

# WEEK FIVE

April 6<sup>th</sup>, 2016 Group: 4<sup>o</sup>A

Today's class with this group was a little bit better. Just a little bit, but at least it's something. When I arrived I found the classroom organized and clean, and the students were not misbehaving but they were quiet, paying attention to the teacher and participating every time she asked them something. It was really nice to see them behaving in that way, even when it only lasted a few minutes. Then I started and I got their attention for a few minutes but then I lost them. However, I could notice that some students were really paying attention to me and that they were upset because they wanted to work but their classmates, the ones who were misbehaving didn't let them to listen to me. So, I don't know if I was in a bad mood today or if it was the fact that I was really tired, but I just told them: "Ok, I'm going to work with the students who really want to work, the rest of you can do whatever you want, but later you are going to stay with teacher Zuleima doing plans." And I divided them. I took with me to the front of the classroom the half of the classroom that wanted to work and the rest just stayed at the back of the classroom. I know it wasn't 100% correct, but neither it was 100% wrong. Because know that I had those students closer to me and paying attention to me, there was no need for me to be yelling and I felt that they were engaged with the class. Then, when they came back from having lunch, I started to explain the vocabulary and the students were working on the cross-

word puzzle and when the other students saw the ones who were with me were happily working, they wanted to work too. But I told them that they could work only if I saw them on their seats quietly working. At first they tried to resist to it, because they wanted to have the activity but didn't want to sit, but when they saw I was talking seriously, they did it. So, let's say the strategy worked. Finally, they started to work with the cardboard activity and they were happy, and so was I. When the class finished and all the kids were gone, the teacher started to talk with me, which was great, because I was looking forward to talk to her but then she came to me first. She told me that she really liked the way I prepared my classes, materially, everything. And she congratulated me for that. But that the only thing that was missing was the proper classroom management. So she gave me some tips and pieces of advice, but then I also told her that it would be good for me if she could help me too with that and she agreed, and that was it.

April 8<sup>th</sup>, 2016 Group: 4<sup>o</sup>B

Due to there were no classes on Wednesday, the teacher and me arranged that we will have the English class today. I do not know if it was the change of schedule and the children were not supposed to take English today, or the fact that teacher was not there the whole class, but the students behaved in such a terrible way, that they made me lose my faith in humanity, specially in children. And I tried everything to make them settle down. I tried to play games with them, I re-arranged the classroom organization by

making them arrange the chairs on a semi-circle, every thing, but nothing worked. Except one thing: when I gave them the crossword puzzle every body stood still on their seats working quietly. I wanted to take advantage of that glorious miracle and take that opportunity to try to explain them the vocabulary of adjectives of physical appearance, but then I noticed that I made one terrible mistake. Like in the other group, I left on the same paper the vocabulary and the crossword puzzle. I didn't divide them. So, when I intended to explain them the vocabulary that was on the paper, they were so focused solving the crossword puzzle that they weren't paying attention to me. Even though I warned them that first I was going to explain them the vocabulary and then they could do the activity. But it was worthless. They didn't listen to me. I also warned them that in order to make the activity with the cardboard and the pictures they had to know the vocabulary first. But that didn't work either. But what else could I do? I had to take advantage of that precious moment when all of them were quiet on their seats. I knew that as soon as they finished I will lose them again. So I explained them while they were making the activity. I made sure of course that even though they were making the activity, they were also paying attention to me. For that, I made sure that they were participating and repeating the pronunciation of the words along side with me. So, when they finished, I gave them the instructions to make the cardboard activity. Only a few brought the materials, so I told them to work in groups. Then, some of them were working. And while I was supervising them, some of them told me this: "Teacher, pero como vamos a hacer esto si nosotros

no sabemos Inglés?" At that moment when I heard that I got so UPSET, that I could not control my-self. I know they are children, I know that you have to be patient and love them as much as you can. But even love and patience have limits. I didn't say bad things to them or I wasn't even mean, but then I clear my mind and took the opportunity to make them see that happens when you don't follow instructions. So, instead of losing my mind, I took a depth breath and talked about it. Very firmly of course. And they knew that I was so right that they didn't argue with me. So, at the end, I explain them again the instructions, gave them examples and supervised that they were doing it properly.

\* Lesson learned: Divide the copies before handing them to the students.

\* For next class: Before start, we have to talk about their behaviour this class. Make them clear it can't happen again.