

Okay then

You have spoken (or rather, **not** spoken- that is, no comments) and it seems that my links posts are not welcome. Whether it be the links, retrogaming, or whatnot, I guess I need to stick to the teaching posts. Right then.

Today I was a teaching assistant. It's okay- in the district I was in subs get paid the same whether it's teaching or assisting, unlike the other three districts where assistant subs get paid far less. In one district, in fact they get paid half the amount of teacher subs! I was actually supposed to sub in a junior high, but they canceled so I got my choice of this position or a preschool teacher. No choice at all... Of course, when I got there I was in charge of three kindergarteners, so maybe not a win after all. Well, it really wasn't bad at all. The three actually worked very well and I didn't have to intervene a great deal. This was a special education class, so I wouldn't have expected that considering my experience in these rooms in the past. Unlike the regular kindergarten students these three were there the entire day. They were mainstreamed into the same classroom twice in one day which one would think would give them the same instruction twice, but they must have worked out a schedule with the kindergarten teacher because while they were in there a total of almost three hours between morning and afternoon they did not repeat any instruction.

In the morning following announcements I brought them to the regular class where they worked on an assessment of their number and letter skills as well as their self-image, and then followed with science. I feel I'm missing something, but it is so late I can't think of what. Anyway, they had to color and label the parts of a flower. Oh yes, there was a worksheet that they completed and got checked off for as well. Finally recess, then I brought them back for calendar and computer time where they typed up (with the help of the

specialized software) the calendar info and practiced writing their addresses and phone numbers. By coincidence, two of them had the exact same numerical address, though of course the street was different. A teacher was supposed to be there to help, but she had observations to do and they were short a sub, so they pulled her sub somewhere else. Probably because I'm a "certified" sub and could be with them without a regular teacher. Anyway, as a teaching assistant I had to go with them to lunch and help where needed. When they went out for lunch recess I finally got my lunch.

In the afternoon I went to a music class with a second-grade girl for a half-hour, then it was back to the three tykes. In the afternoon K class they did reading and math. Get this- they were given decks of cards and played war! I guess number recognition was the key here, but after a couple games of mostly standard war they added the two numbers together instead, but then still won the cards or not by regular war rules. Back to the self-contained class again, and back to the computers. This time I had to watch them use the computers to make sure they went through the program the way they were supposed to. Finally, the teacher came back, had them pack up, did a couple of dance songs (chicken dance and hokey-pokey) with them, and then finally they were ready to board the buses. Whew. Long day, and long post. It is now past my bedtime for eight hours of sleep. Goodnight.

Science Court

Back to middle school, thankfully. Not many would actually say middle school is an improvement over younger grades, but it is over yesterday's special needs preschool classroom. In any event, I mostly enjoy middle school though there are **those**

days of course. Science was the subject, and will be tomorrow as well since this is a two-day assignment. Today's repeated middle school lesson, only four times at least instead of six, was a video (surprise, surprise). This video was one of several [Squigglevision/Science Court](#) episodes. This series uses the really bad (in my opinion) [Squigglevision](#) method of animation and is about two lawyers who battle against each other over some science fact, one science-challenged and one who basically does the teaching and (you guessed it) always wins the case. There were some funny moments, and it was entertaining. However for education it seems like they could have put more content in there. For a half-hour show (commercials were included, yikes!) it really could have said much more about the topic at hand, which by the way was work. Not that one episode necessarily defines the series, mind you- I haven't seen any other episodes. The students just started a unit on simple machines and this video taught the [scientific definition of work](#). In it they also talked about a few simple machines that would make the work seem easier by increasing the distance moved (work = force \times distance, so increasing distance will decrease force if the work the same). We wrapped up after the video with a short discussion and a few minutes of silent ball.

If Squigglevision sounds familiar, it may be because of one of the other shows produced using this patented method. I specifically remember a show called [Home Movies](#) back in 1999. I'll tell you, I watched one episode of this show and that was enough for me. One of the drawbacks of Squigglevision animation is the lack of fluid, well, animation. Squiggly outlines are in abundance but the animation of the characters and whatnot is just lacking. Case in point is the entrance of a character. Rather than appearing a little at a time to show fluid motion, the character will just all of a sudden just be there. One frame not there at all, next frame, **bam** there he is. This is part of the reason I really disliked the show. The other was I just didn't care for the premise. All in all

I found the show to be quite a snooze. So, when the show creators switched to [Flash animation](#) for the second season I still did not switch back.

