Engaging Kindergarten Students While Keeping a Structured Environment

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Context:

My inquiry requires an explanation of two contexts: my kindergarten classroom, and the kindergarten grade throughout State College Area School District. In my classroom, I have twenty-two full-day students; there are fifteen females and seven males. Two students are receiving ESL support, nine are receiving early intervention reading support, and one student meets with a speech therapist. Additionally, there is one student who has been recently diagnosed with Asperger’s syndrome and currently has a full-time Therapeutic Staff Support (TSS) throughout the school day five days a week, and home hours twice a week. Generally, I have a very young class; when the school year started there was only one six-year-old male, and two females who would turn six in that month of September. The majority of the class would turn six in late winter through the summer months. Last, there are two students who are Asian, one student who is African American, one student who is Indian, and eighteen students who are White.

In terms of reading groups based within the class itself, there is one above average group, two average groups, and two struggling groups. It should be noted, however that the two average groups have moved from the pre-emergent stage to the emergent stage in Guided Reading. In math, there is one above average group, two average groups, and one below average group.

The second context that requires an explanation is the kindergarten level across the school district. In State College, students attend kindergarten for the full school day-8:44AM-2:44PM--but have the option to attend for a half day if desired. As of this time, full day kindergarten is not consistent throughout the state, and students are not required to attend kindergarten. In kindergarten, students have four specials: art, music, physical
education and library spread throughout the week, in addition to sharing (show and tell). Students have reading and math every day, and unit (science/social studies) three/four days a week. The type of math that the students do is called Investigations, and it allows students to explore math through manipulatives and by expressing their understandings in ways that make sense to them. As an additional non-subject matter time, students also have some time for free exploration to build on social skills.

Recently, the Language Arts Continuum (LAC) binders have been updated to meet the new state standards. In Kindergarten, the developmental reading stage is considered to be somewhere between the preconventional (PR) and the emergent (EM) stages (Baumrucker, Cocolin, & Peters, 2007, p.1.2). A preconventional reader is defined as one who knows basic functions with books such as how to hold it, where it starts, etc. They are also able to listen and respond to stories, know a few letter names, have an awareness of print around them such as on a traffic sign, and can recognize their own name (Baumrucker, Cocolin, & Peters, 2007, p.1.3). An Emergent reader (the stage a kindergarten student is expected to meet by the end of the year) is one who understands concepts of letters and letters sounds, conventions of print, and develops a sense of story. These readers should also be able to rely on pictures, but begin to focus on print when reading (Baumrucker, Cocolin, & Peters, 2007, p.1.4).

Rationale:

Prior to my internship this year, I had not thought of kindergarten as a stressful year for a teacher in comparison to the other grades. Based on my prior experiences as a student, I possessed the naive opinion that kindergarten would be a place where students
loved to come every day, and where they would love to learn. What I did not realize is that there would be those who said the exact opposite.

When I was trying to decide on my inquiry topic, I took a step back to see what I have observed in the classroom. The first thing that came to mind was when a student told me that he didn’t like school, and only liked gym because he got to move around more. Then I remembered several other students who commented to me that they didn’t like math because it was “a lot of work”, or they didn’t like school because it was “hard”. In my opinion, kindergarten should be enjoyable! I recognize that for many students, kindergarten can be a big transition in their lives, however it can also be one that is a relaxing, social time. I want my students to enjoy learning, and take pride in what they have accomplished so far.

It seemed important to me that I find a way to make learning more enjoyable for my students. If a student does not enjoy what he is learning, he becomes bored, possibly even frustrated and that attitude can hinder both their self-esteem and what can be gained from a future education. Originally, my questions were:

1. **How do I know my students are enjoying an activity?**

2. **Which activities do students enjoy/engage in most and why?**

3. **Which activities do students enjoy/engage in the least and why?**

4. **What patterns can I find in the parts of the day students enjoy/engage with most?**

5. **What patterns can I find in the parts of the day students enjoy/engage with the least?**

6. **Will movement activities during subjects make the day more enjoyable?**
7. Will songs during subjects make the day more enjoyable?

8. Will I be able to incorporate the appropriate changes into all or most of my lesson plans for certain activities?

As I began to proceed with my inquiry, however, I felt overwhelmed by all of my questions. I decided that in order to implement my inquiry I needed to think in a more concise fashion. My new wonderings can be found below, in the Wonderings and Questions section. This is something that can affect all students, so what I learn from my inquiry now should benefit me in my future teaching, no matter what grade level.

