Hannah Davis

Timothy School #2

February 20, 2013

A is in for individual time. “Point to ‘my;”“point to “are”, “is” “me” “want”

A is riled up- smacks paper instead of pointing- “Point nicely please”

Ok read words: what are these words- green, is, are, me, my, want. A seems to guess at a few. Mrs. K just tells him what is wrong and moves on- doesn’t try to re-teach it.

A has a lot of energy. In Mrs. K’s office, she has a table for sitting and reading with her students. She pulls put a chair next to her student and they either work in a workbook or on the computer together.

Working on pointing to the words as they read.

A points really aggressively but Mrs. K doesn’t mind

“Now, fill in the blanks: Moe is a \_\_\_ frog. (green)

Moe is \_\_\_ friend (my)”

Ready to read a book. A finds page 27 by himself: “The New Dog Gets A Name.” Reads a page and then asks a question which A answers correctly after some goofing around.

Also “Moe and Molly Swim in the Pond.” Mrs. K asks questions about the story of A.

Syllables- clapping the two syllables : un-der.

Un-der-stand-ing

Mac-a –ro-ni

Tap out letter words- p-a-t

I’m surprised that Mrs. K doesn’t focus on the words A gets wrong. Is it because she knows his capabilities and knows that he is just faking getting the words wrong? I wonder how often they go through these words.

The physical contact seems to help keep a student focused.

Again, putting something physical into reading.

I get so excited when A gets answers right!

m-a-t

Moving hands to the words/syllables is important.

Going over sound differences in letters.

Ok you get a break you can go play with the toys. A says no and wants to take a break in his chair.

When Mrs. K reads A a book at the end of his session, she asks questions throughout so that she knows he is paying attention.

Two music classes in a row- word of the week is house. Reading two books and singing songs about home. Much more calm than last week. In the music room, students sit in chairs in a semi-circle, with teachers ( almost 1 to 1) sitting behind them. Mrs. C plays the piano in the corner and is very engaging. Picks contemporary songs to go with the word of the week.

E in for individual time. She gets to sit on a bouncy ball to help release energy.

Read “Mark’s Big Day” on page 56- E finds page by herself. Mrs. K points to the words and E reads in a quiet voice.

Occasionally E tries to flip the book or smack the table, and says “oh dear”- she knows better according to Mrs. K.

In the book, there is a reference to the Big Bad Wolf who “huffs and puffs and blows the house down” and E starts blowing.

Go back through the book and ask questions.

Mrs. K gets up to grab her computer from the other desk and E

Again, more physical associations.

Mrs. K is good at going with the flow- she allows A to take a break any way he wants.

It seems like music is really engaging for students. Mrs. K suggests that they need a separate reading and music class but it is not in the budget.

About half of my day is spent in the music room where I don’t have as much time to take notes.

She is very engaged with the readings and comprehends them.

immediately stands up and tries to flip the table. While some things fall off the table, nothing is broken. Both Mrs. K and I barely react, simply acting surprised but not angry or bringing any attention to the situation. Mrs. K says its good practice in “not reacting”.

Spelling words on the computer.

E continues to try to hit Mrs. K but she does not react or pretends not to notice.

Individuals time with T.

Works on spelling first. Sticks to his schedule even though he asks many times about Edmark, the computer game.

Back to the music room. End of the day is tough because everyone is antsy.

I’ve seen her act out before- last year she tried to hit Mrs. K pretty hard. I wonder why she act out because has doesn’t seem upset or angry. She moves very fast so she can be dangerous. Mrs. K explains that she is working towards going back to her district school but her behaviors are too bad at the moment. In her classroom she has a behavior program.