

Counter 00:02

Karen 0001

Um, uh, I'm Karen Boran from the Chicago Teachers' Center. And, um, this is my friend, um, Ann Klein, um. Ann how long have you been a teacher?

Ann 0002

I've been a teacher here at CBS for eleven years. Twenty some years prior to that I was a teacher for two years in Elementary.

Karen 0003

So there was a gap?

Ann 0004

A big gap. Yeah.

Karen 0005

A big gap. And how long have you been at Lozano?

Ann 0006

Eleven years. Always at this school.

Karen 0007

Always at this school. And, um, what do you teach?

Ann 0008

I teach 5th and 6th grade. Um, I have taught Math, now I'm teaching all subjects. For three years I taught Humanities, Social Studies, Writing and Reading. And I've taught Reading, pretty much the whole time, as well. Um, I was a Math departmentalized person for six years. And have been a Humanities person for now four years.

Karen 0009

What a nice well-rounded background that's given you.

Ann 0010

I was plunged into Math. But I appreciated it. I...I learned a lot about Mathematics by teaching it.

Karen 0011

Sure. Um, um, looking forward to this unit have you settled on your book?

Ann 0012

Yes, I'm going to use *Esperanza Rising* by Pam Munoz Ryan.

Karen 0013

Have you taught it before?

Ann 0014

No I haven't taught that book before.

Karen 0015

No? And, um, what class will you be using this book? Both your 5th and your 6th or ...

Ann 0016

No, I'm in 5th now. And, I...recently, as of January, I'm a self-contained teacher. For the first time in my career. So I...we had two very small groups, a teacher left, my partner was put in her place with a larger 6th grade. And I took on 28 students, the two students...two groups together. Ah, and I teach all of the subjects to them now.

Karen 0017

So this will be 28 kids, in a class, 5th grade, and, um, it's sort of a new community because all of the kids have been thrown together.

Ann 0018

It is. It is.

Karen 0019

So all the cards are up in the air...

Ann 0020

Right. We had...we have a new community in 5th grade anyway because this building begins in 5th grade. So it's a transition year for the students, uh, in so many ways. In maturing, but also they had been separated by language dominance up through 4th grade. And so in 5th grade they are mixed in our school for the first time. So English and Spanish dominance students who had formed two separate communities in a way, uh, are now together. So then we had those two groups mix again into one, and...It makes it interesting.

Karen 0021

Um, uh, yeah! Um, uh...I'm just playing out...I'm just playing out like all the preps. I'm playing out, you know, just trying to, um, work that through my little brain, and...and, um. And I'm frightened for you. Um, um, talk...let's talk a little about, um, these 5th graders what would you...how would you characterize their experience in using Young Adult Literature? Prior to this point?

Ann 0022

I think, you know we don't have as much exchange on this subject as we should in the...in the school. But from what I can gather in knowing their 4th grade teachers and 3rd grade teachers and the patterns that I see. They've always had one or two class novels, and they've begun to explore, by the time they get to 5th grade. When they reach 5th grade they've had, uh, much more classroom experience. More novels, more, uh, whole books. And now, I would say about half of my kids are reading Young Adult Literature and choosing what they want to read and doing it on their own.

Karen 0023

For pleasure?

Ann 0024

For pleasure.

Karen 0025

Wow.

Ann 0026

Now I assign...Well one of my biggest assignments is Independent Reading. So they...they have to respond to it every week. They have to respond a teeny bit every day and they have to respond every week. They write me letters.

Karen 0027

So, um, reading and thinking about what you read and writing in response to what you read is part of the culture of your classroom?

Ann 0028

Right.

Counter 04:04

Karen 0029

And, and your sense is...it's been a part of the classroom culture for these kids as they've come up?

Ann 0030

Yes, I think somewhat. Each year, they always have a favorite book when they arrive. This year it was *Sadako and the Paper Cranes*. Uh, and I saw in you that they had all read it together. They had common experiences. The kids in the other class had all read *When My Name Was...*

Karen 0031

Keoko?

Ann 0032

No, actually no. They had read, what is it...*My Name Is Maria Isabel* by Alma Flor Ada. Where she's called Mary by her teacher. She loses her name.

Karen 0033

I have to add that to my list.