**Wonderings and Questions:**

One thing I did not realize about kindergarten is that kindergarten teachers have the pressure of not only conveying the love of learning and encouraging social skills, but also implementing new and tougher standards. So when I reflected on what I had heard my students say about not liking school, I wanted to know how I could change it. I obviously could not change the kindergarten standards, or change what subjects are taught throughout the day but I thought that I could maybe change the way the students are viewing the day. This led me to my wonder:

**How can I engage my kindergarten students in a way that keeps the structure of the school day, but gives them the freedom to enjoy learning?**

After taking the time to reflect more on my main wondering, I developed more concise sub-questions to help me proceed:

1. What activities do my students enjoy the least?

2. How do I know my students are engaged during an activity?
3. Will movement activities create a more engaging atmosphere for the academic subject my students like the least?

4. Will songs create a more engaging atmosphere for the academic subject my students like the least?

These new sub-questions gave me a way to narrow down my main wondering, and direct me towards a deeper understanding of my inquiry.

**Inquiry vs. Project:**

One of the main reasons this project is true inquiry is because it is driven by what I have come to see and hear in my classroom, not an outsider who may be unfamiliar with my context. I have asked a question that should help me better understand what is actually happening in my classroom, and if necessary make appropriate changes. I believe that there is a problem in my classroom that I have been observing, which is that students are saying that they aren’t enjoying school and/or specific subjects. Although I can hypothesize that it is because of the structure, I am not able to pinpoint the reason behind these statements, nor am I positive about how to solve this problem. Through my own research and experimentation, I will develop a hypothesis, collect data, and analyze that data based on what I have reflected upon and observed.

**Data Collection**

In starting my inquiry, I used the following methods to collect data for my inquiry.

1. *Pre-inquiry student survey [Appendix A.1]*
The pre-inquiry student survey was designed for the students to do fairly independently. I would ask the students the question and they would circle a happy face (like a lot), a straight face (in-between feeling), and a frown face (disliked it a lot) to show their feelings towards a particular subject.

I also included some open-ended questions so I could find out the one subject they liked the most, and the one the students liked the least, with a chance for them to explain. The explanations would help me to find out what needed to be changed. Additionally, I included the question, “______ would be more fun if we _______” in order to get their opinion on what they believed to be engaging and enjoyable, and provide me with direction on how to improve the subject. They would write it in Kidwriting¹, and if needed, I would put adult writing underneath.

2. Reflections and Observations:

After each lesson, I reflected on what I thought went well, and what I would like to improve for future lessons. This would include any management issues, any explanations I gave that were unclear, things I would change and do over again if I could. I also liked to see what I liked about the lesson and if it referred to higher student engagement, or improved student work. I also reflected on when I implemented the first student survey because looking ahead it seemed like a situation that would be good to analyze at a later date.

3. Post-inquiry student survey [Appendix B.1]

¹ Kidwriting is “teaching phonics in the context of writing” (Cardonick & Geldgus, 1999, p. 3). According to Cardonick and Geldgus, “it is easier for most children to gain phonemic awareness when this concept is presented together with the naming of letter sounds (p. 3).
The post-inquiry student survey was different from the pre-inquiry student survey, and I conducted this survey during free play and before morning announcements so that I could ensure my directions were clear.

I changed the survey from smiley faces to all open-ended questions where I could write student responses because I felt it would provide better data. I wanted to include questions about their views of science so I could compare them to the previous survey, and in addition create questions like “What do you enjoy learning the most” and “What could be more fun” so I could gain a truthful response towards one particular subject.

I also included the questions, “Do you think if we did more moving around it would be more fun? More songs?” so that I could gain a better perspective on what my students actually viewed as enjoyable. If they said yes to both, I circled the one that they would choose if they had only one choice. During the surveys I asked the question a different way than was listed on the paper. I said, “Do you like moving around to learn? Do you like singing songs to learn? If you had to pick one-moving or singing-which would you pick?” I did this because I realized I wanted a more general response to what they enjoyed the most. I also rephrased the question because I had changed it to, “What would make it fun?”

