Why Won’t Johnny (and Jenny) Write?  
How One Intern Made Kid Writing More Motivating for Kindergarteners

Molly Selzer

2010-2011  
Easterly Parkway Elementary School Intern  
Kindergarten
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Molly Selzer
Inquiry Paper

**Context:** Through the Professional Development School for the 2010-2011 school year, I am working as an intern in a kindergarten classroom at Easterly Parkway Elementary School. I represent the Pennsylvania State University as one of the sixty students chosen to intern for an entire year in the State College Area School District. The students in my class are all unique and come from many different backgrounds. My class consists of twenty-two students, thirteen boys and nine girls. Of the twenty-two students, one boy is from Egypt, one girl is from Japan, one boy and one girl are Chinese, one girl is Chinese-American, and one boy and one girl are African-American. The rest of the students in my class would be classified as Caucasian. Out of the twenty-two students in my classroom we have two students who receive ESL (English as a Second Language) instruction, a boy and a girl; two boys who go to speech therapy once a week; four boys and one girl who go to RTI (Response to Intervention) on a daily basis; and one boy who has a TSS (Therapeutic Support Staff) in the classroom.

My classroom has many different kinds of writers. We have some very independent students who are able to draw a picture and write without any assistance from a teacher or adult. Then we also have some students who need a little more support from adults. They are able to draw their picture, but then they need help from an adult to do the actual writing itself. At the beginning of the school year, we also had some students who had trouble thinking of ideas
to write about on a daily basis. As the year has gone by, however, I have been impressed by the progress that all of my students have made with their writing.

**Rationale:** Kid writing is a program that is used in all of the kindergarten classrooms in the State College Area School District. It is a program that promotes writing through phonics and early literacy. I came into my classroom not knowing anything about the program and was actually quite surprised that children begin writing at such an early age. The philosophy behind kid writing is that the children are supposed to draw a picture and then write a story to go along with the picture. The children are allowed to draw and write about anything that they want. Once the students have written their story, the “kid writing”, then an adult or teacher writes the “adult writing” under their writing.

However, every classroom and teacher uses this approach differently. In my Kindergarten classroom, we do kid writing as whole group. Students sit at a table with their journals and draw and write as many stories as they can in the thirty to forty-five minute period. Once students think they are finished drawing a picture and writing a story, they raise their hand to alert an adult who then writes adult writing under the kid writing. When the student has a picture, kid writing, and adult writing, they receive a star on their paper and the date written on top to signify completion of that page. Once they have a star on the page, then they move onto a new picture and story. We noticed that some students were only drawing pictures on their page with no writing, so we
had to enforce the star on the page so that the students knew when they could move onto a new page in their journal. Occasionally, mini lessons are also presented. A mini lesson covers a particular topic, such as punctuation or descriptive words. Mini lessons are taught in order to complement and extend the writing instruction that students receive individually during writing time.

When my mentor teacher first introduced kid writing at the beginning of the year, the students were very enthusiastic and had no problem writing more than one story each time they sat down to do kid writing. However, as the year progressed, I noticed a lack of enthusiasm from students and a lack of motivation in general during kid writing. My students even expressed negative feelings towards kid writing to my mentor and me. They told us that “kid writing sucks,” and that they “hate kid writing.” As I watched the students throughout the year during kid writing, I noticed more students just sitting at their desks doing nothing or just goofing off with the other classmates at their table. When I asked them what they were working on, they told me that they are thinking about what to write about.

As I watched my students’ increasing lack of motivation during kid writing, I was concerned that they were gaining a negative attitude towards reading and writing. Writing is such an important skill for students to master that I hate to see such negative attitudes adopted about writing at such a young age. I wanted to learn how teachers can make writing more motivational for students so that they enjoyed writing and wanted to become better writers.
Wonderings:

Main wondering: **How can teachers make writing more motivational for students?**

Sub Wonderings:
- Does having a Book of Ideas which students could look at during kid writing make writing more motivational?
- Would linking literature to writing make writing more engaging?
- Does introducing different themes to students on a bi-weekly basis help the students with their writing?

Data Collection

The data collection for my inquiry consisted of student interviews, student artifacts, and video analysis/teacher observation. Using three different forms of data collection helped me better to evaluate the effectiveness of using a book of ideas, introducing themes, and linking writing to literature.

