

***Primary Writing:
A Three-Part Series***

**Seminar 2
Teacher's Packet**

A KET professional development workshop for educators approved for Professional Development Training by the Kentucky Department of Education.

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Primary Writing

Seminar 2

Overview of the Seminar

Targeted Audience: Primary teachers

The focus of the second seminar in *Primary Writing* is the memoir. Using abundant examples videotaped in Kentucky classrooms, host Starr Lewis and presenter Donna Vincent demonstrate and discuss strategies and approaches to teaching the memoir form to both beginning and more advanced primary students.

About This Teacher Packet

This packet includes an agenda for the program, brief biographies of teachers featured on videotape, and specific materials related to seminar content. You'll find more details in the table of contents on page 4.

Series Format

Each 90-minute program in the *Primary Writing* series includes classroom footage of students and teachers engaged in the writing process. Materials and information needed for participation in the seminars are provided in the videotape and/or included in the teacher packets.

Please note: The blackline masters for Donna Vincent's train analogy, introduced in Seminar 1, will be used again in Seminar 2. These masters are posted on the Web as a separate appendix.

Please have your copy of this appendix handy when you participate in Seminar 2. If you need to download a copy from the Web, you may find that it takes longer than most KET documents to download and/or print. Should this prove impractical for you, call KET professional development at 1-800-432-0951, and we'll mail you a copy of the appendix.

Professional Development Credit

Stage of Participant Development: Practice/Application

The Kentucky Department of Education has approved all KET Star Channels Seminars for professional development credit if schools or districts choose to include them in their professional development plans. Districts or schools may choose to include preparation and/or follow-up time as part of professional development. For example, if a teacher participates in one 90-minute program and spends an additional 30 minutes in related activities, he or she could be awarded a total of two hours professional development credit.

Individual teachers who wish to use these videotapes for professional development credit should check with their school professional development chair or with their district professional development coordinator.

Professional development can also be used to satisfy requirements for the fifth year program. Contact your local university or the Division of Teacher Education and Certification at 502-564-4606 for more information.

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About the Seminar Presenters

For the second seminar in the series, host **Starr Lewis**, director of the Kentucky Writing Program, and presenter **Donna Vincent**, district-wide writing consultant for Muhlenberg County Schools, are once more joined—via videotape—by primary teacher **Michele Bowling** of Longest Elementary in Greenville.

The program also features videotaped footage of Michele's colleague, primary teacher **Cathy Vinson**, and her students. Cathy has taught at Longest Elementary for the past two years. She began her career as a legal secretary and later as a paralegal before returning to school to earn her degree in early elementary education. Cathy graduated summa cum laude from Western Kentucky University and is presently working on a master's degree from Western with a reading specialist endorsement.

Seminar Agenda

Welcome and overview of seminar

Starr Lewis, Host and Donna Vincent, Presenter

Writing memoirs in the lower primary

- Book discussion
- Lists
- Modeling writing collaboration
- Drafting and conferences
- Modeling the individual memoir
- Drafting
- Large group activity

Donna Vincent and Starr Lewis

Writing memoirs in the upper primary

- Prewriting (brainstorming)
- Critical reading of *Under the Chinaberry Tree*
- Sharing memory bags
- Magazine activity (looking at sample leads)
- Whole group revision of class collaboration
- Devising new leads
- Writing transitions

Donna Vincent and Starr Lewis

Lower primary revisited

- Sharing individual pieces
- Sharing big book
- Mini-lesson on commas in series

Upper primary revisited

- Revision
- Sharing individual piece (“Little Brother”)
- Mini-lesson on nouns

Wrap-up discussion

Donna Vincent and Starr Lewis

Concluding remarks

Starr Lewis

Materials Needed for Participation in the Seminar

Please bring the following items with you to the seminar:

- Your copy of this packet
- Paper
- Pencil
- A copy of Seminar 1 Appendix (train analogy)

Muhlenberg County Board of Education

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The Train Analogy

In order to help young writers understand how to generate whole pieces of writing, it is necessary to break the whole into parts. This module uses a train analogy to help new authors see the parts more clearly. Regardless of the genre, the train graphics will enable young writers to begin to understand paragraphing, focusing on the purpose, meeting the needs of the audience, developing and organizing ideas, etc.

