



CHILDREN'S LITERATURE (EDU291)

Service-Learning Project

Part 1. Overview

The service-learning project for this course is intended to allow you to get a “taste” of teaching and to enjoy interaction with children and their literature. The project has been divided into parts and all target or due dates are intended to provide the optimal experience and to assist you in time management. You will see from the list of parts below, that the entire service-learning project comprises a big portion of your semester grade.

Associated with the “business” of service-learning are a number of required forms, verifications, and documentation that must be submitted to me (originals for this primary course, photocopies for others)

Verification of online application/orientation attendance	_____	10 pts
Current IVP Clearance	_____	10 pts
Initial email/voicemail communication to mentor-teacher (<i>directions follow</i>)	_____	20 pts
Confirmation and Conduct Agreement by deadline	_____	10 pts
Researching the Placement School (<i>directions follow</i>)	_____	20 pts
Reading Inventory and Conclusions (directions follows)	_____	50 pts
Reflection Paper #1 (10 hours)	_____	50 pts
Time card check #1	_____	10 pts
Reflection Paper #2 (20 hours)	_____	50 pts
Time card check #2 (Completed + evaluation)	_____	10 pts
Lesson #1	_____	100 pts
Lesson #2	_____	100 pts
Thank-you letter (primary students only)	_____	Required

Minimally, **20 hours** with a focus on the course is required. Some combination of courses, such as 291 and 220, and 291 and 222 may require a total of 30 hours, a minimum of 15 hours specific focus for each content area.

A special note for this course is to **stretch your hours** across the whole semester. You will want to get to know your mentor and class, and then learn about lesson planning, before you actually teach!

Part 2. Orientation and Application for Placement

Students new to CGCC's Teacher Education Program **MUST** attend a formal orientation. Dates and times will be provided in class. **There are NO EXCEPTIONS.**

Returning students who have previously attended a formal orientation should apply for placement using the online application form. Go to www.cgc.edu/teacher, click on "Service-Learning," and follow links to the application.

Check the same website frequently for placement information. Your due dates start immediately after your placement date posted.

Part 3. Making Initial Contact with Your Mentor Teacher

Within 48 hours of receiving your placement, you should send an introductory email message to your mentor. You must "copy me" on this message to verify the date. Here are guidelines for drafting an articulate and correct introduction. NOTE: Points will be deducted if your message does not conform to these standards.

ALL STUDENTS will be expected to send such an initial email. Even if you have made preliminary contact via telephone or in person, you should still send an introduction via email (although it is understood it may be worded accordingly) and **copy me** on it.

STEPS TO SUCCESS

Your email message must ...

- Make a positive first impression and be respectful
- Like any business correspondence, include a salutation (greeting), body (message), and closing (signature).
 - Do not address your mentor by his or her first name. It is: *Dear Ms. _____*, or *Mr. Thompson.*
 - Divide your message into paragraphs as needed.
 - Include a complimentary closing and your full name (as signature.)
- Be written in precise and correct English.
 - Spell-check! Proofread!
 - Avoid text messaging language (lol, dlypk, "I", etc.)
 - Do not word-process in ALL CAPS.
 - Do not abbreviate, not even "CGCC."
- Make a positive first impression!
 - Avoid the word "required" and wording like "I have to complete 20 hours..." or "I am supposed to..."
 - Be enthusiastic about being in his/her classroom and getting started.
 - Be professional in tone and impression

- Include the following:
 - Introduction of yourself as a student in CGCC’s Teacher Education Program placed with him/her for ___ hours of service learning as part of your _____ (use course name, not its number) focusing on _____.
 - Summary of your service learning experience(s) thusfar. Tell what semester of service learning this is for you, how many hours total you have already completed.
 - Request for a first meeting to meet and go over required paperwork.
 - Your availability for this meeting and contact information.

