

## SAMPLE WRITING ACTIVITY

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November 21, 2007

(1) I read an article titled “Calendar Time for Young Children Good Intentions Gone Awry” from the May 2008 edition of *Young Children*. Sallee J. Beneke, Michaelene M. Ostrosky and Lillian Katz were the authors of this article. It posed the question of whether or not a traditional calendar time in a preschool classroom is meaningful and worthwhile or are there alternatives. Several alternative learning experiences, which were based on research and the knowledge of how children learn and develop, were included. I reviewed an online version of the article, which I have access to by being a member of NAEYC. The audience that this article targets is all early childhood professionals.

(2) I chose this article because I had concerns that the children in my classroom were not retaining the information we talked about each day during calendar time. Children are expected to know about the calendar in Kindergarten, but I wanted to see what suggestions there were for introducing the skills in a way that 3, 4 and 5 year olds can understand. INTASC Standard 2: Student Development and Standard 9: Reflective Practice are two standards that I have tied directly into this article need to show growth in. I hoped to learn ways to incorporate the skills I know that the children in my class need with our routine and through play. By reflecting on what I am doing now, what I have observed and by searching for new strategies will definitely make me a stronger teacher/facilitator. In addition to using the information I gained from this article, I also plan to do further research and network with

other early childhood professionals to collect more ideas. Make connections to your curriculum, Foundations, ECERS, etc. here.

(3) Be specific about what you have learned in this paragraph and how it's connected to Foundations, . For instance, do not say "I learned how to write lesson plans" without going on to be specific about what you learned about how to effectively create and implement the lesson plans. This should not be a really short section if you discuss in detail. (It does not have to be excessively long, either).

(4) Be sure here to address how what you have learned has been or could be adapted for your class. Give specific examples and really reflect on how this journal article or has impacted or could impact what you do in your classroom. This section should require time for you to really reflect.