I made a new seating chart this weekend to try and get some students who are struggling up near the front of the classroom. The desks in the room are arranged in a square with the desks at the top and the bottom of the square facing the chalkboard and the desks on the sides of the square facing each other. I have tried to arrange the desks in other ways besides a square, but Mrs. Jones does not really like to have the desks in rows and I cannot find any other satisfactory arrangements for 17 desks in this particular classroom.

The first thing I did was to plot out 17 squares (desks) onto a piece of paper (see chart, page 129). Then I sat down with my class list and thought about each individual student and how I felt each was doing with his/her schoolwork.

Several students who I had noticed were starting to struggle were Matt and Ryan N.. They both seemed to be having more trouble in reading than I had anticipated, and I wanted to move them up to the front near me so that I could keep an eye on them and help them right away if I saw them having trouble or if I noticed that they were becoming frustrated over an activity.

I also knew that Linda and Joseph were two more students who were struggling. Linda has a very low vocabulary base and often needs to have the directions
repeated more than once. She often does not realize when she is completing an activity incorrectly so I wanted to be sure she was close enough so I could keep an eye on her. I chose to keep Joseph up front mainly because he is making so much progress. He is a very hard worker and a little encouragement goes a long way with him. By keeping him at the front of the classroom, I can help him correct mistakes and go on working and I can also give him positive reinforcement about what he is doing well.

Once I had pinpointed the four students I wanted to have in the front row, I had to think about where each one would sit in that row. I wanted to make sure to separate Linda and Joseph. They had been sitting beside each other before, and I had noticed that Linda seemed to be distracting Joseph. She would frequently look at his paper or ask him how to do assignments and I felt that this was hindering Joseph from doing his best work. So I placed the student in the front row as shown on the chart.

I then looked at the remaining students in the class to see if there were any others that I was particularly concerned about. Mark was one; his problem seemed to be one of apathy. I guessed that he was very bright from the few things that he did say, but he seemed to be very shy and quiet, and I suspected that he had a poor attitude about school. He did not seem to take much pride in his schoolwork, and was often asked to redo assignments. I wanted to keep Mark close to the front so I could try to
involve him as much as possible, and Mrs. Jones suggested that he be placed with his back to the windows so he would be less likely to be distracted. I also thought that perhaps if he was no longer sitting in the front row then he would not feel quite so "put on the spot," and would begin to participate more. So I chose a seat for Mark that was close to the front, but not in the front row.

I chose to put Diana close to the front because I had noticed that she tended to look off of other peoples' papers a lot instead of doing her own work. I have noticed that a lot of the first graders tend to try to look off of other peoples' papers perhaps partly because in kindergarten they sit at tables and it is very easy for them to look at other's work and also because a lot of the work in first grade is new to them and they are unsure of their own abilities. Diana just seemed to do this more frequently than the other students. I also chose to move Adam closer to the front because I had noticed that he seemed to daydream a lot and was slower than the rest of the class to respond to directions. I hoped that if he was closer to me, he would pay more attention.

Besides the students who were struggling, there were also some students who were doing very well on their own. On my list of those students who were doing well and who generally seemed to be quiet and well-behaved were Ashley, Jeff, Lauren, Brandon, Justin, and Hilary. I placed them near the back of the room, but I took care to separate
Lauren, Diana, and Hilary because I had had to say something to them several times about talking while I was talking and I felt that they were distracting each other from paying attention.

After placing all of the students mentioned above, I looked at the remaining students and places and tried to fit them together in a workable manner. I will not really know for a few days if there are any real problems with the arrangement, but it seemed to work well today. In making out a seating chart, I feel it is important to look at the students' abilities and personalities and to try and arrange the students so that each has the best possible chance to learn and the best possible environment in which to learn.
The art mom came today. She will come once a month to introduce a new painting to the students. This week she brought a tiger painting by a Japanese artist. She also shared some other Japanese art forms with the students. The students ended the lesson by drawing a picture of a tiger. Every time the art mom comes to class with a work of art, the students will have a chance to make their own drawing. Each student will have a folder to keep their drawings in until the end of the year.

The students also wrote a thank you letter to Fireman Phil. He came to visit yesterday as part of Fire Prevention Week. There was a mix-up at the fire station and the man who was supposed to come and speak to the children had taken a day off. Instead, the fire chief (Phil) came out to do the presentation. He did a wonderful job and the students really enjoyed him.

To show their appreciation to Fireman Phil for his presentation yesterday, the students wrote a thank you letter telling what they enjoyed about his presentation. I think it is important to encourage students to write thank you letters when they enjoy what someone has done for them. I feel that I am helping them to build a skill that they will use for the rest of their lives.

I could tell that the students had really enjoyed the visit from the fireman because they had so much to say. They dictated to me as I wrote on the board. They said,
"Dear Fireman Phil,

Thank you for coming to visit us. Thank you for the phone books. Please come again.

Thank you for letting us try on the oxygen mask. Thank you for showing us how you dress up in fire clothes. We remember that your clothes are made out of nomex.