MODEL

If you are uncertain of appropriated wording, replicate the wording below and add your own details.

cc: sharon.fagan@cgcmail.maricopa.edu

Subject: Field Experience in Your Classroom This Semester

Dear Mr. Kruger,

I am very excited about visiting your fifth grade class for my service learning this semester!

This is my final semester in Chandler-Gilbert Community College's Teacher Education Program. Since I have been in the program, I have completed 85 hours in three semesters previous to this one. In each of my previous semesters of service learning I have worked with primary grades. This semester, I am enrolled in Children’s Literature and look forward to working with older students on reading and literature.

I am eager to meet you and your class, and would like to set up a meeting with you to go over paperwork and a schedule. I can visit you at the school any afternoon after 1:00 PM or any time on Friday. Please let me know one or two days in the next week that you would be available.

You can reach me at this email address (eagerstudent@earthlink.net) or on my cell phone (480-123-4567).

Looking forward to meeting you soon,
 Eager Student (your full name: first + last)

Part 4. Assignment: Researching the Placement School

You should be familiar with your site before you meet your mentor. Investigating the school's website will give you some insight into the curriculum values and literacy environment.

STEPS FOR SUCCESS

Visit the school website (google its full name and add the town for accuracy in web searching). Search for information about the items listed below. Word-process your findings on a separately titled page that uses the bolded headings and numbers to organize the information.

School Information

1. Write the full school name (Include the word "School")
2. Write the name of district or organization, if a charter or private school
3. Write school web address
4. List the links/headings on the homepage
5. Give the full name of principal, or administrator or director if a charter or private school
6. Tell the school's identity: mascot, motto, colors, etc.
7. Look for a vision or mission statement, list of strategic goals, or principal's message. Make a bulleted list of main points and values from what you find. Look especially for anything that address literacy and reading or the language arts.

Mentor –Teacher Information

1. Write his or her full name (first and last; spelled correctly)
2. Write mentor's email address and phone number
3. Give grade level of the class with whom you are working

Relevant Information

1. Look for a calendar of events. Identify and give the dates/times for at least 1 event of relevancy to literacy or reading – look for things like Book Fairs, Reading Pajama Party, etc.
2. Find and write the dates for fall break (fall), spring break and testing for your grade level (spring). Also, mark these dates on your personal calendar and plan your hours around them.
3. "Search" topics related to this course (if not available at the school site, try the district site). Try: media, reading, literature, books, book lists, reading lists, themes, literacy, parents, AR Reading Program, etc. Strive to find 3 interesting and relevant entries, then summarize the information you find. Name it and write a brief S-E-X-I paragraph on each. Search! You should find something!
4. Print something of interest from #3 and staple it to your work.

Part 5. Assignment: Reading Inventory

We will prepare for this activity in class. Please do not pursue it prior to then. You need to design a way to talk with children and find out about their preferences for reading at this grade level. The purpose of this assignment is to hear from kids! It has two parts: an inventory (survey) that will be given to the entire class and a number of individual interviews with select children.

STEPS TO SUCCESS

1. Search the web for samples of reading interest surveys or reading interest inventories. Look for model formats and questions that will reap the kinds of information you are interested in gaining about your grade level as readers.
2. Brainstorm a list of questions you wish to ask children about their reading preferences and habits. Star by thinking of questions like these:
 - What is your all time favorite book or story? What do you like about it so much?*
 - What kinds of stories do you like to read?*
 - Do you have a favorite author?*
 - Where do you get your books?*
 - Do you go to the library? If so, how often? Who takes you?*
 - When do you read?*
 - Do you like reading? Why or why not?*
 - What is cool about reading?*
 - Etc.*
3. Decide how many children you will interview. You will want to ask several, at least, to get reliable enough information for the grade level. You may even want to select a variety of kinds of students: gender, ability range, ELLs, exceptional learner (including “gifted”), international, etc. This interview should be an extension of the inventory – an opportunity to get more in-depth talking, experiences, and stories from the children/students.
4. Look at the information you collected on specific topics and find “themes” or main ideas shared by several children. Look for commonalities and contrasts. Look for individual and unique responses. As prewriting. Find exact quotes from the children that might be interesting to include that support your conclusions.
5. Prepare a brief paper that summarizes and provides your comments on the conclusions you make. Make notes as prewriting.
 - a. Write a brief introductory paragraph that identifies who, what, where, when, how many of the inventory and interviews. No need to use *real* names, but please give children names.
 - b. Organize body paragraphs around topic sentences that make your points/conclusions.
 - c. Conclude with your commentary—So, what do your findings say to you? As a future teacher, what do they mean to you?
 - d. Use this title for your paper: *Children Reading: The Voices of _____ Grade*
6. Word-process a summary of your findings in a two-page (double-spaced).

