

Journal 4

Retell

This week in my practicum we did an exciting activity! We walked in the public library and it went really well. Along the walk my mentor teacher would stop periodically and talked about things the kids were learning about, like signs, letters, (the name and sounds of letters) and the fall season. At the library we got to listen to some stories and did fun activities that involve movement. We also got a tour of the children's section and were instructed about library expectations. The walk on the way back was a little rougher than on the way there. One girl fell, but she was fine after she got a band-aid. Mrs. Kruger did a great job in consoling the girl and was prepared with the band-aid. When we got back to the school the students did an activity where they had to draw a place in the community that they had visited.

Reflect

When I found out that we were walking to the public library I was concerned that the students may be unintentionally unsafe by running away, or getting lost. Aside from one minor fall, everything went well. I was quite impressed by the students listening skills which was a pleasant and well welcomed surprise. This lesson encompassed many of the teaching techniques exemplified in *An introduction to teaching, learning and school culture: A reader for beginning teachers* (pp.181-198). This chapter states the importance of field trips and guest speakers by illustrating that it is important for students to see real word applications within their learning (Ebert, E. S., Ebert, C., & Bentley, M.L. 2014). This field trip was very well executed because the students were provided a community experience, that was very much enjoyable for them, and then were assigned a task that touched on their experience. The students were then able to apply their classroom knowledge to their field trip by reading stop signs along the way, identifying

lawn decorations, and grasping what library is designed for. Then, the kids were asked to draw a picture of a place in their community that they enjoyed and many of them drew the library with many bookshelves. Another great thing this field trip did was getting the student involved with the community. It is important for children to connect with their community so that they can interact with new and knowledgeable people who can excite students about their own learning (National Research Council, 2000). Mary Ellen (the library lady) was fantastic! She had every single student engaged and gave great advice about what to do and how to act at the library. She excited the students about reading and visiting the library with their families. This field trip was a success because it was educational, connected the students with their community, excited the students about learning, got the students active, and most importantly it was fun!

Self-Analysis

I really enjoyed this field trip myself and I found it to be very successful. My mom is a teacher librarian and has always stressed the importance of reading as it will enhance your knowledge and help to ensure lifelong learning. I definitely agree with this I hope to instill the love of reading within my own studies because reading and reading comprehension is quite important both for a successful academic career and as a life skill. Setting up this field trip is probably just a phone call or an email, but I think that the hardest part is finding a day that will work and getting back permission slips. I am unsure what I would do if a student did not get a permission slip in and I could not get a hold of the parents. Technically, that student would not be allowed to go, but what would they do at the school? At River Heights, there's only one Kindergarten class per day (they come every other day) so there would not be another kindergarten class to go to. Or, what if a parent refused to let their child go on a field trip,

because the student is still required to be at school. Obviously, I would explain to the parent the valuable learning lessons the field trip will offer, but how do I go about this? And what if the child would very much like to participate? I would have to respect the parents' wishes, but how do I deal with that student?

References

Ebert, E. S., Ebert, C., & Bentley, M.L. (2014). Preparing for the teaching practicum and field observations. In K. Nielsen (Ed.), *An introduction to teaching, learning and school culture: A reader for beginning teachers* (pp.181-198), Dubuque, IA: Kendall Hunt

National Research Council, 2000. *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, DC: The National Academies Press.

<https://doi.org/10.17226/9853>.