In math today the students were counting with pennies. I divided them into groups of two and gave each of them a page of piggy banks, a spinner, a set of cards (2-9), and some pennies. The students were to pick a card and write that number on the pig. Then they were to spin the spinner and put that number of pennies under the pig. Then they had to add and tell how many they had in all. The students worked well together.

The students also worked on adding the amounts of two objects in pennies. Since we had still more time, they also did the mid-chapter review and a page dealing with reality and fantasy that led nicely into a page in reading about the same thing.

I also went out for recess with the four first grades and one other teacher. It was a bit cooler than I would have liked, but there were no major problems. Everything went smoothly.
Today was the school wide Halloween party. At 2 pm we sent the students to get dressed and the room mothers came in. Laiyan hadn't brought in a costume, but Mrs. Jones found her one. The students decorated pumpkins, ate doughnuts, drank punch, and played games. Everyone seemed to have a really good time.

For the most part of the day, my class was a lot more subdued than the rest of the school. A lot of people remarked at how quiet they were being. I think it was because two girls had showed up at school with their faces painted and Mrs. Jones had to tell them that if their make-up disrupted class then they would have to wash it off. I think the class really took this to heart.

We read a new story in reading and did several pages in the work book. I have been having the students work more independently to check for comprehension and understanding of the stories they read. Most of them are doing very well. Even Laiyan shows some comprehension of what she reads. She reads as well as most of the class now, but her comprehension is lower as she has not grasped a lot of English meaning yet.

The only math that we had time for was a time test. We are having subtraction time tests and the class as a whole is doing very well.

Most of the afternoon was taken up with correcting
Today was my last day in first grade. Mrs. Jones is doing all the teaching, so I put up cans in the hallway and then called students individually to have them read words and correct math and reading papers.

The class asked me to go out to morning recess with them, so I did. It was freezing out!

After recess the class threw a surprise party for me. They had a cake, and there was a card signed by everyone, a gift certificate for the book store, and a book of letters from the class. The book of letters was my favorite gift. (see insert, pages 66-84)

We spent the rest of the morning reading stories and enjoying our last time together. I had written a letter to each student and given them each a pencil. I got several hugs when they left. I'm going to miss them all.
To
Miss Taylor
From
Your First Grade Class
Cooks Corners

Student Teaching '92
Dear Miss Taylor,

Thanks for being our teacher.

Thanks for reading us stories.

Evan
Dear Miss Taylor,

I will miss you

win you go to the kinder.
grtns.

Linda
Dear Miss Taylor,

Thank you for teaching me how to write good.
I will miss you a lot.

Justin
Dear Miss Taylor, I will miss you. You were a very good teacher. I like you very much.

Love Hillary
Dear Miss Taylor, I like you teaching.
I like you. Miss Taylor because you are my favorite teacher.
I also love you because you are my favorite teacher.
Dear Miss Taylor, I will miss you. And I like you.  

Matt
Dear Miss Taylor, I hop you hav a fun *atergn*. Take you for showing us how to read. Take you for Soweg Las his to ri. Thank you for Soweg Las his to rin. Lauren
Dear Miss Taylor,
I will miss you Miss Taylor.
Thank you for teaching us Miss Taylor.

Ryan N.
Dear Miss Taylor, I tick the books you read us. I tick you.

Adam
Dear Miss Taylor, I miss you. I like you. Miss Taylor.
I say zu you. I miss you.
I gladest about you telling jokes.
To the first gradd teacher,
Miss Taylor.

Mark Auld
Dear Miss Taylor,

I will miss you. I hope I will see you in the fall. I will miss you, Miss Taylor. I hope we will see each other.

Erin
Dear Miss Taylor,
You are my favorite teacher.

Ryan G.
Dear Miss Taylor, I will miss you. I hope you can be our teacher. I love you.

Miss Taylor.

Ashley
I Love you

I Like you Miss Taylor.
I will mis you.

Diana
Dear Ms. Taylor,

I will miss you.

Julie
I like you Miss Taylor.
Dear Miss Taylor,

I hope you got your one classroom.

Brandon 11-4
Expanded Journal Entries
Today I taught the opening of the school day. The opening takes up the first 45 minutes. I started by having the class stand to say the Pledge of Allegiance. Then they all moved to the back of the room and sat in a group at my feet.