Anyway, back to school. You may have noticed I wrote that I only had to do this lesson four times. The reason for this is: 1) this is the school that has tutorial for one of the periods (some students do a foreign language instead of tutorial), and 2) at this school each core teacher does one social studies class. Why they don't have a dedicated social studies teacher is a mystery, probably budgeting. So for social studies they just colored pictures of African masks. All period. Well, you wanted to know, right? ☐

Preparing students for middle school?

When subbing for a regular classroom teacher in an elementary school one would expect to have the same class for at least *most* of the day, granting of course switching for math which is common in the intermediate grades. Aside from the start of the day and a very short time in the morning for snack, I did not have the same class until after 2:30 PM! They had a special in the morning so that accounted for part of it, but then they came back, had snack time, and left just 15 minutes later to go to another classroom for science while another class came in for social studies. Following that was math, which of course all four 5th grade classes mixed up according to ability which as mentioned is pretty standard. After lunch they came up, I took afternoon attendance, and then they split for reading- and I don't mean a few students left for resource while the majority stayed. I mean just the opposite: most left

while only a few stayed. The students were doing a [Roald Dahl](#) unit and the students who came in were reading [The BFG](#). Other classes were reading different books. Finally, after reading the class came back together again... and promptly left for recess. **Finally** I had the class together, working together for language arts. I don't know why I bothered making a seating chart when I came in. ☐

I have heard of preparing students for middle school, but I have never seen it to this extent. The closest I had seen before was a school where they actually had a set of lockers which the fifth-graders would take turns using to practice for middle school, but even there I don't think they switched classes so much. I know I never did when I was in fifth grade. At least I don't remember doing so aside from specials. But that was the early eighties we're talking about, somewhat removed from today's teaching methods.

By the way, [The BFG](#) reading assignment included making a comic strip based on the chapters they read. So, to make a connection here I will give you a couple of links for your reading enjoyment. Of course since this blog is primarily about education these won't be your regular comics.com (hah! You thought I would give [a link](#), not just the name! Uh, whoops... ☐) newspaper comics. On both sites they have links to purchase their 'toons, but they are free to view on the web so you don't need to bother. Well, enjoy!

[Cartoons by Randy Glasbergen](#)

[EDUCATION CARTOONS](#)

(Drama × 2) + Teacher + (Leader × 2) = Full Weekend

Definitely a full weekend this time around. My normal schedule is fairly busy as is, which is one drama and kid's leader for two services (one same service as drama). Then I go to the worship service during the first Sunday service. This weekend was also a teaching weekend for me and I filled in for another drama member as well. What's the difference between teaching and leading? Well, in a given service there are 30-40 kids in 4th/5th grades. That means several leaders are needed, at least one for every ten kids but the lower the ratio the better. These leaders lead discussion during small group time and of course all are on hand to assist whenever needed whether it be to take care of someone injured during game time, redirect wavering attention, whatever. There is only one teacher though who teaches the actual lesson during lesson time. Today that was me- I do it once a month typically. Today was actually probably the shortest lesson I've given in a long time, meaning more time for small groups. If only I could keep it short all the time that would be ideal. Moving through the Old Testament we focused on King Saul, and why he didn't have a true heart for God. Next week will be focused on King David and how his heart **was** for God. King Solomon will follow the week after. Of course today the lesson started with how Israel wrongly wanted a King in the first place so God gave them the type of king they thought they wanted- tall and handsome. Just like the idols thrust before us today. Unfortunately good looks on the outside don't equate to a good heart on the inside. Yes he did lead Israel to some victories, but he showed himself as one who shifted blame to others, was jealous, and was disobedient. Eventually God just removed his right to rule and selected a king for them that they **should have** wanted. I would bet that David would have been completely happy with just being a leader while God remained king, but

since the precedent was set David would inherit the title of king once Saul was finally killed. This last thought is my opinion of course, so if it is wrong then don't blame the Bible please.

The drama was about doing the right thing, in this case my role was typical of my real self- procrastination. My character knew he had to clean up the lab after a failed experiment, but let it sit instead for three days without doing anything about it, so now it's showtime (remember, imaginary TV studio with live audience) and the place still isn't clean! He almost gets fired when the studio owner calls and asks what's up...

Anyway, now I'm home and three hours later writing this up. Now if you'll excuse me I have some of [The Office](#) to watch- it is due today and I am not even finished with half the season! Good show, but it took a few episodes to get into it.