Part 6. Assignment: Reflection Papers

Reflection papers are more “freewrites” than polished pieces of writing, but they are not totally “free.” They are free-flowing narrative compositions focused on course topics as observed and experienced as part of your service-learning placement.

GENERAL GUIDELINES

- **Respect confidentiality.** Be careful what you put in writing! Do not use real names, but use names (it makes the meaning more “human.” Refer to your mentor as Mrs. F, or Mr. W, or Ms Z. Use first names for children such as Alyssa, Andrew, Josh or Carlos.
- **Do not criticize** or record negative comments; instead, focus on what you learned. Avoid judgmental statements about your mentor and his or her actions and decision.
- **Word-process** each entry using the format outlined below.
- Do not *take* notes on site, but **collect notes**. You will know what you are focusing on ahead of each visit, so make mental notes.
- Also **collect “stuff”** to bring in as show-and-tell or examples of course concepts. (Examples: copy of classroom rules and consequences, student behavior contracts, discipline referral forms, etc.)
- Write in a **S-E-X-I** manner! You are summarizing many hours of experience with each reflective journal paper, so state + explain or elaborate + give examples + talk about importance.

STEPS TO SUCCESS

1. Be active! You will have more to talk about in your journal entries if you are actively engaged with students and your mentor-teacher. **Ask questions. Talk. Show you are interested** in knowing more about what you are seeing, doing, wondering.
2. Decide what topics (see below) you have the most to think and talk about. Be sure you have enough – a lot, **get S-E-X-I** – to say about each. In the reflections, you are providing me with evidence of your learning and describing your experiences. Be specific. Tell stories. Make connections.
3. I cannot tell you how long a reflection journal entry will be – this will depend first and foremost on how much you have to say about your experience, course topics, and how many hours your reflection is summarizing. It will also depend on aware you have been and how able you are to discuss what you are witnessing. However, I will expect a direct correlation between the numbers of hours about which you are writing and the length of your reflection (**i.e. higher number of hours = longer paper; fewer hours = shorter paper**).
4. Structure your reflective paper using the following parts. **Use subtitles** starting with “Participation.”

Heading (*use as a title centered at the top of the first page*)

Your name:

School:

Grade:

Mentor-teacher:

Dates Logged:

Number of Hours Logged This Entry:

PARTICIPATION: *What did you do in the classroom with kids and books?*

Identify specific lessons, activities, literature titles, and service to students with whom you were engaged. This section needs to get to the point fast and not be too long and it should correlate with what is logged on your time card.

LEARNING: *What learning/insight did you gain?*

Connect your experience to your learning in our class for the following course topics. For each reflection, select 4 topics on which to report and reflect. Use your chosen topics as subheadings and underline them. Talk specifically and **get S-E-X-I** here!