Thank you for showing us how to stop, drop, and roll. Thank you for showing us how to be safe. We like your visit. We like it that you have beepers to keep the firemen safe. We liked to see Miss Woodruff dressed up in fire clothes.

Thank you,
Mrs. Jones' and Miss Taylor's first grade class
Cooks Corners"

The students had a lot to say, and everyone participated. We will mail the letter off tomorrow after everyone signs their name.

After school I went to my second First Grade Feedback Committee Meeting. So far the discussions have covered first grade entry level skills for reading, handwriting, and general entry level skills. The committee is also discussing what the average first grader could be expected to know after nine weeks of school. The discussion is very detailed and specific. I find it rather tedious at times because the wording of each requirement must be specific
enough so that any teacher who reads it will understand what the students can be expected to know at different points throughout the school year. Hopefully, some positive ideas will result from these meetings and a workable and reasonable curriculum can be formulated.
Today we started a new story in reading. The title of the story was "Are You Warm?" I gave each student a sheet of eight vocabulary words that were in the story and as a class we learned how to say them and what they meant.

Next I had the students read the title of the story aloud. Then I had them read one page at a time silently and then we read and talked about that page aloud as a class. I tried to focus on critical thinking skills when I was questioning the students because I feel that it is more important for students to know why an answer is right than for them only to know the right answer.

In order to get the students to think critically, I first asked a question that involved recalling a fact such as "Who was warm?" When I was given the correct factual answer, I then asked a question such as "How do you know that character was warm?" A question such as this encouraged the students to look at what the character had put on, such as a hat or a pair of boots, that would help that character to be warm. I encouraged the students to use picture cues to help them decide what warm articles of clothing the characters were wearing. I think that focusing the students' attention on details such as warm clothing will help them to remember the story because they will have a base of knowledge and reasoning behind which characters were warm. Rather than just remembering a yes answer for
the question "Are you warm?, the students might remember that a particular character was wearing a pair of boots and then conclude that he would have been warm.

I introduced math time tests to the class today. The initial reaction from the class was very cheerful and excited. Many students cheered aloud.

The time test consisted of addition facts up to five. I allowed one minute and 50 seconds for the students to finish the problems. Most students finished ahead of time, so the time testing went smoothly today. I realize that as we reduce the amount of time the students have to work, not all of the students will finish their tests. This possibly will cause some anxiety in the students who are repeatedly unable to finish, and it will be important to reassure the students that it is okay not to finish all of the problems during the test. Another thing important to stress to the students is that they must write their answers legibly so that I can read them when I grade their papers.

In math we started subtraction facts up to six today. I played a whale game with the students to help them switch from addition to subtraction. The Whale Game came from *Mathematics Their Way*. To begin, I gave each student twelve Pepperidge Farm goldfish crackers. I told the students that they were to be the whales in the story that I was going to tell them, and that the whale loved to eat fish. The students were to use their upturned hands as their oceans. I then told them a story that had them put a certain number
of fish in their ocean and then had the whale eat some. I repeated this until all of the crackers were gone. Each time I had the students add or "eat" (subtract) fish, I would ask them how many were in their ocean. The children really enjoyed the game. They took their roles of the whale very seriously and most of the whales in the room had very large appetites. Some of the students even made gulping and chomping noises while they were eating. I liked the activity because it provided a review of addition and introduced subtraction at the same time.

For Fire Prevention Week the students have been trying to learn their addresses, home phone numbers, the police and fire department phone numbers, and to demonstrate stop, drop, and roll and when to use it. Many students know their phone numbers and addresses, but some students still do not. A note was sent home asking parents to help their children learn the information, but it is becoming apparent to me that not all of the students are being helped. At this point I had a pretty good idea who would and would not receive help from home, because the students who do not receive help usually do not receive help on a regular basis.

As an incentive to the children to learn the information, a sheet with five blank outlines (see insert, page 137) was hung from each child's desk at the beginning of the week. When a child told either Mrs. Jones or me one of the five items correctly, we give them a symbol (see insert, page 138) to cut out and paste to the sheet hanging
from their desk. The goal for each student was to have all of the outlines filled in by the end of the week. Most of the students really seemed to enjoy this activity. They come right into class in the morning and let us know what they have learned.
How to Report a Fire

1. Get out of the house.
2. Go to a neighbor's house.
3. Dial 462-2131
4. Stay on the phone.
Tell Name
Name
Address
Problem

Stop
Drop
Roll

I know my phone number

I know my address.

Police
462-2135
Today was the first day of my food unit. On Friday I sent a note home telling parents we would be having a tasting party today if their child would like to bring a favorite snack or finger food to share. (see insert, page 142) Ten out of seventeen children brought a snack to share.

By now I can usually judge quite accurately which students will participate in activities that require help from someone at home, and which students will not. I feel bad for the students who consistently do not participate; and yet those students don't often seem to be aware that they have missed out. Of course, all students were allowed to participate whether or not they brought something to share.

A lot of the treats that the students brought in were sweet and sugary. (see insert, page 143) Mrs. Jones and I tried to alternate sweets with healthy snacks, but some students still declined some of the sweeter treats at the end saying they were too sweet. If I were to do this activity again I would try to arrange it so that there would be more healthy snacks and less repeats of sweet treats such as chocolate chip cookies.

