

Segment 1: The Teacher-Student-Group (TGS) Approach for Modeling

Instructor: What we are going to do right now is a thing my friend Gretchen taught me. It is called Ba Da Bing. Okay? And in Ba Da Bing, you're going to have three distinct elements, and you're going to make one absolutely fantastic sentence. All the kids in the neighborhood are going to be jealous, Jose, about the sentence you made today. You ready? Think about that memory. I shared with you the memory of me eating lunch and always having these weird sandwiches. That's the memory I am going to be working with. So, start thinking about the memory you want to lock into your mind for your sentence writing.

The "Ba" is "What were your feet doing?" At the time of my memory, I am going to ask myself, "What were my feet doing?" My feet were . . . I was sitting in the lunch table in the cafeteria. All right? So physically that is what I was doing. That is my Ba. Now the "Da" is "What did I see?" So at that moment in time, I am sitting at the table in the cafeteria. I open my lunch, and I see that I had another sandwich made from frickadellen. All right? So I have, what were my feet doing, what did I see, and now the most important—and the thing that is really going to elevate your writing style—is the "Bing." "What were you thinking?" What do you think I was thinking? I thought, "Why can't my mom just buy peanut butter like everyone else?"

Now when I put it all together, this is what I have: my very fluid very high level sentence. And it turns out, I was sitting at the lunch table in the cafeteria when I saw that I had another sandwich made of frickadellen; I thought, "Why can't my mom just buy peanut butter like everyone else." And I was lucky enough to find a picture of a real frickadellen sandwich. So in your heart, I want you to try and think of Miss Stoebe as a little girl coming to school with that. No one wanted to trade sandwiches with me.

When I read this story, it was over the summer, and I had the pleasure of meeting David Rice. As you see here on the bottom, I said reprinted with his permission. He said, "Miss Stoebe you need to take it and show it to your kids," and I said, "Gotcha. Ya, I am on it." All right. And the first thing I thought of when I read about this is, "How many times in my life have I felt different?" And you know a little bit about me, about my background. One of the reasons why I felt different is because my mother was German. Okay.

And German was actually my first language, and we had some difficulties. I remember I was embarrassed; I wouldn't want my mom to come in, like you know, the parent teacher night because she couldn't speak English very well and she was stuttering and she had a thick accent. I was embarrassed; I never wanted to miss school because we had to come in with a note saying why you were sick and my mom couldn't write English very well, and she had the funny handwriting. So I didn't want her to do that, so I always went to school. Well, one thing that really embarrassed me, okay, was lunch. And that is just going to whet your appetite. Because what I want you do is once again turn and talk to the people in your group. And when you talk this time, I want you to think about certain times you have felt different. Okay?

If it was a language issue, if it was because you wore different clothes than everyone else wore. If it was because you wanted to have short hair and all the other girls had long. If it was because . . . whatever other reason. When you just didn't feel like quite like everyone else. Think of the kids in this classroom here. Okay. They're singing your traditional Christmas songs about snow, and they are living in the Rio Grande Valley. Gesundheit. Where it never snows, it doesn't fit in. So talk for a minute with your friends.

Student 1: And then it's like different places and thinking that they're speaking another language and you feel different.

Student 2: Cultures.

Student 3: You feel like, I don't know alone cause you never speaking.

Student 1: When I come here I was like alone at lunch.

Student 4: Yeah me too.

Student 1: I was like aww man.

Student 3: Do you want me to cry for you?

Student 1: Yeah.

Students: Laughing.

Student 1: When I was in the classroom and I saw like mouths moving, I didn't understand what they were saying. I was just there staring at them, like I don't know what they were saying.

Student 1: What did you see?

Student 2: I don't know yet; I am just thinking.

Student 3: I am going to write about how did I came to the United States.

Instructor: We're going to do a share out now and I'm going to invite you to come up here just in this central area and read your sentence, alright. Let's go ahead and just do it in a non-committal way, and let's have a person who is wearing open toed shoes. If you're shoes are open, can you come up here and read your story?