NOTE: You may not repeat topics from one journal entry to another. Please **underline, bold**, or highlight key terms or concepts related to our course work. ***(I want to see you using the course terminology-literary terms and education vocabulary.)***

Reflection Paper #1

- Literature-rich classroom environment (what is *in* the classroom)
- Classroom library or reading center
- Arizona Content Standards for Reading and/or Language Arts
- Picture books
- Literary elements
- Literature or reading lessons/units
- Literature Across the Curriculum
- Multicultural literature
- Read-alouds
- Book talks
- Questions and discussion about books
- Literature circles, discussions about books
- Reading or literature journals
- Motivating children to read
- Reader response activities
- Favorite books (of teacher and kids)
- Your choice _____

Reflection Paper #2 *(and unused topics from above, too!)*

- Variety of genres literature
- Motivating students to read
- Reward or reinforcement for reading
- Literature Across the Curriculum
- Literature Units/Lessons
- Mentor's favorite books/genres for lessons
- Children's favorite books/genres
- Reading or curriculum themes
- Reading programs (RFS, AR, etc.)
- Common Core State Standards
- Independent reading time
- Literature lessons

- Use of literature to teach subjects other than reading
- Special events or projects based on literature
- Literature circles and/or reading centers
- Your choice _____

COMMENTARY: *What else have you experienced and gained?*

Now, for the fun part – your personal and professional responses to your experiences and learning. This is entirely your own thinking, your own feeling, your own **S-E-X-I commentary**. This is where you process what you are doing and learning. To get you started, consider these kinds of questions: *What does it feel like to be in the classroom? How do you think or feel about individual experiences? Learning? What kinds of things meet your expectations? Surprise you? Puzzle you? What do you wonder? What would you like to know more about? Understand further? How do you picture yourself in situations you have experienced or witnessed? What is your thinking as a future teacher about what you are witnessing? What have you seen that you want to adopt for your own classroom or literature-rich approach?*

5. Submit complete paper and time card on time. Be sure the time card is initialed for the hours you are submitting. Consult your course calendar for these due dates. Primary students submit all originals; others submit photocopies (of timecard).

GRADING CRITERIA

There is no reason not to receive full credit for your reflection papers. The most important thing is to write a thorough, thoughtful, course-related monologue each time. I will be looking for these features:

- Correct format and structure as outlined in these directions (heading, subtitles, etc.)
- Thorough, thoughtful and interesting monologue (S-E-X-I)
- Focused discussion, specific examples to support broad points, no repetition of topics
- Correlation between number of hours and length of entry
- Stories, discussion of incidences, interactions, knowledge, and connections to course topics
- Specific and vivid description or detail to bring your the experience "to life"
- Honest, sincere, first person voice ("I") voice
- Writing that is fluent, clear, correct, expressive

Points may be deducted for any of the above criteria not met at all or not met well.

MODEL

See the sample following for what your reflection should look like and “sound” like: Please note the length, detail, and voice.

Your Name Here
Sonoma Ranch Elementary School
Mrs. Claudia North, 6th Grade
February 10-24, 2008
5 hours served

PARTICIPATION

In these first hours at my service learning site, I have been able to do a lot.

The first two visits (**February 10th and 11th**) were a little slow as I mostly wandered around the room supervising the children's project work and helping where I could. They were working on medieval history projects, so I helped with groups on topics such as medieval fashion, the class system in European countries, and weaponry. Mrs. North introduced me to the class and made a big deal of my wanting to be a teacher.

On my third visit (**February 17th**) Mrs. North asked me to talk to the class about going to college. They had tons of questions about how hard it was and what kinds of classes you can take.

My fourth visit (**February 20th**) was just before spring break. The class did a read-a-thon all day and I read several stories and chapters from novels to the class. They even continued with a pajama party overnight at the school. I stayed late until about 10:00 PM, but not overnight.

On my fifth visit (**February 24th**) I talked with Mrs. North about doing my lessons. She and I will schedule them soon so I can be ready. I also got the chance to do two **read-alouds** and **ask questions** to get the kids involved in literature **discussion**.