Ann 0034

It's a good one. It's a good one.

Karen 0035

You know I'm always looking...now I'm really struggling...it used to be before I was always struggling to find the boy books. And now I'm really struggling to find strong girl books. It's just very interesting how things have changed.

Ann 0036

Hm. *Nods yes.*

Karen 0037

Um, uh, I just want to talk a little bit now about your training and your background. Um, so, um, uh, you had a...a long rest...

Ann 0038

Yes.

Karen 0039

...we'll call it, from the profession.

Ann 0040

From, from teaching children. Um, I was doing a program for young...for teens and, a...adults. Which was a college program. It was a branch of several colleges, Elmhurst College, um Shimer College...

Karen 0041

A trio sort of...

Ann 0042

It was a community based college program. To try and help people get into a four year program.

Karen 0043

And stay.

Ann 0044

And stay.

Karen 0045

And stay. So, where did you get your initial, uh, teaching training?

Ann 0046

In, uh, Lebanon, New Hampshire near Hanover uh, New Hampshire, where Dartmouth is there was a program in 1971-72 ah, called...It was modeled after the British Infant School methods in the open classroom. And we did mostly hands on things and we did a few courses at Dartmouth and then we taught in the Hanover schools. And that was it. So I had graduated in Speech and Theater and then gone into this program that lasted two years. And was certified in New Hampshire and Vermont. And that became reciprocal to New York state where I taught in Buffalo for two years. And then in turn, with my experience was reciprocal to Illinois.

Karen 0047

Thank goodness, huh?

Ann 0048

Yeah.

Karen 0049

Yeah. So tell me about your training, um, as far as, um, uh, uh, curriculum development. How much...how much support did you get in, um, uh, you know, in those...in those programs?

Ann 0050

In those first programs?

Karen 0051

Yeah.

Ann 0052

Well it was a lot of hands on and practical, uh, training in the particular development of the open classroom and centers and things that I, that I didn't....

Karen 0053

Wow, how useful now!

Ann 0054

It was useful now. I wish that I could remember all of it now. I wish that I could remember it now, because there was that big gap. Um, I worked in Social Justice programs for quite a few years before I came to Chicago and did the Adult Education. And, um, so I would say it was strong in the sense that I knew how to learn about curriculum. And I knew how to plan for children. Because I was in the classroom a lot, for those two years.

Karen 0055

Did they give you any particular support, on, um, the use of specific kinds of materials in the classroom?

Ann 0056

Yes, um, lots of hands-on Science and Math materials. Um, not a lot, I...of literature training. That was a big, uh, gap for me, when I came into Chicago Public Schools.

Karen 0057

Well and you came to Lozano later, um, uh, and you walked into the classroom the first day. What were the kinds of materials that were sitting in front for you to use with your kids?

Ann 0058

Well what was there was a Basil Reader and workbooks and language handbooks and language workbooks. Uh, but I was ready and willing to...to push if needed, but I didn't need to push, to try and use other things. I...I was welcome to find other things. When the Administration or the Local School Council could support me in developing something, they would, with monies. But we were encouraged to...to go to find resources so I was open to having a student teacher so her mentor began to see that we wanted to be literature based, so UIC brought us things. Uh, I was teaching Math and I went to this teacher center and met Cappy Ricks and he was...provided me with some Math materials that were really literature based in a way. Because it was Math and context and you had to read a lot, to do...to do that program. So I was able to find what I needed and not blocked from getting what we needed.

Counter 08:58

Karen 0059

How fortunate was that.

Ann 0060

Yeah. Very fortunate, very fortunate.

Karen 0061

CPS support, so you got, you...you got support, from uh, um, um, the school, in saying, um...what it...what it sounds like to me...is that they weren't putting up barriers.

Ann 0062

Right

Karen 0063

Um, and, um...But...but did, um, did they guide you towards any kind of professional development or...or anything like that? That...that stands out in your mind as being really helpful? As far as training for this kind of work that we're talking about in the project?

Ann 0064

There, um, was always encouragement to continue our education. And I began to do that, um and the, uh, the organizations like **Rochelee**. We were encouraged to apply and go to those workshops. I went to, uh, Reading For Deeper Meaning. Um...as far as our own concerted effort in the within the school uh, professional development was...was not exactly on a single track, toward developing better literature based reading instruction.