**Interviews**

Interviews were used to gain student input about their writing. In the first interview, students were asked general questions about their attitudes towards kid writing. This included questions about whether they liked kid writing, and what part of kid writing they liked the best. The second interview
asked students about their attitudes toward writing after The Book of Ideas was introduced. They were asked once again how they felt during kid writing, and what was their favorite part of kid writing. Then they were also asked if they used The Book of Ideas, and if they liked The Book of Ideas. The third interview repeated questions from the first interview and added specific questions about whether they liked having different themes to write about. (See Appendix A for interview questions).

**Student Artifacts**

During the year, artifacts of student writing were collected. After each intervention, writing was examined for evidence to see if the approach introduced had an impact on the writing. For example, after The Book of Ideas was introduced, student writing was examined to see if the ideas from the book appeared in their writing. Student artifacts provided a concrete way for evaluating the impact of the interventions in addition to student interviews. (See appendix D and E)

**Teacher Observation/Video Analysis**

Teacher observation and video analysis was also used to evaluate student engagement in writing. Before the interventions, student behavior during kid writing was observed and analyzed. One behavior in particular emerged as a pattern. Some students would sit for long periods of time without
writing. When asked why they were not writing, they would say because they couldn’t think of an idea to write about. One student actually expressed anxiety about coming up with an idea to write about. This led to my inquiry question. Later in the year, after The Book of Ideas and Themes were introduced to the students, videos were taken of students during kid writing to evaluate them. Combined with the collection of student artifacts and student interviews, these videos provide a third way to evaluate student motivation and the impact of writing interventions. (See appendix F)

Data Analysis

Collecting three different forms of data allowed me to have multiple pieces of evidence to analyze in order to make claims about my interventions.

Interviews

Analyzing the interviews helped me to evaluate the students’ attitude toward writing and the effectiveness of the interventions. I compared the student responses on the first interviews to the second and third interviews to see if their attitude had changed about writing and to see if they used the interventions that were introduced. After the first interview, I introduced The Book of Ideas to my students. The Book of Ideas is a binder filled with interesting pictures of ideas that students could consult during kid writing. At first, I put my own ideas into the book, but later students brought their own
pictures/ideas to add to the book. The second interview repeated some of the same questions from the first survey and asked specific questions about The Book of Ideas. Next, two themes were introduced for students to write about. A final interview was given to the same students with questions about the themes in addition to some of the same questions from the first interview that evaluated student attitude towards writing.

(Student Artifacts)

Student writing was collected over the year. Since each writing was dated it was easy to identify whether a piece was done before or after an intervention. As I looked at each artifact, I examined it to see whether there was evidence of an intervention. Was an idea from The Book of Ideas represented? Did the student write a story using one of the themes we discussed in class, such as shoes or the beach? I also looked for the length of stories, since length can reflect a positive attitude toward writing.

(Video/ Teacher Observation)

At the beginning of the year, I noticed that my students were excited and motivated to do kid writing. As the year progressed, I noticed a steady decline in my students’ motivation during kid writing. I observed avoidance behaviors from my students, including going to the bathroom and constantly asking a teacher to sharpen their colored pencils. It’s not that my students couldn’t write, but that they
wouldn’t write. These observations lead to my main inquiry question. After the introduction of The Book of Ideas and the first theme, I took video of my class during a few kid-writing sessions. I then looked for evidence of students who were on task and off task during kid writing. I also looked for students who used the book of ideas or artifacts related to a theme, such as shoes. These observations helped me to judge the effectiveness of the interventions introduced.

Evidenced Based Claims

After looking at all of my data and thoroughly analyzing it, I saw patterns and trends begin to emerge. These patterns helped me to arrive at three claims about my main inquiry question: How can teachers make kid writing more motivational for students?

Claim #1: Having a Book of Ideas takes the pressure off of some students to come up with their own ideas and allows them to concentrate more on their writing.