LEARNING: Literature-rich environment

I loved this classroom. It had some components I remember hearing you talk about in relation to a "**literature rich**" classroom environment. There was a reading center with beanbag chairs, a small three-shelf unit filled with kid's lit, and an "Author of the Month" bulletin board. She said she let the class pick the author they wanted to know more about and that's the person who was the topic of the bulletin board. It was interesting, too, that my mentor said she would then go to the libraries and find lots of books by that person to either read in class or have the class read by themselves. Apparently, by 6th grade, kids love reading if they could read together in a small group. So, for their reading time in class, instead of making them read quietly and alone, my mentor lets them sit on the floor around the room and take turns reading to each other. It was a different kind of **D.E.A.R.** The room was full of reading posters, references to books, posters of literary terms, and

books! Books! Books! Books! As soon as anyone walks into this classroom, it is clear that reading is a priority.

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..... continues..

LEARNING: Favorite Books

I talked a lot to the students and to my mentor about what kinds of books are favorites at this grade level. By sixth grade, the focus is really on chapter books and young adult novels. I was surprised to see good o' Judy Blume in her library. I guess it is true that classics never die. Some of the girls liked the Baby Sitter series, However, they still do like picture book literature if it is appropriate. My mentor explained that when she teaches social studies, she often starts a unit with a picture book about that topic. For instance, when they were learning about some of the riots in the U.S. she read *Smoky Night* (about the LA riots). She also read books about war and peace. She said she really liked the contemporary realistic fiction genre because it relates to real life and what this age range is interested in. The students told me their favorite kind of stories were survival stories. They loved reading about people who were survivors of plan crashes, shipwrecks, etc. and how they managed to survive in wild and strange places

..... continues..

COMMENTARY

This is the most fun I have had in service learning! I love reading! I love these kids! My mentor is a very literature-rich orientated teacher and I know I will learn a lot from being in this class. The kids are superb! They and call for me like younger kids do, they really like it when I work with them. They are always full of questions for me. I have often heard classmates say how much they do not like older kids, but I am finding just the opposite. I am beginning to think I might like teaching intermediate.

I have seen firsthand the emphasis on the Arizona Standards. The kids are even aware of them! They are used to saying things like "I have to meet the standard to prove I know opposites.." I find this remarkable. I do not remember in my own schooling ever knowing *why* I was learning anything. It seems second hat to these guys.

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Part 7. Assignment: Lesson Plans

You get to be a teacher! You will have two opportunities to demonstrate lesson planning and lesson delivery just like a real literature-rich teacher! You will: 1. Choose “appropriate” literature for your grade level. 2. Perform an effective read-aloud complete with motivational, comprehension, and discussion questions. 3. Deliver a relevant and meaningful reader-response activity that shows children’s learning.

STEPS TO SUCCESS

1. Consult with your mentor about how your lessons fit into his or her curriculum.
2. Establish specific dates and times for your lessons.
3. Find the appropriate literary selection. Read and re-read it. Decide:
 - a. What are two questions to focus children’s attention and interest on the story before the read-aloud?
 - b. Where during the read-aloud might children need to pause to check understanding (comprehension)?
 - c. What are 2-3 questions that will spark independent response and discussion after the read-aloud?
4. Decide the purpose/objective(s) of the lesson. Lessons must align with Arizona Standards for Reading, Strand 2 Comprehending Literary Text and/or the Arizona Common Core Standards (depending on which is in use by your mentor.)

Use the following template to specify the details of your lesson. Follow directions on the template below for each section. In the specific directions and model, below, **instructions are in red** and **examples in black**. Use the bolded headings to organize the information in your lesson plan, or download the Word version and adjust spacing as is necessary.

An MSWord document of the lesson template is available on the Bb site.

5. After the lesson, return to your lesson plan document and reflect according to the directions in the template below.

Name: _____

Date of Lesson: _____

Lesson Topic: _____

Lesson Plan

BASIC LESSON INFORMATION

Grade and Class:

Label the grade level with whom you are doing your lesson and tell the number of students participating.