**Data Analysis**

1. **Pre-inquiry student survey:**

When looking at my pre-inquiry student survey, I was focused on which subject the students like the least. I wanted to know exactly which subject the majority of students did not enjoy so that I could try to implement new activities into lessons, and
find out what could engage them better. I chose to focus on only one subject, because I was more comfortable working with one variable at a time. Using a blank piece of computer paper, I wrote out each subject question, and drew the straight-lined face and the frown face. I went through each survey, found the subjects (if any) that they circled one of those two faces for, and marked a tally under the appropriate face on my separate sheet of paper. In my final analysis of my data, I chose to focus solely on the number of tallies under the frown faces, because I found that there was some disparity between the straight faces amongst all of the subjects. In looking at the frown faces, I discovered that 13 students circled the frown face next to Science, 7 students circled the frown face next to Math, 2 students circled frown face next to Morning Meeting, 1 student circled the frown face next to [Reading] Centers, and zero students circled the frown face next to Sharing.

I then moved on to the open-ended questions, and read through responses students wrote in Kidwriting. Initially I intended to analyze the open-ended questions in-depth for ideas on how to improve subject areas. After glancing at the responses, I decided to forgo this plan (see Conclusion and Appendix C.1).

2. Reflections/Observations:

In looking at my reflections, I read through them to see if I followed through on changes I wanted to make. I also was looking for specific phrases I could use for future claims and evidence that the movement was effective or appeared engaging. I noticed in previous lesson reflections that I would comment whether students would appear to be excited because of smiles on their faces, or showing an eagerness to answer a question by waving their hand about. I also had notes based on how many students participated by
asking questions, or volunteering answers. In one science lesson, I found that 8 students appeared to be off-task and not paying attention; they were not doing the movements I created, nor were they volunteering to answer why we were doing certain movements. Because of these observations, at this time, my definition of engagement is having the majority of students participating during a lesson by raising their hands to ask/answer questions, appearing to be excited by smiling, as well as having low occurrences of disruptive and off-task behavior. In an article I read titled, “Let’s Move Together!” by Mary S. Rivkin, there was a note of caution that said, “Also, remember that children really don’t like repetitive drill activities or structured aerobics. Their minds are too active for boring repetitions” (p. 36). My reflections from the lesson noted that I repeated certain actions too much, and that I needed to make some actions shorter; for the clue that Saturn had 18 moons, I had the students stomp their feet 18 times which made them complain of being tired. During my second lesson using movement, I was teaching my students about the planet Neptune. At the end of my lesson, I recorded my observations at the end of my lesson plan in the Analysis/Reflection section. I concluded that during the movement section, there were 3 students that did appear engaged during the lesson, because they did not do the movements completely, but rather kept their hands at their sides for the majority of the lesson. What was even more interesting was that later in the lesson when the students were to write in their Space Journals, many students were able to use the movements to remember the facts. For example, students needed to write two sentences in kidwriting that shared two facts about the planet Neptune. Some students who were stuck on the second sentence asked for help, and I asked them if they remembered what movements we did in the lesson. In my reflection, I found that 4
students were able to refer back to a particular movement, and connect the movement to a fact. One of the four students is a student who typically struggled when asked to write a fact they remembered from the planet clues.

3. **Post-inquiry student survey:**

In my post-inquiry student survey, I first looked to see if students liked science, and why. I chose to do this because that was the subject I found that needed to be worked on. I set aside the surveys of students who mentioned that they liked students because of movement for my appendix. Then I made piles of the students who said they liked science, the students who had responded “yes” or “no” specifically to learning about planets and plants, and the students who said they did not like science. I wanted to be able to count to see if my surveys supported my observations that the inquiry was effective in increasing the amount of students who liked science. What I discovered was that 19 of my students said yes to the question, “Do you like science”, with 2 of those 19 students specifying that while they liked science, they did not enjoy learning about the planets but do like learning about plants. There were only two students who said that they did not like science, and 1 student who said they liked science sometimes.

After I marked the numbers of students who did/did not like science, I went back through the surveys to see if students liked moving around more, or songs. I wanted to know if my first change to my lessons, movement, was the path to take to better engage my students. The question of songs was analyzed because if more students chose songs over movement, I would want to start implementing songs into my lessons as soon as possible. I listed on a separate sheet of paper which students liked movement, which students liked songs, which student liked both but if had the choice would pick
movement, and which student liked both but if had the choice would pick songs. I then went through each survey and made a tally under each category. After this, I added up the total number of students who liked movement, and the total number of students who liked songs. I then went back to see how many students chose both but would choose movement, and how many students chose both but would choose songs. Based on these surveys, I found that 2 students claimed to only like movement to learn, and 1 student claimed to only like songs. In taking a closer look at the 19 students who claimed that they would enjoy both movement or songs to learn, 12 out of the 19 claimed they would prefer movement, and 7 of the 19 claimed that they would prefer songs if given the choice. In total, 14 out of 22 students say they would prefer to move around to learn, and 8 out of 22 students say they would prefer to sing songs to learn.