The Book of Ideas was a tool created to help the students think of ideas to write about. It consisted of a binder where pictures of various ideas were compiled. The idea of the book was for students to consult during kid writing if they could not think of an idea to write about. After introducing The Book of Ideas and analyzing the student interviews, artifacts, and video/teacher observations, I was able to conclude that The Book of Ideas was an effective motivator for students. Evidence that the students had used The Book of Ideas showed up in
their writing. For example, one of the first ideas I put in the book was a picture of a tooth fairy. Afterwards, many students chose to write a story about the tooth fairy. Interviews also showed that students liked The Book of Ideas because it made thinking of an idea to write about easier and help them think of their own ideas. Students also expressed that they liked seeing the ideas that they brought in being used in a book that everyone could use. Through teacher observation I saw students using The Book of Ideas on a daily basis. Some students would go and get the book as soon as kid writing began. Others would continue working on a story that they started the day before, but as soon as they were finished, would want The Book of Ideas to start their next story. Videos showed students getting up from their seats to get The Book of Ideas and giving the book to other students once they were finished with using it.

Claim #2: Introducing themes with artifacts is an effective way to engage students in a specific topic and is a great jumping off point for the students’ own writing

After introducing the themes of shoes and the beach and analyzing the student interviews, student artifacts and video/teacher observation, I was able to conclude that introducing themes, with concrete artifacts that went with the theme, was also an effective motivator for students. During the third interview, three out of the four students said that they did write a story about the beach or shoes and all three of them said, in one way or another, that they liked the themes because they were real and it was something that they could relate to. (The fourth
student did not write about the themes because, she said, she was working on a chapter book.) Evidence of the different themes showed up in many of the examples of student writing. When the shoe theme was introduced, we began to see drawings of shoes showing up in many of their journals. One student in particular drew a picture of a girl charming a five‐headed snake while wearing red high heels. Many of my students picked their favorite shoe and wrote a story around the shoe. Through teacher observation and video, I saw my students become highly engaged when a new theme was introduced and extremely excited about the artifacts. For a theme on bugs, I borrowed a collection of real bugs from the entomology department at Penn State. Along with each theme, I brought in a variety of books on the topic to put in the classroom library. After a theme was introduced, I would see students going to the library to take the books back to their seats to look at.

Claim #3: Linking literature to writing makes writing more engaging for students

When I first introduced The Book of Ideas, I would briefly talk to the students about an idea by using a picture before I put it into the book. This approach did help some students with their writing, as demonstrated by their answers in the second interview and in their writing samples. One day, as I was writing the lessons to introduce more ideas, I needed a hook to begin my lessons. While researching topics, I discovered lots of children’s books on the same theme. This inspired me to use a book for a hook for each idea. I discovered that when I
read a book to introduce an idea, the students seemed more engaged, and I noticed that more students chose to write a story about the idea. For example, I read the book *Cloudy with the Chance of Meatballs* to the students and put a picture from the book in The Book of Ideas. Afterwards, I found many students writing their own stories about different kinds of food falling from the sky. I found it interesting that students didn’t just repeat the exact same idea, but added their own twists. To me this meant that students were inspired by the ideas, but were not limited by them. The student response to tying The Book of Ideas to literature proved that linking literature to writing made writing more motivational for them.

**Reflections and Implications for Future Practice**

When I chose my inquiry question, I was hoping to find a way to make kid writing more enjoyable and productive for my students. Although students were engaged with kid writing at the beginning of the year, their motivation declined as the year progressed. I would observe several avoidance behaviors from students during kid writing, and many students just sat for long periods of time. When I would ask them what they were doing, they would tell me they were trying to think of an idea to write about. This led to my primary intervention, The Book of Ideas. During the course of the year, I expanded on the book by introducing different themes and books related to the ideas. One problem with this integrated technique is that time management can sometimes become a problem when introducing a new theme or idea. For example, if you spend too much time reading, or introducing a theme, students won’t have time to write. Even so, I found that
integrating a book of ideas, themes, and literature created an inspiring classroom environment for kid writing. I believe that The Book of Ideas was an effective motivator for student writers, and I will definitely use the book in my future practice.

The Book of Ideas led to some of my greatest classroom successes. One student at the beginning of the year was very anxious about writing because he struggled to think of ideas during kid writing. His early writing was very short because he spent a lot of time on his picture to avoid writing. During the pre-intervention interview, he said he didn't like kid writing because “it's hard to think of stories.” His mother actually sent him to school with a list of ideas that he could paper clip into his journal because she knew he struggled with thinking of an idea. After The Book of Ideas was introduced, this student had a noticeable change in attitude. When asked in his second interview how he liked kid writing, he said “awesome!” Having one student respond so positively to The Book of Ideas would have made it worthwhile, but many other students responded in a similar way.

