

## TEACHING THE PROCESS OF RESPONSE

It is critical that the teacher models positive response techniques several times to establish guidelines for the class. Continuous modeling by the teacher is essential to the process of response.

Directions:

1. Students write about a specific topic to share orally.
2. As volunteers read their pieces aloud to the class, the teacher models appropriate responses:
  - ✓ I like the part about \_\_\_\_\_ because \_\_\_\_\_.
  - ✓ I'm not quite sure I understand \_\_\_\_\_.
  - ✓ I like the way you describe \_\_\_\_\_.
  - ✓ Could you tell me more about \_\_\_\_\_?
3. Invite students to respond to their classmates' pieces in a similar manner.
4. When the teacher feels the class has a grasp of the response technique, students should move into peer groups for further practice. The teacher should monitor the process and encourage positive responses.
5. Have each writer, keeping in mind the responses of his classmates, verbalize at least one change he might make to his piece.

Student sample:

One day a little star met the rainbow. The rainbow was no ordinary rainbow because it only came in May and the little star watched the rainbow for a little while. Then the little star said, "Little rainbow, come with me. I want to show you something you might need. You might need it because it is a color you do not have. It is the color purple. I will give it to you if you lift me up in the sky. Thank you. Now you may have the purple stripe."

—Marcel P., 1<sup>st</sup> grade

Student responses:

- a. It makes you see a picture in your mind.
- b. I like the ending.
- c. It's colorful.

Student sample 2:

## WHEN I WAS A MUMMY

One night when I was thinking of a costume I thought of a mummy. My mom got some bandages at the hospital and when it was Halloween I ate dinner and left. I got a lot of candy. My favorite was a giant sucker. My friend was a mummy too. The bandages were coming off so I went home.

--Adam T., 4<sup>th</sup> grade

Student responses:

- a. How did you think of being a mummy?
- b. Who was your friend?
- c. I like the part about the giant sucker.
- d. I like the way you came unwrapped.
- e. I wish you'd tell me more. It sounds like fun.

After the response session and a lesson on transition words, Adam wrote:

## WHEN I WAS A MUMMY

About a week before Halloween I just came home from school and when I got home I looked in the refrigerator for something to eat. Then I saw a dirty paper towel. "That's it, I'll be a mummy!" And then I told my mom. She said, "I have just the thing." She got some bandages at the hospital. On Halloween night my aunts came over and helped me get my costume on, and then the bell rang. I said, "It's a costumer!" Then I finally got my costume on. As soon as I stepped out the door I saw my friend Kevin. As soon as he got his candy we walked out the door and we both said, "Bye."

--Adam T., 4<sup>th</sup> grade

Student sample 3:

## HALLOWEEN IS THE NIGHT

I went to John's Halloween party, and it was fun. We played: bob for the apples, and put the egg on the spoon. We put on this record called the honted house. Then finely when it was time to g home, then John and his sister put on a record and it was spooky and John goes boo and we screamed.

The End!

--Marlisha P., 4<sup>th</sup> grade

Student responses:

- a. What made the party fun?
- b. What did you do first?
- c. I like the "spooky" part.

After the response session, Marlisha wrote:

## HALLOWEEN IS THE NIGHT

I went to John's Halloween party and it was fun. First we played bob for apples, second we played the egg on the spoon. We put on this spooky, very spooky record called the Haunted House. Next we sat down in a circle and we played charades. Last but not least it was time to go home. John's mother Loraise handed out candy and bats. John ran and put on his spooky, I mean spooky, record and John said, "Boo," and the girls screamed. John laughed and said, "The End!"

--Marlisha P., 4<sup>th</sup> grade