



Welcome!

Hello fellow PAWPers! Welcome to the first edition of Murray State's online newsletter publication.

Let me first take a moment to introduce myself. I am Brittney McCord, PAWP class of 2005. I am currently in my sixth year of teaching at Carlisle County Middle School where I teach Social Studies. And, I am fortunate enough to have the opportunity to be the editor of Murray's first ever PAWP newsletter.

Our vision for the newsletter is one which will not be possible without the help of each of you. When we were selected to be part of the writing project, we committed ourselves to continual leadership in the field of writing. This newsletter will offer an excellent opportunity for us to do just that. The vision for the newsletter is one of creating a meeting place of ideas, strategies, research, and stories in the area of writing, both personally and professionally. The newsletter will also serve as an arena for announcing

upcoming events and personal announcements, as well as a chance to publish our own writings.

I am sure most will agree that one of the wonderful things about the PAWP project is that it is an opportunity for us to come together and share ideas and stories of success in which we can then take back to our own classrooms. This newsletter will make it

possible for each of us to continue being a part of the PAWP world through continuous communication and collaboration.

Brittney McCord, PAWP '05



KRP/KWP Advanced Institute

This is the true story (TRUE story) of 10 teachers picked to stay at a resort and have their brains picked to find out what happens when teachers stop working alone and start working together - The Real World: Blue Lick State Park.

MTV's Real World has nothing on the real-life drama that unfolded as 10 teachers, representing different Kentucky Reading/Writing projects, gathered for the Kentucky Reading and Writing Project's Advanced Institute in July. Jean Wolph, director of the Louisville Writing Project and KWP facilitator, made the arrangements for the institute. Participants included Helen Nassano, Paula House, Mary Katherine Routt, Michelle Kessler, Sheila Raley, Irina McGrath, Sherry Bailey, Rose Postma, and myself.

Together, we developed our own goals for the institute

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Special points of interest:

- Teachers with KCTE Writing contest winners
- 2007 Fall Conference Announced
- 2008 Summer Institute Plans
- *Writing Across the Curriculum* Conference details

KRP (continued from pg. 1)

including: developing a network to support and facilitate the use of shared ideas and techniques, developing leadership strategies to promote the sharing of ideas without our school communities, and developing a plan to take back to our own writing project directors to encourage opportunities that offer 2nd year experiences for writing project participants. I believe we were able to accomplish these goals and more.

In addition to the work we put towards meeting the aforementioned goals, we also had the opportunity to share our best reading/writing practices with each other. The presentation topics ranged from using picture books as writing models to editing writing portfolios. After each presentation, we discussed how every lesson could be



adapted to meet various developmental levels.

A great deal of work was done by every participant to prepare for the institute and each of us worked hard while attending. However, not everything we did was focused on business. Ask any one of the participants what her favorite thing about the institute was and I'm sure she'll tell you it was the buffet food. (We were fed extremely well during our time

together.) But in all seriousness, I can say that each of us gained more than just a few pounds from this experience. It was refreshing to meet with teachers from across the state who struggle with the same problems as the rest of us. We shared great ideas, wonderful stories, and a bit of ourselves. It was an uplifting experience and plans are underway for a follow-up meeting this fall.

Jamie Moss, PAWP '06

PAWPer's Publishing Company Focuses on Education, Literary Writing

Kate Larken, a graduate of the very first Purchase Area Writing Project (1986), made a decision four years ago to expand upon her career as a writer, educator and editor by forming a publishing company that has now grown to include two separate imprints: one that creates textbooks and resources for educators; the other to publish literary writing.

A native of Carlisle County, Larken now resides in Louisville where her company, EvaMedia Inc., is headquartered. She founded the company after having worked as a teacher and writing consultant in various school districts and at KDE. She also served as director of a private arts school in North Carolina.

Adding to her literary credentials, Kate worked in Kentucky and North Carolina as editor for several newspapers and a book publisher. Her own writing has been published in various forms and publications over the past 35 years.

