Dr. Barnes-Weekly Reflection Lesson 1/February 22nd

Angel at Minor Community School-8:10-8:55

**Briefly describe the lesson.**

For this lesson, I followed the effective reading intervention framework we discussed in class. I used Angel’s library book, *Jessica’s Box*, as her familiar re-read. I also chose a standard from her Scantron results concerning reading words with long and short vowel sounds to focus on during our reading and as part of addressing an objective for working with words. I chose to pre-teach vocabulary as part of my working with words component too. For the reading of new text, I chose a third grade passage from readworks.org.

**Discuss why you taught this particular lesson to this particular child at this particular point in time. What did you observe or assess in your earlier work with your student that informed your lesson?**

This was the first opportunity I had had to work with Angel so my planning was based solely on my prior experiences with third graders in generally and the Scantron testing information provided to me by the school. I know that reading non-fiction texts is heavily emphasized in the **Alabama College and Career Ready Standards for English Language Arts (AL CCRS ELA)** for students in grade 3. I also know that most 8-9 year olds in Alabama have at some point in time seen a tadpole and/or a frog. My thinking was this topic would be relevant to her world experiences and therefore provide support for her reading.

For the familiar re-read I asked Angel to share her library book with me. I took a running record of this read and noted that it was a familiar re-read and not a cold read. I wondered if I would see differences in the types of miscues she made between the two texts. Taking running records and analyzing a child’s oral reading for miscues in this way is consistent with both the work of **Goodman** and **Clay**. These researchers have helped me understand how I can use this tool to better understand the cueing systems and/or strategies a reader is using to navigate reading. I also hoped the running records would give me some insight into how she reads short and long vowel words in connected text.

**What type of working with words did you do with your student? Why? What instructional strategies did you employ? Why?**

I chose to focus on vocabulary as my working on words component of the lesson. I have used this **instructional strategy** successfully with readers of all proficiency levels before and with great success. This **instructional strategy** functions much like a miniature K-W-L chart. It has the benefit of serving as a before, during, and after reading strategy. Before the reading, Angel was able to activate her schema and with my prompting, use language from the text. When a child has had the opportunity to say a word before a reading, it makes the reading easier. I explicit taught the word amphibian before the lesson, and even pointed it out to her in the text and told her to expect to see the word three times in the first paragraph. This was part of how I used this **instructional strategy** as a during-reading strategy. Additionally, I asked her to look for the words and ideas she shared before the reading while she was reading. This also helped her understand and establish a purpose for the reading.

**What text did you choose? Why?**

I chose the passage *A Frog’s Life* because it provided an opportunity to address the **AL CCRS ELA standard** RI.2.1-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. This was a standard noted on the **Scantron assessment data** I had about Angel. As mentioned earlier, most 8-9 year olds in Alabama have had some experiences with tadpoles and frogs. Knowing this, I had confidence that Angel would have sufficient prior knowledge to support her reading of the text. The role of schema in a reader’s comprehension of text is supported by **Rosenblatt’s transactional literacy theory** and is supported by many others such as **Beers** and **Probst.**

After the initial reading, I monitored for basic comprehension of key details and Angel was unable to tell me any. I asked two or three questions that she couldn’t answer and she told me, “I’m not good at remembering things.” After the initial read, we also went back to our About Frogs recording sheet and checked off things she said about frogs that were in the text. I used this as an opportunity to help her think about how she could add her new learning to her established learning, but this was difficult for her.

We re-read the story a second time. After this reading, I once again asked her to tell me key ideas and details from the story. I matched the key details to each stage of the frog’s life cycle. While she told me, I sketched and talked to her about what she knew and understood. After the third read, I asked her to orally tell me the stages and a key detail and she was successfully able to do so. I gave her a piece of paper divided into fourths. She was able to name each stage of the frog’s life cycle and provide a key detail about each. Re-reading is an important instructional strategy to help student’s develop fluency, which often yield positive gains in comprehension. **Timothy Rasinski, Marie Clay, Irene Fountas**, and **Gay Su Pinnell** often write about fluency and it’s importance in comprehension.

**Reflect on, and discuss, the overall strengths and weaknesses of your lesson.**

Overall, I felt this lesson was successful. I established good rapport with Angel. I was well prepared to teach the lesson. I had thought through each part of the lesson and it went according to plan. The instructional strategy of pre-teaching vocabulary seemed especially effective with Angel. This is a strategy I learned from **Linda Hoyt**’s text, *Make it Real*. It’s also very similar to **Debbie Miller**’s file folder lesson for activating schema. Because I had a record of her basic knowledge of frogs and their life cycle before reading, I feel confident that it was the reading of the passage that helped her learn new information. One thing I continue to work on is not over-teaching while I am in the midst of a lesson. I have a terrible habit of talking too much and bringing in new teaching points. As long as a lesson is going well and is supporting my reader, I need to remember to stick to my plan and make notes of other teaching points for future lessons. I worry that I confuse my reader when I start bringing in other teaching points! I also realized I have become very rusty at taking a running record with a real live reader. I was shocked to learn how quickly my skills had deteriorated. I’m excited to have opportunities to practice taking them during this semester.