Karen 0065

You were...you were pretty much encouraged to go out, find your own and they would support it?

Ann 0066

Right.

Karen 0067

Well that's...that's I think, you know, choice is really good. It's really good for kids. It's also really good for adults.

Ann 0068

And if we're talking about the beginning of things that's how it was. Things have changed. Developed.

Karen 0069

How have they changed? What do you...what's different in now in your classroom then when you first started here? Both instructionally and materials?

Ann 0070

I would say that, uh, we as a...as a team of Reading teachers and 5 through 8 in this building we began to coalesce and talk with each other. Uh, partly through the ARDDP grant and before that we had already begun to wanta get together and talk about literature and talk about how to teach it. Uh, we were all taking courses, not all the same courses. But we began to exchange ideas. I would say our...our Reading is more...our Reading instruction is more strategic. More, um, helping students understand what the reading process is. So that along with just reading books I think we've become more methodical in...in how we can make students become independent readers. So it's....that's the main difference I see in myself.

Karen 0071

That has to be a huge....a very empowering thing to know, that um, um, that...that there's a structure, that there's support, that there's a community. That there's people out there that will speak the same language.

Ann 0072

Yes. It is...it is very empowering and uh, since we started to attend the, same classes especially. And **even finding the time to even talk with each other**. If we have to do it over a paper that's due for a class, uh, we...we can. Uh, talk about the setting here and get the paper done at the same time. But I forgot...I forgot something I need to back up. We began to go to the YAL Conferences really early on...

Karen 0073

Thank you for talking about YAL.

Ann 0074

But it's true. We...a lot of us started...

Karen 0075

You guys....some of you were at the very first.

Ann 0076

Right. Yeah. Yeah.

Karen 0077

Lo, back.

Ann 0078

Right. So that really provided us with that first...I would say that was before that kind of strategic instruction that we seem to have been able to layer on there now. Um, and we're still really...really needing a lot more help with that. But we, uh, we all loved literature and we all wanted to get books in the hands of our kids. So that was our stimulus to go to YAL.

Karen 0079

Cool. Um, how much of your instruction would you say, uh, you know, uh of the reading instruction you do in your classroom. How much would you say is, um, centered around the use of an anchored text? Like, um, you know, like Esperanza? Or some other book?

Counter 12:45

Ann 0080

Well at this point and previously but I think that I'm doing it more consciously now, I have these big units and there's always...almost always, like 75% of the time a core book for that. And, um, for example, this year uh, we read *Seedfolks* for the core of a culture and community unit. And we began to study particular cultures within Social Studies for the Native Americans that, uh...throughout the Americas. And then the next core text we used was a set of texts from National Geographic that were leveled. So, uh, there were four groups of Native Americans, there were key concepts, there were strategies for reading and everyone did it but it was...

Karen 0081

Was that...That kind of principal organization, is that something that intuitively makes sense to you? It feels right to you?

Ann 0082

The, um, units?

Karen 0083

Well, ah, the units and an anchor text.

Ann 0084

Hm. It does because it provides...provides the students with a...with a core reference.

Karen 0085

Hm. A common experience.

Ann 0086

A common experience. Common characters they know. Common people they've studied. That makes a lot of sense.

Karen 0087

Did it at first?

Ann 0088

At first I didn't feel as though I could handle it. Uh, teaching a novel. So when I first started teaching I would use...I would use the Basil Reader and then I would bring in poetry. And I would...but I was still trying to...I felt instinctively that it would work better for me and for them if we had something to hang our hat on. That we say we are talking about this big idea right now. So, I would always try. But I never really felt at first, I would say first three years or so or four maybe. Really felt confident in using uh, the book and planning it out. And making sure everyone got something out of it and we weren't wasting time.

Karen 0089

How successful do you feel you are now um, in, um in your instruction in um, meeting the, uh, you know you have a very diverse group of kids. A diverse group of kids, um, uh, with, um, very diverse, there may...they may have similar language background but very diverse home cultures, and, um, diverse levels of, uh, a reading ability. So how successful do you feel you are you now in being able to a, um, meet their needs?