She holds a B.S. in English and an M.A. in journalism, both degrees earned at Murray State. And she's had a sporadic (and still ongoing) career in music and theatre, performing and recording original works.

Her background in the arts always informed her teaching, writing and publishing, and it led to her writing the first two EvaMedia books for Arts & Humanities teachers. Since then, this entrepreneurial publisher has contracted other teachers to write books for the company.

Best known for a series of Arts & Humanities student textbooks/teacher resource books/supplemental materials, EvaMedia Inc. is currently in the process of launching a new series of student texts and teacher resource books focused on Practical Living & Vocational Studies.

All EvaMedia materials are based on the Kentucky Core Content. Kate points out that such a specific focus is intentional, for it serves a niche that teachers across the state say they desperately need. The company has sold thousands of books to districts all over the Commonwealth.

Meanwhile, Kate's literary imprint publishes fiction, non-fiction and poetry. The growing MotesBooks catalog contains a novel, two memoirs, a volume of poetry and a collection of essays by Kentucky writers George Ella Lyon, Anne

Shelby, Constance Alexander and Judy Sizemore, as well as North Carolina novelist CC Wharton. Two poets Marianne Worthington (Tennessee) and Noel Smith (New York) will be published by MotesBooks in early 2008.

Of particular interest to PAWPers, the publisher says she has considered the possibility of producing an anthology of writing by teachers who are graduates of writing projects and has had a few conversations in that direction, both in Kentucky and Indiana. Writing Project directors who wish to pursue this idea for their writing communities may contact Kate directly to discuss and help coordinate such an endeavor. If there is enough interest, this publishing opportunity may come to fruition ... to the benefit of Writing Project teachers who seek publishing opportunities. Depending upon whatever format and content are identified, such a collection could be published by either of EvaMedia's primary imprints.

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2007 Fall Conference on Content Area Writing Announced

On October 2, teachers are invited to attend Kentucky Writing Project State Network's 2007 Fall Conference on Content Area Writing held in the Downing University Center at Western Kentucky University in Bowling Green, KY.

The focus of the one day conference will be on reducing achievement gaps through writing and reading strategies for Math, Social Studies, Science, Arts/Humanities, Practical Living and Vocational Studies. Teachers of grades 5-12, as well as professional development planning groups comprised of administrators and teacher leaders, will find the information to be discussed most useful.

The day will begin at 7:30 with check in & coffee. A book fair will be operating at this time as well. The remainder of the day will



be divided into a series of break out sessions beginning at 8:00. There will be a total of 21 different sessions. Participants will be allowed to choose one of seven sessions to attend at three different times. From 11:00-12:15, lunch will be provided

and time will be given for planning and discussion. The book fair will be operating at this time as well. The day will end with another planning session from 1:45 to 2:30 in which facilitators will assist you in creating individual plans for applying what you have learned. This session will meet NCLB requirements for PD.

If you are interested in attending, the registration deadline is September 28th. Electronic registration is available at <http://www.kywritingproject.org>. The cost is \$100 per person. For questions you may call 502-320-9550 or email anne.robbins@fewpb.net.

PAWPer's Publishing Co. (continued from pg. 2)

In addition to commercial EvaMedia and MotesBooks publications, the company has a division called The One Quill Project that assists writers who wish to self-publish. The premise behind this project is that individuals, groups, or classes who want to have their writing published in chapbook or perfectbound form (a "real book," as some have called it) can do so more affordably than might be expected.

For more information about EvaMedia

Inc., visit these websites: www.EvaMedia.com or www.MotesBooks.com.

Kate Larken can be contacted directly in two ways: send email relating to educational issues to kate@EvaMedia.com; for messages on literary topics use kate@MotesBooks.com.

Submitted by Kate Larken PAWP '86

Congratulations!

