

Date	What was asked	General (highly condensed) student responses
Friday, February 21	<ul style="list-style-type: none"> <li>-What did you do last night after school?</li> <li>-What is timeout?</li> <li>-What are you allowed to do while you're in timeout?</li> </ul>	<ul style="list-style-type: none"> <li>-I played with my 3DS (describes game in detail) but then my mom took it away because I was in timeout. I'm always in timeout.</li> <li>-Timeout is when I have to be all by myself without my toys or family. I sit in my room all by myself.</li> <li>-I don't know but I'm in timeout for like 1 or 2 weeks now. (He seems to make things up to fit the story he is telling sometimes, like he is not sure how long he will be punished so he makes a number up just to have something to answer my question with)</li> </ul>
Monday, February 24	<ul style="list-style-type: none"> <li>-What did you do over the weekend?</li> <li>-Did you really do that or is this a make-believe story?</li> <li>-Where was the volcano?</li> </ul>	<ul style="list-style-type: none"> <li>-I flew in an airplane, over a volcano with my mom.</li> <li>-I really did it. We flew over a volcano in an airplane.</li> <li>-Umm I don't know where, it was around here, over by that place (tries to describe it but I did not know what he was talking about).</li> </ul>
Tuesday, February 25	<ul style="list-style-type: none"> <li>-What did you do last night after school?</li> <li>-Is that your favorite Chinese food?</li> <li>-Who did you go to dinner with?</li> <li>-But who did you go to dinner with?</li> </ul>	<ul style="list-style-type: none"> <li>-We ate at a Chinese restaurant. I ate orange chicken.</li> <li>-Yeah I like orange chicken. It tastes like orange and there was an orange in it. There was rice in it too.</li> <li>-We went to a Chinese restaurant.</li> <li>-My mom and my sister. There weren't many people at the restaurant and it was quiet so we had to be quiet too (describes the restaurant).</li> </ul>
Wednesday, February 26	<ul style="list-style-type: none"> <li>-What do you like to do when we're not in school?</li> <li>-Do you like to play Minecraft?</li> <li>-Who do you like playing with on the playground during recess?</li> </ul>	<ul style="list-style-type: none"> <li>-I go home, spend time with my sister. I like to play with my 3DS (describes the games he plays like Mario-kart )</li> <li>-No I don't know what that game is. (I suggest that he ask one of</li> </ul>

		<p>the boys in the class who really love this game, as many of them do; I tell him he might really enjoy it, too)</p> <p>-I just play. I like to play on the blacktop with the balls.</p>
Thursday, February 27	<p>-(he started the conversation)</p> <p>-Why did she call you a bully?</p> <p>-Do you think you were being a bully?</p> <p>-And you kept asking her about the toys?</p>	<p>-My sister called me a bully.</p> <p>-She said that I did not hold the door for her when she was following me and I called her a name.</p> <p>-Yes. And I also got in trouble because I wanted toys in the store but my mom said no.</p> <p>-Yes and then I got in timeout again. And I didn't want a haircut.</p>
Friday, February 28	<p>-What are you doing this weekend?</p> <p>-Do you like painting?</p> <p>-Do you like art class then?</p> <p>What is your favorite subject in school?</p>	<p>-I have to paint a door blue and white. Part of it is blue and part of it is white.</p> <p>-Yeah I guess.</p> <p>-I like art when we do fun projects. My favorite is computers (he explains his favorite parts of computer class and games they play).</p>
Wednesday, March 5	<p>-What did you do during the days off from school?</p> <p>-Did you do anything fun in the snow?</p> <p>-You don't like the snow?</p> <p>-What do you like doing instead?</p>	<p>-I was inside – played with my sister, bored games, (describes bored games).</p> <p>-No I didn't go in the snow. I didn't sled or anything.</p> <p>-I just stayed inside.</p> <p>-My uncle came and he'll be here for 2 weeks or something. We watched movies with him (describes two movies they watched, Jungle Book and one more he didn't know the title of).</p>
Thursday, March 6	<p>-What did you do last night?</p> <p>-Last night?</p> <p>-Is gum your favorite candy?</p> <p>-Why do you like marshmallows?</p>	<p>-I chewed gum and it got stuck to my shoe when we weren't in school.</p> <p>-When it snowed. I chewed it because we weren't in school.</p> <p>-Yeah I like gum. I like marshmallows too.</p> <p>-They are fluffy and chewy. They have sugar so it tastes good. My</p>

