

(IRIS)

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Child's Pseudonym (Iris)
 Entered Prospect School 1978
 Narrative Records Span 1978-January, 1986 (7-1/2 years;
 records for 1985-86 are not
 complete); ages 5;0-12;4

SUMMARY OF GROUP PLACEMENTS

Group I	1978-79	age 5;0-5;9	Teacher(s): (T.D.) teacher intern: (G.C.)
Group I	1979-80	age 6;0-6;9	Teacher(s): (E.V.)
Group II	1980-81	age 7;0-7;9	Teacher(s): (P.L.)
Group II	1981-82	age 8;0-8;9	Teacher(s): (U.F.)
Group II-III	1982-83	age 9;0-9;9	Teacher(s): (Y.B.) temporary teacher: (N.A.) teacher intern: (O.A.) science volunteer: (F.M.)
East Group	1983-84	age 10;0-10;9	Teacher(s): (Y.B.) teacher intern: (S.V.) teacher intern: (F.M.)
South Group	1984-85	age 11;0-11;9	Teacher(s): (U.F.)
South Group	1985-86	age 12;0-12;4	Teacher(s): (U.F.) associate teacher (part- time): (P.A.) principal: (E.V.)

(In 1983-84, the class groupings were redesignated as follows:
 West Group, formerly Group I; East Group, formerly Group II-III;
 South Group, formerly Group IV [or Middle School].)

Records edited by: Patricia F. Carini
 May, 1985

Records updated by: Patricia F. Carini
 May, 1986

(Iris)

Teacher(s): (T.D.)
Teacher Intern: (G.C.)

Group I 1978-79

Age 5;0-5;9

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 8-12, 1978: Screamed when her mother left the first day. Doesn't want mother to leave in the morning. Tense, anxious about making a choice. Would probably rather do nothing. Animals, clay, sand--can get loud, restless at meeting; talks. Very upset when she hurt her lip on rainbow bars--wanted her mother, said she was afraid her lip would fall off.

SEPTEMBER 22-26: Still a problem leaving her mother, but it is diminishing. Wants my constant attention. Would rather be with adults, doesn't try very hard with other kids; gets discouraged easily. Stands in one spot in the yard. Lots of painting, finger painting, has tried big blocks, but mostly watches.

OCTOBER 6-10: I asked her mother not to read to her every morning so that (Iris) could interact with other kids. She's not too good with "give and take." There are still bouts of crying. Likes big blocks, but gets upset when kids don't play her way. Comments at meeting.

OCTOBER 19-23: Has incredible difficulty making choices. Once she finally does, if it involves a product, she always says she's too tired to finish. Not much sense of how to relate. Wants my constant attention.

NOVEMBER 1-17: Has found (Angus) and (Clive). Sits next to them, seems positively thrilled that they have accepted her. Has been doing colored clay--seems genuinely involved and doesn't just sit there and "chatter." Also more involved in yard. Has a vivid imagination; sometimes its hard for her to separate fantasy (from reality). Her isolation is touching sometimes, infuriating sometimes. Waits for her mother to unbutton coat, doesn't know where things are in the room, can never find a place to sit, etc.

DECEMBER 4-7: Am insisting that she finish her bear--does about a ½ inch a day. Stares, wanders, watches. Did play dough and had extreme difficulty producing an ornament; needed lots of support from (G.C.)

(The records for the winter/spring semester are missing from this file.)

1978-79

PARENT REPORT

The Prospect School
North Bennington, Vermont

Name: (Iris)

Date: February, 1980

By: (T.D.)

(Iris) has made considerable progress in adjusting to school and to being part of a group, considering the difficulty she experienced in the beginning. Her periods of crying and wanting to go home have virtually disappeared, and she appears not to be having difficulty separating from home and family upon arrival at school.

After quite a lengthy period of finding it hard to make a choice of activity, she is becoming more sure of how she wants to spend her time. Several times she has made a commitment to a project--specifically sewing a felt bear and doing an embroidery--and then had a difficult time completing it. The skills of sewing and embroidery are well within her grasp--her hands are quite agile--and she does want the end product, but without putting much work into it. Encouraging her to finish something she has begun, within reason and without browbeating, of course, seems a recommendation well worth making for (Iris) at this time.

Her other choices, besides sewing and embroidery, have included clay, cooking, sand and water, little blocks, dramatic play in the big blocks and some painting. Most of her activities seem to be relationship-oriented rather than product-oriented. She is very conversational and "chatty," and enjoys listening to conversations and observing other children's work as well.

Staying all day has proved to be a positive step for (Iris). It has strengthened her relationships with several other children and given her the time she needs to get involved in activities and establish momentum. She is often much more participative and alert by afternoon.

In general (Iris) is curious and enthusiastic and is becoming a much more visible and participative member of the group.

1978-79

PARENT REPORT

The Prospect School
North Bennington, Vermont

Name: (Iris)

Date: June, 1979

By: (T.D.)

(Iris) has been involved mostly with the social aspects of the classroom this term. She has established a firm relationship with two boys, (Clive) and (Angus), and usually chooses activities based on what they are doing. This has been mainly building with little blocks, some dramatic play in big blocks, sand and water, and drawing. In the schoolyard, (Iris) has become part of a larger group of children who are involved in fort activities. She has gradually gained acceptance into several forts by being persistent and helpful, and consequently has become a more sought-after participant. She is becoming more aware of the give-and-take aspects of relationships, and is not likely to leave in tears when something doesn't go her way.

Finishing things still presents a problem for (Iris). She becomes involved in conversations with other people, or "bogs down" in the process of gathering needed materials or help, and often leaves loose ends to projects she has chosen to work on. A major distraction for her is attending to what other people are doing, which can easily take the form of "tattling." She is trying more conscientiously to complete her work and projects, however, and shows pride in her accomplishments.

(Iris) has made excellent progress in the afternoon. She is equally strong with words and numbers, and is highly motivated, though sometimes easily distracted. She has persistently pursued reading, and is now able to read many of the easy reading books in the room. She is also able to write independently, but the actual process of writing is still difficult for her and her thoughts are often ahead of what she is able to put on paper. She has dictated many long and interesting stories about her drawings. With numbers, she has worked on counting, identifying and writing numbers to 100, addition and subtraction of numbers to 20, and simple multiplication. She understands new processes quickly and easily.

1978-79

She is listening to stories more attentively, and has become a frequent participant at group meeting and discussions.

(Iris)

Teacher(s): (E.V.)

Group I 1979-80

Age 6;0-6;9

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 24-28, 1979: Wood gluing. Finally sorted blue pattern blocks, but "kept losing track" when counting them. Cards with (Paloma). Diary took all afternoon and story. Little blocks. Quite a bit of drawing (mostly into cubby) and conversation. In considerable demand among younger girls on her birthday (brought in cake). Some very quiet conversation, joking, hand-holding with (Clive) (prior to circle [meeting]). Also with (Hazel) some? Often rather diffuse, having difficulty concentrating and attending. Holds the floor rather a long time when talking at circle. Brought in several books from home.

OCTOBER 1-3: Big blocks all week with (Angus) and (Franz)--dressing up, wanting to do a play. Looking at books. Diary--now always comes to me after (spelling phonetically). Abortive game with (Angus), also games with (Paloma)--lotto, Othello. Drawing/dictation--two long, sophisticated stories ("This is the Buck Rogers story. Now we will begin. Once there was a war . . ."). Outside: forts, tying feet together with (Clive), (Angus), (Franz), (Paloma). Not fluid in anything, but not quite awkward either--as if always partially inhabiting a private world.

OCTOBER 15-19: Play dough. Did several drawings for (Ben) (child seriously injured in an accident)--"bunny heaven." Cooking. Started a pot holder. Drawing and story for paper with (Nina). Finished JULIUS--quite fluent. Several surveys--colors, favorite games. Big blocks--the princess--attempting to organize a play, not quite able to carry it off in face of others' silliness/effervescence. With (Angus)--sometimes complaints to me, nothing much; (also) (Clive), (Paloma), (Nina). (April) some. One morning her mother asked if we could talk, (Iris) had 'something on her mind.' (It was a) rather confusing "confession" of having "lied" about not knowing how to play Othello--really she did (know how).

NOVEMBER 5-9: Paper/cardboard/popsicle sticks--many puppets. Drawing a Star Wars picture. (Everything is now with a story [?]). Big blocks. Salt jars. Made snack. Large puzzle--several (others?)--she "learned them how"--repeating several times. Other puzzles. Running and chasing with (Clive), (Angus), (Paisley), (Paloma).

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NOVEMBER 30: Big blocks--managing to be a princess in a Buck Rogers play. Books--reading to (Clive). Making snack, (doing) experiments--excited in her quiet and always somehow deliberate fashion. More "you know what he did?" than I've seen in a while--constantly having to be sent back to the situation. Often with (Paisley) on yard. With (Nina) some, (Clive) a lot (holding hands). Various complaints re: (Angus).

1979-80

PARENT REPORT

The Prospect School
North Bennington, Vermont

Name: (Iris)

Date: January, 1980

By: (E.V.)

(Iris) has been an active, engaged, and very visible presence in Group I this fall. Her involvement in activities has been wide-ranging and, in a sense, serious-- she is generally thoughtful and observant when engaged in an activity, if not always quite as focused and concentrated as she might be. Her clearest preference all fall has been for dramatic play in the big blocks and dress-up room: she has chosen it very often, with a variety of people, and has been very interested in giving "plays." She almost invariably takes the role of the "princess," and is often instrumental in the development of a "plot." Another frequent choice has been work with paper, thin cardboard, and popsicle sticks. She did this particularly often earlier in the fall, and made numerous puppets. Making snack and cooking have continued to be preferred activities, and she has also done a fair amount of sewing and weaving of potholders. Other activities (Iris) has been engaged in, often to a considerable extent, have been: painting (especially in the past month or so), plasticene and play dough, wood gluing, building "small worlds" with the colored table blocks, and also designs and patterns with the pattern blocks, salt jars, "stripe jars" (liquid suspensions), and "experiments" (with, for instance, baking soda and vinegar). She has also tried the little blocks on several occasions. Outside, (Iris) has shown little interest in organized games, but has been involved in many informal running and chasing games, and, earlier in the fall, was an active member of several forts.

During the second half of the morning and the afternoon, (Iris) has been deeply and steadily engaged by storytelling in any form. She draws often, and always either writes on or dictates to her work--sometimes only a caption, but generally a fairly lengthy story (almost always a recapitulation of a fairy tale or fairy tale theme); makes "books" often (even, just recently, with her paintings); reads very frequently (increasingly often to other children); and is an alert and participative audience at story time.

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(Iris) is an enthusiastic, skilled, and expressive reader. In addition to the many books she has read on her own, she has read several of the "I Can Read" series, a CLIFFORD book, and has just finished reading RAPUNZEL (in a sophisticated and unabridged translation). Fairy tales certainly seem to be her favorite form at the moment. Despite some awkwardness (or perhaps only carelessness) in letter formation, she writes easily and copiously--and almost entirely phonetically, though she has recently begun asking me, on a few occasions, how to "get it right." Number work has not been especially compelling to (Iris), though she is quite competent, and has been doing addition and subtraction of numbers into the 30's, measuring, weighing, and some surveys. However, she often makes careless--and ultimately frustrating, because time consuming--mistakes in computation, and number work is the one area in which (Iris) is still likely to spend remarkable, inordinate amounts of time on a small amount of work. At these times of day, (Iris) also goes through occasional spurts of doing puzzles, and is increasingly willing to play card and board games.

(Iris') social engagements this fall have also been both deep and quite diverse. Her strongest relationships continue to be with two boys who were in the group last year with one of whom in particular she has a very steady, affectionate, and demonstrative friendship. However, a boy who is new to the group this year has entered into this circle of companions, and there is thus both a new relationship to contend with and also some fluctuation and confusion among the old relationships. (Iris) has also formed a warm and pleasant relationship with a girl who is new to the group this year; as well as spending an increasing amount of time with various other members of the group--especially girls, both old and new. Another aspect of (Iris') relationships within the group is a tendency--apparently dating from last year--to "tattle." It often seems as if it has not occurred to (Iris) that she could handle a situation herself, or that perhaps it is of no direct concern to her--but the "tattling" also seems to be both a way of keeping track of the life of the group as a whole and of maintaining contact with me. At whole group times, such as discussion in the afternoon, (Iris) is very participative, and her comments appear increasingly focused and directed to the matter at hand. Nonetheless, there are also many times when (Iris) seems to be pursuing an entirely separate train of thought at the same time she is attempting to attend to the group's discussion. Overall

1979-80

then, (Iris) is a very interesting and interested, expressive, member of the group, who seems to be very much enjoying herself.

1979-80

JANUARY 14-FEBRUARY 15, 1980: Table blocks, puzzles, ? (illegible), pattern blocks, collage. Sand table one time with (Angus)--rather nice, but didn't choose again. Big blocks on and off--has hard time getting people who have same dramatic sense she has. Crayon (?) over candles. Cooking. Painting. Lincoln logs one time with (Hazel)--a bit rocky, but they stuck with it and it worked out pretty nicely, but didn't choose it next day. Weaving. Shoebox houses. Little blocks on one or two days when announced 'for people who don't usually choose it.' Worked with (Paloma), (did) tall, cone shaped building. Clay--lots of little people. Water color painting. Lots of valentine cards. Holding guinea pigs and building for them. With (Paisley) a lot. Also still with (Clive) a lot, marble (?) collection. (Sentence omitted; not legible.) Really loved Group III's "Julius Caesar" (play); a lot to say.

FEBRUARY 25-29: Arrived Monday at 12:30, breathless. Clay--volcano, T.V., little girl--all painted. Potholder: "I think I'm a little confused . . . I could make a design . . . a star"; made "a little girl design." Reading and looking at books with (Paisley), cards. Legos--a movie camera. Drawing, making books (The "Book of 'Things'"--before vacation had made a "Book of Beautiful Things"), cards, attribute blocks. Running and dancing around with (Paisley). Seeming rather more scattered than she has in a while. Fair amount of forgetting what she was going to say, greatly pursed lips, and drawn eyebrows, a lot of tattling, hand raising very tentative.

MARCH 3-APRIL 18: Big blocks with (Angus) and (Paloma)-- Battleship Galactica/fairy tale. Both (Angus) and (Paloma) more serious and into it than anyone she's done it with for some time (except Group II). (Iris) occasionally seeming a bit taken aback--her role more shaped by the others than usually; a lot picked up from Group II's Pocahontas play.

MARCH 3-APRIL 18: Big blocks with (Paloma)--"wicked witches"--very organized and coherent play. Cooking. Paper chains--drawn on as well as cut--with (Paisley). Other paper work--houses. Games on rug with (Paisley). Legos one or two times. Making playdough, playdough. Big blocks. Cooking. Dress-ups with Group II--good time. Plaster--small people. Big blocks lots with various people--still persisting, for the most part, in being a "princess" no matter what else is going on.

1979-80

Drawing, working on faces--"My Daddy's learning me how to make faces"--with considerable expressiveness, apparent grimaces, big noses. Sewing--stuffed bear. Little blocks periodically--farm and zoo complexes. Working on bear. Little blocks--trying marble chutes. Big blocks with Group II and (Angus)--distressed by (Angus') silliness. Easter eggs. Paper work. Finished her bear--quite pleased. Bread dough relief maps--painted. Big blocks with Group II; marble chutes with (Helen) and (Gabrielle). Dress-up with Group II (etc.). Embroidery, started, didn't finish--some sewing with (Hazel).

APRIL 28-MAY 2: Brought shark's teeth from home--one got (temporarily) lost--"It's O.K., we have lots more, my Dad can get more . . ." Big blocks/dress-up. Little blocks with (Paisley), low, flat buildings--zoo; using blocks like dominoes (to knock down); holding guinea pigs (having reminded me it was a choice I forgot to mention), feeding them food, paper, water. Running and chasing games, group tag game once. With (Paisley)--lots of whispering on rug; with (Clive) and (Angus)--mostly outside.

MAY 5-JUNE 12: Big blocks a lot (with [Clive] a lot). God's eyes. Drawing on large paper with (Paisley)--beautiful Indian, tipis, mountains, worked hard; not wanting to work on it other times though (when [Paisley] did). Candles. Planting. Sand and water with (Clive). Big blocks with Group II. More work on embroidery. With (French child who joined the group on a temporary basis) quite a bit; eventually a visit--picking up on her accent, half consciously, I think. More candles--several for the fair; apparently quite carried away. More little blocks. Box houses. Running and climbing stuff with (Angus) and (Clive), (Paisley) sort of, but (Paisley) doesn't like to be rough with the boys. Very hurt feelings once--tears--when (Paisley) said she (P.) was now friends with (Gabrielle), but that (G.) did not want to be friends with her (I.). In general, still a lot with (Paisley) though. Practicing kickball with (Paisley). "Tattling," etc., is much diminished if not gone over last several months. Often stopping herself: "I didn't tell them"--mid-sentence when she does.