The following PAWPer students who were winners in the 2007 KCTE Writing Contest:

Dottie Goodwin— Caldwell Co.
Doris Cothran - Livingston Co.
Carol Withrow - Paducah
Debbie Bell— Murray State

PAWPer to Present for KAEE

Mrs. Nakia Brown, 6th grade teacher at Wingo Elementary will be presenting to educators and professionals at the Kentucky Association for Environmental Education on September 15, 2007. Mrs. Brown's topic is The Nature of Learning: Experience the Clarks River National Wildlife Refuge. For the past 3 years she has conducted lessons at the Clarks River National Wildlife Refuge with 6th grade students. Graves County and surrounding areas are very fortunate,

as Clarks River is the only National Wildlife Refuge in the state of Kentucky. Mrs. Brown's students learn about the importance of this wildlife habitat by using hands-on activities, such as a stream study and bird banding. Mrs. Brown's students also create a brochure about the Clarks River Refuge that is printed and distributed by

the Clarks River National Wildlife Refuge. Mrs. Brown integrates writing in her science lessons throughout the year. Nakia Brown was a Purchase Area Writing Project participant this past summer, June 2007.



By LeAnna Pritchard

Pawper Reflects on Advanced Purchase Area Writing Workshop

I will be starting my 16th year of teaching. As I continue teaching, I want to continue learning. One of my biggest fears as an educator is becoming stagnant in my thinking and ways of teaching. I want to continue to learn and grow with my students. Therefore, I truly appreciate the opportunity to revisit the Purchase Area Writing Project to gain new insights, become updated in the new portfolio requirements and writing standards for Kentucky students, and to learn new teaching strategies to take back with me to the classroom. I believe this three day workshop accomplished just that.

I enjoyed Monday with Pam Ladd discussing "Teaching Idea Development in Every Grade" because it is such an issue with most students. My students can begin a paper with main ideas and a few supporting details, however they lack the ability to expand upon these ideas. Pam Ladd shared several strategies to aid teachers as they try to help students. Just a few ideas she shared was that students could talk into a cassette player. Many times, students are stronger orally than they are using written language. Also, as students peer conference, perhaps a student could take notes for another student during a sharing session. This allows the flow of thinking to not be interrupted. Furthermore, Pam suggested that the teacher responds to the draft by adding questions and reminders. She believes students love to know that their teacher read the piece and are eager to revise.

I thoroughly enjoyed the section on Poetry that Pam Ladd shared with us. She told us how to use a Free Verse poem to get students in the habit of expanding their thoughts. Students first start out with nouns of their favorite place. Then, they think of adjectives to describe these nouns. Afterwards, students must add verbs that go along with each noun and adjective. Later, they can add adverbs or prepositional phrases.

The poems are something the students are proud of, they teach grammar parts, and they teach students that writing becomes even better when it is revisited. Her example started out like this:

Kentucky Lake

Nostalgia

Sparkling water ripples

Colorful speed boats cut through choppy waves

I am looking forward to writing with my students and creating this type of Free Verse poem. We begin each year with poetry and I believe this is a great way to get students in the habit of extending their ideas. Of course, true to the PAWP way of sharing ideas, another teacher suggested that varying sized-strips of paper also help students by starting with a short piece of paper and list a noun, then adding adjectives on the next larger size, then an even bigger paper with vivacious verbs, and continuing with phrases. This also shows ways of elaborating ideas.

Another writing strategy that Pam Ladd shared with us was "Slicing" the subject in order to narrow the subject and then build upon that slice. The student uses a pie diagram and thinks of four ideas about that subject. Then, they think of specific details they could discuss in each of the four slices. They soon realize that they can develop one pie slice more thoroughly than the others and then their writing takes off with a more focused purpose. Another teacher, Mrs. McCord shared how she used this too with her Social Studies classes in the area of content area

writing.