EXAMPLE: 5th Grade, 27 students

Estimated Time:

Guesstimate the total time needed and break it down into two components of read-aloud and activity.

EXAMPLE: 45 minutes (20 mins. read-aloud, 25 mins. activity)

Lesson Objectives:

Lesson objectives state what children will learn (NOT do....) and begin with the phrase: *Students will...* Strive for 2-3 objectives and be sure your reader-response activity aligns with them.

EXAMPLE:

Students will define tall tale.
Students will give examples of familiar tall tales.
Students will write an original tall tale.

Book and Supplies:

There should be two parts here: Book information and a list of materials needed for the reader-response activity.

EXAMPLE:

Book: *Swamp Angel*
Authors: Anne Isaacs
Illustrator: Paul Zelinsky
Publication: 2000
Genre: Traditional literature (tall tale)

Supplies:

White board and marker

Brainstormed list of features of tall tale and examples of exaggeration

Writing paper

Crayons, markers

Key Vocabulary:

List any vocabulary words in the literary text that may need explanation either before or during the read-aloud.

EXAMPLE:

backwoods, varmint,, “Thundering Tarnation”

Reader-response Activity:

Write 1-2 sentences that identify exactly and very concretely what students will create/do/etc. for the reader-response activity.

EXAMPLE:

Students will write and publish their own tall tale. Stories will be included in the reading center for other students to read.

LESSON STEPS

This is the longest part of the lesson plan! You must detail and list by number every single step you and the students will do from the introduction to the lesson to its closure. You cannot assume the person following this lesson knows anything about it – imagine you are leaving your lesson plan for a substitute who you expect to carry on the lesson as closely as possible to how you would do it. **DETAIL!**

Each step should begin with an action verb to designate what needs to be done – by you and/or the students.

Identify the questions you will ask before, during, and after the read-aloud.
Be sure you include a step that “closes” or wraps up the lesson.

EXAMPLE:

1. Gather students around the reader's chair and say, "One, two, three eyes on me!" to get students focused.
2. Hold up the cover of the book and say, "Today's story is a funny tale that you may recognize."
3. Ask questions to motivate students: (*before reading questions*)
 - a. *How many of you remember the story of the 'Tortoise and the Hare?'*
 - b. *Who can tell us what kind of race took place in that story?*
 - c. *Who do you remember won the race?*
 - d. *When you look at this cover, who do you think will be in this story? Wait for answers.*
4. Begin read-aloud by announcing the book information. Read with two different voices for each main character.
5. Stop periodically in the reading to ask:
6.
7. continue until you have all vital steps covered
8. Collect students' work. Take home and plan to provide feedback on each about the use of their describing words.

REFLECTION

This section is completed AFTER you have delivered your lesson. You may get feedback from your mentor – that would be very special. But, like all effective teachers, you will want to do some reflection and self-evaluation. Decide what you want to reflect and choose either from this list of questions or write your own questions to ensure you are saying what you want to say. Actually write the questions you are "asking" yourself and then write answers to each in narrative form (single-spaced) that reflects – genuinely and honestly – on the planning, delivery, and reception of your lesson. Please write this section in Q and A format. Here are sample of the kinds of questions that will allow you to reflect, but you are NOT restricted to these!

Why did I choose to teach this particular literary selection?
How did the children receive it? Why did they like or not like the story of literary selection?
How did the students respond to the lesson overall?
What were my challenges in planning the lesson? Delivery?
What was I looking forward to in delivering the lesson and were my expectations met?
What worked well in the lesson? Why?
What didn't go as hoped or expected? Why not?
Did the students learn? How do I know?
If I do this lesson again, what changes would I make?

Add your own original questions, if there is something specific you want to reflect on.

EXAMPLE:

Why did I choose this particular literary selection?