Despite the large number of sweet snacks, the tasting party was a big success. We divided the food into two groups and had two separate tasting parties over the course of the day. It was hard to keep the tasting parties far
enough away from lunch time so that the students would eat then too.

Before we started the tasting part, I explained to the students that we were having two parties instead of one. I wanted to make the students aware of this so that they would not be upset if their treat did not get served right away. I also stressed to the students that it was up to them if they tried a snack or not. We talked about saying "thank you" or "no thank you" to the person who had brought the treat. I felt it was important that the students not be forced to try everything because I think it is important for students to know and feel that their opinions are respected, even if that opinion is a choice not to try a new food.

I let each student who had brought a treat pass it out to the class. I also tried to encourage the students to tell the class what their treat was. It was hard to get the students to do this. I was surprised that many of the students were not aware of the names for their treats. Most of them could not tell the class what the ingredients in their treats were either. I imagine that many of the children were not involved in the preparation process, and that was why they did not know any of the ingredients.

The students really seemed to enjoy the tasting party. They seemed to like the chocolate chip cookies, the popcorn, and the marshmallow sandwiches the best. Personally, I enjoyed the popcorn and the crackers and peanut butter.

I sent thank you notes (see insert, page 144) to the
children who had participated. Since I stress writing thank you notes to the children and often have them write thank you notes to visitors we have had, I felt it was important for me to send thank you notes to the students who had helped make the tasting party a success.

There are several ways I think I could set this activity up differently. I might have a class discussion first to learn what the students' favorite snacks are. I think it would be a good idea to talk about foods and snacks that are healthy as well as favorite sweet treats. I would have preferred to have had a majority of health snacks to encourage the students to try a variety.

I think I would send home a list to each parent that would suggest one or two options. I would send different options home with each child to decrease the overlapping of snacks. Also, I think that if I sent the notes home earlier than I did this time, parents would have the opportunity to contact me if they would prefer to make something other than what I suggested.
Dear Parents,

On Tuesday, October 13 we will be starting a foods unit in social studies. If your child would like to, please help him or her to prepare samples of a favorite snack or food (finger food, please).

As each child in the class is invited to bring something to share, you need only send enough for each student to have a small sample. There are 17 students in our class.

Please send these to school on Tuesday, October 13. Please include your child's name and the name of the item.

Thank you,
Miss Taylor
FAVORITE TREATS

Jeff--chocolate chip cookies
Ryan G.--crackers and peanut butter
Hilary--Montery Jack Cheese
Evan--"Evan's Extras" (peanut butter/chocolate chip)
Justin--apple slices
Joseph--chocolate chip cookies
Julie--marshmallow sandwiches
Ryan N.--popcorn
Matt--chocolate chip cookies with sprinkles
Diana--Rice Krispie Treats
Dear [Name],

Thank you for bringing [item] to share with the class for our tasting party. We really enjoyed it!

Love,
Miss Taylor
Mrs. Jones
First Grade Friends
We had a meeting to schedule parent-teacher conferences this morning. All I can say is that it was a good thing that I was not trying to schedule any conferences because the whole situation appeared to me to be utter chaos. Since the school tries to schedule conferences for brothers and sisters back to back, the principal started off by calling the names of families with three children. The teachers who had these students would then try to schedule them back to back. What made scheduling hard this year is that the upper grades are in a different building so travel time had to be left between some conferences.

After all of the families with three children were scheduled, then the families with two children were scheduled. Then the teachers had to schedule single students' families in the spots that were left. The teachers also had to try and schedule parents for conferences during times that they had indicated they would be available to come to the school. Some of the scheduling was also made more complicated because the speech and reading teachers had to sit in on some of the conferences. In the end every student was scheduled a time, and I am still not really sure how this was accomplished.

Today was also our field trip to Eagle Grocery Store. The field trip was the culminating activity to a unit on foods that I had planned. I started planning for the field
trip about two weeks ahead of time. We invited the three other first grades to come to the store with us, so I had to make plans for about 68 students and chaperones. I had asked each teacher to let me know which day of the week would be best for them to go and what time of day they preferred. Then I called several grocery stores in town to see who gave tours, what time of day they gave tours, and how many students they would accommodate at once.

Once I had decided to go with a tour at Eagle's, we had to divide the classes into two groups on two different days because the store could only accommodate 30 students at once. Then I had to get bus request forms from the office and fill them out (see insert, page 149). On the bus request forms there is a place to fill in the purpose for the field trip. It is important to be very specific when filling this out because only field trips that extend the curriculum are allowed. If the bus request form does not thoroughly explain the reason for the field trip, the form will be returned for more information. I wrote down that our field trip was to be a culminating activity for a unit on foods.

After the buses were approved and I had confirmed dates and times with the grocery store, I sent home permission slips (see insert, pages 150-151) with all of the students. I sent the slips home about a week before the field trip and they were due back two days later. Mrs. Jones also called parents to ask volunteers to go with us. She called about a
week before the field trip. We had two moms who went with us from our class, and several from the other class.