Once the class was seated, I directed their attention to the calendar on the bulletin board and had the students tell me the day of the week and the date and explain the picture for the day. The calendar numbers are on pictures that make a pattern that continues for the month. Next I had the students read all the names of the months as I pointed to them on the bulletin board. I also had them read the days of the week.

A lot of the calendar activities that are done with the students come from Mathematics Their Way by Mary Baratta-Lorton. This is an activity-centered program that exposes children to mathematics.

After talking about the calendar, we talked about who had lost a tooth. No one had on this day, but I feel that it is important to ask each day because most first graders are losing their teeth for the first time and they are very excited by loose and lost teeth. We also made another mark for how many days we have been at school. Each day I will make one mark on a strip of paper on the bulletin board for every day that the children come to school. We also write
under the mark how many days we have been in school. Every tenth day the students know that we will bundle, and I draw a big red circle around ten marks.

We also put a penny into a tin can for each day we have been in school. Again, when we get to ten days we count out the pennies and trade for a dime. When the students have been in school for 100 days they will trade for one dollar. (This is another activity from Mathematics Their Way.)

I felt very nervous doing the opening today because it was the first time that I really had to get up in front of the students and remember a long list of things I had to do. Fortunately, most of the opening activities were up on the bulletin board so if I stared at the board long enough then I could usually spot something that I had not done or talked about yet.

Continuing on with the opening, we practiced counting out loud as a group. We counted by tens today both forwards and backwards. Next we wrote our news story. Each day the students take turns talking about what is going on in their lives. They may tell about what they did the night before or what they are going to do after school. Sometimes they talk about siblings or friends. I wrote about what three or four students had to say and then when everyone who wanted to talk had done so, I read back to the students the news for the day. The hardest part for me about news was remembering what the students had to say long enough to get it written down in the news book. I really made an effort
to listen to what they were saying and I tried to make comments about what they said because their news is important to them. I found it very hard to remember what each person said and who said it because the information came so fast and the ideas came one on top of the other. I felt very awkward during this part of the opening because I did not feel in control of the situation.

We also looked at a caterpillar cocoon that I had brought in from home and studied pictures in a butterfly book of what the caterpillar will look like when it emerges. I felt positive about how the opening went overall. The only items I forgot were to take attendance and to mark down how many students would be eating hot lunch today. I was able to take care of that quickly when it was called to my attention. Even though forgetting the attendance was such a small and insignificant thing, it made me feel self-conscious about how well I was doing because I wanted to do everything right and the attendance seemed like such an obvious part of the routine to me that I found it a little embarrassing that I had forgotten it.

The students had a tasting party today for their unit on the senses. Mrs. Jones had brought sour balls, salty pretzels, bittersweet chocolate, and sweet frozen popsicles for the students to taste. I like the fact that Mrs. Jones stresses that the students do not have to try anything. She lets the students know that it is okay to say "no thank you" or "I pass." I would not feel right forcing children to try
something that they did not want to try. I think a tasting party was a good way to help the students learn about the different tastes that they have on their tongues.

I also joined the teachers for afternoon recess today. Afternoon recess is optional in the school because it is up to the classroom teacher to supervise her class if she wants them to be outside then. For the morning and lunch recesses, aides are available to take the children outside. Recess duty today did not require a lot of involvement with the children. We, the teachers, sat on a bench and allowed our eyes to roam around the playground while we talked to each other. I think it would have been nice to have been involved in an activity of some sorts, but I realize that it is important to keep an eye on all of the students and to be alert for problems or injuries. Perhaps getting involved with one set of students would keep me from watching all of the other students.
Today we did a creative writing activity based on the book *Happiness is a Warm Puppy* by Charles M. Schulz. I read the book to the students and then we talked about things that make them happy. To help the students begin thinking, I suggested that they think of things or people they like or things they like to do. Almost all of the students had ideas to contribute to the discussion.

After everyone had a chance to share, I asked each of them to think of one person or thing that makes them happy. I gave each student a sheet of paper that had the sentence fragment "Happiness is..." at the top. (see insert, page 94) I asked the students to first draw a picture of what happiness is to them. I also asked them to complete the sentence at the top of their page, spelling the words as best as they could. While they were working, Mrs. Jones and I walked around and talked to the students. We asked them to tell us what their sentences said or to tell us about their pictures. We tried to give suggestions to students that were having trouble getting started.