1979-80

PARENT REPORT

The Prospect School
North Bennington, Vermont

Name: (Iris)

Date: June, 1980

By: (E.V.)

(Iris) has continued to be engaged in a wide variety of activities this term. By far and away, her strongest preference is still for dramatic play--she spends the majority of her time in the big block room or, when possible, doing dress-ups with Group II. She is usually a princess--though once she was a "wicked witch"--regardless of whether the plot is one of her choosing, usually a fairytale theme, or is one of the war themes popular with other members of the group. She can ad-lib as the occasion arises, but she also manages to stick tenaciously to whatever plot has been devised in the first place. She is often very good at determining the plot and delegating roles, but she can seem somewhat oblivious to the fact that other people sometimes are not following the same story like she is. She likes giving plays herself, and has greatly enjoyed watching plays put on by Groups II and III. She has also done quite a few construction activities: building with the Lincoln logs, table blocks, and legos, and increasingly often, with the little blocks. With the little blocks, she has built enclosures for the guinea pigs (whom she sometimes chooses just to hold), farm and zoo complexes, which are often tall as well as sprawling, and quite symmetrical, and a few marble chutes. She has also set up and knocked down the blocks like dominoes. She has continued to do a fair amount of handwork: several kinds of weaving, some sewing, and embroidery. Paper work has also continued to be a fairly frequent choice, as has cooking. She has made small figures and volcanoes with clay, has made several different kinds of candles, and still chooses sand and water table periodically. Other activities she has been involved with include: shoebox houses, planting, and play-doh. Outside, (Iris) has been included in a number of different running and chasing games, the climbing bars, and "just dancing around." Recently she has been "practicing kickball" with a friend, though she has not joined any of the regular games.

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During the second half of the morning and the afternoon, (Iris) has been very productive. Drawing, writing, and reading continue to be where she expends most of her energy. Her drawings often seem to be illustrations for stories she has already thought out, but occasionally she will spend a long time on a very colorful and neat drawing. There is sometimes a wealth of detail, and she has recently been "practicing making faces." She writes independently, a great deal of the time, though she is still quite willing to dictate too. Her stories continue to rely heavily, though not exclusively, on fairytales. They tend to be concerned with little girls, families, and marriage, and to contain magical occurrences. Her remarkable spelling continues to be largely phonetic, although the use of vocabulary on the walls of the room, and using her word book as a dictionary have helped. She has even begun to do some revising of her own stories--and has, partially as a result, come to have more of an interest in spelling. She continues to make fairly long entries in her diary, often omitting letters or whole words. (Iris) continues to have a great appetite for reading (though she has not tackled anything quite as formidable as RAPUNZEL in awhile). She reads alone and to other children (and once to the whole group) as well as with me. She is a very responsive reader, reacting and commenting to events and characters in a story, anticipating, and explaining the humor. Some of the many books she has read are: THE TEENY TINY WOMAN (folk tale), THE JUDGE, A BOY HAS A MOTHER WHO BOUGHT HIM A HAT (both poetry), THE BOY IN THE MOON, and THE TEENY TINY WITCHES (humorous stories). In her number work, (Iris) has worked with the scale, and with the pattern blocks quite often, and has worked a lot with the attribute blocks, playing "one different" and using ven diagrams. She has done grouping exercises at circle, has been doing re-naming of numbers, and has done review of addition and subtraction with numbers through 30 on paper and with the flash cards. She settles down to her number work and concentrates much more readily now, and careless mistakes and long periods of getting 'lost' are no longer common--and it should be much easier for her now to move on to more difficult number work.

Within the group, (Iris) is considerably more independent. Instances of "tattling" and generally checking up on people, especially about things that don't affect her directly (or at all), are much diminished; and when she does complain to me about something that has happened to her, she is likely to interrupt herself and say, "but I didn't say anything to (whoever it was) yet . . ." As she

1979-80

is more direct with people when they are upsetting or annoying her, she is less and less likely to need my help resolving things. However, there are still, naturally, times of hurt feelings and teasing and unkindness which sometimes lead her to tears or "not feeling too well." (Iris) has maintained several strong and very affectionate relationships with both boys and girls in the group. She has done this quite successfully despite the fact that several of her friends have very different styles and interests and hence pull her in different directions. She also has a number of pleasant but less consistent relationships with other girls in the group. At whole group times, (Iris) is almost always very attentive and usually has something to say. Sometimes, however, particularly if the group is especially large or the discussion covers a lot of area and moves rapidly, (Iris) can appear somewhat bewildered. (This sometimes happens in big blocks or on the yard when a great deal is happening at considerable speed.) At these times, she becomes unfocused and can forget what she was going to say. In general, (Iris) appears to be still gaining in self-assurance at the close of a busy and productive year.

SELECTED SAMPLE OF ACADEMIC RECORDS

plasticene

painting

little block, w
~~Angus~~ (Angus) (Chris) (Franz)

making snack w/
~~Nina~~ (Nina)

little block w/
~~Angus~~ (Angus)
compliments of not
being allowed to
build.

mostly spaceship/sand
w/
~~Angus~~ (Angus) (Franz)

drawing

drawing

~~(Chris)~~ (Angus) (Franz)
w/
up to completion some drawing

making journal - bug
time, care, immediately
into drawing on cover
(brief dictation)

drawing / dictation in
journal: "little girl
afraid of her mother
and very beautiful" -
writing it out herself
first. (asking me ~~for~~
for spelling of sounds)

looking at books

asked her to make a
diary; one entry (including
date).
~~drawing~~ drawing

Nov 11

week of: 11/12

	Mon	Tue	Wed	Thurs
n/d 2004			drawing	
reading, writing, etc.		diary - quite neat.		
#5: games etc.	caulking/estimation w/ me, (Franz) , (Franz)			
2nd choices etc.	very much on top of #:			

	Mon	Tues	Wed	Thurs.
w/d book				snow white & 7 Dwarfs - did OK writing
reading writing etc.			diary picture (Franz) etc - complaints a bit. lots w/ complainting	just before X-mas: <u>Rapunzel</u>
#s games etc.	long time 1/2 of #s sheet - couldn't 'see' $\frac{10}{15} \neq \frac{15}{9 \text{ (or 15)}}$			
2nd choices etc.				

WLD
Book

✓ → ✓

Reading
writing
etc.

diary - writing both
alone & ~~with~~ ^{with} me.

diary.

diary

1p. Rapunzel -
^{alone} ~~alone~~ ... really
(getting it) ^{catching} ~~catching~~
ohh (~~easy~~ ^{easily made} ~~made~~)

made a book -
The Poor Little
Girl.

#3
James
etc

mistakes in inter-
pretation. Mother
"wouldn't really die."
Witch would have
a broom. ^{read} ~~read~~ a
~~pay~~ ^{pay} ~~or~~ ^{bus} ~~on~~ ~~own~~
after.

"War" w/
~~_____~~ (Helen)

nd
choices
etc.

w/d
Book

drawing → write own story ✓

Reading
writing
etc.

diary

finished Reynard. ~~dictionary~~
chose a Ladybird
reader for next book
(!)
diary.

#S,
games,
etc.

different
"one different"
w/ ~~three~~ (Helen) -
pairing the
blocks; making
people.

2nd
hand
etc.

Wanting to read
aloud to group.
~~to~~
~~wanting to read~~
~~aloud to group.~~

W/D
book



reading
~~reading~~ Teeny - diary.

diary.

read Ladybird
~~read Ladybird~~

reading,
writing,
etc.

Tiny Woman with ~~etc~~

Back with me -
humorous
~~humorous~~

~~etc~~ (zva)

"this is easy"
agreed it was
nice to switch
~~to~~ to ~~switch~~
to an ^{easy one} ~~easy one~~.

Concentration &
War w/ ~~etc~~
~~(etc)~~ (zva)
and (April)

#s
games
etc.

reading, ^{looking}
~~today~~ at
books.

ind
indices,
etc.

read part
1 Ave You
My Mother?
to group -
Bite poised.

circle

✓ - wrote it alone.

old work

chose book - The Boy in the Moon -

diag alone

read me several pp.
diary alone pages

reading writing etc.

scale
~~scale~~ with
(Paisley) (Lydia)
~~Adeline~~ ~~Edie~~,
(Hazel)
~~Edith~~ (stick
cubes
'em ~~alone~~ with
various
various objects)
all gave ~~write~~.
all quite excited.

James

nd
nice
party
etc.

name:

week of: 3/24

role

book

ead, writes, etc.

is, selves

nd, (12), 104, fc.

Mon	Tues	Wed	Thurs
<p>alone diary note: "I like apples"</p>	<p>diary ready <u>Monster</u> books & others alone & witty <u>(Paisley)</u></p>	<p>diary.</p>	
			<p>"one different" the w/ the (Lydia) quite perplexed (Lydia's) plan by the group to group it.</p>
<p>drawing picture of boy who is sad because girl is going away (not angry) Sad: "Will she come back?" "I don't know"</p> <p><u>Devil's Bridge</u>: sm! It is bad people the devil takes.</p>			

~~is bad people the devil~~

Card

w/d

Books

I insisted she dictate
her witz - long
story exploring
symbolism of the
picture

Chose books - supposedly
to read with me - A
Boy Had a Mother Who
Bought Him a Hat -
read it all herself, as
usual, 1/2 a book.
Diary with help - I
only wrote the words
she didn't know. She
didn't make full
sentence - didn't
read over

diag alone
~~etc~~
chose a book?

Didn't get
to reading ~~due~~
to ~~flu~~
to ~~flu~~

#5
games
etc.

paper blocks
w/ cards - not
complicated see
diaries

2nd
choices
story
etc.

Kalpan with (Angus)
~~etch~~ ~~it~~ ~~After~~ ~~\$~~
~~Study~~ (etc) & parent
volunteer
drawing
drawing.

paper pieces
drawing

	Monday	; Tuesday	Wednesday	Thursday
circle	more or less there (mystery box)	plenty of words for ABCs...	there for animal naming...after(Tad) &(Gabrielle)said same word simultaneously, made long anecdote about time	
w&d bk. (write & drawing book)	diary w/ help-- can spell better than she thinks she can/usually does. put Alphabet into Word Book (to be dictionary)		she and her mother thought same thing. --- √--not a fairy tale --home (house?) made of cheese, mice & cobras, funny	
read, write, etc.		read to(Paisley). diary.	read several pp. <u>Teeny Tiny Witches</u> --enjoying it, anticipating on basis of pictures	
#s, rug shelves				Callah w/ (Hazel) several times --went nicely
2nd choice, story, etc.	drawing. distracted by-- also participating in distractions?--(Paisley)(sotry)	drawing	pretty much there for <u>James and theGiant Peach</u>	drawing

	Monday	; Tuesday	Wednesday	Thursday
circle	sort of there		hard to tell how much there for animal classifying	
w&d bk. (write drawing book)		/ Walk in McC. woods--feeling quite sick to stomach. slow return. with(parent voluneer)		
read, write, etc.	diary w/ help-- didn't really need it. wrote a story-- very hard to read due to spelling, seems more (diffuse?) than usual--hurried?--		diary w/ help-- "vacation soon" (?) read 2-3 pp. <u>Teeny Tiny Witches</u> --seeming to stumble is some funny places. liking it, learning story from pictures. thought it was "quite	
2s, 1g selves	put pictures not		a bit"to read--surprisingly.	#s sheet-- re-naming--got it all fine except when written as 8= <input type="checkbox"/> <input type="checkbox"/> --took her long
2nd voice, story, etc.	there for <u>Rat</u> & <u>Ox</u>		drawing pretty much there for <u>James...Peach</u>	time & fairly complete explanation to get the reversal ----- drawing from the yellow table i.e. assign.: draw an object from interest table <u>VR</u> 7

	Monday	; Tuesday	Wednesday	Thursday
circle	there for mystery box		not getting the grouping stuff?	
w&d bk. (write drawing book)				
read, write, etc.	worked on revising /copying her story --mostly talking w/(Paisley)-gave up...didn't copy--just changed a few words by crossing out. --used word book one time	books--reading w/ (Paisley). diary alone.	diary w/ help. working on revising her story--needed me to (re-)explain exactly what I wanted, mark all wrong words with her--then did it, discovering she had to re-think /re-write where she couldn't read it.	
's, ig elves				
nd oice, tory, etc.	<u>Fly By Night</u> --sott of there.			

(Iris)

Teacher(s): (P.L.)

Group II 1980-81

Age 7;0-7;9

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 8-12, 1980: Often looks confused or lost. Works at a very slow pace. Is quite self-absorbed but likes to talk--has a lot of information that she easily shares; but is slow articulating her thoughts. Was alone the first day but found (Clive) and they remained together all week. Chose to paint a mural (small--flowers, sky), drawing, slats, sewing. On the yard, running games and forts with Group I. Is competent with academics yet requires quiet and constant refocus.

SEPTEMBER 14-19: Seems comfortable and at ease with the structure and setting. Is bouncy and conversational. When talking at groups, talks softly and slowly. Often looks confused or disoriented. Is mostly with (Clive)--they talk a lot. On the yard--forts and trees with Group I kids. On the hike, active and conversational. Has a lot of information. Likes group times (meetings); loves the story. Chose blocks, drawing (gave them to me), making pom poms. Is writing a story in her journal. Has difficulty with formal number work, likes to read--really enjoys stories.

SEPTEMBER 22-26: Is enthusiastic about school in a scattered type of way--brings things from home to share, etc. Talks softly and it takes her a long time to get to the heart of the matter--especially when speaking to the group. Loves group (meetings)--is very involved with the story and loves to contribute during discussion. Productivity is somewhat limited by wanting to chat with work partners. Chose dress-up (was funny, flowed with the plot easily), drawing, thumbprint drawing. Likes to be near (Clive)--borders on clingy. Seems to enjoy the hikes. On the yard--forts with Group I and the sandpile (burying herself).

SEPTEMBER 29-OCTOBER 3: Is loose and carefree with her body--doesn't mind getting dirty--is in the sandpile a lot on the yard. When she gets hurt or someone hits her, pushes her off, etc., she is quick to tears yet doesn't seem to know what to do about it. In her journal, writes quick stories--like fairy tales but each very similar to the others. Enjoys reading so much--laughs about stories and really wants to talk about them. Chose to make yarn

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belts a lot--made them and gave them away. Drawing with (Clive) (they like to be alone when they draw), dress-up (the good queen--is fluid and quite funny and often speaks to the audience about the action), blocks (with [Tad] and [Luke])--did Star Wars buildings.

OCTOBER 6-10: Comes in early--likes to talk. Always slightly incredulous over everything. Brought in a skeleton of a head to show to class. Chose blocks (with [Luke] and [Tad])--Star Wars action figures. Also drawing with (Clive), sewing a duck, collage, looking at books. Contributes eagerly at group (meetings). Always makes a comment about not liking it when group has to be disciplined.

OCTOBER 13-31: Father came on many hikes; she wanted to cling and cry and demand, but he was firm. She is very inside herself. Comes in early and talks, then settles with a book and is completely involved/oblivious. Loves the group (meetings)--likes to contribute. Is very active and playful with Group I girls on the yard--skipping and singing. Chose dress-up, drawing, embroidery, blocks (Star Wars structures), Hallowe'en cut-outs (a black cat), cooking peanut butter cookies, wet chalk (produced a lot of striking designs and wanted to make them into books of drawings), making a hat for her Hallowe'en costume (a princess). In journal is now writing very short fairy-tale like stories.

NOVEMBER 3-7: Was out one day with an earache--rest of week a bit quiet. Has a very direct gaze--always approaches me for help in a very pleasant, gracious, tip-toed manner. Often forgets what she was going to say. Always makes a big point of saying thank you for any help. Very much an accepted and vigorous participant in games with Group I girls, always very concerned when people hurt themselves on yard--runs to tell me. Chose dress-up, drawing, knitting, making a bound book, blocks. Works hard during any academic work--seems confused by number work.

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PARENT REPORT

The Prospect School
North Bennington, Vermont

Name: (Iris)

Date: December, 1980

By: (P.L.)