The last part of the survey I analyzed was the question, “Which part of the day could be more fun?” Looking through the answers to this question would allow me to decide which subject to focus on next, even after my inquiry was over. My findings are inconclusive at this time, because most students claimed that they enjoyed everything during the day, but then went back and said one subject. Additionally, most students could not give a reason as to why they did not like a particular academic activity. I will need to further survey my students to proceed from this point in order to gain a relatively accurate understanding of their opinions, and to ensure that they understand the question. What I did gain from analyzing this question was that four student explicitly said that they would enjoy a particular academic subject if we moved around more. For the remaining questions on the survey, I decided to just read through them, and gain a better understanding of my students as learners.
Claims

I. Claim: In this class, the subject students claimed to like the least was science.

In my pre-survey [Appendix A.1], I polled the 22 students in my class and out of all 22 students, 13 students circled the frown face (disliked the most), and 2 circled the straight face (don’t like or hate it, in-between).

I believed that science should be the subject I chose to start focusing on based on the number of frown faces circled. As I went through the surveys, I kept a tally under each subject based on the number of frown faces because that meant they disliked the subject a lot. Compared to the other subjects, science had the most frown faces circled. Looking back, I might have chosen to take my inquiry in another direction by including the straight-lined faces to open my focus to include students who claimed to feel so-so about a subject. However, my focus at that time was to find out exactly what my students were claiming to definitely not enjoy, and the frown faces showed me that.

II. Claim: Adding movement to science activities helped these students become more engaged and enjoy science more.

Based on earlier classroom observations, I had noticed these young students appeared more engaged when an activity included movement. I had also heard students tell others, including me, that they liked gym because they get to move around, and they get to do fun things. This preference for “doing” intrigued me, because it told me that they like moving. With survey evidence that they did not like science I decided to try to add movement to our science activities to see if actively learning the subject would provoke similar comments.
After analyzing my post-survey data, I discovered that only two students gave a definite “no” to the question “Do you like science”, and one student said “sometimes”. Two students said that they did not like learning about the planets, but that they currently like learning about plants. Compared to the 13 students who did not like science in the pre-survey, now only 2 students did not like science.

In addition, there were some students who specifically referred to movements after saying they liked science. One student said she now liked science, “Because you get to do fun movements” and also shared that she liked learning about the planet Saturn. [Appendix B. 2]. Another student said he enjoyed science, “Because we can do the dance moves” [Appendix B.3]. A student who said she “sometimes” like science, but could not state why, also shared that she “like[d] moving better during the planet clues” [Appendix B.4].

During my lesson on Neptune, I noticed that the students appeared to be more engaged when learning the facts about the planet. According to the lesson reflection after my lesson plan, there were only about 3 students who occasionally did not move, and appeared to put little energy into their movements. This compared to observations before my inquiry in which the number was about 8 or 9. This showed me that the majority of students were engaging by participating in the movements, and put enough energy into the movements to appear to be enjoying them.

I found additional student evidence from the Kidwriting in students’ space journals. After the lesson, students were asked to write a sentence about what they learned about Neptune. Some students raised their hands to say that they couldn’t think of anything. When this happened, I asked them, “Do you remember something that we
did?” One student said, “We pretended that we were cold.” When prompted with the question, “Why did we pretend that we were cold”, the student said, “Because the planet is cold.” This showed me that students were able to retain information by reflecting back to the movements we did to learn the facts.

III. Claim: The kindergarten students in my class say they enjoy both movement and music and based on the success I had adding movement, adding music might be a logical next step.

Out of 22 students polled in my post-survey, 63% said that they liked movement to learn. Out of the 19 students that said they would like both movement and songs to learn, 63% said that if they had to choose one, they would prefer movement. Based on this survey, my intervention suggestion to add movement helped many students take a new interest in one academic subject. One student, responding to the question, “What part of the day could be more fun and why?” said “Math. If we could go out[side] and move around more” [Appendix B.5.]. This shows me that changing a lesson by adding movement can strike a chord within some students, and encourage their desire to learn through these activities.