We toured the grocery store this morning at 9 a.m. We went with one other first grade class and the tour went very well. The classes were well-behaved and they really seemed to listen and respond to the clerk who gave us the tour. We toured the bakery, the meat cutting room, and the freezers, and went past the box crusher. The bakery provided doughnuts for all of the students as a treat, and we ate them at the store.

After our snack, each group of four or five students (see insert, page 152) went with the chaperone they had been assigned to and went "shopping for sounds." Each chaperone had a paper with all of the letters of the alphabet on it. Each group had to find things in the store that started with the sounds of the letters in the alphabet. The students really enjoyed this activity and sounds were found for most of the letters. X was a hard letter, so I think next time I will leave it off of the list. One thing I noticed when the students in my group were shopping was that they did a lot of brainstorming to think of foods that started with specific sounds. I think the students did more brainstorming rather than looking on the shelves to find items for their list. Walking up and down the aisles seemed to serve more as inspiration for thought than to give visual clues.

When we returned to school we talked about our trip and
wrote a thank you note to the store. The class dictated the note to me and I wrote it on the board. The students also did their own writing about the trip to the store (see insert, pages 153-157). According to what the students wrote about, the meat cutter, the freezer, and the doughnuts seemed to be the main points of interest.
BUS REQUEST FORM

This form is to be signed by the principal and forwarded to the Director of Transportation (Superintendent of Schools if trip is outside). Form must be received at least one week in advance. A separate form must be filled out for each bus desired.

To be filled out by person requesting trip:

Name of Sponsor: Shirley Peters
Suzan Jones
Lynda Taylor

Date of Trip: 10-21-92
Departure Time: 9:00
Approx. Return Time: 10:30

Loading Place: Cook's Corners
No. of Passgrs: 40
No. of Miles: 4

Purpose of Trip: Culminating activity for foods unit

Principal's Signature

To be filled out by Director of Transportation:

Driver’s Name
Bus No.

Driver’s Pay

Additional Comments:

(1) WHITE - DIR. OF TRANSPORTATION: (2) YELLOW - SPONSOR: (3) PINK - DRIVER: (4) CARD - PAYROLL

BUS REQUEST FORM

This form is to be signed by the principal and forwarded to the Director of Transportation (Superintendent of Schools if trip is outside). Form must be received at least one week in advance. A separate form must be filled out for each bus desired.

To be filled out by person requesting trip:

Name of Sponsor: Rita Gauck
Kay Woodruff

Date of Trip: 10-19-92
Departure Time: 8:50
Approx. Return Time: 10:30

Loading Place: Cook's Corners
No. of Passgrs: 40
No. of Miles: 4

Purpose of Trip: Culminating activity for foods unit

Principal's Signature

To be filled out by Director of Transportation:

Driver’s Name
Bus No.

Driver’s Pay

Additional Comments:
FIELD TRIP PERMISSION SLIP

1. Our class is going to make a visit to Eagle Grocery Store on Wed. Oct. 21 from about 9:00 to 10:30 o'clock.

2. The children will be transported to and from the destination by
   ___ walking
   ___ private car
   X school bus

3. The cost will be __________________________

4. Other items needed are __________________________

5. All parents have usually wished to have their child participate. Children must have written permission to make the trip.

   Shirley Peters
   Susan Jones
   Lynda Taylor

   Teacher

______________________________________ Student's Name

I have been informed about the class trip to _______ on _________.

___ I do want my child to participate
___ I do not want my child to participate

Return by Friday, October 16

Signed ________________________________ (Parent or Guardian)
FIELD TRIP PERMISSION SLIP

1. Our class is going to make a visit to Eagle Grocery on Mon. Oct. 19 from about 9:00 to 10:30 o'clock.

2. The children will be transported to and from the destination by
   ___ walking
   ___ private car
   ___ school bus

3. The cost will be ______________________

4. Other items needed are ______________________

5. All parents have usually wished to have their child participate. Children must have written permission to make the trip.

   Miss Wooduff
   Miss Spuck

   Teacher

______________________________ Student's Name

I have been informed about the class trip to __________________

___________________________ on ____________________

___ I do want my child to participate
___ I do not want my child to participate

___________________________ (Parent or Guardian)

Return by Friday, October 16.
Field Trip Groups

Lynda
Brandon
Evan
Jeff
Justin
Matt

Mrs. Crew
Diana
Ashley
Hilary
Julie

Mrs. Rose
Erin
Lauren
Linda
Laiyan

Mrs. Jones
Adam
Joseph
Mark
Ryan G.
Ryan N.
The Eagle Store

The first graders went to the store.

We saw food, saw doughnuts, mayonnaise, and west macadamia nuts. We put the donuts in the store.

I like donuts. We went on a scavenger hunt. It was a lot of fun.

We lost the fever, it was a lot of fun. I really like the bus.
The bus was a total fun.