(Iris) has made a successful transition to Group II. She seems very much at ease with the structures and routines of the classroom and is increasingly a strong contributor to the group. (Iris') involvement with materials and activities is with enthusiasm and interest. She always appears to be slightly incredulous and appreciative of everything she encounters. Her enthusiasm, however, tends to lead her into starting a variety of projects so that at times she has three or four projects in progress at the same time. She often needs reminders to finish what she has begun. Drawing seems to be the preferred medium for (Iris). Her work is quite striking--the drawings are bold, colorful and full. Often the characters she draws are expressive and involved in lively actions. (Iris) is always venturing to try new themes in her work--and seems to experiment with new styles as well. There is a spontaneity and freedom within her work that makes her drawings unique. Dramatic play has been another area of strong interest to (Iris) all fall. She is articulate, fluid and graceful within the small improvised plays. Often she is quite funny in her roles. In virtually every play, she will step out of her character from time to time to make certain the audience is correctly interpreting the action. The characters she most generally portrays are good queens, fairy Godmothers, wealthy ladies and maids. Blocks has also been engaging for (Iris). She works equally as well with boys as partners as girls. She has been very involved building a variety of structures to house the Star Wars Action Figures. (Iris) tends to be more interested in the inherent dramatic possibilities with blocks rather than the construction possibilities. She will quickly assemble a structure, and then spend the remainder of the activity period playing within her creation. Handwork of all types has been of appeal to (Iris) this fall. She is especially drawn to yarn--making woven belts, pom poms, and knitting a small piece. She has also sewn a duck, a stocking and a tunic. (Iris) does not seem especially concerned with fine precision in her

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handwork--rather, she seems to enjoy having a project she can work on while engaged in lively conversation. Other activities (Iris) has been involved with are thumbprint drawings, wet chalk, monoprints, cooking and making a bound book. In all of (Iris') involvement with activities, she is cheerful, eagerly involved and appreciative of instruction.

In academic work, (Iris) is competent, works hard, although at a rather slow pace. Writing in her journal has become increasingly easy for (Iris) all fall. She is now writing completely independently--she writes very short stories that often have a fairy tale quality to them. The language and style of writing that (Iris) uses tend to be poetic and lyrical. Her spelling is quite good but she needs instruction on punctuation and grammar. She also needs to be slightly pushed to write stories of greater length and depth. (Iris) seems to have a wealth of ideas for stories and always expresses delight over a good plot. In reading, (Iris) has progressed into literature of much greater complexity than she was reading in September. She began the year reading "I Can Read" books and most recently has been involved reading books such as WARTON AND MORTON, MERRY ROSE AND CHRISTMAS TREE JUNE, THE BEST LOVED DOLL, and THE MYSTERY IN THE NIGHT WOODS. She simply loves to read--she will laugh, point out the illustrations and talk excitedly about whatever she reads. (Iris) is an eager group participant. She has a lot of information that she always wants to share with the group. At times she is a bit slow articulating her thoughts--it often takes her a long time to get to the heart of what she is trying to say. She has enjoyed bringing in many things from home to show to the group. In number work, (Iris) is somewhat tentative and tends to quickly assume she doesn't know how to do a particular task. Once assured, however, she grasps concepts and processes quickly and works diligently. She has been involved with measurement, telling time, charts and graphs. In computation work she has worked on column addition and subtraction and is currently involved with place value.

In general then, (Iris) has increasingly become an important member of Group II. She continues to maintain one particular best friend while recently also initiating new relationships. At the start of the school year, (Iris) seemed to stay very close to the side of her best friend. She now chooses for herself independently of social concerns. (Iris) is a kind and sensitive friend who seems to expect others to respect her as she does them. (Iris) tends to take great offense

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if she is pushed or hit by accident. On the school yard, she is very active and playfully involved in games with her past friends from Group I. With me, (Iris) is conversational and approaches me for help in a direct, pleasantly gracious manner. Her enthusiasm and appreciation for school help make her a very positive addition to the group.

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JANUARY 12-16, 1981: Cheerful, involved. Forgetting things a lot--forgot what she was going to say, what word she needed me to spell, etc. Is with (Holly), (Lydia), (Meg). On the yard--sliding. Brought in a picture of . . . and Grandma Moses. Very participative at group (meetings). Forcing her to write longer stories; she resists but it seems to be getting easier. Get confused with place value--very slow pace. Chose BLOCKS, drawing, finger weaving, and color mixing.

JANUARY 26-FEBRUARY 28: Comes in early and likes to join the lively conversations between me and (Luke) and (Margot). Has an odd sense of humor that is very hard to catch on to. Moves very slowly and gracefully; is very inside of herself--often forgets what she needs, what she was going to say. Often will work alone. On the yard, has a lot of Group I companions. Chose dress-up, BLOCKS, sewing smurf clothes, finger weaving, cards, valentines, drawing, slats, cooking. In blocks, mainly builds for stuffed animals, Star Wars figures or smurfs--mainly concerned with the dramatic there. In her journal--I insisted on longer stories; now is writing stories of up to five or six pages and is getting increasingly coherent, (achieving) more flow, and the action is more appropriate. In number work, learned borrowing and carrying very quickly. Works hard but can be distracted by conversation. Listens carefully to group discussions and the story.

MARCH 2-15: Has a sophisticated humor and manner in general but isn't able to articulate her thought easily or quickly at all. Seems to really enjoy every part of the school day. Is with (Cindy), (Holly). Feelings are hurt very easily and cries easily over minor physical injuries. Will cry and cry or whine and wants to hang on to it for too long a time; seems as if dignity is hurt more than anything. Chose dress-up, reading, slats, cooking brownies, playing with the batteries and bulbs, drawing, blocks, making tissue paper flowers, Uno, cooking bran muffins. Has difficulty choosing--not because bored, but because can't decide which out of all the wonderful options she should choose. On the yard--Barbies and small worlds and jail tag.

MARCH 16-MAY 1: Cheerful, involved. Often takes a very, very long time to choose; everyone is already off the rug before I realize she still needs to choose. Chose DRAWING, fun fair game, making Easter cards, pom poms, DRESS-UP, drawing on the chalk board, batik, Othello, BLOCKS (a tall house for themselves), yoga, Uno, SEWING (will often just choose to sew with no specific product in mind ahead of

1980-81

time--seems simply to enjoy the process), drawing with (Holly), also a part of creating "the disco" in blocks, yarn braiding, writing in her journal, Easter eggs, finger weaving, sand and water, plaster pendants. Very much wants to be a part of the older girls' group--wants to be right in the middle, involved with everything. Reading bigger, more complex books--CHARLIE AND THE CHOCOLATE FACTORY--said that she always loved that book. Writing is still somewhat disjointed and difficult to understand. Is with (Holly), (Clive), (Meg), (Margot). On the yard--sandpile, forts, playing with the Group I girls.

MAY 4-JUNE 18: Very eager and involved. Is almost always the first to arrive in the morning--will wander and call my name to find me. Gave me lots of presents--after a trip south and at the end of school. Often has difficulty choosing during activities--a puzzled look and has to be pressured to make a decision. Chose to PLAY WITH BARBIES, blocks, DRAWING, dress-up, painting (many colorful fold and spatter paintings), yoga, listening to records. Was more involved with (Clive)--together can get very silly; enjoyment and good ideas shared, but loud and silly. Also wanted to be right in the middle of the older girls' group--(Margot) and (Meg), etc. On the hikes quite clinging with father but enjoyed them. When she falls or hurts herself or is scared, can cry and cry loudly and for a long time--sobs and gulps. Writing in journal seemed to get scattered and shorter towards the end of the year. Often says things that she expects others to find funny, but the humor is hard to understand. Was very excited about the play; her costume was elaborate--a unicorn.

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PARENT REPORT

The Prospect School
North Bennington, Vermont

Name: (Iris)

Date: June, 1981

By: (P.L.)

(Iris) has been cheerful and productively engaged throughout the winter and spring of her first year in Group II. She will often arrive at school early and engage in lively conversation. She seems to very much appreciate the opportunities and possibilities available to her at school. At times (Iris) will experience difficulty choosing what to become involved with. This difficulty is not because she is bored or uninterested, but rather because it seems as if she simply can't decide out of all the wonderful options available, which she should choose. (Iris') predominant interest is with dramatic play and small worlds. Much of her involvement with materials and activities is an extension or exploration of this interest.

Dress-up has been the most preferred medium for her this spring. She would most likely choose it each and every day if she could. (Iris) has unique and interesting ideas for plays and often assumes the role of director in dress-up. She has portrayed a variety of characters, but most frequently is a queen or wealthy lady. Blocks is another very strong interest for (Iris). She will often use blocks to create environments for small stuffed animals, dolls, smurfs or Star Wars Action Figures.

She has also been involved building structures for herself that are large enough for her to be inside. She was very much a part of a "disco" that was created in the block room that transformed it into a dance floor--she seemed to enjoy the wild dancing that occurred. Drawing has also remained as a consistent area of engagement for (Iris) this spring. Whereas earlier this year she drew with thick, bold colors, she is now drawing almost exclusively with thin markers and the effect is quite different. Her work is now scratchy and almost spare, with attention to line and color. As has always been true of her drawings, they are striking and remarkably capture atmosphere and motion. Sewing and working with yarn have continued to be of interest to (Iris). Often she will choose to sew with

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no specific product in mind ahead of time--she seems to simply enjoy the process involved. She has sewn smurf and doll clothes, and pillows. She will often choose to fingerweave, braid yarn, or make pompoms. Other activities (Iris) has been involved with this spring are color mixing, slats, cooking, batteries and bulbs, board games, batik, yoga, sand and water, painting and shoebox houses.

In academic areas, (Iris) learns quickly and has gained considerable skill this year. She always works diligently, although at a rather slow pace and can be easily distracted by conversation. Writing stories to accompany her drawings and in her journal have been exciting for (Iris) this spring. Earlier this year, her stories were often quite short, and I pushed her to write stories of greater length and complexity. Initially she resisted this, but it has become increasingly easy for her and she now writes stories that are the entire length of a journal booklet. The style of her work has become more fluid and easier to understand. Her stories continue to have a fairy tale quality to them--they most always begin with "once upon a time" and end with "and lived happily ever after." In reading, (Iris) has moved into literature of much greater length and depth. She appears to thoroughly enjoy what she reads and loves to read aloud to others. She has read many of the Clyde Robert Bulla books, JUST PLAIN CAT, THREE HUNDRED DRESSES and CHARLIE AND THE CHOCOLATE FACTORY. In number work, (Iris) has seemed to gain confidence in her ability this spring. She quickly mastered the processes of borrowing and carrying in addition and subtraction, and has begun work with multiplication. As a group participant, (Iris) is enthusiastic and eager to share her ideas. She seems to strongly appreciate group feeling or a group endeavor. She is especially intent while listening to the group story and can always remember where we left off the day before and all of the tiny details.

Relationships and companionship are important to (Iris) and she seems always to want to be right in the middle of things and involved in everything. She has one particular best friend in the group, as well as a wide variety of people with whom she enjoys working. (Iris') feelings are hurt easily and she will often cry over seemingly minor physical infractions. It almost seems in these instances that it is her dignity that is hurt more than anything else. On the schoolyard, she is involved with forts, the swinging bars, dolls, and jail tag.

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In general then, (Iris) has become an enthusiastic and involved participant in Group II. Her appreciation of the setting and eagerness for instruction have contributed strongly to the classroom this year.

(Iris)		Teacher(s): (U.F.)
Group II	1981-82	Parent Volunteer: (T.T.)
		Principal: (L.B.)
Age	8;0-8;9	

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 8-11, 1981: Has a way of speaking that is quite unusual--starts out high-pitched, eyebrows raised, hesitant beginning. Full of humor and good nature. Interesting perspective. Very close to (Clive)--very supportive and positive relationship--not romantic. (Iris) appreciated group discussions about boys and girls needing to be friends with each other without pressure of romance. Also pals with (Paisley) and some with (Hazel). Quite a volume to her voice. Did dress-up (queen), and sewing for Sasha (the bear), and painting.

SEPTEMBER 14-18: Had to be separated from (Clive) a lot--too much chatter. Talks non-stop. Hard to see the connection she's making when she speaks sometimes. Says things out of the blue as if you're supposed to know what she's talking about. Speaks up for herself. Knows what she likes. Woodworking, painting, drawing, sewing. Unique way of speaking. Academics are solid.

SEPTEMBER 21-25: Often find myself saying, "Earth to (Iris), come in please." Not sure often how to reach her. She and (Clive) make such a nice combo, but they talk non-stop and don't get a lot of work done. No matter what I've said to try to support them, I always end up having to move them. Funny sense of humor. Very interesting way of speaking and thinking. A little abstract--a little difficult to carry on a regular conversation with her. Drawing, blocks, shells, bunny. Not real productive during activities--or in general, for that matter--talks a lot.

SEPTEMBER 28-OCTOBER 2: She and (Clive) are inseparable. Made a mural together entitled "Wonderland"--very unusual, looks like modern art--powerful. Out of control with her talking--can't stop herself. Very sensitive, cries easily. Not easy to get to know--so much laughter and chatter.

OCTOBER 19-23: Can get real loud with (Clive)--almost always does, not in a bad way though. They get carried away and I'm not sure of the dynamic. Keeps them from visible productivity. They're much more engaged with each other than they are with the materials they are working with. Made a mural together again--turned into tic-tac-toe; I made them "repair" it. Easily abashed--sternness

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scares her. Very sensitive--bright. Needs more content in her writing. Sewing, blocks, paper dipping, leaf prints.

NOVEMBER 2-6: Painted mural with (Clive) and (Hazel). Some conflict with (Hazel); not sure of the dynamics, but have seen (Iris) stand up to (Hazel) when she was being bossy. Have also seen (Iris) be exclusive of (Hazel). Very tight with (Clive)--constant contact. Clay, cooking, electricity, woodworking, dress-up (a ghost in Hallowe'en play). Academically quick--grasps processes with ease. Perceptive, catches on quickly in general. Wide eyes and over-dramatization sometimes. Well-liked.

NOVEMBER 9-13: A character--seems to over-react or over-dramatize; easily startled. Lots of eye-rolling and shaking of head. Sometimes hard to talk to because she makes her eyes wide and just says, "oh . . ." or "yeah . . ." Sometimes hard to get out of her what she means. Close with (Clive) still--also (Paisley); making friends with (Mac). Well-liked and respected. Likes to do murals; did one with (Mac)--a barn and a rainbow. She drew in the chickens. Required that her writing be corrected--her handwriting miraculously improved! Surprised herself with what a good job she could do.

NOVEMBER 16-20: A powerful person. A lovely way with (Kris). Said to him once when he was having tantrum about not being able to do something after one fast try: "You know, (Kris) what your trouble is, you don't have any faith in yourself." Really rocked him (and all of us) by the power of the statement--also shook herself a little after she said it. Is very good with (Kris)--says matter of fact things about him which are right on the mark and keenly perceptive. Truthful, genuine, sincere, kind. Started a patchwork pillow--choice of color and texture of fabric is striking. Also did miniatures.

NOVEMBER 30-DECEMBER 4: Twisted ankle slightly this week; was a big deal. Difficult to separate how serious it was with dramatic reaction to it. Came to school next day because she was "adamant" about not missing it according to her mother. Loves school. Pals with (Clive), (Hazel), and (Paisley). Can argue with (Hazel)--but resolution is possible. Did blocks three days with her. Also did drawing with (Clive)--got too silly. People respect what she has to say at groups. Well-liked.

DECEMBER 7-18: Can get distracted and be overly dramatic or silly, but is extremely good natured and sensitive. Is

1981-82

abashed when disciplined for silliness, and if ever in a quarrel with someone is always very ready to make amends--even hugs the person she's gotten upset with sometimes. Dramatically competent--able to achieve a good deal of expression, is aware of her audience, voice carries very well. Not always easy for her to state what she's thinking directly--often assumes the listener knows certain things. Did blocks three days in a row with (Hazel). Drawing, cooking, candles, costume, finger weaving--mostly with (Clive), (Paisley), (Hazel).

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JANUARY PARENT CONFERENCE: FOLLOW-UP NOTES

The Prospect School
North Bennington, Vermont

Name: (Iris)

Date: January, 1982

By: (U.F.)

(Iris') academic work is very solid. She reads fluently and with expression. Her writing can be very good when she is able to focus and give her energy to writing rather than to those around her. This distractable quality affects much of what (Iris) does. She is very easily way-laid from the task at hand. Her number work is very solid. She is able to carry, borrow, do simple multiplication and division problems, and some word problems.

In activities she has been mainly involved with two main areas--drama and sewing. She shows a sizable dramatic ability in stage presence and expression. In sewing she has begun a patchwork pillow.

(Iris) has several close friends. She is capable of carrying on lengthy and lively conversations with them on varied topics. She can easily get so involved in conversing that she forgets what she's supposed to be doing. But what (Iris) lacks in focus she makes up for in the depth of her sensitivity of her feeling for others. She is extremely perceptive and very caring towards her peers. She's a pleasure to have in our group.

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JANUARY 11-15, 1982: Dress-up--"Rumplestiltskin"--she's mainly the narrator. Does a good job. Full of humor. She and (Clive) are very tight. Needs help focusing. Needs direct and clear expectations and limits; appreciates this. Drew and did candles. The faces she draws are striking. Depth of feeling.

JANUARY 18-22: Loves school. Powerful--makes her own statement; people listen to her when she talks. Respected. (Lydia), (Eve), (Clive), (Paisley) and she make a group. She is central to it. Started drawing UFO creatures-- (Paisley's) initiation--there is a striking quality to all of (Iris') drawings. They're Picasso-like. In play "Rumplestiltskin" she was the narrator and did a great job. Was nervous that there would be a mess up, but there wasn't-- it went beautifully.