Ann 0090

Well I feel successful in tying the curriculum together with the core text. And to try...and trying to bring their backgrounds into the discussion and the experience. So in terms of content, I feel very, very good. Um, I'm frustrated with the levels of students reading and trying to give them the experience of instructional work at their instructional level. Um, the independent level I...I'm beginning to feel better about with the reading workshop, however short, it happens daily. I know they're choosing books. I check and see if it's independent. But when I pick a core text, um, how am I going...I can scaffold it but how am I going to make sure that's the maximum experience, for all those kids?

Karen 0091

That is the art of it.

Ann 0092

Right.

Karen 0093

Cause you know that's I...I think, um, we all go through that same question all the time. Because you've still got kids...this, this instructional text is frustration for this kid, independent for this kid. How do you set up a...a...a model of the world for the kids where they all come in and can move from where they are...and that truly is the art.

Ann 0094

Right. And how do you make their time count? Uh, because here they are...Sure they can understand it through discussion and it can be a common experience. But should you be doing that all the time? Should you be doing that all year? So when I used the theme sets from National Geographic, I was pleased, but I didn't know how to do it very well. They each had, uh, their approximate level of reading comprehension. And their text. So we had Nez Perce, Cheyenne, Iroquois and Pueblo. And they were...they...they were owning those people.

Karen 0095

That's a lot for you to juggle with several core text. But on the other hand, um, that's the piece right now that I think is really interesting...

Ann 0096

I...I like it.

Karen 0097

...um, is those multiple core text at various levels...

Ann 0098

Right. Right.

Counter 17:07

Ann 0099

I do too.

Karen 0100

All around the same theme.

Ann 0101

I do too. So with *Esperanza* for example...maybe *Out of the Dust* is something...I know it's something my students could handle. Some of them I mean. And if some of them did form a book club for say, Independent Reading then they could bring that experience of knowing those Oklahoma people that come into the life of *Esperanza* in California and...and put it together. And add something to it.

Karen 0102

Why did you choose *Esperanza Rising*, for your kids now, at this...at this, you know, juncture?

Ann 0103

Well, we...I have an interest in, um, in nutrition so a couple of years ago...and food...and so a couple of years ago when CTC gave us a chance to come to, a workshop to learn about starting a garden and learning about locally grown food, I...I went. I wasn't even teaching Science, I was no longer teaching Math, but I just felt the urge and I thought we could do something with it here. So we did. We started a garden and we've attracted some interest among parents in the community and now we have another grant with Seven Generations Ahead. And they will come and work with our students on understanding food production, and their bodies and nutrition. So since we have that, I decided that one of my themes would be cultivation and with that we could look at Social Studies and we could look at Science. And we could look at who are we becoming. Because for 5th graders, there like right on that cusp, of adolescence and peer relationships and everything. So always at the end of 5th grade, I've tried to do something about where you're going. And we visit...we visit Northeastern and we visited UIC and we try and see, where are we going? So if we use cultivation then we can talk about what are cultivating in ourselves as well as the food part. And so I

was talking it over with my friend Pat Gleason and she said “Well you know there’s *Esperanza Rising* it might connect with your students’ backgrounds in Mexico. Which is the majority of my class. And give a history lesson as well and delve into the experience of farm workers and production and who does it and....

Karen 0104

How is the reading level of that book for the kids in your class?

Ann 0105

And then I looked at the reading level. It’s about a 4th grade, mid 4th grade and so for most of my kids, it’ll be accessible. It has the added layer of, um, having phrases in Spanish, and then right away in English. And they’re in the Spanish class, we have a world language program. So this semester they’re in Spanish class. So although we kind of decided we don’t want to repeat the text in Spanish, because we tried that once with *Seedfolks*. And they got bored doing it in both languages, in both classes.

Karen 0106

Interesting, yeah.

Ann 0107

They got a little bored. Uh, but at the same time I can give it to my newcomers, in Spanish, and they can read it in Spanish. And so there’s a lot of advantages.

Karen 0108

Boy, it’s just huge.

Ann 0109

Yeah, I thought it was a really good text.

Karen 0110

It’s nice. When I heard...when I heard, I was ...I was just very excited. I...I hadn’t really kind of thought it through on that, but I just...what excites you? About doing this...this unit? In addition to all the other things you just talked about.

