

Brittney Shively

Rdg 091

June 13<sup>th</sup>

### Reflections

Before I went into Rdg 091 I signed up for it because it is now a pre-requisite for all sciences and other classes. I re-took my reading class in the testing center but did not pass with a high enough score to test out of Rdg 091, therefore I was forced to take this class. I need to pass this class with a good enough score to get into Critical Reading 101 in the fall and also my last science pre-requisite of Microbiology. I am going into my 4<sup>th</sup> year of college here at CGCC, and I had never been forced to take the reading class until now. I was a little apprehensive about it because I didn't know what to expect, I obviously know enough about reading to get through school thus far. When I got into the class I thought it seemed like a load of work because we only had until the end of the month. I thought the service learning project was a very interesting and cool idea. I can't wait to meet the 5<sup>th</sup> and 6<sup>th</sup> graders and read to them and teach them. I am studying to be a nurse but if I wasn't I would love to have been a teacher. I think teaching kids new things is one of the greatest gifts in the world. After class was done last week I was feeling a little stressed out because I wasn't sure what the plan was and what was to be expected of me. After taking the quizzes and passing with 90% or higher I was feeling more confident and comfortable that I would be able to get through the summer term with a good grade.

Today I learned a lot about myself by taking a few different tests to determine what kind of learner I was and also which side of the brain I use more and also my IQ score. I took the test to find out what kind of learner I was and I found out I am a visual learner. I like to see things lay out and planned out to get things done. I like to use diagrams and schedules to make sure everything goes according to plan. I was told before that I was a visual learner, so already knew that going into the test, but it was nice to see my knowledge play out in a different test. I also took a test to see which side of my brain I use more, and the answer is my left side. This means I am a more logical thinker not a more emotional thinker. The next test I took was a stress test to find out what the different stressors are in my life, I scored a 95 which isn't very high meaning I am not in a mid life crisis or extreme life crisis. I am normally stressed. I think that is true, because this is my 4<sup>th</sup> year in college and I have been used to the different stressors of college and working and juggling everything together. The last test I took was an IQ test, this test I scored a 95 on and that puts me in the lower average for IQ. I think this is close to true; I have always been an average student, which is what the test was trying to figure out.

On Thursday I met with my group in the library and we used a conference room so that we could meet in private. We read through our part in the book, which was on fact and opinion and tried to decide what we were going to teach each kid, and what books we were going to pick out to use. We each printed the group lesson plan and Reyna brought picture books from her house that she let each of us borrow. We each filled out the lesson plan about each book we picked, and discussed with each other any questions that we had. I felt like the group time was very helpful and filling out our lesson plans made me feel ready for the next week, when we

would actually meet with the students for our service learning project. We all left are feeling confident about the next week ahead.

June 15<sup>th</sup>—

Today I am reflecting on how my first meeting with the 6<sup>th</sup> graders went. I was a little bit nervous before I met with the first student because I had never done anything like that before. My cousins are either much older than me or in high school so I don't know too many young kids in elementary school. When I met my first partner I was told by his teacher that he was usually the rowdy one in class, but he was the complete opposite with me. He was very shy and quiet. I think it was more nerve racking for him than it was for me. I tried to make things fun while reading my story, I would stop and ask him if he thought things were facts or opinions and he got most of them right, but the one's he didn't get right I would correct him and try and teach him what he got wrong. After I finished reading my book I asked him my quiz questions and he got most of them correct. After that I showed him the flash cards and there was one word he didn't know, which was inferior. None of the four kids I read to knew what the word inferior meant so I felt like a real teacher, and I gave them all the flash cards to take home or to their classroom. I felt really good walking out of the library. I felt like I taught each of the kids something new and that was the whole reason of doing the service learning. Also I felt like I was learning my material from the textbook by teaching the 6<sup>th</sup> graders.

June 16<sup>th</sup> -

Today I taught my 6<sup>th</sup> grade students about modes of writing. The students didn't know much about modes of writing, I read a book called Little Mood Dog that was a great story, and the students loved it. I sent about 8 vocabulary words home with them on flash cards. There were

big words in this picture book that even I didn't know, so that was interesting to teach the kids the new vocabulary words. The time we had with some of the kids was cut short so we didn't get to teach each student the same amount as we did with the other students. The time we have with them is going by so quickly, I am ready for next week and teach them new things and read different books.

June 23<sup>rd</sup> ---

This week I did class work on Part 1, and Part 3, which was about Authors purpose and also Authors tone. As a group we split up readings and did the comprehension reviews. I did well on my comprehension checks; I only would miss a few questions for each check up. I then prepared my lesson plans for my last week with the sixth graders. On Tuesday I read Wacky Wednesday and taught them about the Author's purpose, main ideas, and Topics. The sixth graders I was teaching already knew a little bit about the subject so they listened to my story with delight and answered my quiz questions with ease. Then on Thursday it was the last day with the sixth graders and I read Rapunzel and taught them about Authors Tone. That topic was a little more difficult to teach and for them to learn, but overall I think I did a good job. The kids made me a card and thank you notes; it was very sweet and touching. I felt like I taught them, and they really appreciated what I was doing for them. The last kid I had, his name was Andre, I asked him if he was ready to graduate from his "Destination College" and he said No, he wanted to keep learning and for me to keep teaching him week after week. That was very touching because I felt like I was not only learning but that I was teaching each and every sixth grader that I read to. It was a great gift to be able to do that.