An enlightening area that Pam Ladd touched on was transitions. I thought of transitions as words that help student move from one paragraph to another. She helped me to realize that it is more than just individual words like: therefore, moreover, or however, but more idea transitions. She shared this is where students use complete sentences to transition for one paragraph to another. She uses a "skeleton" diagram to show students that each written piece is like a body part. The head must be the purpose. It must have the audience and the angle. Then, the next paragraph has a transition to the main idea. The skeleton becomes a reminder of each part that the written piece should include. It is finished with the "feet" being the conclusion.

Along with these ideas she prepared a wonderful packet of information that I look forward to perusing. I know that Pam Ladd is the ultimate professional in many ways, but especially in the area of writing. I felt extremely fortunate to have the opportunity to learn from her once again. I am always so glad to gain new insights from someone that I know has the tried and true teaching experience from which to draw.

I thoroughly enjoyed Tuesday's workshop featuring Craig Carter and his session on Writing in the Content Areas and Brooke Lovett's session on more Than Content Knowledge. First of all, I liked the fact that we were able to attend an elementary level session. I realize that in many ways we all face many of the same challenges when it comes to writing no matter what the grade level. However, it was very pleasant to be a part of a session that was more focused on the needs of the elementary student. Craig and Brooke make a wonderful team when it comes to presenting their ideas. They treat each other as equals and work wonderfully together. The program was well planned out. Brooke began the session with an introductory lesson, then Craig presented his session, followed by Brooke's session, and closing with Craig. They truly complimented one

another as far as teaching styles, yet they were equally enlightening in sharing their own unique ideas and strategies that they use in the classroom. I appreciated the fact that both were open to sharing ideas they we as participants realized that they really used. I liked the way they presented student examples so that we knew as teachers that these were tried and true strategies they found to be beneficial. Real teachers are looking for real ideas. When I go to a workshop I am truly interesting in learning something. The one thing I strive to be is a life long learner. When their day had come to an end, I felt that I had been given a plethora of ideas that I was eager to use this next year. I would highly recommend them for any future workshops that you might have.

First of all, I will discuss Craig's session on Writing in the Content Area. I appreciated the fact the Craig is very knowledgeable in what is expected from the Kentucky Education Department. He realizes, especially since he teaches in a testing grade level, the accountability that teachers are held to and how important it is to us that our students do well. We want ideas that will help us to help our students become successful. He started off his session sharing his "Secret Plan Sheet" that he calls his "Sword of Knowledge." I love that he named it and builds it up to his students as something special. This tells me he

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Award Winning Writing

Six McNabb 5th graders who won awards in the 2006 Kentucky Council for Teachers of English Writing Contest were honored by Kentucky author and poet, George Ella Lyon on September 28th. Mrs. Lyon is the author of over 35 picture books for children, as well as a number of collections of poetry including *Catalpa* and *Where I'm From*.

The McNabb students, Keyshaun Orr, Quen Frazier, Derrick Miller, Brianna Fowler, Darius Spivey-Nunn, and Meagan Golden were invited to read their award-winning writing aloud to Mrs. Lyon and over 80 regional teachers and administrators attending the annual Purchase Area Writing Project conference at Murray State University. When asked to give feedback about the highlights of the conference, one teacher spoke up and stated, "The presenters were great, but I really enjoyed having the McNabb authors here to read their work. That's the kind of example we need."

McNabb teachers that have attended the Purchase Area Writing Project include Carol Withrow, Shanea Moran, Barbara York, Cindy Wright, and Donna Vargas.

Submitted by Shanea Moran



A gifted teacher is as rare as a gifted doctor, and makes far less money. - Author unknown

Celebrate Hispanic Heritage Month!

The NCTE *Inbox* posted the following resources as great ways to celebrate Hispanic Heritage Month and bring multicultural activities into your classroom. The Web links are available on the [Read-WriteThink calendar entry for Hispanic Heritage Month](#).

