

**Title of Session:** Teachers-In-Training

**Moderator:** Dianne Allen

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Room: Teachers-In-Training Group

**ClaudiaR** joined the room.

**DianneA:** Hello Claudia

**ClaudiaR:** Hello Dianne

**DianneA:** Welcome to Teachers in Training

**ClaudiaR:** Thank you

**DianneA:** you look like being our only starter today ...

**BJB2:** Claudia has been waiting for you for quite a while, Dianne!

**DianneA:** and what usually happens in one of these sessions is really up to the teachers-in-training

**BJB2:** so, perhaps Claudia should introduce herself?

**DianneA:** so can I ask you: have you come along for some reason in particular?

**ClaudiaR:** I live in Houston. I am in my student teaching this semester my last step to become a teacher.

**DianneA:** yes, Bj, perhaps we can all introduce ourselves, where we are from, what is our particular teaching area

**DianneA:** I am from Wollongong, NSW, and my area is professional development

**ClaudiaR:** I would like to teach pre-k, K, or first grade, I love little ones.

**DianneA:** Claudia can you tell me a bit more about what you mean by 'student teaching'  
...

**DianneA:** is that a period when you are out in schools, teaching in another teacher's class

**DianneA:** and then reporting back to your own UoH class about what is happening for you?

**ClaudiaR:** Yes, It is right. I am a student from the University of Houston and my last step to become a teacher is to be in somebody's classroom getting experience and learning

**DianneA:** so how long have you been doing that?

**ClaudiaR:** I am finishing my fourth week in a fourth grade classroom.

**DianneA:** and are you expecting to go to another kind of class over the next four weeks?

**ClaudiaR:** I have to be in an upper grade for seven weeks, then I will be in a lower level for seven weeks. My next classroom will be a first grade, bilingual classroom.

**DianneA:** OK, so what has been the highlight of the past four weeks for you?

**ClaudiaR:** I forgot to tell you that my area is bilingual education.

**ClaudiaR:** Even though I love little ones as I said before, my experience in fourth grade has been wonderful.

**DianneA:** can you share what has excited you most about this experience?

**BJB2** wonders if Claudia has to keep a diary or blog of her journey to teacherdom?

**BJB2** . o O ( if so, this transcript might be useful ;- )

**ClaudiaR:** Be in a real classroom and be able to take over a class is a wonderful experience. I have learned a lot about classroom management, that for me is one area a little bit complicated.

**DianneA** nods

**ClaudiaR:** No, I do not have to keep a diary or blog

**DianneA:** yes being in a class room and having a class is real, some of the other uni stuff makes you wonder ...

**ClaudiaR:** if I will be able to run a classroom by myself. It is kind of scary.

**DianneA** nods

**DianneA:** Claudia are you aware of any particular part of classroom management that you have found to be more complicated or scary than other parts?

**ClaudiaR:** Keep students engaged and on task during the lesson is difficult sometimes

specially with older students.

**DianneA** nods

**DianneA:** and can you tell us what parts of classroom management have you found easy and works really well for you?

**ClaudiaR:** instruction in small groups works better for me because I can control them better.

**DianneA** nods

**DianneA:** and have your uni teachers told you that some of being able to 'keep students engaged' comes with, and when you have had more 'experience'?

**ClaudiaR:** The classroom is divided in three groups: one is independent reader, the other one is computers and the last one is instruction. The independent reader and the computers group work pretty well by themselves, so I just monitor them when I am teaching my lesson to be sure that they are on task and doing their job.

**DianneA** nods

**DianneA:** how big is the class you are working with at the moment, and how big is the instruction group?

**ClaudiaR:** Yes, they have told me that, but sometimes I wonder if I am going be able to have my students engage in a way that learning is fun for them instead that an obligation.

**DianneA** nods

**DianneA:** Claudia, when you were at school do you remember learning being fun?

**ClaudiaR:** We have seventeen students in our classroom. No, I do not remember that learning was fun.

**DianneA:** How do you remember your own learning, Claudia?

**ClaudiaR:** For that reason I want to change that I want to create lessons that my students can relate with.

**DianneA** nods

**ClaudiaR:** I was in school a lot time before, and the classes always were boring for me. I was not a really good student.

**DianneA:** what are you doing that you are hoping will create a lesson that your students

can relate with?

**ClaudiaR:** I will be aware of my students' interests

**DianneA** nods

**DianneA:** have you given a lesson to your fourth formers that you felt went really well, where you thought that they were able to relate with what you were trying to teach?

