Brown

Practicum Journal 1

My first day at Glenwood Elementary was mostly an observational/ informational day. When I arrived, I found out that I was placed in a third grade classroom with Mrs. McCormick.

Technology:

The technology is nice and up-to-date. The classroom equipped with a Promethean board, teacher apple laptop, and document camera. There is also a computer station set up for the students with four desktops (pc) and a printer.

Classroom Environment:

There are many informational/ colorful posters on the walls without being over stimulating. First, on the cabinets are words related different subject areas such as: reading- story elements, root word, and prefixes; language arts- punctuation, verb, and declarative; math- probability, number sense, and associative property. Second, there are posters displaying punctuation marks, parts of speech, types of writing, numbers, the alphabet, and a large calendar. Third, there is a Publisher’s Paradise. It consists of a palm tree and tropical birds hanging around it. Students can place their final draft of a piece of writing on the palm tree. Fourth, on the whiteboard are different subject areas and under each one are “student will” statements. The fifth and final poster that I will mention (but not last) is the Expectations and Consequences posters. They are two different areas of the room. I like the statements under “Consequences” says “If someone causes a problem, I will do something. What I do will depend on what happened and what the person is willing to do to solve the problem.” With these statements, different consequences can be used for different situations and it is not “set in stone”.

Daily Procedures:

Right now, everyone is in T-CAP mode. Teachers are mostly reviewing concepts and practices with students.

The day begins with Mrs. McCormick greeting her students at the door. From 8:30-9:30 everyone in school is doing some type of math. In Mrs. McCormick’s class, students are grouped by skill and academic level so they can all work on the same thing. After students have completed their work, the teacher makes sure to call on students who raise their hands as well as those who don’t. Students also work on completing problems under a time restraint. They are reminded to check their work.

At 9:30, students are able to get their snack out and have independent reading time. If students have finished their book, they may go to the library and check out another.

Next is language arts. Today students have a writing topic “Easter Bunny Helpers”. They are to write a fictional story about how the Easter Bunny has chose them to help paint and deliver Easter eggs. They first write two reasons on an index card. Mrs. McCormick would encourage students by saying “Oh, I really like those reasons!” They would then write their story on a piece of notebook paper. Finally, after their rough draft was approved, they wrote their story on the final sheet.

Later, students go to the designated special for that day. Mrs. McCormick usually uses this time planning or preparing for the rest of the day.

Science is after specials. The teacher explains what SPI or State Performance Indicators the students are completing. During this time, if students don’t understand what something is how to find the answer, she gives more than one example.

Students go to lunch at 12:20.

After lunch it is time for recess. Today, however, instead of recess, the students take their stories down to a first grade class to share with them, and to stuff Easter eggs.

Next it is time for reading groups. Teachers work with a group of students for 30 minutes on practice and then a little independent reading. After those 30 minutes has passed, the students rotate into different groups. To make the poem more interesting, Mrs. McCormick rapped it with the group. At the end, she played Mad Gab with them for problem solving, inference, and fluency skills.

Finally, at the end of the day, there is a little time which is usually designated for more writing instruction. Today, instead, Mrs. McCormick has decided to use it for inside recess, since students didn’t have it earlier.

I really think that I am going to enjoy working at this school and in this classroom. There is a lot that I can learn here.