- ◆ Read biographical details on an NCTE Annual Convention speaker in "[Profile: Pat Mora, Fiction/Nonfiction Writer and Poet](#)" (E) from *Language Arts*. The article examines how her works are topics drawn from life experiences and discusses her advocacy for cultural and linguistic diversity, and for more Latinos in children's book publishing.
- ◆ From *Voices from the Middle*, options to read Gary Soto's "Seventh Grade" with students include reading [Helping ELLs Look at Stories](#)

[through Literary Lenses](#) (M). The reading outlines reading activities for the short story, focusing on English language learners. The techniques can be used with any middle-level students, however.

- ◆ Strategies for teaching reflective writing using Puerto Rican author Judith Ortiz Cofer's *Call Me María* and other texts can be found in "[Reading at Risk](#)" (S), an excerpt from NCTE's *Judith Ortiz Cofer in the Classroom: A Woman in Front of the Sun* (S).
- ◆ Try the activities in "[The Literacy Narrative as Production Pedagogy in the Composition Classroom](#)" (C) from *Teaching English in the Two-Year College* after reading Richard Rodriguez's *Hunger for Memory: The Education of Richard Rodriguez*.

- ◆ The *English Education* article "[Keeping It Real: Teaching and Learning about Culture, Literacy, and Respect](#)" (TE), describes one teacher education program designed to broaden students' thinking about the influences of culture in society.



Writing Across the Curriculum to Be Held Sept. 27

The following announcement was released by Doris Cella.

Math and science teachers throughout Kentucky are invited to register for the third annual Purchase Area Writing Project conference on September 27 at the Murray State University Curris Center. The conference theme is "A Kaleidoscope: Writing Across the Curriculum." Elementary and middle school writing project teachers will offer presentations on writing in mathematics (4th grade) and science (6th and 8th); and high school teachers will provide helpful writing strategies for practical living and science classes.

The Conference will also feature speakers with specialties in songwriting (Neil Brewer of Eight O'Clock Eye), social studies (Dr. Duane Bolin, MSU professor and author), and drama (Ms.



Constance Alexander, award-winning author and teacher).



The conference offers an excellent opportunity

for teachers to acquire practical, classroom-tested strategies for incorporating writing-to-learn activities in content area subjects.

The following is the schedule for the one day conference:

8:30-9:25 Barkley Room

Keynote: Neil Brewer, Eight O'Clock Eye

9:30-11:00

PAWP Teacher-Consultant Presentations

Ohio Room- Elem. & M.S.
Clint Wilson & Jon Bell, Using Writing in Science
Matt Houser, Adding Writing in Math Classrooms

Mississippi Room- H.S.
Faria P'Pool, Writing in the Practical Living Curriculum
Barbara Williams, Using Writing in Science

11:10- 12:10 Barkley Room

Constance Alexander, Using Dramatic Writing in the Class-

room

12:00 Tennessee Room
Administrator's Lunch and Roundtable Discussion

12:15- 1:00 Small Ballroom
Free Box Lunch and Book Signing by Alexander, Bolin, and Brewer

1:00-2:00 Barkley Room
Duane Bolin, Social Studies and Writing

2:00-2:45 Barkley Room
Neil Brewer, Wrap-up session

Pawpers are highly encouraged to attend and bring colleagues!

To register, go to:

<http://campus.murraystate.edu/pawp/>

If you have questions or need directions, contact Doris Cella at the above address or pam.miller@murraystate.edu.

2008 Summer Institute Plans Announced

Pawpers Encouraged to Spread Word Amongst Colleagues

The 23rd annual Purchase Area Writing Project Summer Institute is a joint effort between [Murray State University](http://www.murraystate.edu) and the Kentucky Writing Program. Funded by the Kentucky Department of Education, the program provides public school teachers with four weeks of intensive training and practice to promote improved writing instruction in the public schools. The 2008 PAWP Summer Institute is scheduled for June 2 - June 27, 2008.