Julie
We went to the store and we got a donut. And I had lots of fun.
We went to Eagle store and we went to the meat and we went to the freezer.
Eagle is a star. The stars are fun.
Eagle is a fun star.
Buddy Bear from Weekly Reader wrote back! On October 15 the students had read a letter from Buddy Bear Good Citizen about a problem. Buddy had been told not to throw rocks or sticks at a squirrel in the park and he wanted to know why he should not do that. One of the students had asked if they could write back to Buddy and answer his question. I was pleased that they would want to write letters on their own since I have been trying to help them write thank you notes whenever they were appropriate. I feel like I have helped introduce them to letter writing, and I hope they continue to have an interest in it.

Five students chose to write back to Buddy Bear, and the rest of the class chose either a friend or a relative to write to. The students did a nice job on their letters. Most of them told Buddy that he should not throw rocks at the squirrel because he might hurt the squirrel. I felt that it turned out to be a very beneficial impromptu addition to the Weekly Reader lesson.

I sent the letters the students had written into Weekly Reader along with some information about our school and our class. This morning I shared Buddy's return letter with the class (see insert, page /60/) and they were very enthusiastic. The students who had written to Buddy wanted to have a copy of the letter to take home with them. I hope that if we have a chance to write to Buddy again that more people will
want to write. Perhaps the response from Buddy will encourage some of the students to write, because I think everyone likes to get mail.
Dear Boys and Girls,

Thank you for your letters. You had some good ideas. I like getting letters from my friends in first grade.

I hope you are having a happy school year.

Love,

Buddy
On October 19 we got a new student in our class. Her name is Laiyan and she is Chinese. Her family has been in the United States for less than a month and she spoke no English when she got here. She started school here in second grade, but to help her learn English the second and first grade teachers felt that she would be better off in first grade.

Laiyan's interpreter has been coming to school with her. Laiyan and her whole family live with the woman who interprets for Laiyan and the interpreter's family. Laiyan's parents speak no English either. Laiyan cried several times the first few days she spent in our class. I feel for her because I think she must be scared and lonely at school right now. I think it would be hard to sit in a class where an unfamiliar language is being spoken.

Laiyan's interpreter only stays for the first few hours of the school day. When she would leave in the beginning, Laiyan would cry. Now she just waves goodbye to her interpreter instead.

Today Laiyan rode the bus to school for the first time. She was also the helper for the day along with another student. She counted lunchboxes, put up calendar pieces, led the line, and passed out papers. She is really just like one of the kids now.

Laiyan is very bright and a very quick learner. She
watches what the other students do when we give a direction and then gets out the correct book to work with. She is learning fast in reading. She knows a lot of words and is fast catching up to the other students in the class, but she does not comprehend all that she reads yet.

I am excited that she is learning to recognize words. Her personality is starting to come out more and more. As she learns new words, she is starting to see the humor in stories we read in class and she sometimes laughs along with the other students.

Math is her strong subject. She excels in it. It is really amusing to watch the other students' reactions to Laiyan in math class. They are really impressed when she gives even the simplest of answers because they do not understand that Laiyan learned math in her own country. They think that since she cannot speak English that she does not know how to do math either. Actually, Laiyan can already multiply so she is way ahead of the other students. I think the praise that Laiyan receives from the other students when she gives a correct answer is helping her to feel more at ease in our class.

The first graders in our class are very protective and supportive of Laiyan. They all want to be her "special friend" and help her find her way to the lunchroom, the library, and the bathroom. The all want to stand next to her in line and play with her during recess too. I think having Laiyan in our class has been a learning experience
for the other students because they are learning to look out for someone else besides themselves.

We read *The Grouchy Ladybug* by Eric Carle this morning. One of the students brought it in to share with the class. I always try to read the books to the class that students bring in to share because I think it lets the students who brought in the books know that they are important and that their choice of good books is also important. I also hope that other students will be encouraged to bring in books to share if they know that I will read their book to the class.

The class really enjoyed the book. They really got into acting out the story. Actually, they were close to being out of hand. Yet they were laughing and acting out the ladybug's antics and having such a good time that I let them enjoy themselves.

After I finished reading the story, I gave the students writing paper and they wrote and drew pictures about the book (see insert, pages 1165-1166). Many of the students are beginning to write more. Their inventive spellings are becoming more accurate and it is easier for me to decipher what word they were trying to write. Some students, however, are still very preoccupied with spelling words right or having the correct letter to go with a sound, and this prevents those students from thinking and putting their ideas on paper. I hope that as these students learn to sound out and spell more words that they, too, will begin to write more.
One of the slight traumas of the day occurred while we were doing a skill pad page. The page had sentences with blanks on one side of the page and words to go in the blanks on the other side. The words that were meant to go in the blanks were the vocabulary words to a new story we started in reading today. I read the first three sentences to the class, but since this makes the page really easy for the students I had them do the last four sentences on their own.

Two boys burst into tears over this. Then I felt really bad because I had encouraged them to do the page on their own. It kind of irritates me that they dry their eyes and are back to normal so quickly after I help them, and yet their outbursts stay on my mind for a while. First graders are funny like that. They burst into tears so quickly over what seems to me to be such mundane things sometimes, and they recover just as quickly. Resiliency of youth I guess!
The grouch bug lady bug.

Once a lady bug met a
mother lady bug and got in
to a fight. So the lady bug
walked way to find some
body big.

