

Renee Moore -- Culturally Engaged Instruction: Putting theory into practice
<http://www.goingpublicwithteaching.org/rmoore/>

ROUGH TRANSCRIPT -- Student Conference: Contrell

RM: read it

C: [reads essay]....this should be “learned” how to....

RM: And your description of mama...

C: [continues reading]

RM: [interrupts to address a disruption elsewhere in the classroom]

RM: Ok.... now, where’s your story? ... you don’t want to tell a bunch of stories....we need one story that really brings out how she taught you to write. See you talked a lot about her cooking... and hat a good cook she is. Remember your thesis was about how she taught you to write. So... this is ok for description, you may want to shorten it later on, but I like it, that you put a lot into your description. But now you got to put in how did she teach you to write

C:... She used to give me a topic

RM: she did?

C: to write about the topic... whatever came to mind... I’d write it down

RM: What you just told me, you should write that down...then I want you to think about one particular time... one particular topic. Cuz that’s what you’ve gotta tell, one particular time, that’s going to be an example of all the other times. “I’ll never forget one time, she told me...” Maybe it was raining outside and you were bored, and she gave you some paper and said, “Write me a story about...”... Tell me what she said, tell me what you said. You wrote your story, gave it to her...what did she say...maybe she looked at it, she put it up on the refrigerator... you need to tell me, cuz that’s what’s going to prove what you said up here. Then we’re going to put that together with your description. I like your description... I know what she looks like, I know what she likes to do, I know that she cares about her children... I know a whole lot about your mom, and I’ve never met her... that’s what a good description should do, it should tell me a lot about her.....

Tomorrow, write that up... we’ll do some editing.... verbs