Goals include:

- improved writing skills
- a better understanding of writing processes and assessment methods
- development of instructional materials
- improved communication between university faculty and public school teachers

Eligibility

The Institute is limited to 20 participants. Applicants must be fulltime teachers in a Kentucky public school system grades K-12. Participants must agree to serve as writing consultants during the 2008-2009 academic year. Past classes have included teachers from a variety of disciplines; we encourage all qualified teachers to apply.

Course of Study

Participants receive six hours of graduate credit in ENG 604 and ENG 605 (PAWP I & II).

Schedule

Classes meet from 9 a.m. to 3:30 p.m. with an hour for lunch, Monday through Friday.

Spotlight on PAWPer's Writing

Poetic Labor by Melissa Quertermous

Poetry is a delicate labor—
feelings drowning, singing;
times remembered, swallowed,
saved, changed...

A glittering sunset crashes,
touching the moon and sky.
Toilsome hands destroy madness
by stirring suffering and
igniting a human flame.

Drums beat along the songs
of life, pounding rhythm into the soul.
The humidity of understanding
casts a thick light onto us,
the victims of a
poet's mind.

Recess Remembered by Todd Ross

It's funny about the attraction
of swings;
the call of the playground is
ageless.
Laughter, squeals,
the creak of chains.
Little boys swing high, jumping
far.
Little girls spin wildly, hair flying.
Bodies too big,
but not hearts.
Youth isn't wasted on the young;
youth is meant to be carefree and wild.
Age will catch up soon enough.
Life's trials will weigh quickly enough.
For now ...
let 'em fly!



My Heart Can't Take By Todd Ross

My heart can't take much more of the deep ache
that comes from feeling this old scar too much.
I sit trying not to let my hands shake
or let the tears bruise with their gentle touch;
but a TV show about a sick child
tears down any fortress my heart has built.
An insensitive remark makes me wild
with agony from years of pent-up guilt —
that I should have done something, not just sat.
But my heart can't take the ache anymore,
so I thank God when I see him at bat,
throw a ball or run the bases to score.
My heart can't take, so instead it will give —
give my boy every chance to fully live.

Life Lessons by Todd Ross

Sit in a drab room,
at an uncomfortable desk,
listening to a lullaby
of history, science, math
as the monotone slowly
drowns in the quiet
recess of a
numb
doze.
SNAP!
Take a walk outside
at a comfortable pace
listening to the anthem
of nature, people, life
as the pulse gradually
teaches a few
to open
their
eyes.



Reflection *(continued from p. 5)*

know that if he values it and sets it apart as something special, then his students will too. Students are overwhelmed any more when someone mentions open response questions or on-demand writing. If using this organizational strategy is beneficial and he can gain their interest by including them in of his "Big Secret," then he has won half the battle. He has gained their interest and they become eager participants rather than fussy "Fidgeters". He reminded us to encourage students to use key vocabulary directly from the science core content when answering science questions. I am sure this is true no matter what content area....use the key vocabulary. It is essential when writing to show that knowledge gained. He encouraged us to have students underling these key terms. He even had student samples where students did just that. They were excellent examples

that students can use important words and show their knowledge by underlining. This empowers them to know that they are in control of the finished product. He has just shared his hidden secrets in order to help them do the best they can do. How powerful!!! I loved it. He also shared that he has a mouse poster in his room with the "E, E, E!!!" written beside it. This reminds students to Explain, Elaborate, and use Examples when developing their open response questions. What a wonderful way to remind students they must explain their answer, elaborate and develop their ideas, and follow-up using examples. The last secret that he shared on the tour of his Secret Sword of Knowledge Plan sheet was that in the conclusion students must remember to R R L. This acronym stands for "Relate to Real Life." More and more we see as educators that students need to see how learning connects to real life and what it means for them. I knew in just a few short minutes I was in for a real adventure in writing that morning. I love the way that Craig shared his ideas through out the day and took us on a wonderful writing journey that he shares every year with his students. His students are very fortunate to have him as their guide.

