Amanda Lambert

CI 447

One-on-one Reflection

There were many days when I was able to experience one-on-one time with students, but one day really stands out in my mind. Every day I conduct small groups. There are five groups and they rotate between my table, two tables with individual work, a table with the aide, Mrs. Lyons, and the computers. When students are at my table we do different things. We play alphabet bingo, read books, do workbook pages, play phonics games, and SMARTboard games on my computer. The students always seem to enjoy the time they spend at my table. One certain group only has three students in it. One day two of the students were absent and it left Jenifer\*, one of my students who misbehaves often. I was very interested in seeing how this small group would go.

Jennifer had already made a comment about how she was alone and had no one to work with during the other small group activities she had participated in. When she arrived at my table I made it seem so exciting to be alone. I let her pick whatever she wanted to do that day since it was only her. She told me she wanted to play alphabet bingo and then read to me. I was excited that she had wanted to read. We played one round of bingo and then she picked two decodable books from the shelf. I had never seen Jennifer read so well the whole time I had been in the classroom.

It was so interesting to see the enthusiasm she had. Usually in small groups, Jennifer was wanting to talk to her friends or make them laugh and would not pay a bit of attention to me. One-on-one instruction seems to be the best for Jennifer. The concentration level she had when it was just she and I was completely changed and we were able to get a lot accomplished that day. I wish there were more times in school for teacher-student interaction without anyone else around.