FEBRUARY 1-5: Asked her if she'd be interested in doing a report on UFO's, since she's so interested in them. She's eager to--with (Paisley). Brought in two books from home on it. Only one to comment on a couple of new words I added to "Titanic" song. Raised her hand and said, "You sang something different." I need to teach her how to tell time. Doing Titanic play with (Clive), (Holly), (Mac), (Dale), (Kris), and (Donny).

MARCH 3-5: Straw weaving, pendulum painting, dress-up. Is one of the "Enchanted Ones" in the play. Does a great job, voice carries well, lots of expression. She told me her grandfather is always telling her she should be an actress because she's got so much talent. She says she doesn't want to. She wants to be a "country girl." Gave her UFO report this week with (Paisley)--good job and sparked lots of conversation.

MARCH 8-12: The wicked witch in a play--funny and strong. Comes in in the morning chatty--always has a story to relate. Very interested in the unusual or the mysterious; UFO's, Stonehenge, etc. Very good natured--pals with (Clive) and (Paisley) mostly. Much more focused on her academics.

MARCH 15-19: Finished straw weaving, started new sewing project, did pastels--striking color sense, achieves incredible picture. Sensitivity--picks up on stories that have a moral or a message. Extends these into conversation or drawings (THE PROUD CROW and JAKE O'SHAINE). Pals with (Lydia), (Eve), (Clive)--rebuilding the fort by West Street. Friends with (Margot) this week also.

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MARCH 22-26: Sand and water two days with (Clive) and (Margot) and (Hazel). Lots of voice to go with action in the table--hurt my ears almost. Anecdotes during discussions can tend to be lengthy and sometimes leave me wondering exactly what the connection was. A definite point of view--all her own--shows up strongly in her drawings which are striking for strength of line, contrast of colors, and complexity of design.

APRIL 4-23: Embroidery with (Paisley), costume and scenery making. Had a conference with her; things are going well, lots of friends, has branched out more from just (Clive). Learned cursive. Has a way about her of being positive and having come across negatively or reprimandingly to peers. Spoke with her about it--she acknowledged. Started playing kickball! Is very proud of herself and should be--spirited.

MAY 3-7: Wonderful in play--so expressive and involved. Made a lovely embroidered pillow for her mother. Worked on scenery and costume. Many friends, but mainly (Paisley) and (Clive). Eccentric. Interests in the mysterious--likes telling real ghost stories. Academics are solid.

MAY 17-21: So sweet-natured. Powerful--everyone likes her. She's herself and she's wide open about it. Did mural with (Clive) and (Paisley). Cooked and did batik. Color sense is striking, unusual. Interesting manner of speaking--makes detours in her thoughts as she's talking, but also sticks to the point. Writing has greatly improved--nice cursive. She likes to read. Needs her times tables. Has gone on vacation for a week--so excited, she was talking about it for weeks. In play she was marvelous.

1981-82

Undated Observation of (Iris) Observer: (L.B., Principal)

(Iris), (Meg), (Lydia), (Harry) having conversation about "Dari's lucky, he doesn't have to do numbers." (Iris): "Dari has something we wouldn't like. He never gets to fly around."

(Iris) is seated at the table, across from (Meg), her folder is propped up in front of her number paper. She shifts often in her chair, sitting on her foot, then both feet on the floor, one foot out as if stretching, etc. She tells (T.T.) that (U.F.) told her to make up some of her own problems. Her problems are double number addition--she uses her fingers for calculation. (Iris) looks at me--my necklace? Now is on the edge of her chair--tilting it back and forth. She is making up her own computations, "This is fun!" (to herself). She looks at me again--does she wonder if I'm observing her? (Sue*) comes with (T.T.). (Iris) shows (Sue) her paper, "I bet you can't do this." (Sue) sighs, "No." (Iris) computes out loud (for (Sue) to hear) as if to instruct her. (T.T.) leaves and (Iris) calls to get her back to the table, "Is this right?" Standing one knee on chair, watching (Sue) who is standing . . . She explains to (Sue) "We aren't sure, but we think Blackberry is tearing up newspaper to make a nest." (Meg) says, "She is cause she's having a baby." (Iris): "How would you like to go around with a whole stomach full of babies?" Settles back in her chair and focuses again on her paper. Verbalizes the number computations, showing time is announced--puts paper away quickly.

(Iris) has brought a record for showing time, she gets it ready while other showing started. She crosses the group and sits next to (Clive) . . .

*(Sue) is a child from Group I.

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PARENT REPORT

The Prospect School
North Bennington, Vermont

Name: (Iris)

Date: June, 1982

By: (U.F.)

As well as maintaining her interest in drama and sewing crafts, (Iris) has also done a good deal of drawing this term. Her drawings are of striking quality. The definitiveness of line especially in the faces she draws, almost give a Picasso-like effect to some of her pictures. The detail of design of her use of color add to the powerfulness of her work. (Iris) continues to be very actively involved in drama and dress up. She chose it regularly as an activity. Parts she has played are a wicked witch, a grandma, and a wizard. She enacts her parts with expression and force and has an increasing awareness of her audience. She seems to have a greater understanding of how to present a series of events and dramatic occurrences in an order, sometimes using narration, in order to make her productions clear to her audience. (Iris) has continued to enjoy sewing crafts. She recently worked on a straw weaving which is almost finished. Sewing clothes for her stuffed animals remains a favorite choice. The verbal and social potential of an activity seem to be almost as important for (Iris) as the activity itself. She loves to talk. Other activities (Iris) has done include candles, blocks, sand and water, cooking, pastels and batik.

This second part of the year, (Iris) has seemed to be much more focused. She settles to do her work with greater ease and accomplishes more in one sitting than previously. She is still quite a talker, but has seemed to be better able to tell when conversation is appropriate and when it isn't.

She has maintained several main friendships all year. She and a boy in the group remain very close. They do many things together and yet are very rarely exclusive. This relationship has continued to be extremely positive and supportive for both of them. A problem they run into quite often is talking so much they won't get their work done. Consequently, they rarely sit together during academics, which both of them accept with grace. There is one girl

1981-82

(Iris) seems especially close to. They share common interests and did a report together on UFO's. Again this relationship is generally a positive and supportive one. These two can get caught up in overdramatizing feelings however, and sometimes need to be brought "back to earth" with a gentle yet firm statement.

Academically (Iris) has shown a greater ability to settle down and work. Given clear expectations for quantities and quality of work, she has been very able to meet these. She switched her reader from BIG RED to THE WITCH'S BROOM. BIG RED was proving to be somewhat lengthy and we felt that she needed something she could see her own progress in more easily. She is about halfway through her new book and seems very involved with and excited about it. She continues to enjoy discussing her reading and to demonstrate unusual sensitivity in her perceptions of the characters and their dilemmas. (Iris) has shown growth in her writing. Her themes seem to be more developed with less of a continuous dialogue. She wrote a report on UFO's with a friend. This was an especially good exercise for her as it allowed for a sense of the mysterious, while also requiring a journalistic style, rather than a narrative. The need for a "factual" presentation helped (Iris) to focus on her writing and not get carried away in a lengthy dialogue. (Iris') descriptive ability has become more clear in her poems and nature descriptions. She is becoming increasingly able to express that depth of sensitivity through written words. In math (Iris) has mastered carrying, and borrowing, division with remainders, one-digit times two-digit multiplication, word problems, beginning fractions and time.

(Iris) is a well-liked and well-respected member of our group. She offers valuable comments and perceptions at group meetings, especially on topics concerning group behavior with support. She is a pleasure to teach.

Academic Records

to	NUMBERS	WRITING	OTHER
9/8- 9/11	add - simple OK sub - " ")	- story about a girl in ^{dark forest} dark forest - girl ran away ^{was scared} to school - story ^{the} dramatic	
9/14- 9/18	Count by 2's OK Simple mult. - 4x OK	- girl finds a body dead see gull - healed ^{healed} it. - journal - messy - silly dialogue	
9/30	2 ^{place} pl. add/sub. OK add/sub facts OK simple word problem OK	- 2 stories about wounded animals that a girl heals - dramatic play had same theme - healing ^{healing} potion ^{potion} to use it .	
10/4	Missing attendance - OK Simple divide - good	haiku ^{haiku} - clever - story about president	
10/24	Simple mult. OK Simple divide $\Gamma \div$ OK	rhyming $\left. \begin{matrix} \text{eff} \\ \text{con} \\ \text{et} \end{matrix} \right\}$ easy to mt. Equinox article is a dialogue <u>not a narration</u> journal - yellow-eyed monster	good no. write

Date	NUMBERS	WRITING	OTHER
11/2	groups of 2, 3, 4 - OK place value - good		
11/6	Carrying - fine count by 3, 5, 10 groups of 2, 5, 4, 3.	King story - straight dialogue bear w/ a thorn in foot - writing is very messy messy - no punctuation	
11/13	mult. 2×3 OK count by 3 - problems carry OK	has made a big improvement when edited	
11/20	Place 2 nd carry - OK - made up own - good money - writing OK - steps - help place value - OK to (10')	use of dialogue sentences. Write a story to go w/ picture - Smey story. Pictures to go with his big and king story - lovely - detail	
11/30	groups of 5 \div OK mult. 1 dig \times 2 dig OK expanded not. - 10's	journal - a baby relating to to 2 parents. needs more of a storyline	
	count by patterns - needed help fixing ^{figuring} them out Simple divide OK Sub. ^{a spread} spread out" OK	Smey story - w/ ^{with} drawings w/ ^{w/} drawings	

	#	write
1/11	beginning of fractions groups of L.O place 2 pl knowing places place value	monster story of ghost active journal - family on a ^{journey} journey
1/22	more fractions 25 x2 word problem - knowing carrying	UFO story journal - finished - story of with giant family of a ghost with family of a UFO

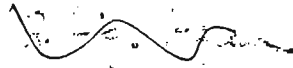
NUMBERS

WRITING

34

~~34~~

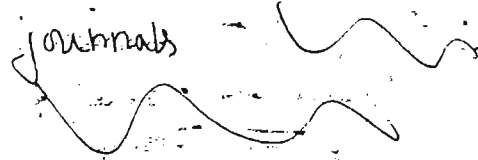
OK



UFO story - dialogue humor.

1/25

UFO journals



word prob. - mult. & divide
needed help ^{figuring} ~~figing~~ out
what to do.

UFO report of ~~the~~ (Paisley)

story about a ^{Kitty} ~~cat~~ - dialogue

2/1

2 place mult. - putting zeros
measurement - cm.
~~equivalent fraction~~
~~equivalent fraction~~ - ~~4 pieces~~
Simple divide ~~4~~

Join the cat - ^{orange} ~~orange~~ ^{from space}
dialogue - exclamation

2/8

tidying time

definitions

2/28

add/sub facts

reading journal

finished UFO "report"

tidying time - hand

journal - her own thoughts

UFO comments & opinions in journal

3/1

The cat from UFO

time - getting it

UFO story - question of truth
beliefs

3/8

divide / L.O. - easy

NUMBERS

divide w/L.O.

WRITING

Cat from UFO (cont'd)

creative

3/15

33
x 2

OK

cm. OK

- drawing - picture of Indian
& supply house -
big storm coming

3/22

3 pl. borrow & carry - remind

3 x 7 x 3 OK

cat went back to planet -
end

4/8

beginning
big fractions
simple mult.
simple divide = 5

- poem about wind & dancing
- report on Saturn
- journal - accounts of UFO
& experiences at school

4/19

2 pl. carry borrow OK
2 dig. mult. - getting it

I wish poem - great wishes.
UFO stories (cont'd)
journal of our happenings

4/26

2 & 3 dig. mult - OK
simple divide - OK

2 kids go out after rainstorm
& find pot of gold at end
of rainbow - lots of disjunct
companionable
companionable butter

5/17

4 place
4 pl. borrow/carry OK
2 dig. mult - needed
reminders

journal - account of day -
talked about her feelings about
"Really Rosie" - lovely.

(Iris)		Teacher(s): (Y.B.)
Group II-III	1982-83	Temporary Teacher: (N.A.)
		Teacher Intern: (O.A.)
Age	9;0;-9;9	Science Volunteer: (F.M.)

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 13-17, 1982: (Iris) has had a most productive week. She is willing to try new mediums often. Much of her time is spent with (Clive), along with (Lydia), (Eve), (Paisley), and sometimes (Hazel). Several times this week this group included (Elina). (Iris) several times has deliberately included (Elina). It seems that (Iris) has some insight into (Elina's) need to form a few relationships. (Record by (N.A.)).

OCTOBER 11-15: Has been largely with (Hazel) and (Clive). Works with (F.M.) on Mondays doing the plant study. Has been doing lots of graph designs, some drawing; picked up on the pom poms and also loved grating the zucchini and making zucchini bread. With (Hazel) can get excited--running and hiding, flirtatious gestures with (Evan) that often end in semi-serious fights. Responsive and expressive at group meeting. Other times letting the world go by while she gossips with (Hazel). Is reading THE WITCHES GARDEN and enjoying the suspense/dramatic use of voice. Is writing a long story about super-parakeet; essentially a vehicle for exploring girlfriend/dating/marriage.

OCTOBER 25-29: Was in the plant group with (F.M.) and enjoyed herself pretty much. Wrote a nice piece on the trip to the bog. Worked on "Jack and the Beanstalk" with (Clive), (Mac), and (Paisley). Did a marvelous job at characterization--she was the mother and the man who sold the beans. She has also been doing pom poms for a snake. Also using the bear house with (Hazel) and (Clive). Often responds at group meeting, but with a tentative look on her face. Often doesn't ask for help or assumes too hard a task, but is beginning to be more free in this regard. In the bog writing, for instance, didn't know how to start and tried for the whole period without coming for help. Was relieved when the help was forthcoming.

NOVEMBER 1-5: Reduced to tears because she lost her watch at (swimming), but again didn't feel she could come to ask for help; (Hazel) pointed it out to me. Some funny drawing with (Clive), some painting (sunsets), pom poms. (O.A.) reports serious and attentive to her reading. Slow to work through the writing/number work assignments.

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NOVEMBER 8-12: Lots of blocks with (Hazel), but no statement about what it was. A random fantasy about animals and farms. Also drawing rabbits and scenes of rabbits doing things.

NOVEMBER 27-DECEMBER 1: Largely involved in the "New Red Riding Hood" as the mother and the grandmother; the latter beats off the wolf with a handbag, exclaiming at his affrontery in attacking a helpless old lady. With attention from (O.A.) is beginning to produce more easily, although still caught up with neatness. Did the onions for Thanksgiving with (Hazel) and also with weeping and exclamation.

DECEMBER 6: Worked on wooden ornaments, doing a careful painting job. Made chocolate chip cookies, enjoying the amount; drawing also. Steady work, more forthcoming when help is needed.

(The January Parent Conference Follow-Up Notes are missing from the file.)

THROUGH JANUARY 29, 1983: In and out a lot with illness. Joined the calligraphy group, has used the oil pastels, and goes to the Big Room (dramatics) whenever possible. Was in "The Rude Little Hen" play and also another. Has also begun some clay work but has been interrupted by illness. Has begun a story about a girl who lives in a mysterious house. Slow-paced but sure. Speaking up all the time at group meetings. Some drawing--trying figures from THE LONG WINTER (current group story book).

FEBRUARY 4-8: She and (Lydia) and (Paisley) are drawing scenes from THE LITTLE HOUSE books in their spare time; is making a clay unicorn lying down, and working on calligraphy. Did dry ice experiments with (F.M.). Also went to yoga. Reading THE ENORMOUS EGG and enjoying it. Has a good sense of character.

FEBRUARY 18-22: Finished the unicorn. Joined the group that did "The President's Speech" as a congressman-- somewhat of a straight man to the president: "Mr. President, would you say a few words about congress"; "Well the congress is actually a lot like bugs . . ." But was also the reprover of the president: "Mr. President, don't you think you've had enough beer?" Continued working on LITTLE HOUSE drawings.

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MARCH 11-15: Continues to do lots of drawing. The group includes (Paisley), (Lydia), (Reg), and (Clive); sometimes (Hazel). It involves lots of shared work and comments. Did some clay one morning (at my urging), did some calligraphy, exchanged with Group I, trying to help a small group with a play. Continues to do yoga. Outside with (Paisley) and (Lydia) has a fort/house that has considerable interactions with (Clive's) fort and which also seems to involve some group ones. Doing some drawings of interiors--"luxurious"--also a little playing with perspectives as in hallways, corridors. Also with (Paisley) decided she wanted to make the white pound cake which they did with much chat and including (Carol) from Group I.

MARCH 18-22: Volunteering more and more at group meetings (with pressure from me). Also doing mural of THE LONG WINTER. There is increasing attachment to (Paisley).

APRIL 8-12: Completed the figure of Ma for the mural--wonderful stern profile. Good use of water color during a group water color session; used the brush delicately, got a nice effect. Has done steady work on mural, painted clay, made bread, done some block work, made taffy, and is one of the sisters in "Beauty and the Beast."