The engine is the lead of the piece. Be it a feature article or a fiction story, use the engine graphic for drafting the lead. Notice the window of the engine graphic lists several possibilities for types of leads writers might use. Have students pick and try two or three different leads which could prove to be appropriate for the purposes, audiences, and forms being written. Next, write the audience on one wheel, the form on the other, and the purpose on the smoke cloud. Now, draft by writing (or drawing for emergent writers) right on the engine. To connect the lead to the next car, write a transition on the connector behind the engine. *Sometimes I write my leads **after** I've drafted the middle of the piece.*

Tanks, boxcars, hoppers, etc. are used for drafting the middle of the piece. Each car holds a paragraph when students are drafting letters, articles, or memoirs. Since fiction and personal narrative are paragraphed in a different way (due to dialogue), they must be handled differently. Fiction pieces would be drafted by developing one event on each car. (The first event goes on the engine. The last event goes on the caboose.) Personal narratives might have the middle drafted on just one car. (If one car isn't enough, use multiple copies of the same car, since each car will hold more than one paragraph.) Notice there's a place to write a transition between each car.

The caboose is for the closing. Encourage students to check themselves by looking at the two questions on this graphic to see if they've done the closing correctly.

Donna Vincent, Writing Consultant
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Editor's Note: The blackline masters for Donna's train analogy are in the Appendix file also posted on the KET Professional Development Web site. **Please note** that these graphics take up a large amount of computer space on the Web. As a result, they may take a long time to download and to print. If obtaining these materials electronically is not feasible for you, please contact the professional development team at 1-800-432-0951 and we will mail you a set.

Memoir

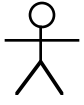
A memoir is a piece of writing which focuses on the relationship the writer has with a person, place, or thing. Generally, there will be one overall idea the author is trying to support about that relationship. For example, in *Under the Chinaberry Tree* by Evangeline Williams the focus is *Good things happened to me under the chinaberry tree*.

That support may come in the form of a description of the person, place, or thing or the account of several events. In an effort to convince the audience that the overall idea is true, the writer stays focused on telling stories, giving examples, and presenting facts which are relevant to the purpose.

The audience might be the person being described; other people who share a similar relationship with a person, place, or thing; or people who know the writer.

Donna Vincent
Writing Consultant
Muhlenberg County Schools

Memoir



Person _____



Pet _____



My big idea _____

story

story

story

Person

Place

Thing

Memoir

Choose one: person, place, thing _____

My big idea _____

event or description (little idea)

event (little idea)

event (little idea)

event (little idea)

Memoirs in Picture Book Form

Bunting, Eve. *Secret Place*. New York: Simon & Schuster, 1994.

Houston, Gloria. *My Great-Aunt Arizona*. New York: Harper Collins, 1992.

Johnson, Paul Brett and Celeste Lewis. *Lost*. New York: Orchard Books, 1996.

Lindenbaum, Pija. *Boodil, My Dog*. New York: Holt and Co., 1995.

Mitchell, Margaree. *Uncle Jed's Barbershop*. New York: Simon & Schuster, 1995.

Polacco, Patricia. *Some Birthday*. New York: Simon and Schuster, 1991.

Rylant, Cynthia. *When I Was Young in the Mountains*. New York: Simon & Schuster, 1991.

Viorst, Judith. *Alexander Who's Not (Do You Hear Me? I Mean It!) Going to Move*. New York: Simon & Schuster, 1996.

Viorst, Judith. *Rosie and Michael*. New York: Simon and Schuster, 1986.

Wilheim, Hans. *I'll Always Love You*. New York: Scholastic A, 1985.

Williams, R. *Under the Chinaberry Tree*. Raintree-Steck/Vaughn.

Memoir

- Focuses on a relationship with a person, place, or thing rather than focusing on an event.
- Makes a point (a big idea) about that person, place, or thing.
- Supports the point with stories/events.
- Evokes emotion of the reader.
- Puts the reader there.
- Has reflection scattered throughout.
- Requires insight *before* writing.
- Affects the writer/reader for a lifetime.
- Promotes growth of the writer (and perhaps reader).
- Uses a framework rather than chronological organization.
- Distances writer/reader from the events.
- Starts with the present and reflects on the past.

