

A Note to Readers:

In this issue of The Prospect Review three classroom teachers watch their students and listen to them. Linda Bean in Nevada is surprised by a child's question. Anna Carrasco notices the richness of informal literacy learning that swirls about her space at the Purple Circle in New York. Erin Hyde watches, listens and records as the usual boundaries between science and fantasy fall away in her Central Park East classroom.

We offer these three accounts as a reminder of the richness of learning that goes on when curriculum is not totally scripted, aligned to state standards or anticipated by recognized educators (within and outside the classroom).

It matters that we take time to observe closely, to ask questions about our practice, and to write down these classroom stories for a wider audience. We're always looking for teachers' stories for this online Prospect Review. Please consider sending us your drafts - polished or not, complete or not.

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