		mom buys us marshmallows sometimes from the store.
Friday, March 7	(he started the conversation) -Which school? -Do you like this school?	-Is this my pencil? (I didn't know) -This pencil is big and fat. Is this my pencil? (I still don't know) -Why do I have this pencil? Did I bring this from home? (I suggest he get a different pencil from the pencil bucket if he doesn't like the one he has) -When I was five I went to a different school. (Which school?) -I don't remember the name of it but it wasn't this school. -Yeah I like this school. I wasn't here at the beginning of the year.
Monday, March 10	-How was your weekend? -What is your favorite cereal? -What other kinds of food do you like?	-It was really good. I got to get my favorite cereal from the store. -I like a lot of cereal. Um, I guess my favorite is like that sugar cereal. (He couldn't think of the name but spend some time trying unsuccessfully to describe it to me). -I like pizza, chicken nuggets, strawberries, (description of cafeteria food for which he did not have a name). Are we having (that food he was describing) today? (I did not know but he kept wondering if they would have it and kept giving reasons why he thinks they will serve it today).

## Reflection:

I chose Student B for my Two-by-Ten assignment because he was having behavioral and academic problems. He came to Matoaka Elementary School in November, after his family moved from one part of the county to Matoaka's district. He was held back as a first grader, so this is his second year of first grade. His sister, who is one year younger than him, is in the first grade classroom next door. Spanish is his first language and is spoken at home. He is still developing his English language skills. This might be contributing to his academic and behavioral issues. I picked this student because he is a puzzle to me. I have not been able to come to a conclusion about the reasons for his academic and behavioral problems. Spending more one-on-one time with this student seemed like a good way to get to the bottom of these problems.

This assignment was both easy and difficult. The student I focused on is very willing to communicate, but he is difficult to understand due to his seeming inability to distinguish from reality and make-believe and his developing English language skills. I decided to conduct the two minute talk at the beginning of the day while the students come into the classroom, unpack, and get started with the school day. He is always one of the very first students in the classroom so this would allow me to have two minutes of time with the student without any interruptions. This did not work very well and I had to change my plan after the first day. The student is not a "morning person" and would not even answer a simple question like "How are you?" with anything other than a blank, mouth-gaping stare. I decided to talk with him on our way to drop the notes off to the office. This time worked for me because it did not interfere with my teaching schedule and he was much more awake and willing to communicate. I discovered that this student really likes to talk and tell stories. He dominated our conversations with stories that did not always make sense due to his slow, imperfect English. I was also, occasionally unable to determine if he was telling the truth or not (like his story about flying over a volcano).

After spending each day talking with and getting to know this student, I did not observe any improvements to his academics or his behavior. He actually seemed to get a bit worse. I have decided that much of his poor behavior is due to his desire for attention and giving him attention in the form of a special job (dropping the notes off at the office) did not help improve his poor behavior. If I were to do this type of intervention again I would incorporate the communication with the student into the classroom so the attention does not seem so special or rewarding. I would practice this two-by-ten technique with all of my students as a way to consciously get to know each one. I do not like singling out any one student because the rest of the students can tell and I want all of the students to know that they are important.

To support this student more effectively, I will pay more attention to him as I am working with the whole class to make sure he is staying focused on his work and understanding the instructions. The ESL teacher who works with this student says that his English skills are fine for functioning in the classroom, but I think they are holding him back. I will try to explain things in more than one way, with more than one “intelligence” so he will be more likely to follow along. He seems to respond well to positive attention, so I will make sure to point out when he is doing something correctly, even if it is something as simple as saying “excuse me” to get by another student, or if he raises his hand in class to answer a question (even if it is wrong).

I am also using an intervention strategy with this student for our other assignment. I am curious to see how it works out compared to this two-by-ten strategy. I have been fortunate enough to find time to collaborate with the ESL teacher and the counselor, both of whom work with the student at least once a week. They have been very helpful with their unique perspectives of him and I look forward to continuing to try and help this student improve his school life.