Reyna Llamas

EDU 220 M/W 8:25

**S.L. Assignments 5-8**

**5.** My mentor teacher delivers clear instruction through modeling when she is doing art projects. She will either put up her example on the projection screen or will walk through the art projects step by step with the children. I had the pleasure of sitting with small groups helping the students with their project as she walked through the steps for the advanced students. Another example of how my mentor teacher gives clear instructions is by showing and telling the students exactly how she wants to see the format of their writing. She also gives them a list of words that they’ve learned over the year to be included in their writing.

She demonstrates effective oral communication when she’s helping the students “fix the problem.” She will ask what happened, what should of happened, how it makes one another feel, ways to improve their behavior, an apology, and if the other student will forgive them and accept their apology. I absolutely love this method of solving a problem because not very many adults can talk out their problems and this will help them in the long run. Another way she demonstrates effective communication is when the child makes a mistake using past, present, or future tense. My mentor teacher will correct them and have the child repeat after her.

**6.** During recess the children were mad when another student didn’t want to share his new ball he brought from home. I had to explain to the child that sharing is fun for everyone and it makes people feel bad when he doesn’t share. I then had the students who were upset about his actions tell him how they felt. The students and I “fixed the problem” just as my mentor teacher would by talking it out.

**7.** Involving parents seem to be very easy in this class. My mentor teacher makes the classroom open to the parents. They’re allowed to sit in and watch their child and be engaged with the students. She also sends home newsletters to keep the parents informed and updated on school events. Another thing I saw my teacher do is assigns every child their own journal. The child writes in the journal at the end of the day about anything that happened. She then will make a comment, question, or remark about the child’s day and the students takes home the journal to be signed. If the parents want to communicate they can either write in the journal, call, e-mail, or set up a meeting time with the teacher.

Most nights parents have comments or a question and they write I the journals and this is a very effective way that the parents are involved.

**8.** Instructional resources: She has posted the past, present, and future verb lessons with the rules for the students to use. She is always going back and referencing these notes to the ELL and regular mainstream students.

**S.L. Assignments 9-12**

**9.** Three different ways my mentor teacher provides learning opportunities for the students are using white boards, and writing short stories. After teaching new words to the students she will have the children practice writing the words on the white board. On Mondays she has the students create a short story about what they did over the weekend using the new words they were just taught.

**10.** When I was in the ELL resource room, I was able to teach the group of 5 first graders the past tense lesson. Once I was done with this, I helped the students on their assignment given to them about past tense.

**11.** The teacher provides different learning styles by giving a little more challenging work to students who are advanced. She also makes assignments with more pictures for the students who are in special needs or ELL resource classrooms. She will do this for any type of assignment whether it be for homework, in class, or a test/assessment. She once had me work with the students who need a little more help in a small group to give them encouragement and support.