

# WEEKLY JOURNAL

Name: \_\_\_\_\_ Wk # \_\_\_\_\_ Focus \_\_\_\_\_

## INTERACTIONS/BEHAVIOR/RELATIONSHIPS

What:
Why:

## ENVIRONMENT *(Physical, Temporal (Routine), Interpersonal Tone)*

What:
Why:

## GROUP TIME OBSERVATION/NOTE

--

## CURRICULUM/ACTIVITIES/LEARNING EXPERIENCES

What:

Why:

**REFLECTION**

My magical mistake:

Thoughts on this week's plan:

Plan for next week:

# WEEKLY JOURNAL SAMPLE

Name: Susie Student

Wk #3

Focus: Interactions and

Relationships

## INTERACTIONS/BEHAVIOR/RELATIONSHIPS

**What:** *Both T & J wanted the shovel in the sandbox. They were both crying "I had it first" and holding on to it. Teacher approached calmly and placed her hand on the shovel as well saying "looks like you both want the shovel, I wonder how you will solve this". T & J both claimed "I had it first". Teacher: "Sounds like you both think you had it first. How will you solve this?" Remaining calm, she stayed with them as they negotiated sharing it. Teacher ended by saying "Wow that was great problem solving, I knew you could do it! Remember how you solved this for the future".*

**Why:** *At this age children are egocentric and don't see things from another child's point of view. This leads to limited understanding of sharing and fairness. Teacher understood this and did not focus on who had it first, instead moved them forward to a solution. She remained calm so that the situation did not escalate. She did not solve the problem for them, but stayed with them "scaffolding" the experience and allowing them to work it out, sending them the message of competence & faith in their abilities. You CAN do it and I will be here to support you. She used many open-ended questions and statements. Once they solved situation, she reinforced their efforts, validating their skills and making it more likely they will solve problems themselves in the future.*

## ENVIRONMENT (Physical, Temporal (Routine), Interpersonal Tone)

**What:** *Outside the parents and teachers had set up camping equipment. There was a tent, sleeping bags, ice chests, ropes, cooking equipment and wolf, bear and squirrel stuffed animals. The children enjoyed learning about and exploring the items.*

**Why:** *Several of the children have been talking about camping. The teachers used these conversations to plan an "emergent" experience. The children who had camped before were able to share their expertise with classmates, facilitating peer to peer interactions and learning. The director mentioned she would send out a message to see if any families were interested in taking an overnight camping trip as a school. This was a nice example of home/school connections.*

## GROUP TIME OBSERVATION/NOTE

*The children are called to large group time using the same "welcome" song each day. They sit in a semi circle facing the teacher and she whispers the "10 Little Ponies" chant. When they are all sitting they whisper it together one more time. They are conditioned to this routine, which seems to work well for them. I asked the teacher if I could record the song and chant on my phone to learn them.*

## CURRICULUM/ACTIVITIES/LEARNING EXPERIENCES

**What:** *In the art area the children were making play dough with a teacher. He had set out the ingredients and tools and acted excited about the activity. He showed the children as he read from a large picture recipe and invited each child to participate. It was a simple recipe with flour, water, salt and food coloring. Each child took a turn stirring or squishing the ingredients while the other children sang "Mix, mix, mix it up, mix it all together" 2 times and then it was passed to the next child. At the end, some children wanted to help clean up and others wanted to play with the dough. There were rollers, cookie cutters and plastic knives and spoons for the children to use.*

**Why:** *Cooking develops many skills: fine motor, amount, number, pre-reading, social skills, competence, patience, sharing, satisfaction of completing a task. The teacher's excitement kept the children engaged. The song helped with sharing and patience. Having the materials ready and available allowed for a smooth experience and eliminated some potential problems. The large picture recipe allowed for pre-reading and kept the children's interest. There were many smiles and positive relationships.*

## REFLECTION

*I am still getting used to the classroom and routine, but am beginning to feel a little more comfortable. I am learning some names and a few of the children are beginning to approach me. My teacher is very supportive and encouraged me to jump in as much as I can. I try to keep my goals in mind as I interact and think about planning. It is all still a bit overwhelming but I feel confident I can get through this and become a better teacher. I am taking small steps and trying to be ok with making mistakes, something that is new for me. Right now my biggest challenge is using the type of language the teachers use to interact with the children. I am listening and taking notes and will try a few next time. It seems I will need to be less corrective and try not to answer or do things for the children. I may write some phrases on my hand so I have them "handy" hehe. The teachers are amazing and I hope one day to be as polished as they are in their approach! I am so thankful for this opportunity and am learning so much!*

**My magical mistake:** *I awkwardly trying to help make play dough by handing the teacher the flour when he asked. I gave him salt by accident. The children laughed and he kindly began a conversation about the similarities and differences between the 2. My mistake became a great learning experience for everyone! Who knew???*

**Thoughts on this week's plan:** *My plan for last week was to become familiar with the types of activities and experiences provided for the children. I made notes of the activities provided here and looked through some curriculum websites. I spoke with the teacher and we matched ideas to what might be interesting to this group of children. We discussed the interactions that take place during an activity and how it's more than just materials.*

**Plan for next week:** *Next week I am going to try to make flubber with the children. I will use many of the same strategies I observed today including making a large picture recipe, having materials and tools ready, allowing children to help clean up, singing the mixing song and writing some open-ended phrases on my hand.*