As the morning progressed, Craig continued sharing many ideas that I look forward to using in my class. He uses a bulletin board with Happy Meal bags to give students a visual to help them understand why it is important to elaborate on their writing. When getting a "Novice" Happy Meal, the students receive the bag and a cup. The "Apprentice" Happy Meal includes the bag, the drink cup, nugget box, and a napkin. The "Proficient" Happy Meal has all of the former items and includes the French fry container.

The ultimate meal, the "Distinguished" Happy Meal includes all of the formerly mentioned items and the toy, salt, pepper and an apple turnover!!! How motivating for students! My students would truly identify with this visual and want to do their best in order to gain the ultimate score. I can see them asking me now, "Did I get the apple turnover and the toy or do I still need to work on it?" These are the types of ideas that real teachers use to gain student interest. I believe that is so essential to successful teaching. Another teaching tool that he used, is a Graffiti Wall. After covering certain content, Craig has students write down on a paper covered wall, just as if they were spray painting notes of graffiti on a building, concepts they have learned. He says this "validates the content you have taught." Students love to participate in this type of learning. This activity is much more powerful than a typical worksheet assignment.

I could go on and on sharing the things I learned from Craig Carter. He used wonderful content area cards for students to use in order to make "Wanted Posters." In creating these, students must show the knowledge they gained by putting informational facts on the

posters. He is a uses all types of literature in order for his students to have a wonderful background in a certain content area. He also is an avid reader of professional books. Craig shared that many of his ideas come from his professional readings. He recommended Barry Lane's Wacky Web-search Reports, Creative Thinking Journal Topics by McDonald, and Learning On Their Feet by Carol Glynn. I like the fact that he is a life long learner too. He was very professional, seeming to have a real desire to continue to grow as an educator, and a true willingness to share his thoughts so that other teacher can grow with him. I truly enjoyed his morning writing session.

The afternoon session with Brooke Lovett was equally appreciated. She touched on just the right thing when she began with poetry. I truly believe that elementary students find poetry as the one thing that is still enjoyable when it comes to writing. They are not frightened by it, nor are they as tired of it as they are other writing activities. I start out each school year with poetry because of that very reason. Brooke and Craig both had us participate through out the day by writing and creating just as our students would have to do. They are true PAWPERS! I really liked that. I like the way we shared our Haiku poems that Brooke had us write, we also wrote a "What makes a Our Name" poem and share it. We began a "If I Were" poem and shared that too. This helps me truly understand the writing idea if I can accomplish it and hear others. I know it is do-able. As a teacher, I look for projects that have a reality factor in them.

Another factor that I appreciated about Brooke's session was that she ties in literature

with her writing activities. Children love books and reading and writing work so well to complement one another. I truly believe that students that love to read are more apt to love to write. Why not encourage that? Well, Brooke does just that. She connected the book, "Wild About Books" when teaching the Haiku poem. This book has haiku poems embedded in the story line. What a great way to introduce them. Also, many haiku poems are about nature and animals. It is a great way to combine two content areas: writing and science.

I also appreciated how Brooke brought student samples for us to see. She shared books that her students had created like their "Kentucky" scrapbook and their classroom "Be Kind" book. I like to see what others are doing in their classroom so that I can adapt their ideas into something that I can use with my curriculum and content area needs. Brooke also assembled a poetry packet that I will keep close as the year begins so that I can draw from her writing strategies to create my own classroom of writers. Also included in this packet were journal entry ideas and "Alternatives To Workbooks and Skill Sheets." I like that fact that she uses these to encourage literature and writing. I happen to love "Fold-ables" to check student knowledge so this was a welcome addition to share with teachers.