Early in developing The Book of Ideas, I tied tying in works of literature and themes with artifacts to the book. I found these two interventions successful and will also use them in the future. These interventions placed The Book of Ideas to a larger learning context. Using themes and literature with the book of ideas made each approach more effective because they were better together than in isolation. I have realized how motivating real artifacts can be for children and their writing. Another way that I expanded The Book of Ideas was by asking the students to bring in their own pictures of ideas to be included in the book. I saw how
motivating this was in the second interview when students were asked why they liked The Book of Ideas, and some responded because they liked seeing the pictures they had contributed to The Book of Ideas. This inquiry has demonstrated to me the importance of thinking about the larger context of kid writing.

This inquiry was a year in the making. At the beginning of the year, I questioned the effectiveness of kid writing. To be honest, I was surprised that kindergarteners were already writing, especially when not all of the students could recognize their letters. Other students had little concept of what a “story” was. I wasn’t certain that the kid writing approach was appropriate for children of this age. But what I failed to understand at the time was how much my students would grow as writers over the year. Who would have known that my greatest student successes would come out of kid writing?

Appendix A

Annotated Bibliography


This book offers a comprehensive approach to teaching writing in the elementary schools. It includes sections broken down by grade levels, including one chapter, “Kindergarten and First Grade: Early Forays into Writing.” Helpful practices included are how to respond to student writing, how to hold writing conferences with students, and how to help students become teachers.
There is also an exploration of the relationship between writing and reading, which is helpful to my sub wondering on the use of literature and writing instruction.


As its title suggests, *Kid Writing* presents a systematic approach to writing instruction that draws on phonics. This book is presented as an alternative to worksheet models of teaching letters and phonics. Covering topics that range from journal writing, to creating successful environments for beginning writers, to managing time and materials, the book also includes a helpful appendix that offers many “reproducibles.” This is an excellent resource for the kindergarten classroom. This is handbook we use in my classroom. My inquiry attempts to supplement this approach.


This book broke writing lessons into three parts: The starting component, the writing component, and the sharing component. The section on the starting component was especially relevant to my inquiry. Freeman defines the starting component as an introduction to the writing workshop that includes things reading a book or modeling a new skill. Although she did not include using a concrete artifact, like sand for a beach, in her starting component, I would add artifacts, themes, and a book of ideas to her list of effective tools to draw from during the starting component of writing lessons.


This guide for teachers includes fifteen lessons for the writing workshop. Although it is aimed at first grade students, many of its ideas can be adapted for kindergarten. The book includes information on setting up the environment for a writing workshop and specific lessons on topics such as “discovering descriptive words.” Like my own inquiry, this book believes students have skills and that even that in the early grades, they can learn from the writing techniques illustrated in books.

This is an important book for understanding how literature relates to student writing. Topics covered include, teaching writing and math through books. Chapter five, “Where the Wild Things Write,” is especially relevant to my focus on using literature to motivate student writing. By drawing on Maurice Sendak’s book *Where the Wild Things Are*, the author demonstrates how stories can be told using pictures.


Retrieved from [http://www.ericdigests.org/pre-9218/encouraging.htm](http://www.ericdigests.org/pre-9218/encouraging.htm)

This article discusses the developmental approach to teaching writing. Earlier it was thought that writing should be taught after reading. The developmental approach emphasizes that these skills can develop at the same time. The article presents the High/Scope context as an example of a developmental approach that offers students the chance to see “purposeful” writing, such as writing messages to parents or making lists of things to do. The article also discusses the connection between drawing, writing, and reading, and strategies for supporting student writers. A helpful bibliography is included. This article encouraged me to think about writing not as an isolated activity, but as something that might be influenced by other activities going on in the classroom. Such as themes being introduced and books that are being read.


This paper reviews literature on the developmental approach to teaching writing in order to test the effectiveness of the kid writing approach in a
kindergarten classroom. By interviewing students, their parents, and teachers, the study evaluated the effectiveness of using journals to teaching writing. The study concluded that allowing students to choose their own topics and the social environment of the kid writing approach did enable students to improve their writing. Reading this inquiry was part of my evaluation of the kid writing approach that I want to supplement through my inquiry.


This book offers a general view of the developmental needs of young writers and specific strategies for teaching writing in the classroom. Like the reason behind my inquiry, Rog recognizes that students sometimes have trouble thinking of ideas to write about. She suggests several strategies for helping students with this process. One of them, “writing ideas bingo,” helps students think of topics, by playing a game that requires them to complete sentence stems. The Book of Ideas in my inquiry is another approach to help students generate ideas for writing.