When all of the students were finished, I collected their work. When I had some free time during the day I took the pages and a cover I had made (see insert, pages 95-101) and bound them together as a book using the book binder the school has that allows us to punch holes in pages and then bind them together using a plastic binding. Later in the
day I read the book to the students. They really enjoyed the book and seeing their own pictures and writings as part of a class book.

Before I read any of the students' writings out loud to the class, I try to have the student's read what they have written to me so that I can familiarize myself with their inventive spellings. Most of the time I can figure out words from the context of their writings, but sometimes a student will use a spelling that stumps me. I feel more comfortable reading to the class as a whole when I have checked with the individual students first.

We also discussed the students' Weekly Reader, a student newspaper that comes every week. Each issue focuses on a different national or world issue. There are articles written at the child's grade level, numerous pictures, and a letter from Buddy Bear that poses a problem for the students to discuss and solve. The topic of this week's Weekly Reader was panda bears. As a class we talked about the pictures and predicted what the articles would be about. Then I read the articles to the students and added any information from the teacher's guide that I thought was relevant. I did not feel extremely comfortable teaching a lesson about the Weekly Reader because I did not really know what to do with it. I would have liked to have extended the lesson more than I did, but I was at a loss as to what to do with the topic.

I did have the students get into their cooperative
learning groups (3-4 people in each group) to complete a quiz about panda bear facts that was on the back of the paper. We then got back together as a whole class and discussed the answers.

In Science, as part of our unit on magnets, I had the students get the magnets they had brought from home and gather as a group in front of the chalkboard. One at a time I put the students' names on the board and had them come up and put their magnets next to their names. I asked each student to tell me one use that they had found for their magnet at home. (I wrote the students' uses on the board next to their magnets.) Many of the students said that their magnets were used to hold papers on the refrigerator.

We also talked about other kinds of magnets such as bar magnets, and u-shaped magnets. On the way back to their seats, I asked each student to find something magnetic in the room. They found such items as chairs and desks, the chalkboard ledge, and the heater. I really enjoyed watching the students walk around the room and search for things that were magnetic because I could see that they were all actively involved in the task and I could hear from their results that they were all successful in finding something magnetic.

During math we worked on the numeral six. I demonstrated how to form the numeral six on the chalkboard. I showed the students where to start the numeral and how it should look when they were finished. Then I gave each of
them a worksheet that had starting points for where they should start the numeral and began each of the numerals for them (see insert, page 102). The students had to trace the beginning of each numeral and then finish the numeral. While they were working, I walked around to make sure each student was forming the numeral correctly and was doing so successfully. If students were having trouble I tried to help them by placing my hand over theirs and helping them to make a six. Then I would have them try again by themselves. This helps the student to get a feel for the correct way to make the numeral.

We also worked on before and after in math. To help the students understand these concepts I had them sit in a circle on the floor and I lined up five stuffed bears in a row. I told the students which bear was at the front of the line and had all of the bears face the same way. Then I asked the students to do things like come up and take the bear that was in line before the purple bear. I had the students take all of the bears away and put them all back in line. I even had them move some of the bears to different places in the line. When I felt that all of the students understood the concepts of before and after, I had them go back to their seats and do a workbook page on before and after. I am really enjoying the math series at this school. It has lots and lots of ideas for manipulative activities that help children learn the concepts presented in the book. By doing manipulative activities with the students, I can
get immediate feedback as to which students understand a concept and which students are having trouble just by observing each student as the activity is in progress.

I taught all afternoon today from lunch on. It made for a long day, but I really enjoyed it because I was involved with the students and I was doing something too. I do not like to go into a classroom and just sit and not do anything because I tend to get bored and then my mind starts to wander. Knowing this about myself helps me when I plan activities for the students because I know that if I am not involved in the activity then there is a good chance that the students are not involved either. I try to plan things that I think will be fun and interesting so that all of the students will be involved.
Happiness is
Happiness is coming to first grade.
Happiness is a new skateboard and a new race car.

Mark
Happiness is playing in the grass with barefeet.
Happiness is winning a game.
Happiness is A New Vibe

Games.
Happiness is playing with Molly

Lauren
Happiness is CREP.
Today the students seemed very lethargic in the morning. They were not the active participants that they usually are. Instead of raising their hands or responding out loud like they usually do, the students just sat in a group pretty much like bumps on a log. It was also hard to get them focused on school topics because they seemed to want to talk about other things that were going on in their lives.