Ann 0111

Yup, in addition to all those things, and the partnerships I get to have with those people. And the grant and so on. Um, I would like to try to see if I can either get leveled texts with this through the National Geographic...I would like to explore this whole idea of having people really competent in what they are doing. And the idea of me being able to work with them, while others are doing other things. So I would like to try to develop, um, multiple tasks for kids and really have them engaged. And um, I think I can if it’s...I have to anyway because I’ve got them for all subjects. Uh, but I could do it perhaps at the same time that I’m working with a group of kids and really pushing them forward.

Karen 0112

That is very exciting.

Counter 21:35

Ann 0113

That's what I would like to do.

Karen 0114

Yeah. Yeah.

Ann 0115

I've seen it on film. But never...

Karen 0116

I know, I know. But managing, you know, leaving the kids over here in a corner to do their own stuff, and, and, um, that takes a lot of organization...

Ann 0117

When I've had a student teacher I've been most successful in doing like a book club.

Karen 0118

Hm. Another set of hands.

Ann 0119

Hm. *Nods yes.*

Karen 0120

Yup, yup. Um, what...is your greatest concern?

Ann 0121

Uh, the greatest concern I have right now is having...the students are really active. I have a couple of students who, one in particular who, um, is disruptive on a regular basis. And um, we...we do inclusion, more than we do...and that works better with him. He wants to be part of the group. It works better than lollipops and money and, um, we want, um, to have him be there. But we need to try and do all of these things we have as goals with all of those needs at the same time...

Karen 0122

Right.

Ann 0123

Three students have, have those kinds of needs. Um, they have IEP's and... need to...we need to work within that. Um, on the other hand I get to work with

Janice _____, the Special Education teacher there. So those are the challenges. And students being on task, near the end of the year, after the exams...

Karen 0124

Sure. Sure, once it gets nice outside. Yeah...

Ann 0125

Hm. *Nods* yes.

Karen 0126

...something happens. Um, um...we've already talked about it a little bit but, um, have you thought about, um, uh additional reading material. You know, you're obviously thinking about perhaps structuring a, um...maybe not necessarily literature circles but other...other texts that would support it at various levels. Have you played that out yet? Or is that still kinda in the...*gestures to her head...*

Ann 0127

Yes, I've thought of things. Fast Food Nation, I've talked to a 5th grade teacher who was able to use excerpts of...just to bring in some of the non fiction reading. And look at food production, I've thought of *500 Years of Chicano History* because that gives the history in...in pictures and in two languages. So I've thought of using part of that. Um, I've thought of another themed set, for National Geographic, but I kind of rejected that because doing Esperanza and trying to do that...

Karen 0128

Too much.

Ann 0129

Is too much I think.

Karen 0130

For the first time you do the unit, probably.

Counter 24:12

Ann 0131

Yeah, it's too much. But short, punchy, things that kind of help us look at food and nutrition. And help us look at the experience of people coming here to work in the fields. Um, we have major connections with parents on that. So we've already done family research. And brought in the history of our names. And brought in, uh...honoring...honoring an ancestor. And written from those pieces we've written _____, which are ballads. The kids have a history of song,

with me. Uh, and they're good singers and they love to learn new songs. So we could bring in songs, that the farm workers sang. Um, things like that.

Karen 0132

Cool.

Ann 133

Yeah.

Karen 0134

Yeah. Yeah.

Ann 0135

And all those things will provide some multi level experiences. But, um...

Karen 0136

We're going to um, uh, kind of transition a little bit now into, um, the research part of this...of this project. And one of things I'm personally very interested in is what do you hope to learn, um, about your kids? Um, from...from our work together?

Ann 0137

Uh, I'd like to be able to see their application of the strategies that we've been learning. I'd like to be able to see if they are metacognitive. Because it will be near the end of the year. And if they can...can say what strategies they're applying to their reading and uh...That's one big thing.

Karen 0138

What about as writers?

Ann 0139

Yeah good...good point. Um, I'd like them to be able to...respond with more than retelling to a book. They still in their journal letters...I have to assign strategies to get them to think beyond just telling the story...

Karen 0140

And then they did this, and then they did that...yeah.

