

and bikers”, “extended day care”, and “car riders” she would make sure they all got to where they were going.

In regards to misbehavior it is important to remember that children aren’t perfect. They are young and still learning, and it is important for a teacher of younger students to remember this and be prepared to deal with different forms of misbehavior. Mrs. Reiland handled misbehavior in different ways. For instance there was one student in the class who constantly acted out. It was obvious that his misbehavior was geared towards attention seeking, and when he was given attention he continued to do the behavior after the teacher looked away. In this situation Mrs. Reiland chose to ignore this student. The other students seemed to catch on and did the same, so the lesson was more or less uninterrupted, and eventually the misbehaving child realized he was not going to get the attention he was trying to get and so he stopped. Other misbehaviors that occurred in the class, such as pushing, name calling, etc., Mrs. Reiland had five square pieces of colored paper hanging on the board. The top or first box said “Great Job”, the next box said “Ready to learn”, followed by “Teachers Choice,” “Think about it,” and “Parent Contact.” At the beginning of the day all of the students clothes pins were pinned to the top box “Great Job”, if a student misbehaved throughout the day the teacher would lower their clothespin down the boxes as she saw fit, until it hit “parent contact”, then the student would get a letter home and an email to his or her parent. From what I saw this was an effective way to handle misbehavior. The students who came got closer to “parent contact” suddenly had a change in attitude and began to behave; they did not want the ultimate punishment of their parent finding out. Mrs. Reiland also handled certain behaviors between students by asking the students what they could have done differently, or if what they did was nice, and then asking them to fix the problem themselves. This allowed the students to feel grown up enough to handle the situation on their own and allowed them to figure out ways to solve their problem.

Teaching student self-management occurred a lot in the class that I observed. A few of the examples I noticed of student self-management were:

- Students read independently to themselves during silent reading time.
- Students picked their own partner for partner reading time.
- Students would walk up to the teacher with their index and middle finger crossed over each other, meaning “I need to use the bathroom”, and the teacher would nod her head and the student would then leave and return. This took no voices, and so it did not interrupt the lesson.
- The students read independently while the teacher worked in small groups on reading skills.
- The teacher would do the first two or three math problems with the students but then they were on their own to finish the rest. They could raise their hand and ask a question if they got stuck or weren’t sure what they were doing.

I noted how well the students worked on their own for such a young age group. The teacher would once-in-awhile have to clap her hands and say “one, two, three, eyes on me” to get their attention and ask them to use level 2 voices, which was inside voice.

“Structure for EC-6 learners is important for success” (Nash & Cohen, pg. 225). This statement could never be more true, and I really noticed this throughout my student teacher observations with Mrs. Reiland’s first grade class. The schedule for this classroom was the same every day except for Monday. The students schedule consists