Sample Log Entries for Phase I Student Teaching Observation and Participation
(Names have been changed for privacy.)

Log for September 5         Grade 1/Kindergarten

8:10-8:20         Arrival
8:20-8:35         Math Journal (“Draw the math sentence”)
8:35-8:40         Go over daily agenda
8:40-8:50         Mind problem/problem solving
8:50-9:10         play memory game
9:10-9:45         Go to kindergarten class; small group/circle
9:45             Departure

Episode
The entire class was sitting at circle and had just finished their mind problem when Fred burst into tears saying that a girl had told him that his younger brother was ugly and dumb. Apparently, this had happened earlier in the day because she was sitting across the circle from him. Ms. Lattice asked the girl if there was something that she could do that might make Fred feel a little better. The girl, obviously embarrassed, shrugged her shoulders so Ms. Lattice opened the situation up to the class asking for their input.

Analysis
This situation was kind of awkward for me for a couple of reasons. I really wanted to comfort Fred but I didn’t really know the teacher’s take on it (she was very sympathetic and concerned for him). The other reason for my discomfort was because I could see the look on the little girl’s face who was being accused. It’s not that she was denying it because she admitted doing it but here she sat surrounded by friends and classmates, not only having a boy sobbing because of her words but she had everyone telling her what should be done. I could tell from the look on her face that she knew what she should do, but she was already so embarrassed in front of her peers. Eventually Ms. Lattice said that the three of them could talk about it later and the little girl agreed. I just don’t know if the little girl’s feelings and self-esteem were crushed by this situation. I think that by Ms. Lattice trying to use this as an ideal time to talk about the issue she may have sacrificed a student. I was encouraged by what Ms. Lattice said to Fred and I hope that their discussion later took care of some hurt feelings.

Log for September 12        Grade 1/Kindergarten

8:10-8:20         welcome and flag salute
8:20-8:45         calendar and counts
8:45-9:15         gardening–departure
9:15-9:40         arrival–small group; letter writing; rhyming
9:40-9:50         reading with two children–departure
Episode

I was helping two children read their “My Dd Book” and helping them to point to each word as we said them. Dennis was constantly skipping ahead saying the words that were not being pointed at (he had each page memorized). I decided to sit back and let him do it by himself since he wasn’t listening to me anyway. He did it perfectly, pointing to each word as he said it. He was very quick.

Analysis

Dennis, being the most “hyper” child in this class, has a very hard time following pretty much any task. I am pretty sure that he doesn’t have much background knowledge of letters because I don’t think that he knows any of them. After this incident I’m wondering if he is just a very fast learner or he does have more background knowledge than I have thought and he just doesn’t express it because his mind is normally someplace else. I am definitely wondering about this child.

(Note added at the end of the semester: Looking at this entry at the end of Phase I, Dennis has shown more improvement than anyone else in this class. It is neat to see how far he has come!)

Log for September 20

Grade 1

8:10-8:20 arrivals
8:20-8:25 flag salute/coin collection
8:25-8:40 calendar/number line
8:40-9:30 leveled reading–phonics/sight words/journaling/book context clues
9:30-9:40 recess
9:40-10:45 ending sounds–group and worksheet
10:45-11:20 lunch
11:20-12:10 P.E. (Prep time–correct papers, file homework)
12:10-12:25 DEAR
12:25-12:35 story/homework

Episode

The class had just done some onset work as a group and then asked to go to their seats to complete an onset worksheet. Misha, a Ukrainian boy, remained sitting on the floor. I thought this odd because he always did as the teacher asked. I went over to him and asked him if he would go to his seat, again he said no. I asked him if he would go to his seat if I helped him with his worksheet. He jumped up, said yes, and went straight to his seat.

Analysis

What first seemed to be disobedience, for lack of a better word, later seemed like fear. I finally decided that Misha wasn’t understanding the assignment even though his English is excellent. I helped Misha by telling him what the pictures were and immediately he would write its onset. Misha’s problem was by no means discipline, but a lack of understanding. As soon as I got one-on-one with him and pointed to each picture and pronounced its name clearly, he was fine and did a great job on his assignment. I told Ms. Lattice and she has been thinking about getting
him some extra help. I hope they can help him in the classroom instead of pulling him out.

Log for September 26          Grade 1

8:10-8:20  arrival/role call
8:20-8:45  review daily schedule/calendar
8:45-9:30  reading groups/assessment on Terry
9:30-9:40  recess/departure

Episode:

I was doing an assessment on a new boy in the class, Terry, who knew about 7-10 of his letters. The misnamed letters were normally called “n” or “i.” Then when I asked him to tell me the sound each letter made he would say, for example for n, he would say “e...e...e...n.” So basically he would just make the sound for e and then name “n.” When I asked him to say the sight words for me, he would spell them and say “that’s what it says, n--o.” When I asked him to give me the word that it spells, he would say, “I already did.”

Analysis

I found myself getting frustrated because Terry was not understanding what I was asking him to do. Because of his confidence when we first began, I expected him to do a lot better. He seems to be very smart and quite capable of learning to read. He is definitely vocal.

(Note added in late October: Terry is being tested for brain damage after a car accident the previous summer. Apparently his mother said he has never been the same since then. We found this out after Terry struggled in our class for two months.)