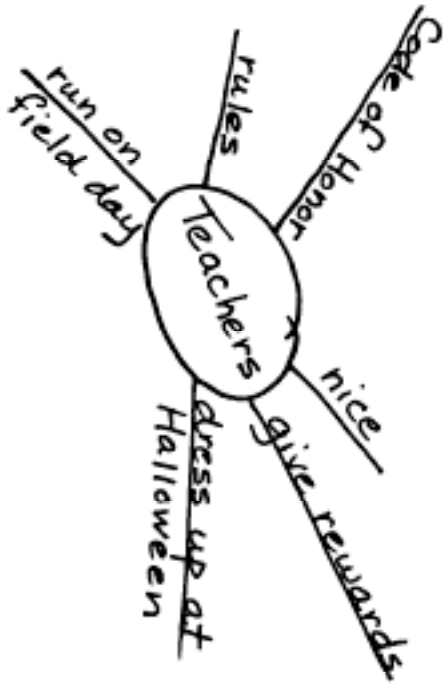
Personal Narrative

- Focuses on *one* event (moment) rather than a person, place, or thing and several events.
- Makes the audience *feel* the way the writer felt at the time and perhaps teaches the lesson the writer learned as a result of the experience.
- Supports the ideas with what the writer saw, heard, tasted, smelled, touched which made him or her *feel* and thoughts, dialogue, actions which *showed* he *felt* that way.
- Puts the reader there.
- Has reflection at the end.
- May uncover insight for the writer *as* he or she writes.
- Is organized chronologically.
- Starts in the past and reflects on now.

Similarities

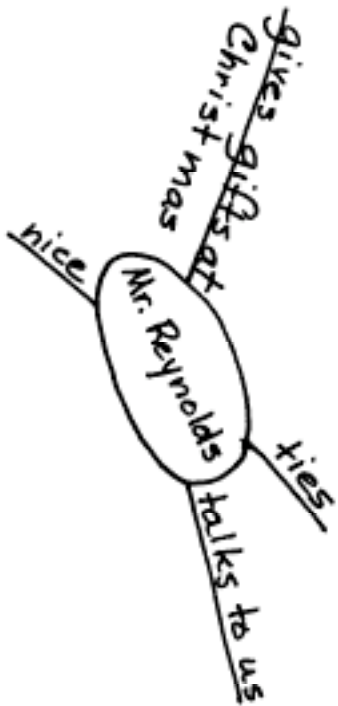
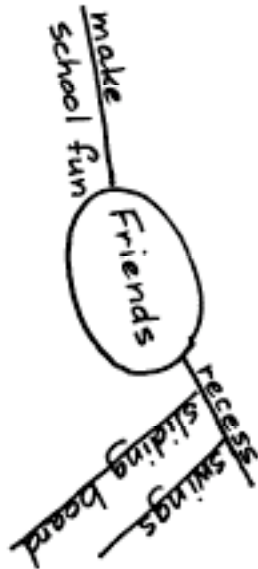
- Feelings are involved.
- There is insight.
- Both affect the reader/writer.
- Both are told in first person.

Donna Vincent
Writing Consultant
Muhlenberg County Schools



Big Idea

Longest Elementary is a Really Cool School!



Prewriting for Collaborative Memoir

Draft of Collaborative Memoir

The Cool School by Mrs. Vinson's Class

Where can you go to have fun, enter contests, get treats, meet nice people, and learn while you're at it? That's easy. Just come to Longest Elementary, one of the coolest schools around.

We know our school is cool because of our principal. Mr. Reynolds talks to us in the hall. He cares about our problems. At Christmas, he gives us all a gift. But the coolest thing about Mr. Reynolds is the ties he wears. He must have a hundred "Save the Children" ties. Last year we even had an art contest to design a new tie for Mr. Reynolds.

We know our school is cool because of our teachers. They work extra hard so we can learn by having fun. They give us good rewards and treats. They dress up on Halloween. When we have the school Olympic day, they even compete against each other. They can still run pretty fast! Our teachers listen to us and give us attention.

