



## What Teachers Say about Lake Erie Ink

What a great job with some difficult students. My kids in 3rd period are seniors and juniors and were shutting down on a warm May afternoon. Ms. Larsen's excellent program for fiction writing had them up and contributing. But she was not done yet. My ninth grade class has some behavioral issues but by working with her framework and persisting, the gems in the class rose from the rubble to contribute their well written fiction stories. Some of my students have not responded well to informational text and formula writing. Given the chance to write creatively, they flourished. I feel confident that they are better readers and writers because of this school year and the contributions of Lake Erie Ink. (J. Wallingford, Shaw HS, E. Cleveland)

We had creative connections to nonfiction topics in social studies and science. Students were highly engaged and motivated to do research for their final written projects of comic strips about inventions and poems about animals in various ecosystems. Students had a creative outlet, a creative writer to give them great tips. (S. Cencic, 4<sup>th</sup> Grade, Noble)

The students needed to learn how to express their thinking in words. Many of us were unaware of the talent our students had. (The program) exposed me to strategies that I can implement in my lesson planning. (C. Barrett, 7<sup>th</sup> & 8<sup>th</sup> Grade Teacher, William Cullen Bryant)

The main benefit was having a specialized writing teacher work with my kids while I worked with small groups at the same time. (D. Barrancotto, 1<sup>st</sup> Grade, Noble Elementary, CHUH)

We incorporated our science curriculum with writing. Students were able to be creative while demonstrating their knowledge about life science in a written informative piece. Students were able to listen to another adult discuss writing process. Students learned how to listen and check against a rubric. (K. Marbury, 5<sup>th</sup> Grade Teacher, Fairfax Elementary)

My name is Tamera Zelwin and I am one of the teachers who attended the Spoken Word workshop yesterday at the Playhouse with my students from Orchard STEM school. I wanted to take a second to thank you so much for the opportunity. The workshop was amazing. My students LOVED it. They were engaged, creative and very much inspired by what happened. The two resident artists were also amazing: Amy and Allison. Kudos to them. They had passion and way of relating to the kids that was very admirable. I would recommend the session to anyone. Thanks again for having us and providing this opportunity to myself and the students I teach. (Tamera Zelwin, NBCT Middle Childhood Generalist )

A big part of my curriculum objectives deal with life skills. The writing assignments my students completed tied in well with the content. Writing is also a part of the curriculum. This experience provided them with more writing practice preparing them for the OGT. Visualization was very beneficial to me as a teacher. Many students have a hard time with the concept, but the students were able to practice visualization through the writing examples provided as well as with their own writing. It felt like their writing was brought to life, which was a new experience for them. (A. White, Options HS, CH-UH)

It was helpful for them to hear the information from an "outsider." The feedback session was especially helpful-- having more than one person available other than me helped a lot. (J. Tayse, 10<sup>th</sup> Grade, CHHS, CHUH)

Students were asked to explore different ways of expressing themselves, using figurative language, personification, messaging, and having fun changing a song to their own lyrics. The main benefits were listening to an accomplished writer share ways to express themselves and have fun doing it and watching my students interact with someone beside myself, letting them be themselves in a unique situation, seeing how they responded to the lessons. (M. Sedney, 6<sup>th</sup> Grade, Communion of the Saints, Cleveland Heights)

The students reading and writing scores went up drastically. There became a higher interest in poetry and this program met the Ohio Standards as well as Common Core Curriculum. Students enjoyed the program, gained confidence and became better writers. I learned new techniques and strategies as well as a little bit about poetry. (H. Marzenski, 7<sup>th</sup> Grade, St. Rocco's School in Cleveland)

We did the historical fiction writing project that tied into our Common Core Standards for social studies, reading and writing. The opportunity to work with an expert which was great! The students' research allowed them to create interesting pieces of work. The planning and implementation were great! (M. Christian, 5<sup>th</sup> Grade, Noble Elementary, CHUH)

The workshops allowed the students to express themselves creatively and openly. The workshops encouraged students to use their imagination but also memories and/or reflections of their personal experiences. (L. Barnes, ODA Alumni, CHUH)

Students gained confidence in their writing by getting validation and support from peers; they also got a couple of concrete areas upon which to focus. The feedback from the advisors was fantastic. It was constructive, specific, and feasible. You really reinforced a number of ideas I had mentioned in class. It was so valuable to have more adults come in and have a similar take on the writing process. You saw areas of improvement in their writing that I did not see. It allowed me to watch expert writing teachers at work, and it made the teaching process more collaborative. (M. Frazier, Montessori HS)

Small group instruction with Cynthia encouraged creativity and publishing in a new way. Cynthia had great, creative ideas and worked with the students for extended periods of time. (J. Egge, 1<sup>st</sup> and 2<sup>nd</sup> Grade, Noble Elementary)