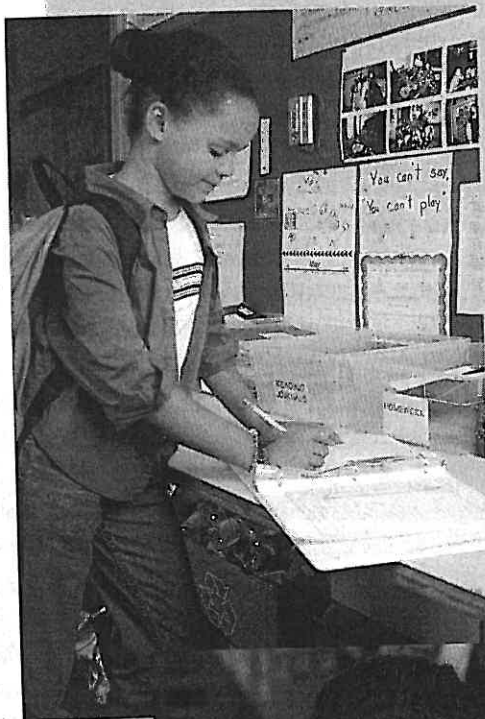


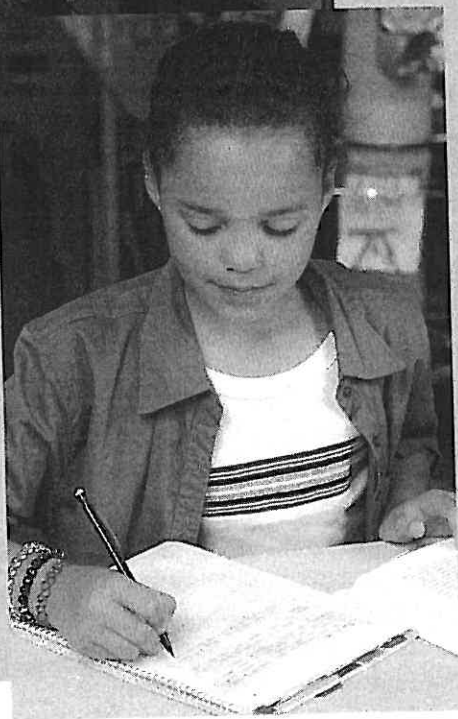
8:30 to 8:45 ARRIVAL

Erica's Day

Erica enters the room and checks in, indicating that she has returned her homework completed. Next, she takes out her writer's notebook and adds more ideas to her list of special times she has enjoyed with her sister. Earlier she has drawn a picture of her sister as a baby and then as a young child.



*Erica's Entry
and Sign-in*



*Working
Independently*

Carol, A Professional Teacher in Action

As the children arrive, Carol confers with individual students who are reading independently or writing in their writer's notebook. Carol's beliefs about learning and teaching, coupled with her thoughtful organization and planning, enable her to make use of every minute of the school day; for example, she believes that her students:

- develop their literacy both at school and at home; accordingly, she assigns meaningful homework.
- should keep track of their own work and take responsibility for routines like attendance.
- should start work the moment they set foot in the classroom. The arrival period signals the serious start of a new school day.
- can generate their own topics for writing. Students keep an ongoing notebook of resources where they record ideas for future writing in a variety of forms.
- enjoy having choices; when they arrive in the morning, they choose whether to read or write in their notebook.

8:45 to 9:45 WRITING WORKSHOP

Erica

After all the students have arrived, Carol calls Erica and her classmates to the meeting area, greets them, provides two writers talks, and teaches a minilesson on how author Jacqueline Briggs Martin and illustrator Mary Azarian shared information about William Bentley in their book *Snowflake Bentley* (1998). The book is the life story of a scientist. At this point in the year, the students in the class are learning how to write about people's lives, so Carol invites them to analyze the ways that Martin and Azarian made the story of William Bentley's life interesting to readers: in narrative, in side bars with factual information, and in photographs. Each student is working on a picture biography of a person whose life has made a difference for others. Erica's choice is Amelia Earhart; she works on her biography during independent writing. She has gathered magazine articles and books and has taken notes in her writer's notebook. She and her classmates work without talking to one another; the room is completely quiet except for some whispering as Carol holds individual conferences or works quietly with a small guided writing group.

At one point in the period, Carol confers with Erica about whether to organize Earhart's biography chronologically or to start with the mysterious disappearance of the aviator. Carol uses a sheet on her clipboard to take notes on their discussion. At the end of the hour, Carol asks a few students to tell about one way they are making their biographies interesting to their readers.