This cover story article described a crisis in writing across the country. Students, even those who completed college, didn’t know how to write effectively. Sheils claims that the reason Johnny couldn’t write was that students’ actual writing skills had declined. My inquiry project plays off this article, but I suggest that it is not that students can’t write, but that they won’t write. Students have many skills they can bring to writing, but lack motivation.


This web article identifies five main purposes or benefits for using journal writing in early childhood education. Journal writing teaches students that their thoughts can be put onto paper and to value their own writing and that of others. It also enables children to learn print conventions, to experiment with sounds and letters, and to build fine motor control. The article also includes practical suggestions for how to encourage journal writing. Like the focus of my inquiry, this article includes some emphasis on how to make writing more motivational for students, although the conclusions in this article differ from mine.
Kid Writing questionnaire

1.) Do you like kid writing?
   Yes

2.) Do you have trouble thinking about what to write about?
   Yes

3.) What part of kid writing do you like the best?
   Drawing

4.) Did you like it when I gave you an idea to write about?
   No - because he already had an idea
Kid Writing questionnaire

1.) Do you like kid writing?
   
   Yes

2.) Do you have trouble thinking about what to write about?

   Yes

3.) What part of kid writing do you like the best?

   Writing - she writes a lot at home.

4.) Did you like it when I gave you an idea to write about?

   Wasn't there the day I gave prompt
Kid Writing questionnaire

1.) Do you like kid writing?
    NO - because it's hard to think of stories
2.) Do you have trouble thinking about what to write about?
    Yes
3.) What part of kid writing do you like the best?
    Drawing the pics
4.) Did you like it when I gave you an idea to write about?
    No - didn't want to do that story
Appendix C

1.) How do you feel when we do kid writing?

Awesome

2.) What is your favorite part of kid writing?

Drawing

3.) Do you use the book of ideas?

Yes, a lot

4.) Do you like the book of ideas? Why?

Yes, gives you a lot of ideas
1.) How do you feel when we do kid writing?

happy

2.) What is your favorite part of kid writing?

Writing, I write everyday
At home & school

3.) Do you use the book of ideas?

yes

4.) Do you like the book of ideas? Why?

Yes, I like it when my ideas are in the book
1.) How do you feel when we do kid writing?
   
   Awesome

2.) What is your favorite part of kid writing?
   
   Everything!

3.) Do you use the book of ideas?
   
   Yes

4.) Do you like the book of ideas? Why?
   
   Yes! Easier to get ideas
1.) How do you feel when we do kid writing?
   
   Happy

2.) What is your favorite part of kid writing?

   Drawing the pictures

3.) Do you use the book of ideas?

   Sometimes

4.) Do you like the book of ideas? Why?

   Not really. Sometimes it doesn't give me ideas.

5.) Did you write a story about shoes or about the beach?

   Yes, wrote about beach.

6.) Did you like writing a story about shoes or the beach? Why?

   Yes, I just really liked it.
1.) How do you feel when we do kid writing?

*Happy*

2.) What is your favorite part of kid writing?

*Drawing the pictures*

3.) Do you use the book of ideas?

*Sometimes*

4.) Do you like the book of ideas? Why?

*Not really, sometimes it doesn't give me ideas*

5.) Did you write a story about shoes or about the beach?

*Yes, wrote about beach*

6.) Did you like writing a story about shoes or the beach? Why?

*Yes, I just really liked it.*
1.) How do you feel when we do kid writing?

Happy, because I like writing

2.) What is your favorite part of kid writing?

Mostly both

3.) Do you use the book of ideas?

Sometimes

4.) Do you like the book of ideas? Why?

Yes, because I like my pictures in it.

5.) Did you write a story about shoes or about the beach?

I wrote about the beach

6.) Did you like writing a story about shoes or the beach? Why?

Yes, because I think it's going to be fun at the beach.
1.) How do you feel when we do kid writing?  
   Great!

