

First report

"Due dates for projects: May 4th Diorama Book Report and short summary on index card (Theme: Our Environment) Book Title: The Talking Earth by Jean Craighead George. May 12th State Report is due! We started with the book report. I asked (student) the definition of a narrative summary. He wasn't sure. We itemized the parts of a narrative. I encouraged him to address these aspects of in his summary. We looked up The Talking Earth on-line and found an Amazon summary. Since Noah has read the book this led to an interesting conversation. We then researched Seminole Reservations, the Kennedy Center, The Everglades. By the end of the session I asked this bright student what he visualized for the scene of his diorama. "Oh a cute scene where Billie is hugging the Otter." I asked my student if Billie actually did that. He wasn't sure. I reminded him about the resolution of the story and what Billie learned during the time alone with the animals and the natural environment. "Oh, she learned the animals DO talk." "How do they really talk?" With great insight informed me, "They talk with gesture and action." Noah gave me 3 examples of this. I wondered aloud if he could depict this in his diorama. He pondered a bit. In between the discussion of the book report took 2 math ability tests. THIS WAS FANTASTIC! He did all the things I had suggested. His time was better and he was not stressed."

Second Report (same student)

"I am quite sure my student/tutoree appreciates my presence when he works on math. He maintains focus when I work the problems with him. We compare our answers. I notice he does not use the least common denominator as he works the problem. As a result he winds up with big numbers and it takes more time in the end to reduce the answer to lowest terms. Student's in-class work is messy once again. Shoot! He is not planning how to use the space. He writes in the margins and it's difficult to find the answer within his writing. I am concerned. I did not push the point. He seems on edge today. We worked on finding vocabulary words (his task) for chapter 9 in his Common Core literature circle group. The Lord's Prayer was a word/concept he chose. Although he recited the Lord's Prayer he does not know if others in his group would be familiar with the prayer.

At student's request I timed him on several multiplication speed tests. He mentioned he is not supposed to write outside the answer box and he was actually doing that on almost every problem. I had him make some changes. Sharpen the pencil! Keep the pencil lead close to the paper at all times! Do not lift the hand, arm, pencil up off the paper. Move across the rows left to right and down the columns. Hold the pencil with ease between the fingers. Lightly anchor the forearm on the table. Note: The light bulb went on and he said, "It's like a fulcrum.." He got it! Move page when needed with the left hand. Lightly anchor the heel of the hand on the table. I asked student to feel the light touch with which I hold the pencil. He struggled with getting a light hold. I noticed just how much tension he has when he writes. I want to address this. I actually think if I can bring (student) to relax and breathe deeply during our sessions his mind would slow down, his thoughts would be clearer, his awareness of the space on the page would increase and his writing would improve. Singing together brought us both great joy. I am wondering if he does sports or takes hikes what are the things my student loves to do? Shoot, I have not found this out about him! This was a good session. We were able to work on odds and ends of several subjects. After the session his father informed me that his son and he worked on his essay for 3 hours the night before. I realize I must alert this student's parents asap when their son has a writing assignment. The parents and I need to work together in order to help this great 5th grade student work through the writing process and not feel overwhelmed. Caa"