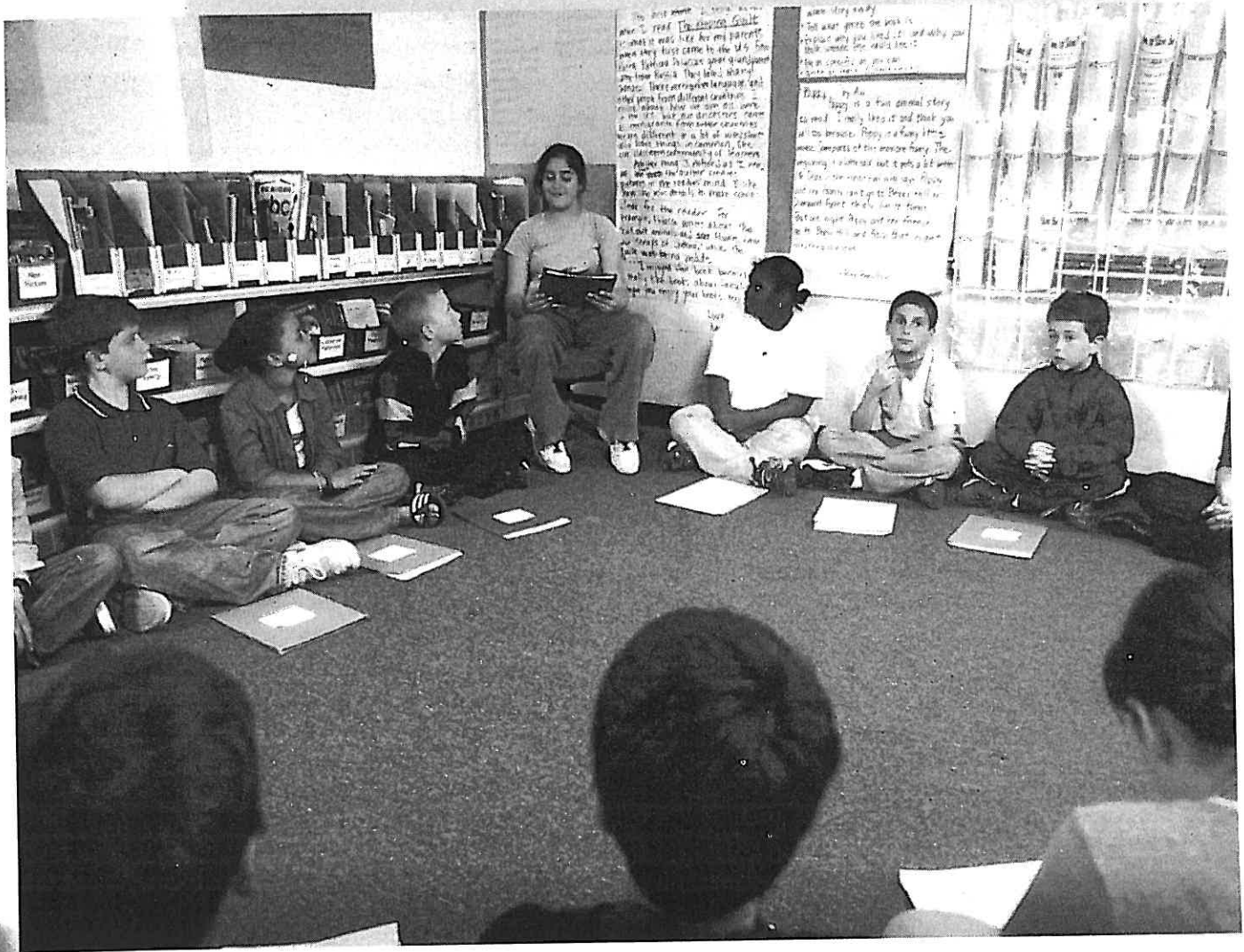
Carol

Carol begins the Writing Workshop with a "writer talk" on Cynthia Rylant. She gives a minilesson, confers individually with three students, conducts one guided writing group, and facilitates a large group share. Carol's beliefs shape her Writing Workshop; she:

- believes that students need a full hour to write and work on their writing projects independently.
- values quality literature, recognizing that students apply what they learn in reading to their own writing.
- believes that picture books offer intermediate readers and writers sophisticated ways of looking at the craft of writing.
- chooses *Snowflake Bentley* as a strong example of how an author and illustrator can present information in varied ways. She believes that examples engage students in ways lecture or discussion alone can't equal.