After discussing possibilities with my mentor, we decided that a book with a humorous tone would work well. She indicated that students needed to work on describing words like adjectives. The reader-response activity we thought of for this lesson (a wanted poster) would give the students a chance to both describe the main character but to also use really mean words

for him to show him as a villain in the story. Plus, I love this story! I thought it would be fun to read-aloud. It is a lively story and I wanted to do a really sneaky voice of the wolf.

How do I know the students learned?

Students volunteered to read their tall tales aloud to the class. What fun! I could tell by hearing the exaggeration in each that those who shared certainly learned how to do one. They were so imaginative. One student wrote a tale about a mall cop who was like superman. It was so clever. When I graded them I discovered that all the students got the idea of a tall tale, but not all were very good. Mostly, poor writing and stories were too short were reasons why some students do not do well.

What was I pleased with?

I was so nervous planning this lesson. I have never done a lesson before. But once I got started with the read-aloud

Were there any do-overs for next time?

If I had to do this lesson again, I would definitely

Did the children enjoy it?

The kids were laughing the whole way through my read-aloud. Of course, I

Part 8. Assignment: Thank-you to Your Mentor-Teacher

This **formal letter** may be included with a thank-you card, but sending only a card is not sufficient for professional communication.) This is not only social etiquette, but a good way to begin networking and leaving a lasting, positive impression! You may even wish to discuss with your mentor a “good-bye event” – that’s entirely up to you. A gift for your mentor or treats for the class are not necessary unless you choose to do this personally.

STEPS TO SUCCESS

Your thank-you must ...

- Be word-processed as a formal business letter.
 - Include a salutation (greeting), body (message), and complimentary closing, and legible signature.
 - Be produced on suitable correspondence quality stationery.
 - Be folded correctly and mailed in a formal business envelope correctly addressed with address, return address, and postage.
- Be written in precise and correct English.
 - Spell-check! Proofread!
 - Avoid text messaging language (lol, dlypk, “I”, etc.)
 - Do not word-process in ALL CAPS.
 - Do not abbreviate, not even “CGCC.”
 - Maintain a businesslike and professional tone. Avoid informality!
- Have a body with three paragraphs.
 - An introductory paragraph that says “thank you” and identifies for what.

- A middle paragraph that describes something very special and/or specific that you will take away with you. This could be learning, experience, insight, benefit, etc.
- A final paragraph that re-emphasizes your gratitude but does not repeat the opening thank-you message.

MODEL

April 25, 2007

1234 N. Lindsay Road
Gilbert, AZ 85233

Clare S. Hibbard Elementary School
9752 West Knox Road
Chandler, AZ 85225

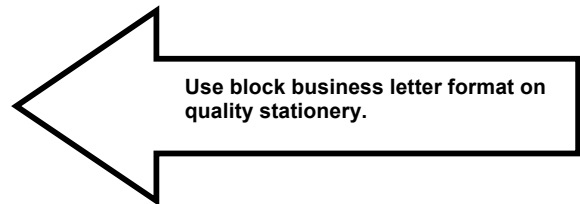
Dear Mr. Kruger:

Thank you so much for the opportunity to be part of your class this semester. I thoroughly enjoyed your very active class of fifth graders and I leave your classroom with a wealth of ideas for using literature.

I would never have imagined that fifth graders could handle such sophisticated literature. Helping them read their novels, especially Hatchet, which I had never read before, gave me insight into how interested they are in world events and the theme of survival. Seeing that helped me understand one thing my professor has always said: "Do not underestimate children."

Thank you for making me so comfortable in your class and for helping me so much with my lessons.

Sincerely,
Eager Student
Eager Student



Your Name
Your Street Address
Your City, State, Zip

Mr. William Kruger (Mentor's full name and title)
Clare S. Hibbard Elementary School (Full school name)
9752 West Knox Road (School's street address)
Chandler, AZ 85225 (School's city, state, zip)