2.) What is your favorite part of kid writing?  
   Drawing

3.) Do you use the book of ideas?  
   Sometimes

4.) Do you like the book of ideas? Why?  
   Yes, it helps you get ideas

5.) Did you write a story about shoes or about the beach?  
   Yes, both

6.) Did you like writing a story about shoes or the beach? Why?  
   Yes, because it actually happened
1.) How do you feel when we do kid writing?
   Happy, because I like writing

2.) What is your favorite part of kid writing?
   Mostly both

3.) Do you use the book of ideas?
   Sometimes

4.) Do you like the book of ideas? Why?
   Yes, because I like my pictures in it.

5.) Did you write a story about shoes or about the beach?
   I wrote about the beach

6.) Did you like writing a story about shoes or the beach? Why?
   Yes, because I think it's going to be fun at the beach.
1.) How do you feel when we do kid writing?

   Happy

2.) What is your favorite part of kid writing?

   Drawing & Writing

3.) Do you use the book of ideas?

   Yes, Sometimes

4.) Do you like the book of ideas? Why?

   Yes, because it has nice things you can draw

5.) Did you write a story about shoes or about the beach?

   No, I was working on a chapter book

6.) Did you like writing a story about shoes or the beach? Why?
1.) How do you feel when we do kid writing?
    Great!

2.) What is your favorite part of kid writing?
    Drawing

3.) Do you use the book of ideas?
    Sometimes

4.) Do you like the book of ideas? Why?
    Yes, it helps you get ideas

5.) Did you write a story about shoes or about the beach?
    Yes, both

6.) Did you like writing a story about shoes or the beach? Why?
    Yes, because it actually happened
I brought my backpack to school.

Pen Dasses

Date: 9-24-10
KACL

and we play together.

me and my sister's and we point to too.
My guinea pig is eating my flower.
Appendix E

We are at Writers Workshop.

Cool.
I was at the beach. I saw a crab in the water. When I was putting my flan on my
Sega lawn, I wasn't

sand castle

trapped, it wasn't.
I am going to the beach in August.

It is going to be fun. I will like it.
Kid Writing 3/4/11

V.K. off task touching E.M.
I go over to V.K. to get her back on task.
N.J. asks me to sharpen pencil.
A.K. goes to classroom library to get The Book of Ideas to take back to her seat.
After a few minutes, A.K. puts The Book of Ideas back on the bookshelf. She takes the second Book of Ideas to her seat.
K.A., W.R., & S.A. go to classroom library to look at books on the theme of shoes.
A.S. goes over as well to get a book.
S.K. goes to library to look for Book of Ideas, but realizes both are gone. So goes back to seat.
K.A. comes back to library to look for another book.
A.K. returns book to library, takes a different one back to her seat.
I go over to S.K. to do his adult writing in his journal.
S.A. returns Book of Ideas to library. S.K. quickly goes to get The Book of Ideas & takes it back to his seat.
E.M. returns Book of Ideas to library.
J.M. goes over to S.K. & asks him for The Book of Ideas when he is done with it.
When S.K. is done with The Book of Ideas, J.M. goes over & takes it back to his seat.
S.K. tells J.M. that M.G. asked for it first, so he needed to give it to her first.
Kid Writing 3/4/11

M.G. says that J.M. can look at it first. J.M. takes The Book back to his seat.

S.A. out of seat to ask another table for a yellow pencil.

A.M. returns a book to the library, & takes The Book of Ideas back to her seat.

J.M. returns Book of Ideas to library, A.M. returns other Book of Ideas at the same time, & takes The Book of Ideas that J.M. just returned back to her seat.

A.M. returns Book of Ideas, & takes a book back to her seat.

A.M. returns book, & takes a different book back to her seat.
Kid Writing 4/8/11

' A.K. gets Book of Ideas from library & takes it back to her seat
' W.R. out of seat to look for a colored pencil
' S. A. also out of seat to look for colored pencil
' A.K. returns Book of Ideas to shelf
' S.K. raises hand for adult writing, Mrs. Spock
   Calls him over to her for adult writing
' A.K. out of seat to look for colored pencil
' S.K. gets Book of Ideas from library & looks at it at his seat
' S.K. returns Book of Ideas to library
' J.M. out of seat to ask adult to sharpen pencil
' S.A. out of seat to look for colored pencil
' V.K. out of seat to ask for colored pencil
' D.C. out of seat, on the floor
' I go over to F.F. to help him with his adult writing
' A.S. goes to library to get Book of Ideas
' S.K. out of seat to look for colored pencil
' A.S. returns Book of Ideas to library