He said at 12 o' clock and met a bird
and said you are to st four me.
There was once a little ladybug.
It was in the green grass to eat if it
He piled to blue flowers and eat it.
He was so tired that he went to bed in the green grass.
I went back to visit my students from student teaching today. I was really glad to be back because I miss all the students and teachers. Everyone was very surprised to see me because I had not told anyone that I was coming to visit.

The first graders all said "hi" to me and spread the word around the classroom that I was back. Then, for a few minutes, they did not really seem to know what to say with me. They all talked among themselves instead. Eventually, some of the students started coming up to talk to me and catch me up on what I had missed. Jeff wanted to tell me about his sister who will be going off to college in the fall. He asked a lot of questions about where I live and what school is like for me. Several of the other students also gathered around me to tell me what they had been doing since I had left.

The first grade students all wanted to incorporate me into their school day. They asked me if I was going to lead the pledge when Mrs. Jones was not in the room when it was time for class to start, and they asked me to read them a story during morning time. They also asked me if I would go out to recess with them.

Since the students have been writing letters to people they know, Mrs. Jones suggested that they could all write letters to me telling me what they have been doing in class since I left (see insert, pages 169-184). They told me
they were learning about weighing and measuring, and to read and write better. Some of the students also mentioned the field trip they will be going on tomorrow.

I really enjoyed reading the students' letters. They are all making so much progress with writing and spelling. Even Linda has made great strides. I enjoyed reading her letter because when I left the class she could not put a sentence together that made sense, and now I can understand her writing.

I had a lot of fun visiting the kindergarten too. When I walked into the morning kindergarten the students were working in their centers, and a whole bunch of them came up to me and wrapped me up in a big hug. They all wanted to show me what they were doing in their centers. I had been a little worried that I would not remember all of the students' names, but I knew them all.

In the afternoon kindergarten I walked in when the students were sitting in a group listening to the lesson for the day. As soon as the lesson was over, some of the students came up to me to give me hugs. More of them came up to talk to me after they went back to their seats to do their work.

I really enjoyed seeing all the students and hearing and seeing all the progress they are making in school. I almost felt like I had never been gone at all. Seeing everyone again made me wish that I could be a part of that school and see the students and teachers every day again like when I was student teaching.
March 10, 1994

Dear Miss Taylor,

We have been learning how to read better. We have been measuring things and I miss you a lot.

Your friend,

Ryan C
March 10, 1993

Dear Miss Taylor,

Win - you was noth

and at school. We real

a lot. We ol - mist you.

We did a lot of

work. We have bin talking

about waying ang mally.

I love math and

I like school a lot.

You wra a good teache

your friend,

Justin
March 6, 1975

Dear Miss Taylor,

We have been reading a lot. I hope you get to lis to us read today.

We are going to go on a feld trip. I hope you get to come on the feld trip.

There is a new school going up. The new school is called Flint Lake.

Lore

trip.
March 10, 1993

Dear Miss Taylor,

We have been counting with tens and ones. We only have to read two more stories.

You are nice.

Love,

Adam
March 19, 1993

Dear Miss Taylor,

We were reading in our book and doing Math and trying are time fast and do our Math centers.

Your friend, Linda
March 10th

Dear Miss Kayton,

I am a good reader. I wished if you were still our teacher because you are nice. I am glad you are here.

Your friend,

Joseph
Dear Miss Taylor,

We have been learning how to read and write. We have been writing letters to people we know. We have been having spelling test.

Your friends,

Lauren
March 10, 1993

Dear Miss Taylor,

We are learning words. Adam is the star of the week. On every time, I am reading a lot of books at home. We made rembo pots. Than we made shamrocks in school. We are going on a field trip. You came to our class room today. We made sheep in school to.

Your friend,

Diana
March 10, 1993

Dear Miss Taylor,

We have been learning how to measure. It's fun. I am getting better in math. Tomorrow we are going to the bank and K-Mart.

Love,

Latrice
Miss Taylor, I have been dancing better. We have had lots of people star of the week. I miss you.
Dear Miss Taylor, We are learning about meshring. I like meshring.
Today Miss Taylor came. Today is Wednesday. Today Joseph is helper.
March 10, 1993

Dear Miss Taylor,

Most of the time I get all of my problems done so I get a F on my Tim test. On the field trip we are going on a field trip. We are going to the bank. Next week we are going
I like reading books. I like school. I like to play.
March 10, 1993

Daer Miss Taylor,
I am good at splits.
You are a good teacher. Your fun for a teacher.

Got to go. Biey.
Mark 3-10-93
Kindergarten: A Different World

(contrast: kindergarten and first grade)
KINDERGARTEN: A DIFFERENT WORLD

After spending ten weeks in first grade, I went to spend six weeks in kindergarten. Moving from first grade to kindergarten was like stepping into a whole new world. It was a hard switch to make because I became really attached to the first graders and I really did not want to leave them. I did not want to miss out on anything they were learning or doing.