We know our school is cool because there are so many ways for kids to get involved. We have fall festival, student council, sports teams, scouts, chorus, band, art contests, book fairs, and science fairs. There's always something going on, so we never get bored.

So if you're looking for a cool school with a great principal and teachers, lots of cool activities, and that's a good place to learn, come to Longest Elementary. It's a really cool school!

Revised

**The Cool School
by Mrs. Vinson's Class
November 1997**

“Ring, ring!” School has started. Everyone is coming in from buses and cars. They can’t wait to get to school. If you want to go to a cool school, come to Longest Elementary!

First, our school is cool because of our principal. Mr. Reynolds talks to us in the hall. He cares about our problems. At Christmas, he gives us all a gift. But the coolest thing about Mr. Reynolds is the ties he wears. He must have a hundred “Save the Children” ties. Last year we even had an art contest to design a new tie for Mr. Reynolds.

Another reason our school is cool is because of our teachers. They work extra hard so we can learn by having fun. They give us good rewards and treats. Our teachers listen to us and give us attention. They dress up on Halloween. When we have the school Olympic day, they even compete against each other. They can still run pretty fast!

We also know our school is cool because there are so many ways for kids to get involved. We have fall festival, student council, sports teams, scouts, chorus, band, art contests, book fairs, and science fairs. There’s always something going on, so we never get bored.

So if you’re looking for a school with a great principal and teachers, lots of neat activities, and that’s a good place to learn, come to Longest Elementary. It’s a really cool school!

Memoir

Choose one: person, place, thing Baby Brother

My big idea My baby brother is a brat.

event or description (little idea)

when your trying to read or do your homework my Baby brother will go and turn the volume up till eventuly I have to turn it off.

event (little idea)

when you want to play with my baby brother he wants to get on top of you and bite you, scratch, hit, and pull hair.

event (little idea)

my baby brother is a brat because when I get all my stuff out of my trapper he pulls my trapper off the table and get in all my stuff till I have to go in my room and put up the gate.

event (little idea)

my baby brother is a brat because when at the grocery store he wants to have something out of the cart and he trys to get out of the cart.

Editor's Note: The child whose big idea was “my baby brother is a brat” continued her drafting process by using the train graphic developed by Donna Vincent. Please refer to your set of **train blackline masters** (posted on the Web in the appendix for this series) to see where she placed the various pieces of his writing. This student’s work has been reproduced exactly as she wrote it, without any editorial corrections. The same thing has been done with another upper primary student’s work on the big idea “My grandparents’ farm is special to me” (see pages 20 through 22).

“My Baby Brother Is a Brat”

Engine

In the space labeled “purpose” (on the smoke coming out of the engine’s smokestack), the student wrote: “My baby brother is a brat.”

In the body of the engine (labeled “lead”), she wrote: “My baby brother is funny and cute but can be a brat I’ll tell you why.”

In the wheel labeled “audience,” the student indicated her audience was “nanny, mom, dad”, and in the wheel labeled “mode,” she indicated that her mode was “memior.” She wrote the same things on the wheels of each car in her train (including the caboose).

First Car

“My baby brother is a brat because when your trying to read or color or doing your homework He comes in and turns up the Volume on the TV and then he just look’s up at me and wants me to turn the Volume down then he’ll turn up the Volume again and want me to turn it down until finally I have to turn it off.”

Second Car

“my baby brother is a brat because when I get all my stuff out of my trapper he pulls my trapper off the table and get’s in all my stuff till I have to go in my room and put up the gate.”

Third Car

“My Baby Brother is a Brat Because when your at the grocery store he always wants something out of the cart and he always drops it a million times till finally you have to tell him no and another thing he does at the grocery store is that he always wants to get out of the cart But my mom won’t let him see he gets up on legs and bends over but we get him down.”

Fourth Car

“When I’m Playing With My Baby brother he want’s to get on top of me hit me, scrath me, pintch me, and bite me and the one of the worst pull me hair so hard that I can barely move. so I just scream ooow! until sombody helps me and tell’s Josh to stop it.

Caboose

“So do you think he’s a brat now? I steal do but the the thing is that I do love him well just a little bit.”

MY BABY BROTHER THE BRAT

My baby brother is funny and cut but can be a brat. I'll tell you why.

