Confirming project
Bailey Sheridan
4/2/2023
Engl 288
Transcription (which I typed out):

Bailey(B): Zeke, will you please read me your story you wrote about foxes?
Zeke (Z): Sure, my red fox is Heartwood. Heartwood is so adorable, I have other foxes too. Heartwood is kind and consenting he is Supercalifragilisticexpialidocious.
B: Very good, I like that you had lots of adjectives and details about Heartwood's character.
Z: Thank you. Uh huh.
B: Something we could add to your writing is maybe adding some actions that Heartwood does, that show your reader he is a good fox.
B: What does he do that makes him a good Fox?
Z: So, He always looks for ways he can do acts of kindness that he can do in any situation.
B: Very Good. What about the way he helps others? What does he do to help his other fox friends? What does he do to help them?
Z: He sometimes babysits Squarp for Minerva.
B: Laughs
B: How about we tell people who don't know who Squarp is?
Z: Well He is a red Fox and Minerva's son. I got his name from a book called Menaigney, and Squarp is apparently the noise Griffin's make when they burp.
Both: giggle
B: I love that.
B: umm. Maybe we could add that background information so the reader knows what kind of character Heartwood is. Another way would be, explaining how you met him. How did you meet Heartwood?
Z: So, that started when I first really got into Foxes. So I was playing a game called Zoo Animal Park and I got a red fox enclosure and I was like look at the detail on them. And then I was like I WAS DESTINED TO LOVE FOXES.
B: Laughs.
Z: And then I realized that and went all red fox.
B: All the time laughing.
Z: giggles, and then I wanted a Fox stuffed animal and Mom got Heartwood for me for Easter last year, from mom.
B: And you have been collecting Foxes ever since.
Z: Uh Huh I have (names all 6).
B: Very cool. Ok let's add some of these great details to your writing, that way your reader will know what kind of Fox Heartwood is. We can talk about how he babysits Menevna and how he does kind things. So I want you to go ahead and add more details to what you wrote.
B: Thank you Zeke.

Takes time to add about (3 mins)
B: Alright you are all done, looks good. How about we read the story one more time.
Z: Sure, my red fox is Heartwood. Heartwood is so adorable, I have other foxes too. Heartwood is kind and constenting he is Supercalifragilisticexpialidocious. Heartwood is kind because it always helps others. Plus he always babysits Squarp for Menerva.
B: Wonderful, Do you see how adding those details, adding to Heartwood character so your reading saw that Heartwood was a good Fox.
Z: Yes.
B: Yeah, and When you write you can add more details in your writing to give people a clear picture of your subject.
Z: uh huh.
B; Alright, thank you for helping me, Zeke.
Z: you're welcome.
B: Signing off now.
Z: Ok.
B: Ok.