The switch was also difficult because I did not ease into kindergarten as gradually as I had eased into first grade. During the morning kindergarten class I was introduced to the students and I spent the first week observing Mrs. Sherer, the morning teacher, and getting to know the students' names and personalities. There were 36 students in the morning kindergarten. That is a lot of names to learn!

In the afternoons of the first week, I had to introduce myself to the students because Mrs. Fletcher, the afternoon teacher, was out of town. So not only did I have to get to know a new set of students (24 in the afternoon), I had to introduce myself to them and convince them that I really was their student teacher and that I was going to be in their class every day for a while. I also had to introduce the substitute teacher, who was there because I was not certified, and I had to teach the class too. My first week I taught the lesson that Mrs. Sherer had taught in the
morning, so at least I had seen the lesson taught before I was required to teach it. My hardest task seemed to be getting to know the students' names and personalities and earning their trust and respect.

The first few days I spent in kindergarten I really missed being in first grade because everything was so unfamiliar. Until I got to know the kindergarteners, I was not sure if they liked me or not or if I was really in control or not. The daily schedule was different too, (see insert, pages 191-194) and I had to remember new times for specials. I also had to get used to teaching every lesson twice because the morning and afternoon kindergartens did the same lessons and activities.

In addition, I had to get used to was the style of lesson planning. In first grade, a lot of my planning was done from the basal texts, and specific subjects were taught at approximately the same times every day. In kindergarten, the planning was done around thematic units. Each week had a theme, and math and reading and all other subjects were taught within that theme. In kindergarten I had to be more creative and I had more leeway in planning lessons and activities than I had in first grade.

The teaching style used in kindergarten was also different from the one I had become accustomed to in first grade. In first grade, I had worked with and watched one teacher teach. In kindergarten, I was part of a team-teaching situation. Mrs. Sherer and Mrs. Fletcher taught
the morning kindergarten together. Every other week one of them would write all of the lesson plans and do the teaching of the lesson each day. The other teacher would take care of everything else such as reading groups, mixing paint, and hurt or crying children. Mrs. Fletcher was the only teacher in the afternoon and she taught the same lesson that had been taught in the morning.

The first time I had to teach reading groups in kindergarten I hated it. In first grade, the whole class read together so there was only one thing going on in the classroom at one time. In kindergarten, reading groups consisted of one half to one third of the class at a time. While one portion of the class was in reading groups, the rest of the class was doing seatwork and going to their centers. This made for a lot of background noise while I was trying to teach reading. I had a hard time concentrating on the reading group and I also had a hard time maintaining some semblance of order in the group. The students wanted to do the workbook pages and be done with reading time. It was hard to get them to sit still and listen to the lesson and the directions before they started to make marks in their workbooks. I found myself constantly telling the students to think about their answers before they marked them and to slow down.

The noise in general in the kindergarten classroom took some getting used to. Mrs. Sherer and Mrs. Fletcher were so used to it that they did not notice it. The first grade
classroom had been relatively quiet, and there were only 18 students there compared to 24 and 36 students in the kindergartens. After a while, however, I too got used to the noise level and I no longer noticed it as much.

I also found myself making a lot more decisions on my own in kindergarten. In first grade I would check with Mrs. Jones to see what she thought about my ideas before I tried them. In kindergarten it seemed that people, like the aid and the substitutes, looked to me to make decisions. After Mrs. Fletcher was out of town for the first three days I was in kindergarten, she was in a car accident that kept her out the rest of my first week and most of my second. Mrs. Sherer went home at lunchtime and so I was the only person in the afternoon who had seen the lesson in the morning.

When substitutes came in the afternoon, they looked to me to tell them what to do. When Mrs. Racine, the aid, came in she would ask me what I wanted her to do because I was doing the teaching and later, the lesson planning, and her job was to gather the materials I needed. I also began staying after school to work on projects for the bulletin boards or the hallways. Since the other teachers had usually gone home by then, they would not see my work until they came in the next day. I was always a little apprehensive when I put up something in the room until the other teachers had seen it because I was worried they might not like what I had done.

Also, I learned to use an auditory trainer. One of the
boys in the class had a 30% hearing loss and wore hearing aids. The auditory trainer was a microphone that I wore to amplify my voice when I talked to Bradley. He wore a receiver that picked up my voice and sent it through his hearing aids. In this way, my voice was louder than the background noise from the other students. It was somewhat inconvenient because whoever was talking had to be wearing the microphone, so the other teachers and I traded off a lot.

Once I had been working with the kindergartners for a while I got to know their individual personalities. There was a wide range of maturity levels and personalities in both the morning and afternoon classes. Overall, the morning class seemed to be more mature than the afternoon class. I also felt like the morning class became more emotionally attached to me than the afternoon class did.

Manan was one of two boys in the morning class who could read. He was interested in print, and when I wrote down stories that he dictated to me he read the words as I wrote them. Matthew P. in the afternoon class was very quiet and had a lot of trouble finishing his work. He often seemed not to understand how to do his work and often got sidetracked. He did not have much to say either, and his speech was not always clear.