APRIL 29-MAY 3: Continued work on "Beauty and the Beast" (which has subsequently been dropped), finished fixing and painting her unicorn. Absent a good part of this week, but on return, took the male role in a reverse version of "The Fisherman and His Wife" in which they start out rich and wife wishes to be poor. (Clive) was the wife and (Hazel) the fish. Writing a story about a puppy named Pokey; right now Pokey is at a circus at which he will meet the characters in (Lydia's) and (Paisley's) stories. "Pokey" is told very much from Pokey's point of view, almost by Pokey, through revealing his thought.

JUNE 16: Was the heroine in the group play. Tended to elaborate dialogue a bit, but took suggestion well and carried the part consistently and with feeling. Made a mystic rose, but got completely mixed up and came up with something rather different. Worked on the backdrop with (Clive)--also lots of collaborative drawings which include (Paisley), (Lydia), and (Reg). Was part of "Tree-Dweller" which included at times (Harry) and (Terrence) as well.

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PARENT REPORT

The Prospect School
North Bennington, Vermont

Name: (Iris)

Date: June, 1983

By: (Y.B.)

(Iris') activity this year has reflected her consistent interests for several years, and she has shown increased capacity for focus and follow through. Drama has remained a dominating interest. (Iris) has worked consistently with her two old and close friends in this area, and they support and develop each other's roles easily. (Iris) was the grandmother and mother in "The New Little Red Riding Hood" in which she beats the wolf with her handbag, all the while berating him for attacking a "helpless old lady." She was the mother and old man in "Jack and the Beanstalk," a Congressman in "The President's Speech" and had roles in "Beauty and the Beast" (never shown) and in a play about an Angry Red Hen. Also she was the heroine in "East of the Sun--West of the Moon." In all her work she shows flexibility, responsiveness to direction, and also capacity to carry a part out of her own sense of the action. Left entirely without direction she has a tendency to let dialogue become overly complex, carried out, in the interests of cracking a joke. A word or two is all she needs to bring her back to the main action. She has the capacity to rework the details of a part, because she always grasps the motivation and feeling of the character.

(Iris) has continued to do much drawing, some of it humorous, some more descriptive. She has done house/wood scenes, rainbows, unicorns, outer space, other planets. She works equally well with line or color, often does collaborative drawings, and enjoys elaborating work over a period of days. She spent some time drawing scenes from THE LONG WINTER with some friends and eventually began a mural on the same theme. It was difficult for her to translate her small drawings to big ones, and she worked slowly and carefully. The mural, in fact, was never finished, but I think was well worth the effort. (Iris) did a fair amount of nature study this year and took calligraphy and yoga. In both of these latter she was conscientious and gained something from the need to be focused and disciplined in that way. (Iris)

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also did a little clay work this year--in particular, a unicorn which did need constant gluing before it finally got home. (I hope it is still intact.)

(Iris) brings to her reading the same awareness of motivation and feeling that she brings to her dramatic work. She becomes deeply immersed in the book she is reading. Her pace is slow (as it is in many areas) and reflective, and she seems to take much pleasure in the people she is meeting. Since October she has read SUMMER MAGIC, THE CAVE TWINS, WINTER PONY, HELEN KELLER, THE ENORMOUS EGG, POCAHONTAS AND THE STRANGERS, THE PEARL IN THE EGG, and THE LOTTERY ROSE.

(Iris') responses at group times have shifted from being infrequent and tentative to being vigorous and often as she has gained some confidence. She is attentive and brings a freshness of observation and enthusiasm for the topic that helps the rest of the group. She does well when asked to write about a topic that has been before the group, though in an effort to be too comprehensive and detailed, she sometimes bogs down.

In general (Iris') writing is full of detail and expression. Initially she had difficulty asking for help when she felt she was getting stuck but since the winter has easily sought help. She also needs less help since she more easily writes short pieces, and grasps more readily how to encompass a topic without telling everything. She does striking descriptive work about trips or natural objects, but also writes (not surprisingly) long dramatic stories, often carried out largely through dialogue. Her latest story, "Pokey," has been taken home for the summer to be finished in conjunction with two friends. The girls are having their respective characters meet and are, I think, finishing the stories in concert. We really want this story back to be typed and copied in the fall.

In numbers (Iris) needed considerable review. She works slowly here, as elsewhere, and is sometimes careless. We did a fair amount of grouping and step counting, extended borrowing and carrying, reviewed 1 and 2 place multiplication, and began work on fractions. (Iris) also did exercises involving weighing, measuring, charting, and patterning, and did word problems using various processes, and began long division.

Socially (Iris) has become a central member in an expanding group, as well as maintaining closer ties to one or two old

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friends. She has an expansive quality and shares her insight and support in a way that is genuinely facilitating of other people. She has also managed to maintain her own interests against pressure to be perhaps more accommodating than she wanted to be.

Academic Records

Week	Reading	Number	Writing	Game	Draw
Nov 15	<u>Courage of Sarah Noble</u> 14	mixed carry borrow counting x6 grouping #32 multiplication	Tues Sandstone / finished Story (part) Thurs.		
Nov 22		borrow & carry Mon Wed	Tues Finish final draft of sandstone Thurs.		
Nov 29	<u>Courage of Sarah Noble</u> <u>Winnie the Pooh</u>	Grouping #32 Borrow carry	Tues Finish Sandstone Thurs.		
Dec 6		Simple multiplication? 4's, 5's ok Graph - 6's -	Tues Parakeet Finished	writing	7
Dec 13		groups of 4 num. Wed	Tues Thurs		

Week	Reading	Number	Writing	Game	Draw
Oct 4		Counting by groups 2 place add addition camping ok	Story parakeet super Story	Skarego Se. The ships	
Oct 11 Oct 12	<u>The Witches Garden</u> p. 93 finished	Continue with 2 place addition	Story super parakeet		
Oct 18	<u>Summer Magic</u> 11	grouping. Careless (?) Re do good + finish	Boog needs help (Boog ↑ 700) story		Draw
Oct 25	<u>Summer Magic</u> <u>The Cave Twins</u> p. 21	br, 3's mon. cont. 3's wed.	Story wed Connect Boog? wed		
Nov 1	<u>The Cave Twins</u>	grouping 24 mon. M.P. 1/2 wed.	Story wed Boog Thurs. final draft	Remains wed Remains measurement	Pus
Nov 8	<u>Winter Pony</u>	Borrowing mon. x 6's) wed 1000	Story wed local? Thurs.	wed Tesselation	Pus. Boog

~~Spectra~~
~~Speshel~~

South A
~~Sothe~~

Readings	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Jan. 10	Winter Pony	Camballs	me ?	mystery story	Pat Slater mon.	Pattern Blocks / Mmm	Thu.
	Helen Keller		Thurs	mystery story			
	The Enormous Egg						
Jan. 17	The Enormous Egg	Happy Faces	me.	mystery wed. mon.	Pat. blocks		Thu.
		Centipede	Thu.	Rosa Park			
		Squash	Thu.	mystery wed. Rosa Park			
Jan. 23	The Enormous Egg p. 135	grouping	me.	mystery mon.	Tangrams		Thu.
		Acrobats	Thu.	mystery wed.			Little Mouse Book
Jan. 31	The enormous Egg p. 155	groups of 4	me.	mystery story wed.	Book order	Mon	Faces
	The Enormous Egg p. 172	Acrobats	Thu.	words			
Feb. 7	The enormous egg	Acrobats	me.	Story wed.	Snow day		Calligraphy
	Pocahontas + The Strangers	3 tables	Thu.				
Feb. 14		Pract. 3's	me.	story mon.			
			Thu.	Gandhi			

	Reading	vs. Thu Tues-Thurs. Numbers	Mon-Wed Mon-Wed. Writing	Game	Draw
Feb 20	Pocahontas + The Strangers p. 100 p. 105	Review 5's 4's Save the Dates	Story Story	Spelling	Calligraphy
Mar 7	<u>Pearl in the Egg</u>	division problems (word)	Simon		
Mar 14	<u>Pearl in the Egg</u>	study 4's tenon 2 place multip	Secret Room Bulletin	Color	
Mar 21	<u>Pearl in the Egg</u> p 63	2 place mult.	secret room dog string		
Mar 28	<u>Pearl in the Egg</u>	plants	words		
		Plants	words	weighing	
		Tom Sawyer			
April 4		Survey	Polka		
			Bowl		

Date	Reading	Mathematics	Activities	Draw
April 11	<u>Pearl in the Egg</u>	fractions of 10 <hr/> 2 + 3 place product	Poker (mills, Ginger + Aasty) <hr/> Bowl	Water color <hr/> Finger paint
April 25	<u>Pearl in the Egg</u>	Mult Grid cabs <hr/> 2 Digit Mult.	cabs <hr/> cabs	
May 2	<u>Pearl in the Egg</u> finished	word prob. problems <hr/> mult. Grid fractions of 10	Poker <hr/> Rewrite	
May 9	<u>Lottery Rose</u>	Measurement <hr/> Trip	Poker <hr/> 2nd Draft	
May 16	<u>Lottery Rose</u> p. 44	fractions of 10 15 <hr/> Parts of	Poker <hr/> 2nd Draft	
May 23	<u>Lottery Rose</u> p. 82	fractions and parts of 10 -	Poker <hr/> 2nd Draft.	

(Iris)		Teacher(s): (Y.B.)
		Teacher Intern: (S.V.)
East Group	1983-84	Teacher Intern: (F.M.)
Age	10;0-10;9	

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 10, 1983: Made a clay drawing to be buried like (Clive's), lots of drawing, including a perspective through a hallway to a couple dancing. Made shortbread and has started a sewing project (a simple rabbit). Mostly with (Paisley), sometimes (Lydia), avoids (Hazel). Reading NANCY DREW and is writing a story about an adolescent girl (anyway she has her own Volkswagon, but is nagged by her mother).

SEPTEMBER 14-18: Continuing pretty steadily with the sewing project. Is less than methodical, but is easily helped. (Paisley's) is white with red trim, (Iris') is black with yellow trim--I think some kind of small fantasy is involved. (Iris) is active at group meetings; raised questions about the crayfish.

SEPTEMBER 21-25: Continued with and finished the rabbit, began the pattern for a koala hand puppet, but has subsequently been caught up in a number of things: shortbread with (Carol) and (Hilda) and a play, "The Ninth Brother" with (Paisley), (Lydia), (Sue), and (Agnes). Spent one morning helping to sort work in the Archive--took it very seriously.

SEPTEMBER 28-OCTOBER 2: Working steadily on koala, stuck with the play, but (Paisley) decided with everyone's consent to drop it. "Took a break" from the koala to make a clay koala bank--(Paisley) having made a pig; and made a little piggy bank for the koala bear. Continues excitedly with NANCY DREW. The number work is steady; she is moving into long division. Seems to grasp each new step quickly.

OCTOBER 5-9: Finished NANCY DREW and asked to read BABY ISLAND which she is much enjoying. Commented that Jean and Mary were a lot like her and Paisley, which is to some extent true. Mary is practical and takes care of things, Jean is humorous and a little flighty. Has worked steadily on the koala bear; finished the head. Takes instruction and guidance carefully.

OCTOBER 19-24: Absent for almost a week on vacation with family. Upon return has become caught up in (Lydia) and (Paisley) play; also continues work on her koala. Should

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mention that (Iris) is eager to play soccer, capture the flag, any game going, and is a good player; continues to suffer some kind of hurt good enough to cry about two to three times a week.

NOVEMBER 5-9: The main activity has been steady work on the koala--grasps instructions quickly, works well; lots of conversation since there tends to be a lot of people on the rug sewing. Has taken time out to do some blocks and to try to get their play going, but there isn't much interest. Painted her two clay figures. Working on number bases and long division. I think may be tired of her long story, both the new one and Pokey--interest in essay-type writing on odd subjects, like (Paisley).

Observation of (Iris)

By: (F.M.)

November, 1983

8:30 Group Meeting

(Iris) is sitting quietly, pensive, picking at the rug and pulling at bits between her fingers. She gazes around, yawns, stretches, and generally appears not quite wide awake. (Y.B.) calls people's attention but (Iris) continues looking around, stretching and playing with her hair. (Y.B.) asks her if she wants blocks (an interest expressed earlier in the week.) (Iris) puts her hand up so (Y.B.) can find her, furrows her forehead and shakes her head. (Lydia) makes her choice and (Iris) looks at her. The class is dismissed and she goes to talk to (Paisley). She isn't smiling, looks a bit worried and leaves in the direction of the cubbies. (Paisley) asks (Y.B.) something and calls (Iris) after her. They go to work on the shadow stick with (Lydia), which apparently is what (Iris) wanted and was worried about not being allowed to do.

(The observer was absent for a few minutes helping with something else).

(Lydia), (Paisley) and (Iris) are sitting at the long table in the mess room sanding the stick. The observer sits on a stool diagonally across the table from (Iris).

(Iris) looks at her sanding and says "It's not working." Sands some more. "I love that . . . If you do it a long

time it gets really hot." (Lydia) tries it and (Iris) says, "No, no, no . . . if you do it in the same place a long, long time . . . oh boy, it's hot." (Y.B.) comes in and says that she doesn't think that they need a lot of sanding. (Paisley) says that they don't want to go on sanding. (Y.B.) explains how to oil it. (Iris) is looking around and a bit dazed. (Bill) comes and asks her what she is doing and she replies, "Waiting for (Y.B.)." She starts watching (Y.B.), first leaning forward and then sitting back with her arms folded. (Iris) stands up so that (Y.B.) can get to her end of the table. After (Y.B.) is done, she asks if there isn't one more person working on it and (Iris) comes out from the background where she has been standing.

The girls start oiling the branch. (Iris) almost immediately remarks, "It doesn't smell that bad . . . it soaks in fast." Then she asks, "Could you hand over the linseed oil?" (Lydia) tells her that she doesn't need any more. She goes back to rubbing and then remarks that she does need more. "Look it." (Lydia) explains that there is still some rubbing in. (Iris) puts more oil on her cloth and it starts to run. "Oooo." She is standing at the end of the table, doing the end of the stick and holding it with one finger.

(Paisley) decides that it is time to turn the stick over and says so. (Iris) goes on rubbing and (Paisley) calls to her . . . (Iris) answers, "I know, I'll be right there." They turn the stick. (Iris) watches the others working for a few moments and then picks up her cloth and says slowly, "Would someone mind putting some more oil on it?" The others discuss whether she needs it and she finally says, "I think I do."

(Iris) is dabbing at the stick with her rag and humming to herself. She gets more oil and spills a little on (Lydia's) hand and laughs, "Well you're water proof now." (Paisley) and (Lydia) discuss whether you would really be water proof and she looks at them, her forehead wrinkled. The oil is running down the side of the container in a base they have set it in. (Iris) notices it and says, "Oh boy." (Lydia) remarks that it is dribbling down and (Iris) responds, "I know." (Lydia) says that someone must hold the stick and (Iris) does with a low dramatic comment to herself, with a laugh and hand gestures.

(Iris) gets more oil on her cloth and says, "Excuse me," to someone in her way and begins rubbing again. As she

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works she says, "Oh now I remember . . . my dream was weird (smiles) . . . We were all standing in a" and she trails off. (Y.B.) comes by and remarks that it smells like linseed oil and to make sure that they get it all over, especially the end which will go in the ground. (Iris) goes down to that end and says that the oil has really soaked in and that they need to turn the stick over. (Paisley) objects, saying that they just did, and (Iris) responds, "Again and again and again."

The newspaper that they are working on is slipping all over the table and I suggest that it would be easier outside, which they all responded to and (Y.B.) okayed. (Iris) says, "I'll take the linseed oil . . . that base was just crazy." They go outside and she is last, carrying the oil carefully.

Once outside, they are having trouble deciding where to do it. I ask them if there is a hole in the "spool" (yard equipment), and they think that that is a good place to do it. They carry it over and (Iris) looks at the hole and says, "I hope it will fit." They get it standing in the hole, although so little of it goes in that they have to hold it upright and stand on the spool to work. (Iris) says, "Gee, this is fun." She starts singing "Yakky-i-a," then breaks off to say, "That's wonderful! . . . I just saw what (Paisley's) doing." Then, "ju, ju, ju" with her hips moving.

(Lydia) and (Paisley) start discussing Welsh names that (Paisley's) mother has told them. (Iris) says "Blanguin" and later "my name would be Reanan." (Paisley) tells her that that is a goddess and she laughs. She is only slightly involved in the conversation, drifting in and out. They go on to discuss a name for a woman with skin white as a dove and hair black as a raven, but not Snow White. (Iris) says that it sounds like Snow White and laughs. She works a bit then says, "Beanan" and laughs.

(Iris) starts saying, "oilly, oilly, oilly" and then laughs, "it sounds like Elizabeth." She goes on in a play voice, "oilly, oilly, oilly" and then makes other baby sounds "a do be" and laughs and sings, "A doobe doobe do" from the cartoon "Scoobie Do." She reflects, "You know I think that's where she learned it."

A moment later (Iris) starts in "Hey, (Pais), I'm invited to a square dance this weekend." She goes on a bit more but I was unable to catch it. She also puts on quite an

expression. (Paisley) says something about the weekend; a costume, surprises. (Iris) says that she hates surprises and shakes her rag over (Paisley's) hand. Then she says "Wait a minute . . . remember that costume . . . like a belly dancer . . . you know . . . with your Mom's friend . . . has two children . . . husband is in the orchestra." (Lydia) asks if she knows the woman and (Iris) says, "Ya, you know."

She gets more oil and says, "Wow, I'm really going to flood it." She works again and sings "Na, na, na," from the "Scoobie Do" program called T.V. bloopers. (Iris) responds excitedly, "Oh ya, I have that at my house all the time." (Paisley) starts to talk about it, but (Iris) interrupts, "It's great, which one did you see?" (Paisley) thinks and after awhile, (Iris) prompts her: "Who was in it?" (Paisley) remembers and tells what it was about and (Iris) responds, "I saw that one. Great . . . but the other time . . . Did you see the refrigerator one?" She explains that it was based on an ad with a mistake in it. (Paisley) chips in. (Iris) starts talking about the actress, "She was filling in that day . . . hadn't done much acting." (Paisley) says that she was good and (Iris) agrees and goes on explaining the problem and how she handled herself and it (didn't panic).

(Iris) goes back to work, being silly and singing from one tune to another. Then she begins singing with (Paisley), smiling with their faces close.

They go back to oiling and (Iris) starts in, "Oh, my mother has a new plan for the (school) library; we get one book from each section." (Paisley) objects that that would be too many. (Iris) responds, "No, no, no--we divided it into three sections." (Paisley) says she had thought one per author. (Iris) says, "Oh no," and then goes on about it--a book from the geography section--on New York--mentions Uncle Sam. "Do you know what that stands for?" She tells (Paisley) and (Lydia) that there was a person called Uncle Sam who fed fighters during a war--with a joke about who gave the food.

(Paisley) mentions seeing a picture of an old, one hundred year old man in a nursing home. (Iris) asks what is so great about being that old. Then she says to (Paisley), "Was it you that told me . . ." and continues describing something in a voice too soft to hear. (Paisley) suddenly responds, "Oh, garlic--just that it's good for you." The discussion moves to Egyptians living to be a hundred years

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old. (Iris) says, "I don't like garlic that much, except for garlic bread."

(Iris) sits down on a swing and swings back and forth, rubbing the stick when she is towards it. She says, "Look it . . . wheee" and gives (Paisley) a chance to try it. (Y.B.) comes out and asks if the oil is still soaking in and the girls begin, a bit reluctantly, to work hard again.

(Paisley) says, "Oh, (I, I), in THE HIGH KING (group story), if they get married and have children, we were trying to name them, and asked my mother some Welsh names." They start choosing people's names from the book to be for Hallowe'en. Mainly, they play with the pronunciation. (Iris) says, "Orwen . . . when, when, when." She waves the cloth in her face and laughs and goes on sort of singing, "Me, mo, ma, ma . . . me, me."

I ask them if the stick is staying wet all over, which it is, and pronounce it done. (Iris) is playing on the swing with her cloth. They have trouble getting the stick out and she says, "Please, come out . . . Ple-ase come out." They, with a lot of work, manage a way of carrying it with the cloths so that they don't touch the oil. (Lydia) is at one end and (Iris) is at the other; she starts up, "This is a serious patient . . . He got smothered in perfume . . . "

NOVEMBER 14-18: Dropped out of the play entirely (Cinderella it turned into) and has been working steadily on the koala bear. Joined (Paisley) and (Lydia) to work on the shadow stick, but did not want to help put it in the ground. Has been complaining of feeling "low"--no energy, looks white. Couldn't tell if it was lack of energy that prompted dropping out of the play or discontent with the process. She wasn't sure either.

NOVEMBER 21: Continues with the koala bear steadily, also a large drawing of "fruitland," like the drawings she used to do with (Clive). When (Clive) returned for a visit, she and (Paisley), (Lydia), (Toby) and (Clive) all made apple pies for Thanksgiving with the utmost good humor and competence. Did some string painting. Finished "Pokey" with much relief on all sides. Has started a "little" story. Continues reading ADAM OF THE ROAD.

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NOVEMBER 28-DECEMBER 2: Made the sign for Thanksgiving dinner with (Paisley) and (Lydia). Has been working hard on the koala which is now being assembled. Made Christmas bread with (Paisley), but the yeast was dead and it didn't rise. They didn't want to waste the dough, so they are going to make something . . . (maybe) sculpture. Overheard her the other day remark that she liked number work better than writing; and, indeed, she is forging ahead. Is well into long division and a good sense of the pattern, although she makes mistakes in adding still.

DECEMBER 5-9: Made people bread with (Paisley) and has finished up her koala with much success and pride. Made it a birth certificate (they have a custom that the creature is "born" the day it is finished). Having finished the bear did a little clay work, using toothpicks as an armature to make a standing man. Finished ADAM OF THE ROAD, picked up SECRET CAVE.

DECEMBER 19-21: Has done some cooking (cookies for Open House). She and (Paisley) and (Lydia) are caught up with the bear house--fixing it and making things for it. (Iris) made a kitchen witch for a group present. Came to me one day, after working on her poem for Open House, and tried to explain the feeling of pressure she gets sometimes, as if everything is pressing on her and her heart starts to beat very fast. She burst into tears, was relieved that I took it fairly seriously without being alarmed. This often comes on when she is trying to "learn" something. Cleared up fast with conversation. Spoke her poem, "Snow," by Anne Sexton, beautifully.

RECORDS KEPT BY (F.M.), TEACHER INTERN; SEPT.-DEC.

SEPTEMBER 27: Had me help with dictionary. She couldn't find "invitation" in it because she sounded it out "invintation." Has good dictionary procedure. Independent try and used it well.

SEPTEMBER 28: Long division--did well, careful.

SEPTEMBER 29: First assignment--copying story with much dialogue; second cycle--nice pictures of dog losing hair.

OCTOBER 6: Needed help checking dialogue in her story--pretty good.

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OCTOBER 19: Two place multiplication--kept forgetting her "carries." Long division--done very clearly so that I could understand the method.

October 26: Long division--having a lot of trouble; not with method but in subtracting and keeping hundreds in place would go

$$\begin{array}{r} 265 \\ -70 = 95 \\ \hline \end{array}$$

October 29: Base 6--I explained it quite quickly. She got it and did very well up to 30.

OCTOBER 31: Long division--still making careless errors; this time in addition.

NOVEMBER 1: Base 4; trouble with $16 + 1$. . .

NOVEMBER 3: Pictures at the top of page showing change of the sun as a cloud moves towards it and covers it. Story from last year.

NOVEMBER 7: Visiting with (Lydia) on the rug--open, animated facial expression. Division, better. Using chart of multiples of 60; cuts down some steps and chances for mistakes. Careless toward the end and putting numbers in the wrong places.

NOVEMBER 10: She is writing a description of a pencil. Many spelling errors. I worked them over with her one by one, giving her spelling rules and sounding. Some were careless mistakes.

NOVEMBER 14-19: In math did grouping and going from base 6 to base 10. Began fractions using paper strips--needed a little support. Used triangle as a sail in picture that (features) a mermaid (current interest). Involved and much enjoying the Farmer's Almanac Group.

NOVEMBER 20-22: Pilgrims for writing--greatly into religious issue; great detail--didn't get very far.

NOVEMBER 27-DECEMBER 1: She worked on fractions this week, fairly complex. Long division is coming along with fewer careless mistakes. She is still working on her long (illegible word) story.

DECEMBER 5-8: Did multiplication and long division problems. Worked on base 7--forgot method briefly.

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Working on her long story. Her dialogue is very good, but her action is brief--basically description of scene changes.

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JANUARY PARENT CONFERENCE: FOLLOW-UP NOTES

The Prospect School
North Bennington, Vermont

Name: (Iris)

Date: January, 1984

By: (Y.B.)

(Iris) has had a productive fall. She seems to be better able to focus her energy and is less slap dash about her approach to her projects. She has not done any drama this term (several attempts but nothing came off) but has done painting, cooking, drawing, some clay work, and notably a complex koala hand puppet. This project she approached with energy and considerably more care than usual, with a result that was pleasing to all.

(Iris) is an active member of the group, supportive at group enterprises and participative at group discussions. She is eager to contribute from her own experience and also makes good use of what is offered. She is inclusive in spirit and helps set a positive tone.

Her reading continues strongly and sensitively. She reads a wide variety of material and is responsive to suggestion. Lately she has finished ADAM OF THE ROAD and is reading THE SECRET CAVE.

Her writing is also developing well. She started a long story, basically about adolescent relationships, but dropped it. She is now writing shorter stories and descriptive pieces.

She has used her new powers of focus most effectively in number work. She is moving smoothly and with understanding through number base work and long division.

(Iris) has discussed with me and with her parents her experience of pressure under certain circumstances. She reports rapid heartbeat, shortness of breath, and a feeling of something pressing on her when she feels she has to get something done, fast, to external standards. She responds well to a serious but light response.

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JANUARY 16-20, 1984: Did wax hands several times, helped (Paisley) and (Toby) with the bird treats, and did a clay head, meant to be a baby. Caught up with MASQUERADE, trying to solve the riddles. With (Lydia), is transcribing the riddles and answers into a book, in calligraphy. Finished SECRET CAVE and is reading JONICA'S ISLAND.

JANUARY 23-27: Worked on her mosaic, also in blocks with (Lydia), making a haunted house/treasure hunt. Took me through the whole "story" which included special sound effects. Waiting to get started on candles had a long conversation with (Tad) about the effects of scary movies, agreeing that they anticipated something around the corner or the scary thing in the movie. A quiet and gentle conversation. (Iris) said she often thought there was "a man around any corner with a gun to shoot her." Still working on MASQUERADE.

JANUARY 30-FEBRUARY 3: Made a dipped and carved candle, then went on to sand (candles) for a recess period. Continued strong involvement with MASQUERADE, both in morning at rug and as an activity. Helped with the hot lunch, making soup; got sidetracked into (Toby's) involvement with the bones. Spent Friday outside sledding.

FEBRUARY 13-17: Worked several mornings on a pattern for a new bear project. Went too fast and started tracing the pattern without consulting me and didn't leave seam allowances, or revers. Embarrassed. Ditto with valentine cookies. Seemed to be reading the recipe and directing (Faryl) and (Sue) and then all of a sudden proceeded too quickly without having finished reading the recipe--but we fixed it. Went on a walk up to the woods with (Toby), (Paisley), (Agnes) and me.

MARCH 12-16: Started a project with clay, making pants for a doll with a cloth body--done carelessly but with a flair and some detail; not careless so much as slightly unfinished. Clay fired successfully. Meanwhile did several batik projects--and island at sunset, and a constellation, sewn into pillows. Took time out to make potato bread and did blocks with (Lydia)--spook houses. Working on a story . . . Much enjoyed the oddness of MOOMIN SUMMER MADNESS and wants more. No problem with the odd non sequiturs of the story.

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Observation of (Iris)

By: (S.V.)

March 21, 1984; 8:50-9:12 a.m.

(Iris) has decided to do a batik. She has already gone off to (Y.B.'s) closet to get the necessary supplies (box containing wooden frame, dye concentrates, brushes, etc.). She has set up at the yellow table under the east windows in the mess room. At the "mess table" (long table) are (Lydia), (Paisley), (Elina) and (Hilda). They are working with clay. The mess shelves separate (Iris) from the clay group.

(Iris) is sorting through the box she has brought from the closet. She can't find the muslin. She gets up and leaves the room. (I think to ask (Y.B.) where she keeps the muslin.) She returns and takes a chair from the table next to the stairwell and uses it to get to the top shelf of the stairwell shelves where she finds the muslin.

She returns the chair to its place and goes back to her table. She tries to spread out the cloth but the table is over-crowded with paraphernalia and the cloth itself is awkward to handle. She "hrumphs" in mild dissatisfaction, then picks up cloth and goes to the rug area. She is out of sight for a moment, but it's clear that she has gotten scissors, spread the cloth and cut her piece because she then returns with piece of muslin in hand and returns the rest to the shelves. (Y.B.) enters.

(Y.B.): (Iris)?

(Iris): Yeh? (Musical lilt to voice.)

(Y.B.): Here (muslin from shelves).

(Iris): Yeh, I got some.

(Y.B.) then turns to a member of the clay group. "Do you have a hole in that, darling? Is it hollow?" (Referring to clay piece.)

(Iris) has lifted her head towards (Y.B.), listening with mouth open. Then says, "I made this hollow (completed koala bear on mess shelves)." (Iris) gets up and walks to the mess shelves. (Y.B.) has moved away. With the handle of a paint brush she begins to whittle away excess clay around the baby koala attached to its mother's back. She

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is standing, but she is in a tight space, and twists and turns her torso to get the right angle for working on her koala.

(Iris): There, now I've got a little hole. See? (Turns bear around so the clay group can see where she's put the hole.) Oh gosh! He just broke! That's why I didn't want to make a hole. (Has been making funny grimace faces; has been speaking to [Lydia] and (Paisley), but looking at the bear.)

. . . .

(Iris): Just making the hole bigger ((Paisley) has now given her slip container so she can repair the fracture in the baby koala; she is patching.)

When the bear is repaired to her satisfaction, (Iris) returns to the batik. She is sitting at the table. A man and woman (visitors) enter with (E.V.) (principal) from the door next to my seat. (Iris) watches them. (Y.B.) is in the room again. The four adults are clustered in the area of the mess room between the doorway to the back hall and the doorway to the stairwell. (Iris) watches them.

(Y.B.): (Iris) did (F.M.) get you another MOOMINTROLL book (when she went to the public library for books last week)?

(Iris) has gotten up and gone to (Y.B.'s) shelves to find her reader. (Y.B.) is standing nearby.

(Iris): Yeh. Ah-----MOOMIN PAPA-----

(Y.B.): MOOMIN PAPA AT SEA . . .

(Iris): Yes (nods her head emphatically, smiles).

Back at the batik table after that exchange, (Iris) is seated and tacking the muslin to the wooden frame. She is looking up at the people around the clay table. Mouth is open, brow is knit. She moves her finger over the batik absentmindedly as if designing her pattern while gazing off into space. She looks down again. She looks up again with a furrowed brow, thinking. She looks at the batik again, lightly, rhythmically tapping the cloth with her pencil. She smiles.

(Iris): (Pais), what do you think I should do?

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(Paisley): Well, I kind of like the image of (Didn't hear it clearly, but it sounded like a reference to a previous discussion).

(Lydia): What?

(Paisley): (In her funny dramatic voice) Well, (Iris) asked what I think she should do. I said, "I kind of like the image of -----."

(Y.B.) approaches. (Iris) looks up at her and says, "I'm . . . trying to decide." (There is a musical quality to her voice.)

(Y.B.): Maybe you should first do a sketch of your design on paper.

(Iris): Okay (follows (Y.B.) as she moves away).

(Iris) skips back with a piece of paper. (Paisley) looks over. (Iris) looks up: "What . . . No, I'm not going to ask either one of you."

(Paisley): Why don't you like . . .

(Iris): It's just too hard!

(Paisley) and (Lydia) talk all at once together: Why don't you draw an oriental-like bridge; or, you know, a castle and a draw bridge and moat and alligators.

(This was funny to all of them--a standard part of their relationship. (Lydia) and (Paisley) used the funny, dramatic articulated voice that the three use with each other.)

(Iris) returns to her project. She starts to draw. She holds the pencil out towards the eraser end so that hand and arm and not just fingers are engaged in the drawing. Seems like there is little control at the fingertips. At the clay table the others are talking in the funny voice. They are discussing how to make a proper nose on a clay figure. (Iris) is absorbed and not distracted by their conversation. She looks up with a scowl periodically, not annoyed . . . but more likely engrossed and concentrating. Gradually, she becomes more and more involved with the drawing. Her posture changes. First, she rests her chin on one hand, then she leans over the picture, her hair

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falling forward. She tips her head to the right and left studying what she has done thus far. Now she draws, now she sits back to look.

(B.C.) (administrative assistant) enters looking for the absence list, followed by (Y.B.). Then (Kris) comes through the door next to my seat.

(Y.B.): What are you doing out here?

(Kris): Nothing.

(Y.B.): You're not supposed to be out here.

(Y.B.) walks over to (Iris). Standing behind her chair looking over (Iris') shoulder, she says, "Get a design? Oh, that's going to be complicated. Is that the bridge?"

(Iris): This is the river. This is the bridge and that's the mill.

(Y.B.): It might be nice to make your background a batik and the rest in applique.

(Iris): What's that?

(Y.B.): You cut out little pieces of cloth and sew them on using embroidery stitches around the edges. Or you could just embroider here to make it stand out.

(Iris): Oh, Yeh!

(Y.B.): You know the reason why I'm suggesting this? Because this kind of detail is very hard to get in batiking.

(Lydia) and (Paisley) have been standing up on the other side of the mess shelves listening to this exchange.

(Iris) returns to the drawing after (Y.B.) leaves. End of Observation.

Observation of (Iris)

By: (S.V.)

March 26, 1984; 8:50-9:22

(Iris) and (Lydia) in Block Area; (Kris) in corner under window, drawing.

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Both (Iris) and (Lydia) are working on their own structures. I sit at the desk that is placed in the doorway between the block room and the rug. They look up at me. I tell them what I'm doing. They say, "Okay," but are self-conscious at first. Twittering, humming (Iris), and giggling for a while as they begin to build and especially when they look up and catch each other's eye. They make sound effects at each other as they work. One makes a noise; the other repeats or makes an appropriate noise in response.

(Iris) studies her building. She moves around the building, looking. She is crawling or walking on her knees at this point. Her mouth is moving as if she were talking to herself. She walks on her knees over to the shelves; (Lydia) too. They bump into each other. Giggle, then crawl away.

Their respective buildings are low as yet and compact. (Lydia's) is a marble chute. She tests it. Thus far it has a trapdoor opening at one end. (Lydia's) structure is neat of line, although the route she is laying out for the marbles, which will ultimately be concealed from view, appears as though it will be complex.

(Iris') structure is more amorphous as yet. It gives no clues of where it is going. There are walls sort of surrounding a central "something," but the walls aren't especially neat. For example, some of the laid-up blocks are a little askew, jutting out.

(Paisley) enters: "Guess what? (Paloma) is duelling with a knitting needle!" (This is spoken in that funny voice she often uses--that they all use--with her friends. It is an imitation of an accent, or theatrical, anyway. Somehow it suggests to me embarrassment and self-consciousness. It is also difficult to understand.)

(9:01) (Iris') building is beginning to rise. (Lydia) and (Iris) are still relatively silent with each other, busy working. (Iris) gets up and says, out of the blue, "Meow."

(Lydia): Meow?

(Iris): Meow.

(Lydia is building inside her structure now. A wall falls over. No comment, and no hurry. She finishes what she was doing to the interior and then sets up the wall again.

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(Iris) is walking back and forth, on the far side of her building from me, looking at it and humming. She scratches her head, still looking at the building. She frowns thoughtfully. She is trying to resolve a design problem. Her building has a tall central ramp that descends in a curve. It may be a marble chute, but a marble chute in which the passages are concealed. The ramp is exposed especially at the top. In fact, there is really only a wall at a sharp corner and its function is to keep any descending objects on the track as they negotiate the sharp turn. The turn is the problem. There are no curved blocks of precisely the right shape to make the walls of that corner. (Iris) tries fitting two standard blocks into the corner, but there is a hole. She tries to cover the hole with a wedge block with one curved side.

Now she seems to be plotting the path down her ramp with her fingers. (9:10) She tests the ramp with a marble. It doesn't work; gets hung up in the sharp corner. She makes an adjustment to the corner. Tries the marble again. It doesn't work. She reverts to her original arrangement of blocks in the corner, but adds a small rectangular solid to the corner to narrow the passage. The marble still gets hung up. All the while she is still on her knees with her back to me, between me and the building although I can still see the troublesome corner. She is leaning over the ramp. She says with much emphasis and apparently with a new idea in mind, "WAIT A MINUTE!"

(Iris) moves to the shelves and finds an odd-shaped block:



She asks (Lydia), "Are there any more of these?"

(Lydia): I don't know. There used to be more.

([Elina] interrupts me with a question.) One of the walls of (Iris') building falls down while I am talking with (Elina). (Iris) says, "Whooo . . . !"

(Tad), (Terrence), and (Toby) come in. They go to the other table in the block room in front of the door to West Group where the Risk board is laid out. They mess up the board. (Must have been a game they had begun but not finished.) One says, "Okay, (Hazel), you can play Risk now."

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(Hazel) and (Hilda) enter and move towards the "Risk" table. "Excuse us, (Iris)," says (Hazel), as they walk gingerly by her building which is close to the table. (Iris) is now on the far side of the building again, perhaps making it harder for (Hazel) to pull out her chair. (Iris) moves for them.

(Iris) has now removed the chute. She has made a tall vertical wall on the far side and made the beginning of the ramp higher. The ramp is steeper allowing the ball to collect more momentum for making the turn. She hasn't rebuilt the fallen wall. It doesn't seem crucial to the structure. She is now making a second passage that crosses under the first. Now two marbles can go at once.

I ask of (Hazel) and (Hilda): What are you playing?
(They have cleared away Risk and have another game out.)
(Hazel) and (Hilda) simultaneously: "Battleships."

(9:17) (Iris) says (to no one especially), "Okay." She then tries a marble through the original passage. It works but she adjusts it a little. (Iris) to (Lydia): "Want to see my [maze? machine? couldn't hear]. First it goes like this. [She tries a marble down the original ramp.] Hey, what happened! [It gets hung up.] Or that's one of the ways [points to second ramp]. Then it's going to go over here [lets marble go]. It did it again! [Marble doesn't go through.] Okay, your turn."

(Lydia) has left her building to watch (Iris') demonstration. (Iris) offers to let her try it (or, maybe "OK, your turn" meant your turn to show me yours). (Lydia) has moved away again. (Iris) tries the marbles again and it works. She says, "Oh, there, now I have it. Watch!" (to (Lydia)). She does it again but it doesn't work. "That is, I had it. Oh, well!"

(Lydia) is now building a very high ramp leading out of one corner of her building. (Iris), at her own building, has tried the marbles again, running both chutes simultaneously. They work perfectly. She says, "Oh wow, wait! Watch! Oh, weird. This is gonna go real weird." (9:22)

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APRIL 2: Made a large clay koala (fired successfully) and also a small one modeled in wax (like (Elina)). Helped refurbish the Big Room mural somewhat. Started another batik (to involve embroidery). Continues to request blocks for one day a week--with (Lydia). Marble chutes this week. Also worked in the sand. Is reading A LITTLE PRINCESS--"This is a wonderful book." (Comments appear to refer to March.)

(S.V.'s) records for APRIL 2-6: Came in disguise on Monday in honor of April Fool's Day. (Lydia) and (Paisley) came up to me at beginning of the morning to tell me that (Iris) was in disguise as a boy. They wanted to know if I would go along with it and introduce her as "(Iris') cousin Ricky." Had on glasses, a wig and a ball cap. Some kids were appreciative of what she was doing. Others were confused. Anyway she seemed disappointed by the general lack of response and finally embarrassed, although she did get compliments and praise and even direct claims from some that they had been fooled by her disguise for a moment. She finally changed early on during activities, but kept the glasses on all day.

Worked on her old fashioned doll most of the week. First painting the face and limbs, then making hair and gluing it on, then sewing a bonnet to cover the back of the head. Bonnet was made with speed and ease and has a simple, unrefined appearance, but pleasing and satisfactory like the doll itself.

Worked alone all week, rarely asking for my assistance. Then, end of the week worked on riddles in MASQUERADE with (Lydia) and (Paisley).

One afternoon, a fight suddenly broke out between (Tad) and (Ansel), ending with (Ansel) bumping his head. (Iris) was very affected, very distressed, almost a sick expression on her face. I asked her what was wrong, because she looked ill. She said, "I just hate the way everyone picks on (Ansel)."

(It is customary for the teacher intern to maintain the records during the period when she/he assumes responsibility for the class.)

APRIL 9-13: Two days in blocks with (Lydia)--made an "open" marble chute. Then a big drive to finish her doll, since it was a present for (an adult friend). With (S.V.'s)

1983-84

help cut out and sewed the body, began to put it together, took it home to finish over vacation. Concentrated, serious effort.

Observation of (Iris); at group discussion

By: (S.V.)

April 24, 1984; 11:13-11:30

I am seated on the desk in the doorway between the block and rug rooms. There are several children in chairs in front of me, but not blocking my view. (Y.B.) is in her chair at the doorway to the mess room. The children are seated in a circle around the perimeter of the rug. (Iris) is on the far side of the room, facing me. She is in the corner in front of the table to the left of the coatroom door.

She looks tired and a little ruffled. Her hair is hanging down obscuring her face. She hooks one side behind an ear. She folds her arms across her chest and clasps each elbow with the opposing hand, gathering her elbows in. She is seated cross-legged.

(Iris') eyes dart from (Y.B.) to other people seated in the circle who are talking, to the map on the wall to the right of my head, then to the floor. The children have just been called from quiet reading to the circle. They are still settling. (Y.B.) has been calling them to order. She is holding the big Atlas open to the map of Europe. She has directed their attention to the Atlas and to the map (Iris) has just eyed, which charts the route of Bras and Jan, the main characters in BLACK FOX OF LORNE (by Marguerite DeAngelis), from Norway through Scotland to England.

(Iris) is now looking back and forth from the Atlas to the BLACK FOX map. She is moving her mouth around and around, shifting her jaw and pushing out her lips. She gathers up her arms again and leans forward and to the side. She pushes her hair behind her right ear; it had fallen in her face again.

(Iris') attention is briefly drawn away by someone coming down the stairs. She watches that person, then looks back to the circle. (Donny) joins the group. She moves over to let him sit down.

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The discussion happening concerns voyaging. Why people do it. The Norsemen as voyagers. The Mediterranean Sea and Phoenicians journeying from the Eastern Mediterranean all the way to England in search of tin. The Straits of Gibraltar, once called the Pillars of Hercules, was a fortress. Why?

(Iris') mouth is open now--she is breathing through her mouth. She yawns and stretches, then gathers up her arms again.

The discussion has continued with early boat making in Egypt and some reference to, or speculation solicited from the children, about early man's attempts at water travel. (Y.B.) asks who has read THE CAVE TWINS (in which there is a chapter concerning the use of a log as a boat). (Iris') hand shoots up at this question.

The discussion moves on to the Nile River. (Y.B.) says, "That's where your reed boats were built, (Malcolm)." She asks anyone with model boats or books about boats to bring them in. The discussion continues.

In the meantime, (Iris) is now sitting with her knees up, ankles crossed and arms folded around her legs, hands grasping her pant legs at the knees. Her face is tensed, her brows knitted. Her feet are moving. Now she pulls them in and under her, still crossed. She is holding them with her hands. She leans back, then rocks back and forth. She leans forward, resting her elbow on one knee, hand curled holding her chin. Then she shifts back to the knees-up position.

The discussion ends. (Y.B.) dismisses them for lunch. (Iris) turns to respond to something (Hazel) has just said to her. She is smiling.

APRIL 30-MAY 4: Enjoyed painting (magic markering) on a blown egg, also painted a dark scene--a night scene--with acrylics. Her final batik which she finished this week is also a night scene, with river, bridge, water wheel and kneeling people. She embroidered the people in and spent some time trying to concoct a frame. Helped (parent in school) to stuff envelopes for the rug raffle. Continuing with A LITTLE PRINCESS; moving into addition and subtraction of fractions.

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MAY 21-25: Now reading ANNE OF GREEN GABLES. Is writing "Island Adventures" which she freely points out owes something in tone and plot to BABY ISLAND. Wonderfully natural dialogue. Working on a teddy bear--"the sleepy bear" ("for teenagers," the pattern book says); cut out the pattern and pieces and is now assembling, using the sewing machine. Likes to pace herself; took a break to make shortbread for the (class) trip, banana bread for the drivers as a thank you, and to make some stickers. On the trip was absorbing everything around her and seems to have retained countless details.

(S.V.'s) Records for MAY 29-31: (Iris) sewed her bear on Tuesday. For the rest of the week worked on a series of three portraits in pastels. All women--head and shoulders . . . On the front of one woman's dress is a picture of all three women standing in a circle. The portraits are odd, mystical. I asked her to leave them out so I could put them up. She seemed pleased to do so.

Did not like the disruptions at group. Often had a worried expression on her face. Told on (Terrence) once for throwing plasticene at (Ansel) in a tone of voice that suggested she was mad or disgusted.

JUNE: Continued with bear, much progress with the machine. Generously interrupted herself to work on the play--backdrop and sets. Wanted to be "Ardis" (the mermaid) and was; also read the introduction and was in all the crowd scenes. Was also one of the Dwarves. Continued working hard on the bear for the last few days, but did not finish. A little serious and sad about moving on (to South Group in the fall). Teary the last day. Enjoyed the paper boxes that (S.V.) showed them how to make; made a black and silver one with astrological decorations cut out and glued on.

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PARENT REPORT

The Prospect School
North Bennington, Vermont

Name: (Iris)

Date: June, 1984

By: (Y.B.)

(Iris) has had a remarkably full and varied term. Her increased capacity to focus, to take more care, has allowed her to take on some complex projects and bring them successfully to completion. At the same time, she has been able to pace herself by taking on numerous smaller projects, while maintaining her large one in tandem. In many ways this has been the year of the bear--(Iris) has made a large koala bear hand puppet (completed last term), a clay koala, a wax koala, and lately has been working on a complex "sleepy" bear. This last project has required careful cutting, step-by-step assembly, the use of the sewing machine, as well as hand sewing techniques and amply illustrates (Iris') capacity for focus and careful work.

In addition to the clay koala, (Iris) made pieces (head, arms and legs) for a doll, to be joined with a cloth body. This project was definitely an exploration for both of us, since nobody has tried this before in school. Again, she worked with drive and concentration. (Iris') work in clay has an impressionistic quality.

Other, smaller projects undertaken by (Iris) include wax molding, candlemaking, egg painting, acrylic painting and batiking, making and decorating paper boxes and portrait drawing with pastels. Much of her work has the theme of the mystical or mysterious, such as unicorns, mermaids, moonlit nights, signs of the Zodiac, light on water, spook houses, and dragons, in pleasant contrast to her other interest in Teddy Bears. Apropos of mysteries, solving the riddles in the book, MASQUERADE, has been a continuous activity this term.

In addition, (Iris) has used the blocks to make spook houses, the sand to make castles and has helped with hot lunches, made Valentine cookies, potato bread and shortbread. (You see what I mean by full and varied.) In general, (Iris) has gained in concentration and follow-through and is beginning to demonstrate considerable powers of observation and expression.

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(Iris) worked hard on the group play, generously dropping her own projects to assist with set preparation. She took on several small parts as well as the role of Ardis (the mermaid) and the introductory storyteller. In general, (Iris) is responsive to group situations and needs, always contributing her share of support. She has maintained two close relationships all year, at the same time being available and responsive to other people on occasion.

She has participated fully in discussions. She is slower to speak up in times of group stress, but lately has begun to express her distaste for lack of regard, rudeness or meanness on others' parts. It is helpful to the group to get (Iris') generous point of view in this regard and helpful in establishing a positive group tone.

(Iris) is also active physically--she has been attending yoga for two years, square dances whenever possible, and plays soccer, Capture the Flag, tag, and Prisoner's Base with spirit and skill.

(Iris) continues to be an avid reader, available to almost any material, particularly that with heightened emotional tone such as JONICA'S ISLAND or A LITTLE PRINCESS. In addition, she has read MOOMINSUMMER MADNESS and ANNE OF GREEN GABLES. She has always read with more deliberation than she has hitherto brought to her other activities, though as I have indicated, this is now changing.

(Iris) continued to write shorter, descriptive pieces this winter, but this spring has embarked on a lengthy "chapter" story, called "Island Adventures." This is about four girls and one mother shipwrecked on an island. (Iris) has deliberately "borrowed" from BABY ISLAND for this story, but the dialogue and characterization are all her own. The conversations of the four girls are quite natural in tone and wonderfully funny. (Iris) has well learned the mechanics of punctuating dialogues, and her spelling and handwriting are good. She enjoys the process of laying out a second draft (for display purposes) and always produces a well turned out piece.

(Iris) has continued to gain in numbers, helped by growing confidence and an understanding of her need for slow and deliberate pacing. She has continued to work on multiplication of two- and three-place numbers, long division, decimals and fractional equivalents, reduction of fractions, and addition and subtraction of fractions. She has also worked with word problems, patterning and

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logic materials, and done exercises with weight, volume
and linear measurement.

(Iris)

Teacher(s): (U.F.)

South Group 1984-85

Age 11;0-11;9

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 4-7, 1984: Quiet entry. Wide brown eyes at group times--silent, or short, small comments. Older group seems intimidating. Sat with (Candy), (Meg), and (Peggy) for a large part of one whole activity time and hardly said a word. But--first day, chose an activity independently--woodworking--she's making a box. Good sawing job--she cares about what she is doing, too. Fairly tight with (Lydia)--but they are even keeping a quiet profile when together. Need to help her find ways of feeling more a part of things. More included. I need to find a way for her to shine for the group. Maybe a movie? Played soccer.

SEPTEMBER 10-14: When I think of (Iris), I think of those wide, expressive, alert brown eyes. Seeming much more comfortable and settled in. Offers her opinions and comments now with regularity. Gains respect from peers in this way--has real integrity. She talks when she has something to say--and she has a lot to say! Did woodworking and dress-up this week. Almost finished with her box--it's a box for the secret agent agency she, (Toby), (Paisley), and (Lydia) have; acronym T.P.L.I. Does dress-up with older girls--allowing them to dictate plot, etc. Fairly tight with (Lydia), but open to all.

SEPTEMBER 24-28: I am continually struck with the quiet strength and power of the person. It takes me by surprise still--though at this point it really shouldn't. Her work is often breath-taking. She is doing an acrylic portrait of (Lydia); she wrote a beautiful essay on her favorite spot to sit. She was clear, concise, poetic, descriptive, evocative of atmosphere; beautifully and neatly written. It even had a little joke at the end. Did a gorgeous pastel drawing of a sun setting on the ocean--striking. Talks and talks. Made jokes with her one day while she was cutting squares for the quilt she's making. Asked her if she could talk and sew at the same time. She loved the challenge and it was quite amusing to watch her try--sometimes she was cutting or sewing the air, but she was trying! Pals with (Lydia).*

*(Lydia) and (Iris) moved to South Group; (Paisley) is somewhat younger and elected to stay in East Group.

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OCTOBER 1-12: Caught up in the bear sewing craze. Can't stop working on her bear--leaves a mess though and usually is not cleaned up on time to get to the rug or whatever. Has two other unfinished projects in the works also--a quilt and a portrait of (Lydia) in acrylics. But is completely focused on her bear right now. There is something understated about her which gives her a lovely balance; it's a compliment to her self-confidence. She was relating a story of practicing shooting a gun with a friend of hers. She was shooting it at clay pigeons. (Kris) and I said, "Did you hit some of them?" (Iris') eyes got bigger, and she said, with a powerful nod of her head, "Mmm-hm!" (meaning yes). I was about to let it rest there, but something about her prodded me to ask, "How many?" . . . and she said, in a quiet, but proud voice, "All of them." Not much boastfulness about it really--just pride and excitement. Likes to tell stories about her mother's experiences. Often relates to others' comment in this way, "Well, my mother . . . "

OCTOBER 22-25: Sewing up a storm--non-stop sewing projects of one sort or another. Sewed one of those giant dolls for her (friend out of school). Working on a quilt and teddy bears also! Friendly to everyone. Very tight with (Lydia). Feels good about the group--seems to be enjoying herself very much. Has such a strong sense of herself--very expressive; a clear channel to her own thoughts and feelings, and is outspoken about them. Very accepting of others--open, compassionate. Focus is stronger--much stronger. Writing lots, loves the ANNE OF GREEN GABLES books. Math is moving right along.

OCTOBER 29-NOVEMBER 2: Absent all week.

NOVEMBER 19-30: Home situation hard on her right now (parents' separation). . . . is shaken and seeming low. Had a couple of conferences with her, and she is able to express some of her feelings and confusions. She seems in good shape now. Full of chipperness and chirpiness--lots of talk. Tight with (Lydia)--speaks for her. Sewing bears still, loves it. Very calm--very even, centered.

DECEMBER: Lots of interests--gets carried away with her interests at times and forgets she's already got three projects going; but it's better than not having any interests. Main pal is (Lydia). Has a natural way of speaking--seems to be no barrier--no nervousness at all; words come out of her mouth regardless of who's around. Not intimidated by others. And is full of thought.

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Trusting of others and of herself. Still sewing lots--a cat now. Has an unfinished quilt going. Was a maiden and a businessman in CHRISTMAS CAROL play--was superb, natural dramatic ability, immediate "feel" for the parts. Still speaking for (Lydia) too much--needs to give her more space to answer for herself. (Lydia) and (Iris) still working on their look like the "Trumpet" book--two different kinds of creatures in story.

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JANUARY PARENT CONFERENCE: FOLLOW-UP NOTES

The Prospect School
North Bennington, Vermont

Name: (Iris)

Date: January, 1985

By: (U.F.)

(Iris) made a very smooth entry into South Group. She carried with her a very strong sense of herself which allowed her to find a place in the group easily. She stuck close to one main friend, but is also open to others. Her ability to make and keep conversation going renders her very visible to the group which keeps her close friendship from becoming too removed from the group. The strength of (Iris') friendships have stood her in especially good stead this year as she has coped with the difficulty and painfulness of some of her familial circumstances. The manner in general, and the grace with which (Iris) dealt with this, speaks again to the real solid strength of her person.

For activities (Iris) has had so many projects going at one time that she's had somewhat of a hard time keeping up with them. She's completed a number of sewing projects including a couple of teddy bears, a cat and a large doll. She is still in the process of working on a quilt. She has also done a fair amount of dramatic play. She made a box as a woodworking project. Her work with pastels, paint (both acrylic and water color) remains very striking-- full of subtle feeling and atmosphere.

Academically (Iris) continues to be very competent in all areas. She is a wonderful reader and loves to share her stories with others. In writing she is continuing a story she wrote last year about a mother with three daughters stranded on an island, and in pursuit of a hidden temple. Mathematically (Iris) is strong, though the fact that she does not know her basic math facts slows her down. For instead of knowing, for example, what 4×7 is, she has to calculate it out everytime.

(Iris) has made an easy transition into South Group and is a valuable addition to the group.

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JANUARY 28-FEBRUARY 1: Face is striking to look at--looks like a porcelain doll. Even. Full of chatter. Quiet at groups though. Said it makes her nervous. Is into everything as far as projects go. Done lots of sewing. All her bears have such character. She does interesting, original things with their faces. Did water color this week--my, oh my--it's so powerful; breath-taking work. Did a sunset over the ocean with black clouds above. Did a painting of the desert and a donkey on a high plateau with surrounding countryside, sun setting and moon rising. Exquisite. Have to help her in her relationship to (Lydia)--she talks over (Lydia) too much. Needs to realize (Lydia) needs help talking for herself, and that (Iris) needs to help her do this. It would be good for both of them--for (Iris) to learn to talk a little less and (Lydia) to talk more. (Iris) is always saying she tried.

FEBRUARY: Still pursuing a wide range of activities. Highly self-motivated and independent in this area. Also has very much enjoyed doing air bands (miming popular music groups)--is part of group called, "The Lost and Found"--(Alva) is the lead singer. (Iris) often plays guitar and dances. Brought in a real electric guitar--not in working order--but still-real! Caused a great deal of excitement and interest in the group. Remains quiet at group meetings and discussion times. Secure in her sense of self. Being central or focal is not a concern of hers--content to remain in background, defers to others--her own power is indisputable, however. Stands up for what's really important. Writing comes easily and continues to flow from her. Is focused when she's writing unless she sits with (Lydia). Eager to help (Mac) and (Terrence) with their sewing projects--shows them how to do it. Her creative color work is remarkable--breath-taking. Tight with (Lydia).

APRIL 1-12: (Was away on vacation) the week before the visit from (city school). Had a great time. Came back full of chatter about it. Was gracious and friendly to her (out-of-town) visitors. Unfortunately her two pen pals got too nervous or scared of her house and didn't end up staying with her. She seemed to take this very well and said, "I understand how they feel. I get scared there sometimes myself." Enjoyed and appreciated the visit though. Has been working on an amazing pastel drawing for over a week--of a girl sitting inside, on the edge of a dome, in which there are triangular windows. The drawing is done from behind the girl, who is looking up and out from the dome from below. We see what she is

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looking at through the triangular windows overhead--the different layers of perspective and complexity of view-point are startling. Finished her mural with (Mac)--that, too, is striking. (It's of) a farm and many aspects of farm life. She seems to be more visible and to have more relationship in the group. I hear more people addressing her than in the past. Sticks close to (Lydia) still.

APRIL 29-MAY 10: Wow--when she does her solo for the play it just blows me away! I keep trying to figure out what is so strong about her performance. She seems completely unaware that she does it so well. She puts her whole heart into it--is so genuine. Her voice is wonderful--sort of low and airy. She hits every note, every beat, every gesture is sure--yet unself-conscious. The title is "Such Sufferin'." She's quite an actress. Been doing dress-up and lots of drawing. Recently began a cartoon with (Lydia). Also did a geometrical design one. Her story is full, math is solid--everything she does feels very centered now. Looking older; she's growing and face is changing--clothes, too. (Clive) came to visit in April. She was so happy to see him--though also somewhat unsure. They were fine after an initial hour or so of adjustment. Then (Iris') cousins came to visit for a day. They did an air band and skit together which started off with Ronald Reagan--it was funny. Main pal remains (Lydia)--but (Iris) is available to the group. They know her well enough to good naturedly tease her about certain things.

(This booklet of records was compiled in May, 1985; the remaining descriptive records for the year, the academic records for the entire year, and the June Parent Report will be added at a later date.)

1984-85

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Iris)

Date: June, 1985

By: (U.F.)

(Iris) has maintained a stance of quiet strength in the group this year. She has been extremely productive in all areas of her school life, and has gained the respect and affection of her peer group.

The activity (Iris) has been involved with most frequently this year has been sewing. She began (but has yet to finish!) a large patchwork quilt. The squares are still in her cubby, and we will not forget about it! She sewed a giant doll as a gift for a friend. But mainly what she sewed were stuffed animals with clothes to go with them. Jointed bears were a favorite of hers, and she sewed a number of them. (Iris) also made tiny bears with no joints but very expressive faces. All of her animals had a great deal of character. When (Iris) added a face to one of her animals, it gave the creature a definite personality.

Color media remain a strong interest of (Iris'). She's done many paintings, both in acrylic and water color, and drawings in pastel, colored pencil, and magic marker. Her work in this area is often breathtaking. As in everything she does, (Iris) works with a great deal of care and thoughtfulness, and her products reflect this. One of her favorite drawing themes this year has been panoramas of land and sky, often sunsets. Her work has a layered look to it, but is not overworked. The pictures are full, rich, and deep. Often she portrays the sun as seen through layers of cloud, as peeking out from around a cloud bank. Other of her drawings deal mainly with complex perspective. She puts the viewer in unusual places, so that in order to look at her pictures, one first goes through a process of figuring out where one is standing in relation to the picture. Other mathematically related perspectives emerge in her work with geometrical design. She colors squares in, or invents shapes in a deliberate effort to achieve an effect, three dimensional or otherwise.

(Iris) continues to very much enjoy drama. She has a natural talent in this area and is easily able to express a wide range of feeling simply by facial expression. This year she sang her first solo in a group production, and the first time she did it

brought tears to my eyes. Other activities (Iris) has been involved with include woodworking, clay, and blocks.

(Iris) has a great deal of inner strength and self-knowledge which have stood her in good stead making her transition to South Group. She maintains a quiet, yet conversational presence in the group. At group meetings she speaks up rarely, but is always attentive and involved. During activities and work times she chats easily with her peers and maintains one especially close friendship. These two girls have been practically inseparable this year, and the closeness they share is a special thing for both of them. They are not at all exclusive in their closeness and are open to everyone in the group. (Iris) is rarely involved in conflict of any kind in the group. She is even-handed and -tempered, and has a natural ability to accept people of all kinds. Little by little I have watched (Iris) make moves towards adolescence. Most of these changes have been evident from her physical appearance, both of body and dress. But she has also begun to demonstrate an eagerness to be a little more spirited. A passage from her writing sums up this emergent quality. "I felt like slapping the guy in the face, but I didn't. You see everyone treats me that way because you see, I'm kind of short, but I am rugged." Though this is a description of a character in a story, it is still expressive of new feelings in (Iris) which I am glad to see appearing at school. (Iris) is a person who achieves a wonderful balance for herself. She is sure enough of her own power, which is indisputable, that she rarely feels the need to assert it. She defers to others out of kindness, but will almost always stand up for her rights when she feels impinged upon.

In academic areas (Iris) continues to be a serious worker with much increased ability to focus. Literary areas remain strengths for her. She loves to read and talk about the work she's reading. The Anne of Green Gables series really grabbed her, and she read several of them this year. Many times she would stop me to discuss Anne's latest antics. She seemed to appreciate Anne's mischievousness and the predicaments she unwittingly found herself in. Other types of books (Iris) enjoys include mystery, teenage relationships, and fantasy. Some of the other books she's read this year are The Hundredth Dove and The Haunted Dollhouse.

(Iris) has written two long stories over the course of this year. One was a story she continued from last year, about a mother and three daughters stranded on a desert island. In addition to familial relationships, (Iris) dealt with themes like ancient temples, spells, and time travel. There were many animals in this story including a rat, monkey, and whale. A great deal of description went into how the family survived on a

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desert island, including detailed pictures of their hut, both in the process of being built and completed. Her writing is always full of dialogue and humor. The descriptiveness in her writing and attention to detail render it very evocative of atmosphere. The second story she's writing is about a girl who goes to visit her Aunt Minerva and cousin because her uncle has just been murdered. It is still in its beginning stages but has all the descriptive qualities of her previous work as well as ample dialogue. Mechanically, (Iris') work is very good. Her spelling remains somewhat unpredictable, but is always readable, and her guesses very logical; for example, "lugedge" for "luggage." She also has a tendency to create words like "flabergastingly," which she is firm about needing to leave in her stories.

In the area of mathematics, I have already mentioned (Iris') pleasure in manipulating shapes and dimensions. This interest and enjoyment of geometry shows up mainly in her drawings, and her most frequent math activity choice, pattern blocks. (Iris's) approach to learning any new mathematical process is thoughtful and careful. She needs to think the whole process through until she understands the meaning behind what she's doing. As a result, (Iris) remembers what she learns in math because she has really grasped the underlying meaning of the numbers and how they work. Other processes (Iris) has worked on this year include decimals, fractions, ratio and proportion, percent, and complex long division.

(Iris) has been a real addition to South Group. Her quiet power and ability to be a mediator in conflict have been real assets to all of us. I look forward to working with her again next year.

(Iris)		Teacher(s): (U.F.)
South Group	1985-86	associate teacher (part-
	(through 1/86)	time): (P.A.)
		principal: (E.V.)
Age	12;0-12;4	

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 3-6: Did blocks with (Lydia) and (Jim) on the first day--built a marble chute. Did linoleum block printing rest of week with (Lydia). Seems in good spirits. Lots of friends--but sticking with (Lydia) mainly--also with (Paisley). Continuing the Glump and (illegible word) story with (Lydia). We have a standing joke now about her daily morning moans and sighs as she enters school.

SEPTEMBER 23-OCTOBER 4: So even--no ups and downs--just goes along being (Iris). Tight with (Lydia) and (Paisley). Has been working hard on her quilt. At group discussions she always has VERY good things to say--but I have to call on her to get at her comments--rarely volunteers. Begins her sentences or her anecdotes with lots of verbal hesitation--we joke her out of it, but she does it. Clothes are getting more and more stylish. Accepting of others--but not blindly. Very perceptive of feelings and relationships.

OCTOBER 16-18: Working on a quilt, portrait, and now has started a new project with (Lydia) and (Paisley)--a box out of pine with doors and hinges. Fashionable clothes ... Very tight with (Lydia) and (Paisley). Speaking up at group with more power--voice not so soft--comments a little faster, not so much initial hesitation. Writing a wonderful story--full of issues in relationships--anger being expressed amongst the characters. (Iris) showing strong irritation more easily--but no actual anger.

OCTOBER 21-NOVEMBER 15: Had a conference with her--she burst into tears. Kept saying everything was alright--no problems. I pressed her a little because I knew she'd been ... having problems with piano. Is almost finished with her quilt and has finished her portrait of (Lydia). Is now making a wooden box with (Lydia) and (Paisley). Quiet at group still--but seems easier with her friends. Absolutely ENTRANCED with Bee book--the one like MASQUERADE but it's about bees. It's full of riddles and wondrous drawings--it's incredible to watch (Iris) look at this book. She is moved, mesmerized, in awe. It reaches something deep in her on many levels--mystery, mysticism, complexity, beauty, intricacy, layeredness, riddles.

1985-86

DECEMBER-JANUARY, 1986: Her drawings are remarkable. Everyone is commenting on them. (Oscar) compliments her on her drawings a lot. Her peers are impressed with her work. She's done a series of hooded faces--one of a beautiful woman in a brown hood with blue eyes--but when one looks closer at it one sees a pair of bloody fangs protruding from her lips--she's a vampire. Another woman is blond and green-eyed with a frightened/angry expression on her face. The way (Iris) captures expression in her drawings is striking. (Iris), (Lydia), and (Paisley) are all really into detective stuff. They loved a book that had pictures in it of mysteries to solve that went with the pictures. The three of them sat for long periods of time figuring those out. What harmony exists among these three girls. (Iris) and (Lydia) recently designed their own bear pattern and stuffed him with sand. It worked beautifully. ... Loves the playfulness of patterning with numbers--also geometrical shapes and three-dimensional design.