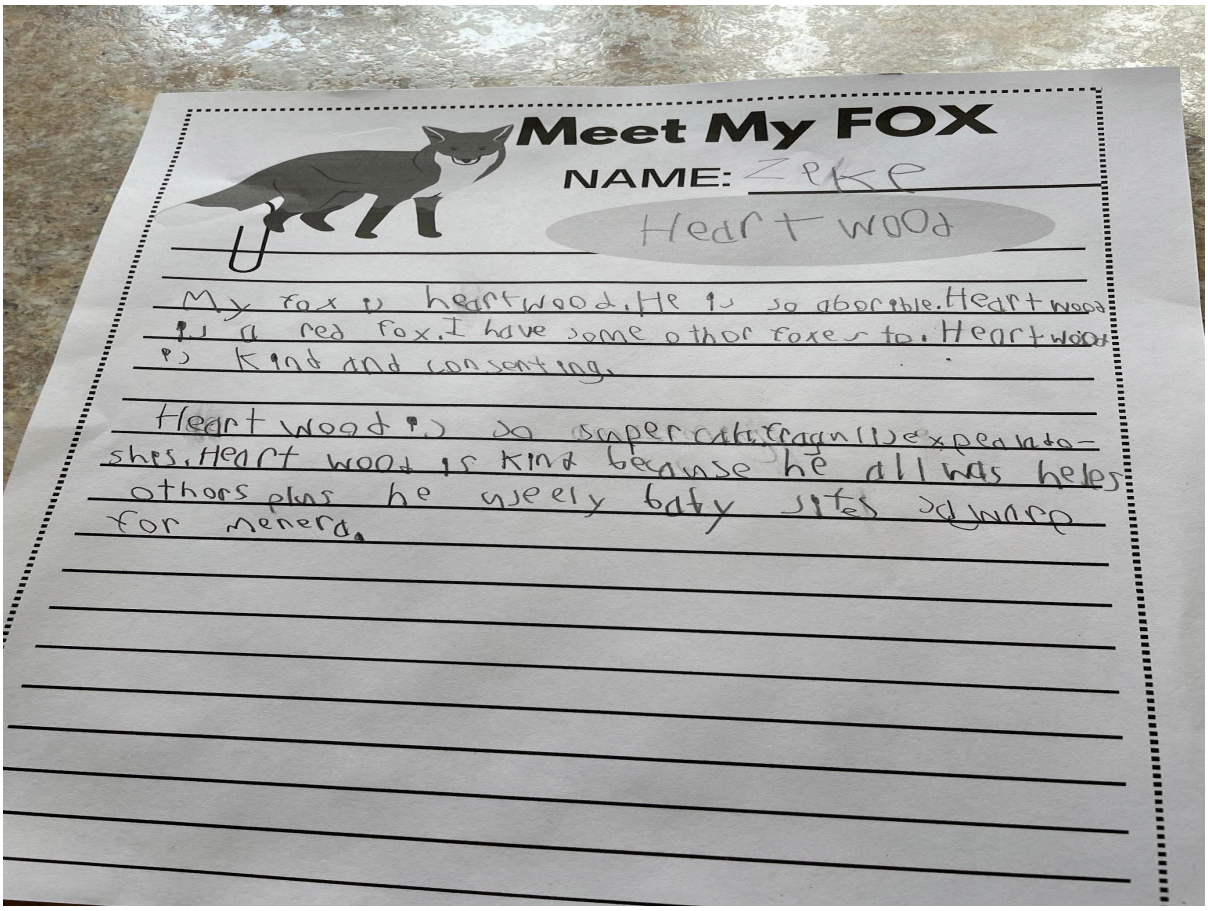
Reflection:

I chose this creative Journal type of writing for Zeke, my 9 year old cousin who is in third grade, to get him interested in what he was writing. Zeke is not fond of writing but loves Foxes and anything to do with them. I had him write with the prompt " My Fox " and have him write about his "pet" fox, which he has 6 stuffed animal Foxes that he brings around almost everywhere (or just one). Heartwood is his favorite, which he chose to write about today. This prompt was interesting to him and he was excited to show off for his big cousin and show me his skills. He wrote for about 7 minutes and then we talked and he took 3 more to add on after we conferred.

My analysis and feedback went well. I bought a piece of paper to quickly jot down notes to find complements and a skill to teach. However, my cousin watched me write "Good adjectives". So I abandoned writing notes and just kept mental ones. I then had him read the story and complemented his use of details and use of adjectives, while giving examples of how he did this. Then I went into teaching using actions as details to describe a character, this seemed suitable for

this topic. I asked Zeke about things that Heartwood does that make him a good friend and he told me. Zeke elaborated on ideas about Heartwood, more when I asked him questions. This is something I did well, because my questions like “what does Heartwood do that makes him good?” helped Zeke think about ways to add details. I then linked this skill with by explaining that having actions and information about a character make the story more interesting and give a reader a clearer picture. Zeke then wrote down some of the things we discussed and this showed me how well he responded to my teaching. Our discussion went well and we mostly learned, getting a little off topic, but circling back to using details and actions in writing. This includes memories which Zeke shared a few.

This helped me learn that talking with a student helps them think through ideas to build onto their writing. This also taught me that questions help students think of ways to problem solve and be more descriptive in writing. Having a relationship with Zeke, my cousin, I have watched him grow up and learn to be a writer and was really proud he was able to write so well, and with good 3rd grade handwriting. I as a teacher learned going with the conversation in conferring helps the students learn and giving them examples, I didn’t need to be as formal with notes as I thought. Overall this went really well and I learned a lot.



Meet My FOX

NAME: Zeke

Heart wood

My fox is heartwood. He is so aborable. Heart wood is a red fox. I have some othor foxes too. Heart wood is kind and consarning.

Heart wood is so super cute, fragile, expeanto-shes. Heart wood is kind because he all was heles others plus he weely baby sits sdwarp for menerd.