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Section 2
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**Reading Response 2 (Ayers Ch 2)**

 This chapter focused on how we, as teachers, view our students. The thing that I really got out of this chapter was that it’s important to remember each student comes from a different background. They each have different lives at home and it’s important to consider this when teaching them. A child acting out, may be the result of a conflict at home, it doesn’t necessarily mean they are a bad kid. Ayers describes many situations where this is the case. I can see how, as a music teacher, a child’s home life could affect what goes on in the classroom. For example, there might be a lack of practice at home due to unsupportive parents or a busy schedule. As a result, this student may be behind in their lesson group or have a difficult time in rehearsal. Even though it would be easy to jump to the assumption that this student doesn’t care about their instrument, it’s important to investigate why and, if possible, help the student as much as possible to solve the problem.

 Another interesting idea from this chapter was asking your students in the first day of class what they want to accomplish during the year. This can be very effective in a music class because there isn’t a “curriculum”; you aren’t teaching you students to prepare for a standardized test. So, there is more leeway as to what you can teach your students. You can ask each student to fill out a notecard and the first day of school and help them accomplish their goals throughout the year. A student may want to focus on vibrato or learning to read music better, and by knowing their goals we can help make that happen.