**ClaudiaR:** what is meaningful for them. I know that I have to follow a curriculum, but I hope I can follow the curriculum and at the same time fulfill my students' interest

**DianneA** nods

**DianneA:** have you given a lesson to your fourth formers that you felt went really well, where you thought that they were able to relate with what you were trying to teach?

**DianneA .** o O ( of course remember even in a class of 17 students there will be lots of different interests so each lesson is not likely to interest everyone all the time ... )

**ClaudiaR:** I have not had the opportunity to do it because right now we are working on preparing them for the state exam. I have taught them pronouns and some grammar stuff that I have tried to make fun, but I think that I need to work more on that.

**DianneA** nods

**DianneA:** Tell me a bit of how you tried to make 'pronouns' fun

**ClaudiaR:** I have created grammar games such as bingo to make it fun and that at the same time they can learn

**BJB2:** Claudia, you might want to join the K to 3+ Resources group and look at some of the resources for language arts

**DianneA** nods to BJ

**ClaudiaR:** Yes, I will love to!

**JeffC:** there are a number of "fun grammar" sites out there... if your kids have access... here's one: <http://www.funbrain.com/grammar/index.html> ...and as Bj says... check out the K-3 Resources room here.

**ClaudiaR:** Thank you. It will help me.

**BJB2:** another resource in Tapped In is the Playing to Learn group

**ClaudiaR:** I am new in Tapped, so I will need a little guidance on that.

**BJB2:** here's an online crossword puzzle for your ESL students: <http://www.translationcrosswords.com/index.jsp>

**DianneA:** Claudia, would you like to find out how to check out the K-3 resources room?

**BJB2:** . o O ( that resource is in Playing to Learn )

**ClaudiaR:** Yes, I would love to.

**DianneA:** OK ... can you see the Tapped In tab at the very top of your main window?

**ClaudiaR:** Yes

**DianneA:** click on that and then click on the Groups subtab and tell me when you have that window open

**ClaudiaR:** Ok, done

**DianneA:** now click on the search groups link

**DianneA:** and type in K 3 resources and click on find it

**DianneA:** oops .. didn't work!

**BJB2:** k to 3+ Resource Room

**ClaudiaR:** No, I am sorry I got lost when I clicked the group subtab I saw a map. Was it right?

**DianneA:** the map is the campus map

**DianneA:** and you should be able to find the groups subtab near the top of the campus map, click on that

**BJB2:** Claudia, at the top of the campus map is a blue menu bar. Click on Groups in that menu bar

**ClaudiaR:** done

**DianneA:** ok now click on the search link

**DianneA:** and type in k to 3+ resource

**DianneA:** and click on find it

**ClaudiaR:** Great

**DianneA:** and scroll down and click on the K to 3+ resource room link

**DianneA:** you will then move out of this room and I will follow

**BJB2:** . o O ( the group owned by SusanR )

**DianneA:** sorry ...

**BJB2:** when you click on the group name you will see the group ID page

**BJB2:** select Join this group at the top

**DianneA:** if you click on the K to 3+ Resource room link you will be taken to the profile page for that group

**BJB2:** and THEN go to the group room

**DianneA:** and then do what BJ says ...

**ClaudiaR:** I could not find the K 3+ resources

**DianneA:** too much tips and tricks routine and not enough watching what I am saying to do!

**DianneA:** what is in your main window at the moment Claudia?

**JeffC:** I'll go there... just have her join me.

**JeffC:** left the room.

**BJB2:** Claudia, type /join JeffC

**BJB2:** start with the /

**ClaudiaR:** I can see a list, but no one has the name that I am looking for.

**BJB2:** Claudia, type /join JeffC

**BJB2:** type in this chat window

**ClaudiaR:** left the room.

**DianneA:** left the room.

**BJB2** left the room.

Room: K-3Resources

**BJB2** joined the room.

**BJB2** cheers for Claudia. Good job!

**JeffC**: scroll down the top frame and at the end of the Welcome box you'll see a little "i" in a green circle next to the link for this group.

**ClaudiaR**: I am sorry this is new to me, but I promise to get better.

**JeffC**: click the little "i", then click the link to "join this group."

**JeffC**: that way you'll be able to post to Discussion and communicate with peers (who aren't online). Discussion posts automatically forward via email to all the group members.

**BJB2**: Claudia, when you log out you will get a transcript of all the directions we've been throwing at you ;-)

**BJB2**: so if you don't get it now, you can figure it out when you get the transcript