I read to them a story called *Old Black Fly*. It was a gross story in my opinion. It followed a fly around a house and talked about all of the things that the fly got into, such as the garbage can, frosting on a cake, and some jelly. The fly also played with the baby.

The students did not really seem interested in the book. Usually they interact with the pages and the storyline. They laugh at the funny parts and they comment on any gross parts. For *Old Black Fly*, the students did not make any comments. They did not even seem to think that all of the things a fly could touch make flies pretty disgusting.

The students' lack of interest in the story made for a rather frustrating start to the day because I had expected the book to evoke a humorous response from the class and maybe even to lead to a discussion or to a writing activity. The book had come highly recommended. One of the other
first grade teachers had read the book to her class and the students had been very inspired by the story. They had asked to be allowed to write their own fly stories and had made a class book of their stories. So I was very surprised to get no reaction out of the students in my class. Since my class was not excited about the story, we went on to something else.

We practiced the letter t today and the students seemed to liven up a bit. They became more responsive to questions that I asked and even laughed and smiled a little. When we practice letters, the most important thing is the formation of the letter. I demonstrate the formation of the letter first either on the overhead projector or on the chalkboard. As I form the letter I say what I am doing outloud. For the letter t I would say, "high start, down, and a monkey tail. Cross." I demonstrate the formation several times, and then I have the students practice the letter on their individual chalkboards. As they practice, I walk around the room to observe their work. This way I can make any corrections or catch any incorrect formations before anything is put down on paper. The last step in letter practice is to have the students practice on a lined ditto sheet (see insert, page 108). The students first put their names on the paper and then begin with the dotted row of letters. The students trace each dotted letter to help them practice the correct formation. They are then required to do one row of the letter on their own. These are to be formed correctly and
to be the best letters that they can make. On some days I ask the students to look back at their work and to circle what they think is their best letter. This helps me to see if they have an understanding of what the letter should look like.

When the students have finished their work, they place their papers in a basket on the teacher's desk. One thing about first graders is that they are very exact. For instance, the basket on the teacher's desk is a basket. It may not be called a box. I just tell the students that they know what I mean, so they should just do what I mean instead of what I say. They are aware of the fact that I mix up box and basket quite frequently.

We also listened to a story on tape and then I asked some discussion questions about it. The story is from a series called DUSO. DUSO is a dolphin and he teaches the students about things like good citizenship and right and wrong. The students listen to the story on tape as I turn the pages of the corresponding book. At the end of the story are questions that relate to the story and that encourage the students to think about situations. We usually listen to DUSO right before recess and lunch.

During math we worked some on number words. On the board I spelled out the number words from one to ten and next to each word I put the number. For example, one-1 two-2. We went over each number word out loud as a class. The students had a page from their math workbook that listed
numbers down the left side of the page and number words down the right side of the page. The students were to copy the number word next to the corresponding numeral. Susan assisted me on this. We both circulated around the classroom and looked over shoulders, helping students when necessary. Some of the students found this activity easy and others had a lot of trouble with the copying part. Some of the students either did not look at the board for help, or if they did, they looked at the first letter of the word rather than looking through the whole word. Some of the common mix-ups were four and five, and six and seven; perhaps because these numerals start with the same letters.

In science we worked on learning the strength of magnets. The students were divided into groups of three or four. I gave a magnet to each group. Each student also came to the group with a magnet that they had brought from home previously. The job for each group was to hang paperclips off of their magnet. One paper clip would touch the magnet, and then the next paper clip would hang off of the first one. Then another paper clip would hang off of the second one and so on. Each group was to hang from its magnet as many paper clips as they could in this chain fashion off of each magnet. They could only count the paper clips that stayed together magnetically.

I gave each group a half sheet of writing paper to record their results on. Each group member was to write his or her name on the paper and then they were to write next to
their names the number of paper clips that could be hung from their home magnets. The group also had to hang paper clips from the magnet that I had given to their group. They were then to record that number on the half sheet of paper also.

Science seemed to be a big success. All of the students were actively involved in working with their groups to discover the strength of different magnets. They worked together to make discoveries and to record their results. The activity also gave the students opportunities to talk among themselves and to compare results.
Say: High, start down, and a monkey tail. Etc.

