bye Erika. thanks for joining!

ErikaH: thanks Sandra

SandraS: Thanks for participating, Erika!

SandraS: Angela, can you talk more about that/

AngelaRe: I agree with you, forming a question and doing your own research does help you focus.

BethH: we learned this summer that reflective teachers / teacher researchers begin with a wondering - something they are curious about in their classroom

JanetF: I don't know about the YA lit. Are you teaching undergrads in English classes?

BethH: like you are doing Sandra

MarshaM: I think it will...you need to find their interest first

SandraS: absolutely, Beth

SandraS: yes, Janet...

SandraS: again, this is from the writing project

JanetF: And they are reluctant readers? Basic classes?

AngelaRe: We spent time during the institute wondering, and each teacher left with a research question to pursue

SandraS: we've had so many teacher demonstrations in which middle school and high school language arts teachers use childrens' books to teach writing craft

SandraS: I've struggled with that idea, and while I could use children's book, I think young adult literature will work better.

AngelaRe: We set up a group here on Tapped in so that we can keep in touch and help each other along in the process,.

SandraS: That's so great, Angela!

MarshaM: our professor used a picture book to have students write their own stories and it was less intimidating for lower level readers and writers

SandraS: Janet, the classes are not basic, but they're required general ed. classes.

SandraS: many students are reluctant readers or come from non-print rich environments

BethH: the book we used this summer, in addition to the expertise that we had around the table, was The Art of Classroom Inquiry

JanetF: I can see value in using YA lit. So much of it is excellent. Are you using it for reading AND writing instruction? And if for writing, do you mean creative writing?

SandraS: That sounds like an excellent resource, Beth.

MarshaM: yes, and you have to admit...some of the books that teens are interested in are very poorly written!!

AngelaRe: Thank you Beth for helping me out with that book title.

SandraS: great questions, Janet...thought mostly of using ya for reading

SandraS: OK, before we end here, let me just talk about Tapped In stuff.

JeffC: I'd also like to throw in a couple of ideas that worked for me when I taught English (before Bj was born): 1) Subscribe to Newsday <http://www.globalschoolnet.org/gsh/project/newsday/> and have students participate in an international writing project that ends up getting students published around the world... plus gets them connected. 2) Join nabuur.com <http://www.nabuur.com> ... an international

village site where kids could actively become involved with the education of students around the world. *Relevance Counts*!

SandraS: Do y'all know how to join a group?

AngelaRe: Marsha, when you say poorly written, what do you mean?

ShellyPe: No.

SandraS: Go up to top of screen and click on Search button

MarshaM: I guess not properly edited..

SandraS: then click on Groups

Ameem: Jeff - You are a mountain of resources! Thank you

SandraS: type in WriteTalk into search box

SusanR . o O (Conjuring up Harry Potter in the classroom as well)

SandraS: you'll find a link that lets you join WriteTalk

SandraS: that means that when I send out a notice for the next group meeting, you'll receive it

SandraS: it means you can post your own writing to WriteTalk and ask for feedback

SandraS: you can access the resources in the room

MichelleHa: What a great tool to use.

SandraS: this is an online writing group!!!! we can make it work however we want!!!

JanetF: Thanks Sandra very much. I'll be back. Thank you all.

MarshaM: I think you got me hooked

MollyLC: The authors of the Art of Classroom Inquiry book that Beth mentioned are Ruth Shagoury and Brenda Miller Power

MollyLC: In case someone wants to look it up

SandraS: Big huge thanks to all of you for participating and sharing your expertise.

MarshaM: is this section over?

MonicaJL: Thank you!

SusanR: and do check out these organizers
http://education.bjbarton.com/Graphic_Organizers.html#MULTIPURPOSE_Graphic_ORGANIZERS

BethH: Thank you, Sandra.

MollyLC: thank you Sandra for facilitating

Ameem: Thank you Sandra - very informative discussion

KimO: thanks Sandra. this was helpful. there are a lot of great web sites you all have posted I'll have to check out

KristaS: thank you

AngelaRe: Thank you Sandra.

MarshaM: very informative...

MichelleHa: Thanks for sharing you brain Sandra!!

SandraS: I've learned a lot this evening, and I wish you all a great night...Thanks, Susan for the organizers site...and thanks to Jeff and BJ..intrepid Tapped In folks.

KimO: and I've got more webquests than I'll probably ever need thanks to Jeff c!!! thanks Jeff. your resources are never ending

SusanR: you make me want to go back to the classroom, Sandra

KimO: thanks again Sandra

KimO: bye :o)

DonnaW: Thanks Sandra, bye all

SusanR: Sandra, listening to this discussion I feel inspired

BJB2: A reminder to everyone to come to the Festival on July 20!

BJB2: <http://tappedin.org/tappedin/web/festival/>