My survey results also indicate that these children might also react in a similarly positive way to adding music. There were 19 out of 22 students who said that they would like either movement or songs to learn. I initially was polling students to see if the movement activities worked in increasing their interest, and as shown above, when prompted to choose they would choose movement. However, I was also able to learn that 86% of my students say they would enjoy either movement or songs to learn and based on the success with movement, adding music might also be helpful.
Conclusions:

By watching and listening to students, as well as taking the initiative to find out what they prefer, teachers are able to develop activities and strategies uniquely suited to their students, which may, in turn, lead to increased student engagement and preference for certain academic subjects.

Through the use of surveys, teachers may find out what students are enjoying during their time at school. Teachers should, however, plan a time where they can implement these surveys either on their own or with one constant person. One problem I discovered at the beginning of my inquiry, was that my pre-survey ended up distributed by three different people: my advisor, the school principal, and myself. On a day that my mentor teacher was absent, I was to implement my survey during Language Arts Centers, and the guest teacher was to teach Guided Reading. Unfortunately, a guest teacher had not been assigned to my classroom, and my school principal kindly filled in until my advisor could come take her place as the certified teacher in the classroom. With the change in people, I thought it would be best for me to teach Guided Reading and have my advisor implement my survey. This led to three different sets of directions, as the principal and my advisor gave the survey during centers, and I finished the surveys during Free Play.

A teacher can also develop their lessons according to the students in the class by observing patterns in engaging behavior. By listening and observing my students, I believed knew them well enough to know that they enjoyed activities where they were actively moving. Implementing movement within my lessons proved to create an
engaging atmosphere during an academic subject my students claimed they did not enjoy; students were participating by performing the movements, and off-task behavior was reduced compared to previous lessons.

Finally, based on the post-survey, I have further learned about my students’ interests. I discovered that my students not only enjoy movement, but also music. Based on the success I had with movement in my lessons, I will continue to teach using movements, but also add music into my lesson planning.

Although my inquiry was focused on how to better engage kindergarten students, I recognize that I could be in another grade level when I get my own room. I also recognize that students will enjoy particular subjects better than others no matter what grade they’re in. This is an inquiry that could transfer across all grade levels to improve the learning experience of all students. In my future practice, I want to create some sort of survey or lesson reflections with my students to find out what they are enjoying, and what I can work on so they are having fun, and enjoy learning more.

**Conclusions:**

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recognize that students will enjoy particular subjects better than others no matter what grade they are in. This is an inquiry that could transfer across all grade levels to improve the learning experience of all students. In my future practice, I want to create some sort of survey or lesson reflections with my students to find out what they are enjoying, and use that information to create lessons that are more engaging.

New Wonderings:

After my inquiry, I have many more wonderings:

- What would have happened if students had chosen the subject math?
- Is there a way to engage my students better during Math?
- Will choice time math centers engage the students better, and create a more positive buzz in the classroom?

Additionally, throughout the time I was working on my inquiry project, I was also developing my Teaching Platform claims. One of my claims was that, “An engaging Morning Meeting will lead to an engaging day.” Though I have observational evidence that my students are more productive, stay on-task, and do not exhibit as much disruptive behavior on days where Morning Meeting appears to engage them, I am interested in taking this claim one step further by asking:

- Will all engaging Morning Meetings lead to an engaging day?
- What part of Morning Meeting engages my students the most?
- Is the part of Morning Meeting that my students like (are engaged in) the most, the part that affects the rest of the day? How will I know?
- What patterns do I see in an engaging morning meeting?
References


Appendix A.1

Do you like school? ☺ ☺ ☺

Do you like math? ☺ ☺ ☺

Do you like centers? ☺ ☺

Do you like Morning Meeting? ☺ ☺

Do you like sharing? ☺ ☺

Do you like science? ☺ ☺

I like ______________________________ because:

I do not like __________________________ because:

__________________________ would be more fun if we:
Appendix A.2

Do you like school? ☺ ☺ ☺
Do you like math? ☺ ☺ ☺
Do you like centers? ☺ ☺ ☺
Do you like Morning Meeting? ☺ ☺ ☺
Do you like sharing? ☺ ☺ ☺
Do you like science? ☺ ☺ ☺

I like ___________
because: ___________

I do not like ___________
because: ___________

____________________ would be more fun if we:
Appendix A.3

Do you like school? 😊😊😊
Do you like math? 😊😊😊
Do you like centers? 😊😊😊
Do you like Morning Meeting? 😊😊😊
Do you like sharing? 😊😊😊
Do you like science? 😊😊😊

I like school because:
I like computer lab.