Name: [Signature]
This morning I read a book called Monty to the students. It is about a crocodile who gets tired of his demanding friends and decides to take a vacation. While he is gone Monty's friends realize how much they need him, and they are much nicer to him when he returns.

The book was harder to read than I had anticipated because it is written with speech bubbles. There is not really any text to the book. I resorted to fabricating text in order to help the students comprehend the plot of the story. I took the words in the speech bubbles above the characters' heads and I added things like who was speaking. I also added text that described what I could see in the pictures so that there would be some continuity for the students. After I began to do this, the students became more animated and involved in the story. They began to laugh at some parts and to make comments about what was happening in the story. As choppy as it was, I think the students enjoyed the story anyway because some of them laughed at the parts I thought were funny.

I should have looked at the book Monty before I started reading it to the class. When I chose the book, I just flipped through the pages to refresh my memory because it was one of my favorites when I was a child. Since I did not read through the book, I was not aware that there was no text for me to read to the students. This put me in an
awkward situation when I began reading the book because all of a sudden I realized from their blank faces and silence during the parts I expected them to laugh that they were not understanding the plot. I do not like to stop in the middle of a book once I have started to read it because I always worry that some of the students may be enjoying the story and I would not want them to miss the end.

My best bet would have been to read the book myself ahead of time so that I could have made a decision about whether or not to go ahead and share the book with the class. I will try in the future to read all books ahead of time before I share them with the class.

Health was a lot of fun today and it was also very hectic for me. The students made outlines of their bodies on butcher paper to go with our health unit on "How You Grow". Before I let the students get started I set the rules carefully because I wanted to prevent utter chaos in the room. One of the rules was that they needed to be careful not to step on anyone's paper because we would be working on the floor. I asked them to take their favorite crayon and work with a partner to trace each other. I also asked them to raise their hands if they had questions and that I would come to them. I wanted to minimize traffic in the room to decrease the chance that someone's paper would get stepped on or torn. I also asked them to keep their voices down so we wouldn't disturb the class across the hall. (I think we ended up closing the door anyway, because the students did get kind of loud.)
In spite of all the ground I tried to cover by giving the students some behavior guidelines, it became apparent to me as I looked at the finished outlines that I had failed to emphasize that they should trace as close to the person as they could. Some of the students' outlines appeared to be balloon figures vaguely representing human forms. This discovery led me to realize that I should have modeled for the students the correct way to outline a body. I should have used one student as an example and showed the students how to trace so that it was evident from the outline where the head, hands, and feet were. I made a note to speak to the students tomorrow about what their body outline should look like and what they can do if they wanted to try again. I could tell that the students were really enjoying the activity because they were socializing with each other during the activity and they wanted to show off their outlines.

I also introduced a "Guess Who?" poster during health. I had asked the students to bring in a baby picture of themselves, and Mrs. Jones and I each brought in a picture too. I fastened all of the pictures to a piece of posterboard with the title "Guess Who?" and I put a key on the back so I would know who was who. When I introduced the poster I stressed to the students how important it was to keep their pictures a secret. I told them that they should try to be the one person whose picture no one could guess. When I looked at the pictures I knew some of the students
right away because some were very obvious, but some of them had me stumped. The students were all excited about the poster and so I gave them a chance to look at it. I plan to hang it up in the classroom so that the students can look at it in their spare time.

The third thing that I did with the students for Health was to read them a book called The Littlest Leaguer. It is about the shortest boy on a baseball team who saves the day. In the beginning of the book the other team members do not want to let the boy play because they think he is too small. He spends almost all of his time sitting on the bench instead of playing. The little boy becomes important to the team one day when he goes up to bat and hits the winning run. Then all of the other players think he is the greatest.

I read the book to the students because I wanted to talk with them about things they could do even though some people might think they were too small. I was excited that all of the students paid attention to the book as I read the story. I even noticed that one little boy who very rarely seems interested in anything we do, was paying close attention as I read. Whenever I glanced at him, he was looking at the pictures. It seems very rare that I read a story that everyone is interested in. I think this is because the students all have such a wide variety of interests. With this book, I think the students were interested because the game of baseball seems to be a
popular sport, and because the book was about a subject they could relate to since most children have felt left out at one time or another. Our experiences in Health made for a very positive day because I felt that we accomplished a lot and that the students and I both had a good time.
Yesterday morning the students were talkative and uncooperative during the opening of the day. They would not settle down or get quiet even when I asked them to. When I told them that we would skip opening and they would go to their seats if they could not listen to each other, several of them responded that they did not care. So I sent them back to their seats and Mrs. Jones promptly started a reading lesson. I felt discouraged and upset that they would act in such a way towards me.

