Vignettes for the Language of Support

► Nothing works with these kids. Putting their names on the board just doesn’t work; some of them end up with 10 tallies next to their name by the end of the day!!

► Setting up cooperative learning activities in the classroom is so-o-o-o much work. I end up with chaos and a ton of questions about how they’re supposed to do the task.

► I really want to try out projects with my kids, but I just don’t know where to start. Other teachers have these neat units, and I just can’t get started even thinking about it.

► You know, the time right after afternoon recess/break is absolutely the hardest. I’ve just about given up on teaching anything during that last hour.

► I’d really like to have my students begin assessing their own work, but how do you get them to understand the criteria so that it’s meaningful??

► The interactive journal idea is working great in my class! But I am absolutely swamped having to respond to their entries. I am starting to have nightmares about their journaling!!

► My students love it when we do creative, artwork-type activities in class. And I want to do more! But the noise level when they get out the materials is really hard. The kids just don’t get how to get out the materials quickly!!
I have a couple of students in my class who raise their hands for absolutely everything. I don’t want to discourage them, but they end up dominating all of our discussions. They get really upset when I don’t call on them.

I’ve been assigning homework to my kids every night and I’m pretty happy with how it’s working. But having to go over all of those papers I collect at the end of the day is killing me.

That workshop last week on multiple intelligences totally overwhelmed me. How can I even begin to address those different styles of learning? I can hardly stay on top of regular generic lesson planning.

Parent conferences start in two weeks and I’m already scared to death.

Boy, report cards go home next week and I’m sure that a ton of kids are going to have questions or want to challenge their grade.

Things are going just great.

I am really concerned about the kids who are way above grade level. Am I meeting their needs?

I am upset about the kids who are just not listening. They are rude. They call out. They talk to each other.