8:45 to 9:45 WRITING WORKSHOP (continued)

Erica in Writing Workshop

**Carol** (continued)

- uses group discussion to bring examples to explicit attention; she models her analysis to show students how to analyze texts themselves.
- believes that a quiet atmosphere enables students to think effectively and concentrate fully on their writing.
- conducts frequent conferences with her students as a way to address their particular needs.
- keeps records of instructional conversations to inform her teaching.
- views sharing as another way to reinforce learning and extend a student's understanding.
- recognizes the relationship between reading and writing. What students learn as readers helps them as writers and vice versa.

9:45 to 10:45 READING WORKSHOP

Erica

After writing workshop, Erica and her classmates assemble on the rug for reading workshop. They listen to two "book talks" Carol gives on biographies. Erica jots down the title of the Willa Cather biography in the "Reading Interests" section of her reading journal.

In Carol's minilesson, she explains that every time you read, you make your own unique connections. You have your own way of experiencing a book. She asks the students to mark with stick-on notes one or two places that make them think of something in their own lives.

Erica goes to her desk and finishes writing in her reading response journal, proofreads her letter to her teacher (required once each week), and places it in a basket labeled "Wednesday Journals."



A Reading Workshop

Carol

Carol begins Reading Workshop with two "book talks," one on *Jesse Owens: Olympic Hero* (Sabin 1986) the other on *Writer of the Plains: A Story About Willa Cather* (Steissguth 1997). Carol then leads a minilesson, meets with one guided reading group, and confers with four students to address individual reading needs. At the end of the session she gathers the group for a quick sharing. Carol's beliefs shape the Reading Workshop; she believes that her students:

- need a full hour to participate in reading instruction, engage in meaningful reading, and share for further reinforcement and feedback.
- will engage with books that interest them as she highlights the books she loves and conveys her own enthusiasm.
- should develop the habit of listing in their journals the books they want to read.

9:45 to 10:45 READING WORKSHOP (continued)

Erica (continued)

Then, for the rest of the hour, she continues reading *A Time of Angels*, by Karen Hesse. Hesse is one of Erica's favorite authors. She marks a place in her book that reminds her of a time when she was worried and sad (when her grandmother was ill). She works independently and silently, retrieving her morning snack from her backpack, and eating while she reads. The room is completely quiet except for the low voices of individual conferences and the murmur of Carol's meeting with a guided reading group. At group time, Erica shares with her partner the part of the text that she had marked with a sticky note.

Erica's Letter

11/8

Dear Ms. Won,
 The questions that you asked me in the journal really made me think. Yes I'm enjoying the Karen Hesse's books because her writing is fiction but it sounds real. Her books are all so different except for the feelings part. They all have worried, sad, and a waiting feeling. I am getting used to her writing style. My friend Hannah is like Hannah in the book *A Time of Angels* because they have the same name. They both have brown hair, the both are Jewish, they have only younger siblings.
 If I were in Hannah's shoes I would definitely not have a boyfriend. I think I'd be myself better than being her because I wouldn't have to get a very bad disease and also take care of an older man as well.
 I have a question. Have you ever read *Island of the Blue Dolphins* by Scott O'Dell? If you had please tell me about it as I am thinking about reading them next.
 Love,
 Erica

Carol's Letter

11/9
 Dear Erica,
 I'm sorry I haven't written back in a long time. I never like it when I get sick.
 Your letters make me think a lot too. I really like your observation about Karen Hesse as an author and how you noticed that her books are pretty different except they tend to have similar feelings in them (worried, sad, waiting). These can be pretty serious feelings. Why do you think Karen Hesse focuses on feelings like these? Also, I'm wondering how it is that she is able to write different and separate stories but show the same feelings at the same time. Also, is there some overall message or lesson she is trying to send about feelings like these?
Island of the Blue Dolphins is a genre called survival stories. This means the central character is in a situation where she/he needs to do certain things to try to stay alive. Scott O'Dell has written other survival stories. If this sounds interesting to you, you may want to try it! Let me know what you decide.
 Love,
 Ms. Won

Carol (continued)

- should develop the habit of recording in their journals the books they want to read.
- must connect their reading to their own lives and be ready to talk about these connections as they read.
- think deeply about their reading when they read silently in a calm atmosphere.
- benefit from her frequent contact; therefore, she systematically replies to a different set of journals each day/evening thus avoiding a backlog of work.
- may enjoy their morning snack when they wish.
- can learn from one another as they weave a rich conversation around the books they read.

10:45 to 11:15 LANGUAGE / WORD STUDY

Forming
Plurals**Erica**

Erica joins the group on the rug and listens to Carol read more about Alvin Ailey. Erica has read many other picture-book biographies and listens intently, occasionally making a comment.

