University of Puerto Rico in Humacao

English Department

Weekly Reflection

Week Num. 4

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Clinical Teaching Practice

September 5th – September 9th

This week began with the Labor Day holiday. The school was closed, and classes returned on Tuesday. The second day of the week began with the Orientation Period where Mrs. Trinta and I corrected some of the remaining pre-tests. During Observation Period, the C.T. introduced the class with an important announcement about the prohibition of using any technological device to record the class. The teacher explained that a student was caught recording a teacher during class and that is illegal behavior. Moving on from the announcement, the statement of aim targeted the goal of the class which was finishing once and for all the pre-tests. CT. assigned me to read the passage for the Listening part of the test. I stood in front of the class, a little nervous, but I read the passage twice; slow the first time and then at a normal speed. Students worked on their tests answering the questions which Mrs. Trinta was discussing. For the closing activity, students were called to the desk where both I and C.T. completed the speaking part. This day, neither my practice group nor my activity group had classes because both teachers, Mrs. Vazquez, and Mrs. Quinones were absent. After giving fourth grade, I stayed with the teacher, working on my Group Profile, and helping the teacher correct the students' pre-tests.

On Wednesday, things were relatively back to normal. I was very excited as well as Mrs. Trinta because pre-tests were over, and we started off the units with our groups. For 4-1, the Unit 4.1 is titled Writing Dialogues. C.T. introduced the class with a statement of aim that stated the goal of the class: learning the vocabulary words for the unit. Mrs. Trinta wrote on the board a list of the vocabulary words which students had to write on their notebooks leaving space between each word. Then, the instructions given were to pull out their English-English dictionary (if they had it) or their computer and enter the DEPR online dictionary. I helped the students look for words and learn how to use a dictionary. I also assisted those with computers that did not know how to browse the information they needed. At the end, for the closing activity the teacher reviewed what was taught during class. The students were given as homework the completion of the activity. For the activity group, 1-2, the day was a total challenge for both the C.T. and I. Students were very loud, messy, and unorganized. I had a student challenge my authority directly and C.T. was losing her patience with the other students. The teacher reviewed the emotions that have been discussed in previous lessons and proceeded to the handout activity. Students had to color a paper and the teachers would go student by student cutting and pasting the activity. After finishing, the students were taken to the lunchroom and I had my lunch outside, on my favorite

bench. At 12:00 o'clock, Mrs. Trinta and I went to 3-1's classroom. The teacher introduced the new unit, Unit 3.1 Puerto Rico Unique! The teacher gave me the task of writing the vocabulary words on flash cards and pasting them somewhere visible for the students. Students were assigned to write on their notebooks the vocabulary words and when they finished, I was authorized to check, correct, and sign their notebooks. After finishing with third grade, I headed home to get ready for next day's classes. On Thursday, we didn't do much with my orientation period. However, for Observation period, C.T. gave the students the alphabet and each letter were followed by its English pronunciation. The students worked slowly their way up until the last letter. For the closing activity, the C.T. and I called the students to our desk to correct both the day's activity and the previous day homework. I signed notebooks and gave advise to the students because only eleven kids complied with the homework given. With my activity group, C.T. reviewed the emotions though a practice exercise. Students had to write down the fill-in-the-blanks and answer questions about their feelings. For my practice group, I do not recall exactly what was given because we had a major situation with a student.

A student who is new to medication was out of control. He wanted to run away from the classroom, which at one point he did. C.T. was really angry while the homeroom teacher stood there, observing. I was shocked, but after C.T. got the kid back to his chair, I kept helping the other students until time was over. This student is part of my practice group and that makes me a little nervous because, not even the teachers with experience are able to work with him He is a very functional and intelligent kid however, the need for attention wins over his good behaviors. Next day, on Friday, fourth grade (observation group) had an orientation at the library, so Mrs. Trina and I worked on lesson planning. For first grade, C.T. played several videos related to the thematic unit and avoided writing because the students had been writing all week. For my practice group, things got more intense with the student previously mentioned. He kept talking nonsense out loud and making very loud noises with the chairs and desks. He talked to me twice and told me he wanted to comply with the classwork, but he had to go to therapy. I negotiated with him and managed to make him work half of the task, but his mother picked him up.

After the experiences of this week, I realized several things. First, many teachers at ELAC are still traditional teachers who believe in different, obsolete strategies and methodologies that aren't very functional. I do not know if me and I is am living my "first love"

with teaching and children and so I am full of patience, but teachers at the school loose their temper so quickly it bothers me and the students. Maybe, I will grow like that after working for years with the same tricks, lies, and bad habits from the students, but right now is very concerning how the teachers act. I cannot deny that there are exceptions, there are amazing teachers that have that magical touch with children, however, I'm still very new to all of this educational culture and this is the moment to identify techniques that I like, disapprove, and that work for me and the students. Overall, I would say it was a great week, we finally hit the road with the units, and I am getting to see the rawness of working with different types of children.