When I talked to Mrs. Jones about the incident, she shared with me why she thought the students might have acted as they did. She suggested that it might be because I'm young and pretty and the students like me, and that they want to have me for a friend as well as a teacher. She felt that the students had acted rudely towards me and said they should not be allowed to do so in the future. Mrs. Jones' comments made up one reason why I decided to talk with the students today about their behavior.

Another reason I decided to talk to the students was because I like to have fun with them when I am teaching. It makes the day more enjoyable for me and I hope for the students as well. I wanted to let them know that it is okay for us to smile and laugh and talk, but that at the same time we are in school and we both, them and I, have certain jobs to do. Their job is to learn, and my job is to help
them in any way I can. I wanted them to be aware that there are certain times to have fun and there are times to get to work and do what has to be done.

After the pledge this morning I asked the students to sit back down in their desks so that I could talk to them for a minute. I said that when we get together for the opening of the morning that I expect them to sit down and get quiet and be ready to listen to whoever is talking, whether it is me or another student. I also told them that since the opening is part of our school day, they need to pay attention just as they would if we were working on math or reading. I also told them that if the same situation ever arose again that the whole class would stay in during recess and we would have morning time then.

Sitting the students down and having to talk to them about how I felt they had misbehaved and to tell them what I expected from them in the future was hard for me to do. However, I realize that it was necessary for me to do so in order to remain in control of the class. I think I was successful because the students were very well behaved during opening. They all sat quietly and they all participated without being out of line.

In creative writing the students wrote about Johnny Appleseed (see insert, pages 128-123). Some of the things that I asked the students to be thinking about as they wrote were starting their sentences with capital letters, making their sentences make sense, and ending with a period. First
Graders have a hard time writing their ideas down in complete sentences because they struggle to sound out and spell words as they are writing and so comprehension gets ignored a lot. By asking them to check for complete sentences I was hoping that they would start to go back and check their writing after they were done to see if what they had written made sense. I asked them to use capital letters and periods so that they would start to become more aware of when they were beginning and ending a thought. A lot of the students were not successful at any of these things, so I tried to take time to go back and read through what the students had written with them and help them to be aware of where the capitals and periods should go and to help them hear sentences that did not make sense. I think that the only way the students will ever learn these concepts is through practice.

During Project Charlie everyone is interviewing a friend in class. Project Charlie is a supplementary health program that tries to teach children to feel good about themselves and others, and to make them more aware of their different feelings and how to deal with them. Today the students' job for their interview was to draw their friends' pictures. I paired up the students in the class, with one group of three, so that none of the students would feel left out. I have a pretty good idea of which students get along well with each other so I was able to make matches that would work well together. I also had the students write
their names on the paper and their friends' names too. Tomorrow they will finish the page by finding out information about their friends (see insert, page 24).

Since today is the last day of September, there were a lot of changes to make to get ready for October. I had to change the name of the month above the calendar and take off all of the numbers. Then I had to put away the September books and get out seasonal books, such as Halloween and Fall, for October. It was also necessary to put up a few Halloween decorations around the room and make sure any pictures about the beginning of school or September were put away.

There will also be a new author of the month. Since Tomie de Paola is my favorite author and illustrator, I brought in a background board showing examples of his illustrations. I brought in books that I had at home that he had written such as *The Art Lesson*, *Little Grunt and the Big Egg*, and *Oliver Button is a Sissy*. I will also get any books by de Paola that are available from the library. I will set these up in the room for the students to look at in their free time and for me to read to the class. I'm looking forward to sharing Tomie de Paola and his stories and illustrations with the students tomorrow.
Johnny’s Apples
Johnny Appleseed
Johnny's Apples

Johnny Appleseed he went to put orchard.

Diana
Johnny's Apples

Johnny Appleseed planted an appleseed orchard.
My friend's name is __________________________

Here is a picture that I drew of my friend:

---

Some special things about my friend are:

1. Favorite food is:

2. Number of brothers ______
sisters ______
in family.

3. Favorite class in school:

4. Something I like about my friend is: