

## Daily Journal Log

**Day 1 – October 20, 2025**

**School:** Hollymead Elementary

**Grade Level:** 2nd Grade

**Cooperating Teacher:** Ms. Angel McGhee

**Hours Completed:** 7:45 a.m. – 2:20 p.m.

Today was my first day at Hollymead Elementary. I arrived at 7:45 a.m. and checked in with my cooperating teacher, Ms. Angel McGhee. When I entered the classroom, the students were working on their morning work, which included a word search and a coloring sheet. Once they finished, they quietly read at their desks. Ms. McGhee welcomed me, gave me the class schedule, and explained her expectations. She told me I could observe, walk around, and ask students questions. When I asked about small groups, she mentioned that she prefers whole-group instruction. After our conversation, the class began their morning meeting. Ms. McGhee projected a slide on the Smartboard that included a greeting, the national day (National Cooking Day), and a brain break choice. This created a positive and structured start to the day. The students then began Structured Literacy as a whole group. Ms. McGhee managed transitions smoothly and kept students engaged through discussion and modeling. During snack time, students normally use iPads for their choice boards, but there was an internet outage that lasted all day. Ms. McGhee adjusted by allowing extra reading, drawing, or quiet time. Some students were still pulled for intervention. After snack, they went to PE, and during that time, the second-grade teachers met for planning. When students returned, they worked on unfinished assignments before heading to recess and lunch. After lunch, students had quiet time to read, write, or rest. In math, Ms. McGhee taught a lesson on graphs and how to read them, followed by workbook pages for practice. During units, the students usually do ST Math, but with the internet still down, they continued quiet work time before going to a second recess and dismissal. Throughout the day, I observed routines, walked around to interact with students, and helped distribute materials. I noticed how clear Ms. McGhee's verbal and visual directions were, which kept students on track. Even with the technology issue, she stayed calm and flexible, showing strong classroom management. Overall, my first day was a great experience. I saw how consistent routines create structure and how flexibility helps when plans change. I'm looking forward to learning more from Ms. McGhee and seeing how she supports all learners within her whole-group instruction style.

## Daily Journal Log

### Day 2 – October 21, 2025

School: Hollymead Elementary

Grade Level: 2nd Grade

Cooperating Teacher: Ms. Angel McGhee

Hours Completed: 7:45 a.m. – 2:20 p.m.

Today was my second day at Hollymead Elementary. The morning followed the same structure as yesterday. When I arrived, students were finishing their morning work and then moved into their morning meeting. Ms. McGhee projected the daily slide on the Smartboard, which included a greeting, the national day, and a brain-break choice. This routine continues to create a calm and positive start to the day. After morning meeting, students had Structured Literacy as a whole group, followed by snack time. Once they finished their snacks, they used their iPads to work on their assigned choice boards since the internet was back on. Some students were also pulled for intervention during this period. The class went to music for their special, and when they returned, Ms. McGhee allowed them to play Prodigy, an interactive math game that reinforces skills through practice and problem-solving. After Prodigy, they completed pages from their math workbooks, continuing to build on their understanding of graphs and data. After recess and lunch, students had independent reading for the second half of their language arts block. Later in the afternoon, the school counselor visited for a guidance lesson about bullying as a preview for Unity Day tomorrow. Students participated in a discussion about kindness, empathy, and standing up for others. Before dismissal, the class celebrated a student's birthday with a small treat and extra recess time. Throughout the day, I observed Ms. McGhee's classroom management system. She keeps tallies for students who need redirection, and at the end of the day those students fill out a reflection slip explaining why they received tallies and how they can improve. I think this strategy helps students take ownership of their behavior and encourages accountability in a calm and respectful way. Overall, the day went smoothly. The students stayed engaged, and I noticed how consistent routines and clear expectations keep the classroom organized and positive. I'm continuing to learn how Ms. McGhee balances structure, flexibility, and student responsibility.

## Daily Journal Log

### Day 3 – October 22, 2025

School: Hollymead Elementary

Grade Level: 2nd Grade

Cooperating Teacher: Ms. Angel McGhee

Hours Completed: 7:45 a.m. – 3:20 p.m.

Today was my third day at Hollymead Elementary, and the class followed a similar schedule to the previous days. When I arrived at 7:45, the students were already working on their morning work before transitioning into their morning meeting. Ms. McGhee projected the daily slide with the greeting, national day, and brain break choice, which continues to help the students start their day in a calm and structured way. After morning meeting, the students moved into Structured Literacy as a whole group. Ms. McGhee reviewed the skill they have been practicing and modeled reading strategies before having the class read together. During snack time, students used their iPads to work through activities from their choice boards, and several students were pulled for intervention groups. The special for today was Art, and the students were extremely excited to go. When they returned, they transitioned smoothly and began working on their math lesson, which involved workbook pages focused on graphs and interpreting data. In the afternoon, I observed Ms. McGhee's classroom management system in action. A female student received a tally after repeatedly talking while Ms. McGhee was giving directions, even after a verbal reminder. At the end of the day, the student filled out her reflection slip, explaining why she earned the tally and how she could make a better choice tomorrow. This system felt effective because it held the student accountable without disrupting the flow of the lesson. During second recess, the class had a small farewell celebration for a boy who was moving away. Ms. McGhee brought cupcakes, and the students spent time writing letters to wish him good luck at his new school. It was a sweet moment that showed how close-knit the class has become. After dismissal, I stayed after school to observe how Ms. McGhee prepares for upcoming parent-teacher conferences. She walked me through her organizational process, including how she reviews student data, pulls work samples, and takes notes on strengths, areas of growth, and talking points for families. Watching her prepare gave me a better understanding of how teachers communicate student progress and set goals with parents. It was helpful to see the level of detail that goes into the conferences and how much thought she puts into supporting each student. Overall, today went smoothly. The students are settling into a consistent rhythm, and Ms. McGhee continues to balance structure with positive relationships. I enjoyed seeing how she uses her management system to promote reflection and how she builds a supportive classroom environment.

## Daily Journal Log

### Day 4 – October 23, 2025

School: Hollymead Elementary

Grade Level: 2nd Grade

Cooperating Teacher: Ms. Angel McGhee

Hours Completed: 8:00 a.m. – 3:15 p.m.

Today was my fourth day at Hollymead Elementary. When I arrived, students were quietly working through their morning work, which included a short writing prompt and a math warm-up. After completing their tasks, they moved into their morning meeting. The daily slide featured the greeting, national day, and a movement-based brain break, which the class really enjoyed. I've noticed how this consistent structure helps students transition smoothly into the academic part of their day. After the morning meeting, students moved into Structured Literacy. Today, Ms. McGhee introduced a new vocabulary routine. She modeled how to break apart multisyllabic words, and students practiced reading them aloud as a whole group. During snack time, the class spent a few minutes on their choice boards before several students were pulled for reading intervention. Today's special was Library, and the students were excited to check out new books. I walked around helping students choose "just-right" books and noticed how proud they were when they found titles that matched their interests. When they returned to class, the students worked on a short writing activity describing their favorite part of Unity Day from yesterday. Many wrote about wearing orange, the guidance lesson, and showing kindness to others. After writing, the class completed math workbook pages focused on reading and creating picture graphs. The students seemed more confident with the skill today, and I could see how repeated exposure is helping them build fluency. In the afternoon, a minor incident occurred during independent reading. Two students began arguing over a spot on the carpet, and Ms. McGhee handled it calmly by reminding them of expectations and guiding them toward a compromise. Later, she noted a tally for one of the students who continued talking after being redirected. At dismissal, he completed a reflection slip explaining how he could make better choices tomorrow. After school, I stayed to observe the 2nd-grade team meeting. This was the first time I saw how the grade-level team collaborates behind the scenes. They discussed upcoming lessons, parent communication, and planning for a field trip. I also observed a few civil disagreements about the field trip schedule, but the team worked through them respectfully and professionally. Seeing how they navigated differences in opinion helped me understand that collaboration involves compromise, communication, and shared decision-making. Overall, the meeting taught me a lot about grade-level teamwork and how important it is for teachers to support one another. Overall, today was productive and showed me how important routines, redirection, and small teaching moments are in maintaining a positive classroom environment. I enjoyed seeing more student personality come out, especially in their writing and during Library.

## Daily Journal Log

### Day 5 – October 29, 2025

School: Hollymead Elementary

Grade Level: 2nd Grade

Cooperating Teacher: Ms. Angel McGhee

Hours Completed: 8:00a.m. – 3:15 p.m.

Today was my fifth day at Hollymead Elementary, and the morning followed the same structure as usual. Students completed their morning work and then moved into the daily morning meeting. Today's national day sparked a short class conversation, and the students were eager to share their thoughts. I appreciate how Ms. McGhee always uses these slides to build community and ease students into the day. During Structured Literacy, the class worked on vowel teams and practiced identifying them in short passages. Ms. McGhee modeled annotating text under the document camera, and students followed along in their notebooks. During snack time, students used their iPads, and a small group was pulled for intervention. Today's special was Guidance, and the counselor led an activity about teamwork. Students shared examples of how they work together in class, and it was nice to see them express positive things about their peers. After specials, the class practiced Prodigy again. The students seem really motivated by the game, and I could see how it reinforces math concepts in a fun way. They then completed their math workbook pages, which shifted from picture graphs to bar graphs. A few students struggled with labeling the scale, so I walked around assisting and clarifying directions. A small but meaningful moment happened before lunch when a student became upset after misplacing her library book. Ms. McGhee comforted her, helped her retrace her steps, and they eventually located it. It was reassuring to see how she balances academics with emotional support. In the afternoon, the class participated in a short science lesson about weather. They watched a video and then drew different types of weather in their science journals. Before recess, one student earned a tally for using an iPad without permission, and after school that student completed a reflection slip. After dismissal, I stayed to help Ms. McGhee prepare materials for the next day. We organized worksheets, sorted books, and set up small-group materials for tomorrow's lessons. While we worked, we chatted about her time in college and what her early years of teaching were like. She gave me helpful insight into how much she grew during her first few years in the classroom and how she built her confidence with planning and classroom management. Throughout the afternoon, other second-grade teachers popped in to share copies of worksheets and check in with one another, and it was nice to see how supportive and collaborative the team is. Overall, today showed me how important it is to pause and support students emotionally when needed while still maintaining structure and instructional goals. I'm continuing to learn how flexible and responsive a teacher has to be throughout the day, not just during instructional time but also behind the scenes as I see how much preparation goes into the next day.

## Daily Journal Log

### Day 6 – October 30, 2025

School: Hollymead Elementary

Grade Level: 2nd Grade

Cooperating Teacher: Ms. Angel McGhee

Hours Completed: 9:30 a.m. – 2:30 p.m.

Today was my sixth and final day at Hollymead Elementary. I had a late start this morning because I needed to tutor at Lakeside before coming in. When I arrived, the weather was beautiful and the students were already outside enjoying an early recess. It was nice to walk in and see them playing together in such a relaxed and happy environment. Once recess ended, the class transitioned back inside calmly and quickly settled into their routine. During Structured Literacy, Ms. McGhee introduced a new spelling pattern and modeled reading strategies using decodable passages. I have noticed how intentional she is with modeling skills, and it has helped me better understand how to break down literacy instruction for early elementary students. After snack and choice boards, the class went to Art, where they continued working on watercolor landscapes. The students were especially proud of their work today and enjoyed showing me their finished or almost finished pieces. Late in the morning, the school held a scheduled fire drill. Ms. McGhee handled everything with calm and clear instructions, and the students followed expectations well. Watching her during transitions like this helped me see how consistent routines build student confidence even when the schedule changes. When students returned from the drill, they worked on math lessons focused on comparing data in graphs. They completed workbook pages and then partnered up to conduct small surveys, tally responses, and create simple graphs. I walked around assisting students with organizing their data and forming complete sentences to explain their results. In the afternoon, the class worked on a creative writing activity where students designed their dream playground. Many of them enthusiastically shared their ideas, and Ms. McGhee encouraged them to add descriptive details. During this block, one student received a tally for interrupting, and she guided him through the reflection slip at the end of the day. Since it was my last day, Ms. McGhee met with me privately before dismissal. Because the second-grade team uses scripted curriculum materials, I was unable to teach my lesson plans to the class. However, she still took the time to look over the lessons I created. She asked me clarifying questions, gave me thoughtful feedback, and shared suggestions for strengthening my planning. She also offered helpful pointers regarding the Praxis exams, including what to expect, how to pace myself, and which content areas to prioritize. Her guidance eased my anxiety and made me feel much more prepared moving forward. Leaving Hollymead today felt emotional because I learned so much from both the students and Ms. McGhee. Her calm demeanor, clear routines, and thoughtful management strategies showed me what a well-structured classroom looks like. I am grateful for the opportunity to observe her teaching style, receive her mentorship, and be welcomed into her classroom. This experience strengthened my confidence and confirmed my excitement about becoming an educator.