I do not like math

__________ would be more fun if we:

A.3
Appendix A.4

Do you like school? 😊 😊 😊
Do you like math? 😊 😊 😊
Do you like centers? 😊 😊 😊
Do you like Morning Meeting? 😊 😊 😊
Do you like sharing? 😊 😊 😊
Do you like science? 😊 😊 😊

I like **science**?  
because:

I do not like  
because:

_________________________ would be more fun if we:

A. Y
Appendix B.1

Do you like school?
   Why?

Do you like science (planets, plants)?
   Why?

What is your favorite part of the day?
   Why?

[Skip if their favorite part was a subject]
What do you like learning about every day the most? (Ex: math, [reading] centers)
   Why?

What part of the day could be more fun?

Do you think if we did more moving around it would be more fun? More songs?
Appendix B.2

Do you like school?  Yes
   Why?  It's fun, get to have sharing after music

Do you like science (planets, plants)?  Yes
   Why?  You get to do fun movements

What is your favorite part of the day?  All school assembly
   Why?  Get awards to make them happy

[Skip if their favorite part was a subject]
What do you like learning about every day the most? (Ex: math, reading, centers)
   Why?  We did bunny dance

What part of the day could be more fun?  Free play
   Everything learns, lives

Do you think if we did more moving around it would be more fun? More songs?
   Yes
Appendix B.3

Do you like school?  
Why?  
Yes  
*Be we can use [glitter] sparkles*

Do you like science (planets, plants)?  
Why?  
Yes  
*Be we can do the dance*

What is your favorite part of the day?  
Why?  
Going to lunch & free play  
Always  
Eating  
always play

[Skip if their favorite part was a subject]  
*bunny activities*

What do you like learning about every day the most? (Ex: math, [reading] centers)

Why?  
Always can make our own bunnies  
liked looking @ maps - when prompted  
*making suitcases & plants*

What part of the day could be more fun?  
Math be hard for brain to learn  
but like stuff to learn

Do you think if we did more moving around it would be more fun? More songs?  
Yes

B.3
Appendix B.4

Do you like school?  Yes
  Why?  be Ryan & Jaewon & other friends are boys are nice to me

Do you like science (planets, plants)?  sometimes (pretty much)
  Why?  sometimes don't know liked moving better (planet clues)

What is your favorite part of the day?  free play
  Why?  be you get to play w/ whatever you want (allowed to play w/)
         (computer) math

[Skip if their favorite part was a subject]
What do you like learning about everyday the most? (Ex: math, [reading] centers)
  Why?  be likes all the stuff we do likes different things we do @ centers

What part of the day could be more fun?
  reading (hard)

Do you think if we did more moving around it would be more fun? More songs?
  yes

B.4
Appendix B.5

Do you like school? Why?
fun some days and some not fun

Do you like science (planets, plants)? Why?
be dad grows plants (something already)

What is your favorite part of the day? Why?
recess
be can do whatever you want

[Math]
What do you like learning about every day the most? (Ex: math, [reading] centers)

Why?
be teaches you some know things that
you don't know

What part of the day could be more fun?
math
if we could go out (move around more)

Do you think if we did more moving around it would be more fun? More songs?

( fine)

D. J.
Appendix C.1

Observation on distribution of survey

-Chaotic because K wasn’t there, so I was supposed to do guided reading and sub was going to do surveys.
-There wasn’t a sub so B was going to do surveys during centers
-B had to observe in another room before and didn’t get in room right away so made decision to start centers, having principal who was observing a student on IST (who would be in that first survey group) ran the center until B. could get there.
-Looking at surveys, some got farther ahead than others, some didn’t understand where to kidwrite or what question was
-Going over some surveys to finish with the students, they said they liked a subject, but had previously circled a frown while with B or the principal; had to go back and fix it.
-Seemed to be a disconnect between circling faces and what to put on open-ended
-Eventually decided to scrap the open-ended because students were unclear to pick one subject that they circled for a happy face that they liked the most, or one subject they circled for a frown face that they liked the least.