Ann 0141

So, uh, I'd like them to be able to meld that with, uh...they're starting to...connection is the biggest...the biggest break through. They're starting to do that. But I'd like to be able to see them do that in writing. Go beyond, um, just writing to me. And write some more authentic things, uh, about what they are learning. They have strong feelings about immigration. It may be that we can bring in letter writing which they've been doing all year anyway. And have them do some writing...

Karen 0142

Outside source.

Ann 0143

Hm. *Nods* yes.

Karen 0144

What do you hope to learn about yourself as a teacher?

Ann 0145

Let's see, approaching the twilight of my teaching years. Well I'd like to see if I could do that one big...that one big task. Which is have the kids discovering more of their own learning. And...and me be able to be the coach, um, more than I am. Not so preoccupied with management but more centered on pushing them on.

Karen 0146

We can be eyes and ears for you on some small, you know, element of...of your teaching, or your **management**, is there anything in particular that, you know, it would be useful for you to have, you know, somebody just sort of observing for you?

Ann 0147

Yeah, I'd like to see how the students are using their time.

Karen 0148

Okay.

Ann 0149

And, and see if they seem to be, um, becoming self-motivated. And I'd like to see if the kind of talk that goes on in the classroom is kind of moving beyond, me to them and more among them.

Karen 0150

Cool.

Ann 0151

So those are two things. Because those are two goals I have for the unit. I think that if we could, um, build on...I've been trying to do some training on group work and we do a lot of partner work and a lot of group work. Um, so if we could see that...see if that's developing, if they're listening to each other. If...if they try to build on each other's comments, if they're working even in two's.

Karen 0152

It's nice because this is the last unit of the year.

Counter 28:57

Ann 0153

Right.

Karen 0154

So, you know, you really will be able to, uh, capture and see if some of the seeds planted earlier in the year have really, um, come to some kind of flower. Um, I want to a, uh, transition off of that into, um, the YAL Conference.

Ann 0155

Okay.

Karen 0156

Um, how would you describe this conference to a friend that's never, uh, gone?

Ann 0157

Um, I would say that it's a wonderful escape to an atmosphere of good food and...and fellowship. Because those are the two things that...fellowship around food and just being together with other teachers.

Karen 0158

I'm going to ask that question again, because, um, Miss Cheryl doesn't like us to talk over the...

Ann 0159

Over the bell.

Karen 0160

Over the bell. Um, how would you describe, um the YAL Conference to a friend who had never been? 37:56:10

Ann 0161

I would say that it's a great place to escape for an evening and a day in a beautiful setting where there is lots of good food and you can get together with other teachers and have a situation where you're really experiencing fellowship with other teachers where you can relax. And that the presenters bring to it, just a tremendous devotion to using literature and an excitement about what they've prepared that's contagious and...and, uh, and for us here at Lozano, it was a...it was a bonding time. We would sometimes be just complaining the ways teachers sometimes do when get together over drinks the first night. Uh, but we were still able to bring something back from the Conference that was both the kind of talk we had together and the...the concrete things we got from the workshops. So, uh, that's what I'd tell them. I would say, try and find a friend from your school because it will help you begin to build something if you feel isolated.

Karen 0162

That's right. Um, uh, you went to the October YAL?

Ann 0163

Hm. *Nods* yes.

Karen 0164

What have you used in your classroom that you, uh, saw there or thought about there or were exposed to?

Ann 0165

I'd say the...I went to two things about narrative. One was, um, a folk tale workshop, about using folk tales. And, um, the other one was about how to get students to write narrative. Uh, April _____, did that one. And I would...I used those in getting the kids to observe storytelling and think about the value of story and where story comes from, the place of story in people's culture and then how to write story. Um, first how to get information out of their parents and then how to a...how to write their own stories.

Karen 0166

Um, you're a veteran, um, you know you're a...a...a...veteran YALer, if that's a word, and one of things that we're really interested in finding ways to make sure that experience stays vivid and alive and useful for you. What advice would you give us, um, uh, to keep the, uh, conference fresh for you? As somebody who has gone several times?

Ann 0167

I think that we need to be possibly made to do...to do more. Um...

Karen 0168

Spoken like a teacher.

Ann 0169

Yeah. I think we need to...because if we're going to move past square one...you study with the Japanese do all the time...and they bring their things and they talk about their things and...and they see what others have done. And if you're a veteran teacher and you've gone every year, you can begin to feel that it's stale but it might because...we need to have something structured where veteran teachers are going to have to bring something....