The rest of the kindergarteners fell in between Manan and Matthew P. Some, like Sarah P. and Tina, were quiet and rarely talked; and others, like Mike and Stephanie, talked
almost constantly. Scott was a real handful; he was very exuberant and loving and seemed to have trouble paying attention. Matthew W. tested my authority often the first few weeks I was with the class. He liked to be the center of attention, I think. Kirsten and Nicki were best friends.

Each of the 60 students I had in kindergarten came to have a special place in my heart. The kindergarteners, in general, seemed to be less inhibited toward their teachers than the first graders. They gave out hugs more freely than the first graders did. They liked to show people what they were doing because they were proud of their accomplishments and, I think, because school was still new to them. The first graders were proud of their accomplishments too, but they were a little more reserved about showing their pride.
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<tbody>
<tr>
<td>Arrival 8:20</td>
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<tr>
<td>Free time</td>
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<td>Circle Time</td>
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<td>9-9:30</td>
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<td>Library 9:30</td>
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<td>9:30-9:45 music</td>
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<tr>
<td>work time</td>
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<td>9:30 til</td>
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<td>Center time</td>
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<td>clean up</td>
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<td>and back to</td>
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<td>circle</td>
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<tr>
<td>Closing circle</td>
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<tr>
<td>time 11-11:20</td>
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<td>ready for</td>
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<tr>
<td>home 11:20</td>
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Morning Kindergarten
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Arrival 12:30</td>
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<tr>
<td>Free time</td>
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<td>until 1:00</td>
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<tr>
<td>Circle time</td>
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<tr>
<td>1:00 - 1:20</td>
<td>1:00 - 1:30</td>
<td>1:00 - 1:15</td>
<td>circle time</td>
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<tr>
<td>work time at</td>
<td>circle time 1:30</td>
<td>music 1:15</td>
<td>circle time</td>
<td></td>
</tr>
<tr>
<td>tables 1:30 til</td>
<td>work time 2:00</td>
<td>1:45 library</td>
<td>work time 2:00</td>
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<tr>
<td>finished</td>
<td>til finished</td>
<td>work finished</td>
<td>til finished</td>
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<tr>
<td>center time</td>
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<tr>
<td>clean up and</td>
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<tr>
<td>back to circle</td>
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<tr>
<td>2:30 - 2:45</td>
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<td>closing circle</td>
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<tr>
<td>time 2:30 to 3:10</td>
<td>2:30 - 3:00</td>
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<td>ready for</td>
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<tr>
<td>home 3:10</td>
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Afternoon Kindergarten
Arrival

Afternoon children need to be let in the south door when the bus arrives. Teacher stands at the room door to collect notes, etc.

Name tags on (if needed).

Children use shelf toys until circle time. Pass out center cards to individual children during this time. Use cards to tell who is absent. Send down attendance sheet and library books with the two helpers.

------------------------------------------

Circle Time

Calendar, thank you for snacks, lesson for day. During this time, work project will be explained to the class by showing step-by-step directions.

------------------------------------------

Work Time at Tables

Children work at tables on the lesson or project, check out their work with teacher. Corrections made so that child understands what he did wrong, or child makes the needed revisions back at table.

Teacher had time to call groups of kids for workbook if scheduled. Otherwise, help individual children, and circulate the room.

------------------------------------------

Center Time

Child takes snack to his table, then on to center choice for that day. Usually every child gets to their center, but the slow workers won't have very much time at the center.

Parent helper can assist by writing stories in writing center, helping where needed.

------------------------------------------

Clean Up and back to circle

Block center often needs adult help to clean it up quietly and quickly. Work with Teacher center kids will want a piece of candy from the drawer.
Closing Circle Time: No more than 20 minutes.

Read a related book, play a related game.

Ready for home

See list of busses and riders taped onto the glass by the door. Any exceptions will be handled by notes that the children bring.

Children should be at tables with book bags, packing up to go home. Dismiss by tables.

*If you need a filler for some extra time, divide up in small groups for use of the math manipulatives for sorting, patterning, arranging by a characteristic, etc.

Mrs. Fletcher
Favorite Books
Favorite Books

Aylesworth, Jim.  *Old Black Fly*

Bayer, Jane.  *A My Name is Alice*

Brown, Laurene Krasny.  *Are You Warm?*

Carle, Eric.  *The Grouchy Ladybug*

de Paola, Tomie.  *The Art Lesson*

________________.  *Little Grunt and the Big Egg*

________________.  *Oliver Button is a Sissy*

Hoban, Russell.  *Bread and Jam for Frances*

Hoff, Syd.  *The Littlest Leaguer*

Kellogg, Steven.  *Can I Keep Him?*

Klein, Norma.  *A Surprise Party for Dinosaur*

Krasilovsky, Phyllis.  *The Very Tall Little Girl*

Lionni, Leo.  *Little Blue and Little Yellow*

Numeroff, Laura Joffe.  *If You Give a Mouse a Cookie*

Payne, Emmy.  *Katy No Pocket*

Schulz, Charles M.  *Happiness is a Warm Puppy*

Stevenson, James.  *Monty*

Thaler, Mike.  *The Hippopotamus Ate Our Teacher*

________________.  *The Teacher from the Black Lagoon*

Vaughan, Eleanor K.  *Mickey's Magnet*