

### Field Work Daily Logs – Week 3

Date: 6/27/16

Site: Signal Hill Elementary School

Time: 7:45 a.m. – 1:45 p.m.

Cumulative Total hours: 6 hours

Topic: Library – Read Aloud

Activity: Today, six Kindergarten – 3<sup>rd</sup> grade classes visited the library. This week, students are checking in books, but not checking out since the school year is almost over. I assisted with checking in books and putting them back in the appropriate shelves. After students checked in their books, Ms. Patterson read them stories. Since students did not check out books, they were able to listen to two or three stories. The only class that was different was the third grade group. Ms. Patterson showed the third graders a PowerPoint presentation on dictionaries and then they completed a worksheet to check for understanding.

Reflection: Since there was more time for stories, I got the opportunity to observe and reflect on the process that Ms. Patterson uses to read aloud stories to students. She begins by showing students the cover page and reading the title, author, and illustrator. As she read, she stops to discuss difficult vocabulary, make predictions, ask questions, and makes personal connections to the story. This process kept the students engaged in the story. She is also addressing the needs of English learners by discussing difficult vocabulary. Making personal connections is also a very effective way for students to comprehend the story. Asking questions, such as “What would you do if you were in the characters place?” encourages higher order thinking as well. Reading aloud is a fun experience for children, but also meets many of the Common Core English Language Arts standards and builds comprehension skills.

Date: 6/28/16

Site: Signal Hill Elementary School

Time: 7:45 a.m. – 1:45 p.m.

Cumulative Total hours: 6 hours

Topic: Library – Dictionary Skills

Activity: Today seven classes came to the library: two kinder classes, one first grade, two second grade, one third grade, and one fifth grade class. The kinder – second grade classes checked in their books for the final time and then had 2-3 stories read to them by either Ms. Patterson or myself. The third grade class had a lesson on dictionary skills. I taught a lesson to the 5<sup>th</sup> grade class about website evaluations, which was a follow-up to a previous lesson that Ms. Patterson had taught them.

Reflection: One of the activities for today that was very interesting and useful for students was the dictionary skills lesson that Ms. Patterson taught to the third grade class. She asked the students to bring their dictionaries from their classrooms to use as a guide. She used technology to show a PowerPoint presentation that had the following essential questions: *What is a dictionary? How is it organized?* The presentation discussed how a dictionary is organized in alphabetical order. The PowerPoint presentation also included practice with organizing words in alphabetical order. Ms. Patterson used active participation strategies to engage students in the lesson and practice skills. To assess students for understanding, she gave them a worksheet and had them practice the skills individually. The students did very well and most were able to complete the assignment. One thing I noticed, however, is that students were chanting the alphabet quietly to themselves to figure out which letter in the alphabet came first. It seems that

students at this grade level are not yet able to automatically recall which letter comes first when looking at letter organized randomly. This is a great lesson because the standards require students to be able to use reference sources, such as dictionaries and thesaurus.

Date: 6/29/16

Site: Signal Hill Elementary School

Time: 7:45 a.m. – 1:45 p.m.

Cumulative Total hours: 6 hours

Topic: Library – Read Aloud

Activity: Today seven classes came to the library: two kinder classes, one first grade, a second/third grade combo class, one third grade, one fourth grade, and one fifth grade class. Today, I got the opportunity to read to the kinder-second grade students. Ms. Patterson showed the third graders a PowerPoint presentation on dictionaries and then they completed a worksheet to check for understanding. The fourth and fifth grade classes completed a word search activity using Almanacs.

Reflection: Since I have been observing Ms. Patterson read to students during my field work hours, she thought that it would be a great experience for me to read aloud to students. I enjoy reading to students whenever I can because they rarely get to listen to stories read to them for fun in their own classrooms. I read *Hoot and Peep* by Lita Judge and *If you Plant a Seed* by Kadir Nelson to the kindergarten students. I noticed that the students in this grade are engaged and like to talk about the stories as they are being read. They especially enjoy the sound effects made by the owls in *Hoot and Peep*. I only read one story, *Extra Yarn* by Mac Barnett, to the first and second graders. This book was a little bit longer, but still grade level appropriate. This age group of students was not as engaged as the kindergarteners. They and preferred to listen quietly and then ask questions at the end. I also noticed that many students in this age group were not as interested in listening to stories. I believe that as children get older, they prefer to read independently than listen to a read aloud.

**Total hours for the week: 18 hours**

**Cumulative hours: 74.75 hours**