My baby brother is a brat because when I'm trying to read or do my homework he comes in and turns up the volume on the T.V. Then he just looks up at me and wants me to turn the volume down. Then he'll turn up the volume again and want me turn it down until finally I have to turn it off.

My baby brother is a brat because when I get all my stuff out he pulls my Trapper off the table and gets my pencils and stuff like that. I have to pick it up and go in my room and go on my top bunk to do my homework.

My baby brother is a brat because when we're at the grocery store he always wants something out of the cart and he always drops it a million times until finally we have to tell him no. And another thing he does at the grocery store is that he always wants to get out of the cart but my mom won't let him. See he gets up on his legs and bends over but we get him down.

When I'm playing with my baby brother he wants to get on top of me, hit me, scratch me, pinch me, bit me, and worst of all pull my hair so hard that I can barely move. So I just scream "Oooow!" until someone helps me get away and tells Josh "No!"

So do you think he's a brat now? I still do but the thing is that I do love him. Well just a little bit.

Memoir

Choose one: person, place, thing Grandparints farm

My big idea My granparents farm is specle to me.

event or description (little idea)

I like to ride hours.

event (little idea)

We have camp outs.

event (little idea)

I like to ride & drive fourwelters.

event (little idea)

I like to fish in the pound.

Donna Vincent, Muhlenberg County Schools

“My Grandparents Farm Is Special to Me”

Engine

Purpose: “My grandparents farm is specle to me.”

Lead: “Were is the place to be were the air is fresh and clean and the grass is green and has plenty of fun things to do. My Grandparients farm.”

Audience: “Granddad & Grandmam”

Mode: “Memoir”

First Car

[**Editor’s note:** This student wrote his audience and mode on the wheels of the engine only; the wheels of the remaining cars were blank.]

“My granddads hours name is Legs. He is brown. I injoy rideing him. He is one of my friends. I enjoy rideing him becose your up hie and he sortive bucese bace & fourth.”

Second Car

“My Grandpareints farm is the best place to ride fourwheelers they have two one is regaler green camofoshe and the other is desrt camofoshe. I like the desrt camofoshe best and I usely ride it and my sister rides the other one I like it better than the other one because I think it clinbs hills better you dont have to change all those gerse.”

Third Car

“I love to camp out. I do it somtimes in my grandparints camper and sometimes in a timt on a fild. Whin I camp out I site by the fire teling goust sorys, lisin to cyotys in the night, and play in the tint.”

Fourth Car

“If you want a good days wrth fishing my grand dads pound is the place. you can catch bluegils, base, catfish, and you now what, you can even catch turtles with a fishing powle and the best secret bate the best bate to youse up at that farm poun hotdog. Some people thats fished in that pound hase cghte a turtle including whin my cosin whent with me he cghte one. And we have fun.”

Caboose

“Now you see the place to be were the air is fresh and clean and the grass is green is my Grandparents farm.”

My Grandparents Farm Is Special To Me

by an upper primary student at Longest

Where is the place to be where the air is fresh and clean and the grass is green and has plenty of fun things to do. My Grandparents farm.

My grand dads horse's name is Legs. He is grown. I enjoy riding him. He is one of my friends. I enjoy rideing him becuse your up hight and he sortive bucese back and fourth.

My Grandpareins farm is the best place to ride fourwheelers they have two, one is regaler green camoflosed and the other is desrt camoflosed best camoflshe best and usly ride it and my sister rides the other one I like it better than the other one because I think it climbs hills better and you dont have to change all those gerse.

I love to camp out. I do it sometimes in my grandparents camper and sometimes in a tint on a fild. Whin I camp out I site by the fire teling goust storys, lisening to cyoty in the night, and playing in the tint.

If you want a good days wrth of fishing my grand dads pound is the place you can catch blue-gills, base, cat-fish and you now what you can even catch turtles with a fishing powle and the best secret bate the best bate to use up at that farm pound-----hotdog! Some people thats fished in thats pound hase cghte a turtle including whin my cosin went with me he cghte a turtle! Pluse we have fun.

Now you see the place to be were the air is fresh and clean and the grass is green is my Grandparents farm.

The End