As I close, I can't truly remember which presenter shared with us how to write a recipe to get an idea across. I guess that is probably a good indicator that they were truly a great team. Brooke and Craig would politely interject during each other's sessions, but were professional in not stepping all over each other while each was presenting....very nice. I enjoyed writing and sharing my "What Makes a Sunflowerful Classroom?" I made me think about the beginning of my new school year and all the things I truly desire for my students. Brooke and Craig added to my knowledge base as a teacher and learner. I truly believe that we all touch people in a positive way or a negative way each day. A person's presence affects those around them. Brooke and Craig created a climate of sharing, writing, and learning that created a positive ripple that will continue on. I walked away feeling positively inspired in many ways that day.

By LeAnna Pritchard

He who dares to teach
must never cease to
learn. - Anonymous

Gale Weaver's Lesson Plan for Haiku

World Civilization- Mrs. Weaver

Student _____

Haiku

Class of _____

On the Road to Nara

Oh, these spring days!
A nameless little mountain,
wrapped in morning hazel.

The Chestnut Burr

The winds of fall
are blowing, yet how green
the chestnut burr.

The Autumn Storm

Wild boars and all
are blown along with it-
storm-wind of fall!

Beauty

The usually hateful crow:
he, too- this morning,
on the snow!

Note: The above poems by Basho were written in Japanese and then translated into English.

Below is an English language example of a haiku about the Kabuki Theater, which was created by a woman. Originally, women played the female roles, and men played male roles. However, in 1629, women were banned from performing. They were allowed to return to the theater in the nineteenth century, but few or none have.

Kabuki

Come back to your art:
costumes, music, dance, and mime,
women of Japan.

Gale Weaver

Assignment: Review Chapter three, sections two and three about China and Japan. Select one of these countries as it was described during the 1600s-1700s. Narrow your ideas by focusing on a specific part of the country's history or culture. Examples could include the country's attitude toward foreign traders and missionaries; the country's religion; its government; the roles of its men and women; or its kinds of visual, literary, or performing arts. Next, describe in words the image that comes to mind when thinking about a particular part of the country's culture. Then, arrange your words into lines. The first line should have five syllables. The second line should have seven syllables. The third line should have five syllables.

Scoring Guide

	Possible Points	Points Earned
Creative, appropriate title	5	
Typed or handwritten in blue or black ink, double spaced	10	
Number of syllables in each line meets the formula requirement	10	
Lines create an accurate image of China or Japan for the time period	10	
Overall effectiveness of poem	<u>15</u>	
Total Possible Points	50	

Teacher's Notes:



JOB CHANGES

Todd Merrick is now serving as principal at Caldwell County Elementary School.

Sarah Oliver has accepted a position as writing resource teacher at Central Elementary in Graves Co.

Sandy Swann is an instructional supervisor for Marshall County's elementary schools.

Tonya Driver is a principal in the Crittenden County school system.

Greg Gierhart is an instructor in the College of Education at Murray State University.

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." - *William Ward*

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And in conclusion.....

I hope you have enjoyed our first ever newsletter. I have enjoyed working on it, and was very touched at how quickly so many of you responded to my request for writings. I received a great array of articles, poetry, lesson plans, ideas, and announcements. I know how stressful this time of year is for all teachers and I greatly appreciate all of your help. I also want to apologize for anyone who sent something but it did not appear in this issue. My email account experienced a few days of outages, and I may have missed something you sent in. If so, please drop me a line or re-forward the piece.

I hope everything I have included has been accurate. However, if you notice any mistakes, please feel free to contact me and I will correct them in the future editions. Furthermore, I welcome any suggestions you may have for future newsletters. One item I would love to hear from you on would be a name for our newsletter. I racked my brain this whole month, and I just could not think of one I would want to stick with; I felt if I used one for this edition, I would be obligated to it. So please pass along any ideas you may have.

Finally, the deadline for submissions to the Winter edition will be January 5th. Please keep those pieces coming. I appreciate anything you want to send along. My email address is

Brittney.McCord@Carlilse.kyschools.us.

Thanks again for all your help, and I look forward to working with you all in the future.

Brittney McCord