Just a laid-back day

I was a substitute today, but hardly a teacher. As middle school science goes, all the classes were the same unlike a subject such as math where there are usually different levels taught or a foreign language where different grades are taught. I pretty much just announced a pending notebook check and then let them continue on their projects which they started yesterday. That is to say, they already knew what they were doing so I didn't even get to go over that. Ah, well. Mostly I just sat and watched them work, periodically cycling around the room to remind them of my presence and to help out if needed. Fortunately so I didn't expire from boredom, some did need my help from time to time.

This went on for six. long. periods. But it could have been worse. At least I was in a district where most of the kids had a work ethic. Some schools I have been in have had a large number of kids with a goof-off-while-the-teacher-is-away ethic instead.

Well, language arts tomorrow at another middle school. Until then.

Great day today!

Today was possibly one of the best days I have had in a long time. It really reminded me why I am most comfortable with kids in 4th-6th grades. The class really went well. Remember the one fifth grade class I talked about in my music entry a few days ago? This was pretty much opposite, more like the two 4th grade classes I had that day. It is really unfortunate I am not so comfortable teaching things like reading and writing. What other career can place me with this age group but not involve standard teaching? Coaching is out of course as I am definitely not sports oriented- speaking of which, did you hear about what boys are doing now for sport in Missouri? Put it this way: it is *illegal* in most states. [Check it out at this link \(click\)](#). Actually, once I saw the video (there is a video at that link, but I'm not sure it's the same one I saw) it didn't seem so bad, which is why I am not telling you what it is and making you go to the link instead. □ The only reservations I have is that they are teaching this to boys as young as six.

Anyway, back to today. I didn't do much teaching this morning, what with computer lab time and art taking up an hour and a half, but what teaching I did I really enjoyed.

Following art, they had spelling (still no teaching, but some preparation and study time for their test Friday) and reading. I got to read aloud a book that was actually pretty good, though I didn't like the ending **at all**. It was called [My Brother Sam is Dead](#). With what happened in the chapter I read to the class, one would hope for a miracle to happen in the next chapter, but what happens is really quite sad. I'll leave it a little mysterious in case you want to read it- hopefully I didn't say too much. I don't think I did.

This led us to lunch. After lunch there was just math and science left. For math I got the advanced group with only around 15 students. This group was in the 6th grade book. I actually almost got through what the teacher expected me to get through. I only needed about five minutes more instead of the typical 15-30 minutes more... For science we talked about energy sources. They had read about fossil fuels and hydropower yesterday, and we picked up with solar, nuclear, and other forms of energy today. It was a good read and discussion. By the time we finished, I was a little disappointed it was time to go home, it was such a good day. Oh well, it couldn't last forever. And tomorrow I've got 7th grade... Well, 7th grade science! I just hope I don't have to show another video like that Al Gore one I showed at this school last time. That was not fun, though not as bad as 7th grade sex-ed I had to do at another school around that same time. ☐

I know you...

A date with the familiar happens all the time, déjà vu and all that. I think we can all think of more than a few times that has happened. Today I was in 6th grade science, a field which

has sort of been a goal of mine for teaching. As part of the lesson plan, another teacher would come in for two of the classes and pretty much take over. This being a good thing of course as I don't have much experience with the applications they were using on a computer project (iMovie, iPhoto, Photo Booth), nor did I even know anything about the project. Anyway, I looked at her name and thought to myself, "isn't she...?" When it came time for the first of the two periods we got to talking and sure enough, she was the sub-caller for another district I once worked in. Apparently she got downsized last year when the district went to a computer system (*hmm. looks like I can sign up in that district again if I have to keep working as a sub...*) and so she got a job in the district I was in today.

But this wouldn't make for a good blog entry if she was the only one. During one of the classes I was handing out new textbooks and I came across a familiar last name, so I asked the student if his dad worked at another school I sub in. Yep. I told him I subbed for his dad a couple of times. Well, then a *third* coincidence happened. Well, possible coincidence. I was afraid to ask this time and push the odds. She had the last name of someone I went to school with when I was in 6th grade. Now this has happened to me before, one at a time anyway, in other schools- which is only natural given the fact that I grew up in this same area. I have met my share students whose moms or dads I went to school with or whose parent I've seen elsewhere, like a professor at a local college.

Slightly related to this I just remembered I had one student with the last name of Fogerty one time. I joked about her being related to [John Fogerty](#), of [Creedence Clearwater Revival](#) fame if you don't know him, and she said he was her uncle. She was serious too; either that or a good actress. Anyway, I wonder who I will meet tomorrow?