Erica also takes part in a word study minilesson on forming plurals during which Carol uses a chart on which is written:

1. Plurals made by adding *s*.
2. Plurals made by adding *es*.
3. Plurals made by changing the spelling.
4. Plurals that end in *y* (changing *y* to *i* and adding *es*, *flies*).
5. Plurals that end in an *f* (changing *f* to *v* and adding *es*).

Carol reviews the first four principles and teaches the fifth, a new principle. Students add words to the chart, which they worked on in previous lessons.

Carol

Carol reads aloud a biography, *Alvin Ailey* (Pinkney, 1995). She follows the read aloud with word study. Carol believes that her students:

- gain greater access to texts when they hear those read aloud that they can not yet read for themselves.
- should think about and share comments, insights, and predictions during read-alouds.
- will learn how to write and illustrate a biography as they examine published biographies that demonstrate the possibilities in content and form.
- need powerful, explicit demonstrations of how words work. She plans minilessons based on student needs and grade-four curriculum goals. From the students' writing, she determines they are learning about plurals but need wider knowledge of different patterns; therefore, she explicitly teaches a new principle on forming plurals.

10:45 to 11:15 LANGUAGE / WORD STUDY (continued)

Erica (continued)

Erica contributes a plural form to the chart. She then chooses five words that illustrate principles for forming plurals. These are her "core words" for her weekly spelling list. In addition, she selects five "personal words" from her "Words to Learn" list in her writing folder. She writes them on a card and then forms the words three times each with magnetic letters, each time checking the letters from right to left against the word card. Finally she places her spelling card in the library pocket on the board marked "Word Study."



*Working with
Magnetic Letters*

Carol (continued)

- can use the interactive wall charts as handy references for their own reading and writing.
- should learn sets of useful principles to increase their spelling ability; Carol views systematic word study as essential.
- have particular spelling needs; their daily writing provides evidence of what they know and what they need to learn.
- will learn more about the sequence of letters in words by constructing them several times with plastic letters.
- should make choices and learn how to assess some of their own needs.
- should maintain and record their own weekly spelling list.

11:15 to 12:00 SPECIAL AREA (ART CLASS)

Erica

Erica and her classmates go to art class. Erica is learning about how different artists have painted flowers; she works on her own flower painting.

Carol

While her students attend art class, Carol begins responding to journals in the "Wednesday" basket. She writes a response to Erica since she believes that a conversation "reader to reader" is a meaningful way for students to enjoy and expand their reading.

12:00 to 12:45 LUNCH

Erica

Erica eats her lunch and spends the remainder of the time with her friends on the playground.

Carol

Carol takes a break to enjoy lunch with her colleagues.



In Playground

12:45 to 1:30 MATHEMATICS

Erica

Erica learns about estimating and works with a small group to estimate and test volume.

Carol

■ Carol teaches a mathematics minilesson; she believes in direct demonstration, small-group work, and hands-on experiences to extend concepts. Carol knows her students will understand mathematical equations better if they have experienced concepts firsthand.

1:30 to 2:15 SCIENCE

Erica

In science, Erica and her classmates study the properties of matter, solids, liquids, and gases. She performs an experiment with her partner.

Carol

Carol provides short demonstrations that require students to observe and discuss what they notice. Carol recognizes that as her students assume the role of scientists and participate in the scientific method, they develop their understanding of scientific principles.



In Science Class

2:15 to 3:00 SOCIAL STUDIES

Erica

In social studies, Erica and her classmates are investigating immigration. Several of the books on their "Books We've Shared" list were stories of immigrants—for example, *Peppe the Lamplighter* (Bartone, 1993), and *Journey to Ellis Island* (Bierman, McGraw, and Hefner, 1998). After Carol has reminded the students to think about some of the books they have read about immigrants, Erica writes a paragraph in her writer's notebook about how she might feel when moving to another country. The students then watch a short film about Ellis Island, and Erica talks with her partner about three things she learned from the film that she didn't know before.

Carol

Carol guides students as they write in their writer's notebooks, shows a short film, and helps them consolidate their new learning through discussion. She believes that her students:

- learn about a topic through talking, reading, writing, and viewing.
- will find learning more memorable as it relates to their own lives and enables them to find connections among texts.
- develop their literacy as they use reading and writing to investigate content area topics.

3:00 DISMISSAL

Erica

Erica's homework for the evening is to read her book *A Time of Angels* for 30 minutes and to write in her writer's notebook for 15 minutes.

Carol

Carol prepares a minilesson for the next day's independent reading and writing. She also plans for two guided reading groups.