Karen 0170

Do something....

Ann 0171

Do something, bring it, do...talk about student work. I don't know.

Karen 0172

That's great. That's a great suggestion. Um, uh, it will get fed back. That's...that's good. Um, uh, talk about the Units for Book, uh, Program. What's working for you? You've done that.

Ann 0173

Getting books.

Karen 0174

You like that part?

Counter 33:05

Ann 0175

Being able to get books, yeah. And last year we did, uh, a...we didn't...I never made it to the meetings where we exchanged. But we did it by e-mail and we would send each other pieces of *When My Name Was Keoko* through Chris. And that was really nice. I think that is something we should try and do more often.

Karen 0176

Uh, explain that to me a little more.

Ann 0177

So there was three of us, or four maybe who were going to use *When My Name Was Keoko*.

Karen 0178

So you wrote it together...

Ann 0179

Well we should of but we never got all together. So what we did was, we would make pieces of our unit and we would e-mail it to each other. And then we could build on it...we could use something.

Karen 0180

Are we at different schools?

Ann 0181

Hm. *Nods* yes.

Karen 0182

Wow, that's a great idea.

Ann 0183

Yeah.

Karen 0184

Yeah. Cause you know what you say...what you say about, uh, uh, bringing another person is really important, you know and, um, but also the opportunity to, uh, create a unit together across schools, um is really very smart. I worry for people who don't....all that work on their own. It's so much work.

Ann 0185

Right. And the...the units that are posted are a big asset. Because I used a posted unit from Aims, to help me write my *Seedfolks* unit. So...those are...

Karen 0186

That's good to know. Uh, uh, what would we do to improve it?

Ann 0187

Um, I think we need more templates more ideas, like kids do. We need a little bit more scaffolding. Uh, so if you wanted to do a...a strategy lesson in connection...a mini lesson in connection with this book what might it look like? You know, could we...could we have a template instead of just posting the units with the, uh, first lesson and the calendar, um....

Karen 0188

More stuff?

Ann 0189

Yeah, more stuff.

Karen 0190

Yup, okay.

Ann 0191

It gives people help.

Karen 0192

Um, uh, you've got a brand new class all the cards got thrown up in the air, and you're starting over. Um, um, what's the toughest challenge, of that, for you right now?

Ann 0193

The culture the students live in. That comes into the classroom. The Jerry Springer culture and the idea that we can...you know we can talk about community and we can read about it and we can say all the right things but the hardest thing to do is to develop it. In our learning... in our learning community.

Karen 0194

Right, right.

Ann 0195

Because the parents, these young parents grew up in that same culture, um, so to be scandalous is something of an asset these days. So to...to yell at somebody to have an enemy, is not...is not a bad thing. It's considered to be a good thing. So it, you know, we...we want to forge a community and we want to be able to not have anyone afraid to raise their voice and say what they have to say in a learning situation, but...we face this...

Karen 0196

Right. There's this, this...

Ann 0197

This division.

Karen 0198

Yup.

Ann 0199

That's encouraged. In our culture.

Karen 0200

Well, um, I want to thank you for the time. You know we're all...I'll...I'll just speak for myself, I'm just so excited about this project...

Ann 0201

Yeah, it's a nice project.

Karen 0202

Yeah. Um, you know, I was excited, I posted a blog. I mean...

Ann 0203

I don't even know what a blog is...

Karen 0204

I know. I'm just...I'm just excited by...by all...but what I'm really excited about is the opportunity to um, to really talk to teachers who are...who are...are doing this work and seeing how our work from a professional development and literacy standpoint and uh, um, curriculum development standpoint, how that plays out. And what we can learn about it so just... I just really...from the heart...I just...you're so generous and we just really appreciate it.

Ann 0205

Thanks. But you're so generous I mean I could really just go on with a list of things that, you know, we've had help. I've personally had help on, from CTC and it's just great.

YAL 2-2006 – Ann / Boran Interview

Karen 0206

Cool. We just love each other.

Ann 0207

It's just a wonderful thing and Valentine's Day is next week and so...we can celebrate it.

Karen 0208

Ok, thanks!

Counter 37:11