Name: Lauren D'Ambra

Date of Evaluation: Friday, February 15, 2013

Grade Level: 1st

School: Peace Dale

Duration of Evaluation: 55 minutes

Time of Evaluation: 10:45 – 11:40

Person Doing Evaluation: Pam Dolan

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| Lesson Objectives | *What will students know and be able to do as a result of the lesson? How are your objectives related to*  *content and standards?*   * Readers will purposefully ask questions before, during, and after reading. * Readers will think about the purpose of questioning and voice their thoughts as to why questioning is an   Important comprehension strategy and how readers find answers to their questions.  [CCSS.ELA-Literacy.RF.1.4a](http://www.corestandards.org/ELA-Literacy/RF/1/4/a/) Read grade-level text with purpose and understanding.  [CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/) Ask and answer questions about key details in a text. |
| Instructional Materials,  Activities, and  Tasks | *What materials, texts, manipulatives, and/or visual will you need for the lesson?*  *(Include copies of visuals, if applicable.)*   * *Grandfather Twilight*, by Barbara Berger * Chart Paper * Sticky Notes |
| Instructional Activities Tasks | *What activities will you and your students do, and how are they connected to the objectives?*  *Be sure to include an opening (capture their interest and activate prior knowledge), explicitly detailed*  *procedures, and a closing (e.g. recap).*  **Connection:**  "Boys and girls, you know how sometimes you’re watching a movie or your favorite TV show, and  someone who you’re watching that movie or TV program with starts to ask question, after questions, after…    And how many of you know someone, or are that person who will say, "Shhh!  I'm trying to watch the  movie or I’m trying to watch my show!  Be quiet and watch."  Maybe that sounds like someone you know!  Well, boys and girls, believe it or not, asking thoughtful questions is a good thing, it's a *great* thing,  when we're reading a book.  Good readers also ask thoughtful questions before, during and after reading.  Why? Because asking questions helps us get into the story, helps us to better understand the material that  we are reading, and both of these things help us to become better readers (PTS 3.1).  Like right now, I'm thinking that by just looking at the cover and the title, some of you might have a  question or two in your head about this book, Grandfather Twilight.  Is that true?  You *all* do?  I really love what great thinkers you are” (PTS 2.3; 3.3). Model an example of a before question.  **Mini-Lesson:**  I will record our questions on the white board and have the students help me code the questions as we  go, putting a B for questions asked before reading Grandfather Twilight, a D for during reading, and an A  for those asked after reading.  After finishing the story, I'll pose the question, "Why do you think readers  ask questions before, during, and after reading?  How does asking questions help you become a better  reader?"  I will scaffold the conversation as necessary, based on students' responses.  **Post-Discussion:**  To keep track of students' thinking during this and subsequent lessons, I will create a chart entitles,  "Thinking about Questioning".  The chart will be divided into thirds with the headings, 'What do we know  about asking questions?'; 'How does asking questions help the reader?'; and 'How do readers figure out  the answers to their questions?'  Each student will get a sticky note.  They will then turn and talk to a partner and come up with some  thoughts about one of the three questions, which they will write on their sticky note (PTS 6.3).  I will model this beforehand, doing one sticky note for each section.  As students share out, we will place  their new learning (on sticky notes) under the appropriate category (PTS 5.1; 8.1).  Sourced: Miller, D (2002). *Reading with Meaning: Teaching Comprehension in the Primary Grades.*  Stenhouse: Portland, Maine. (pp.125-127) |
| Assessment | *How will you determine what the students know and are able to do during and as a result of the lesson?*  I will use this lesson as an opportunity to initially assess students' abilities to generate questions before,  during and after reading.  The sticky notes will serve as a formative assessment of students' learning  about Questioning as a strategy in reading. I will be able to track student progress by comparing this  formative assessment with later assessments that measure their ability to generate questions and their  understanding of the importance of the strategy (PTS 9.1). |
| Learners  Factors | *How does this lesson accommodate different developmental levels of students?*  Students of all developmental levels will be able to use my modeling of asking questions, and listen to  questions posed by peers, as a scaffold for generating their own questions.  Grandfather Twilight, a book  that lends itself to inferencing and asking questions, will be read aloud to all students so that all are able  to hear and begin to think about the story (PTS 4.1).  *How does this lesson accommodate individual differences in approaches to learning? (e.g. multiple*  *intelligences), create connections between the subject matter and students’ experiences, and/or include*  *provisions for students with particular learning differences or needs?*  The opening begins with a connection to an experience that some, if not all students, may have had  (questions being deterred during movies and TV shows).  I will link this experience to reading,  emphasizing that asking questions is a good habit and skill to cultivate.  The lesson includes audio, visual,  and social approaches to learning.  Keeping students actively involved in asking questions and in creating  the questioning chart will help to engage all students, particularly students in the class who tend to show  lack of motivation or lack of attention in learning. For those students who have difficulty in  generating questions, I will introduce a consistent set of questions that students can reference when  thinking about what to ask (PTS 4.2).  *What enrichment opportunities will be provided?*  Students will be able to contribute their thinking on questioning to the chart during subsequent lessons,  and students will be offered the opportunity to keep track of questions (in a graphic organizer) that they  generate at home while reading individually or with a family member (PTS 9.3; 5.5) |
| Environmental Factors | *What students grouping will be used?*  Intro and mini-lesson: Whole Group  Post-discussion: Paired (turn and talk) and Whole Group  *What changes will you need to make in the classroom due to instruction, materials, safety, or any other*  *environmental factors, if any?*  Partly due to varying developmental levels amongst the students, as it relates to strengths  in story comprehension and ability to ask relevant questions, I have strategically rearranged the students’  whole-group ‘circle spots’ to keep the pairs heterogeneous based on perceived current ability. |

Reflection Questions

1. How effective was the lesson plan?

The believe the lesson plan was well thought-out and supported, being based off of a resource provided to me by Mrs. Dolan - *Reading with Meaning: Teaching Comprehension in the Primary Grades,* by Debbie Miller. I used Ms. Miller’s idea in introducing the Questioning strategy and adapted it to the lesson plan format, expounding upon the introduction; assessment; learner; and environmental factors.

1. Was the pace of the lesson appropriate?

As my plan is to do a unit on Questioning, my intent was to introduce the strategy in this first lesson at a pace that ensured students understood its use and importance in depth. As such, I did not include an individual activity component; instead, I purposefully planned the lesson as a (student-involved) whole-group lesson in which I intended to mostly model, with some time for pair discussion after the book reading.

1. Did you implement effective classroom management strategies? (Ex: Use of proximity, positive reinforcement, etc.)

Considering feedback from my first observed lesson, Mrs. Dolan and I thought it would be best to strategically arrange “share and talk” pairs based on varying levels of ability. The students have ‘circle seats’ on the rug, and my teacher suggested that it might be time for new seats and that I could use this as an opportunity to arrange the pairs accordingly. I did so, and Mrs. Dolan gave me approval to implement; however, once the lesson began, it soon became clear that the spots selected were not ideal for certain students. In particular, one student in the class has some behavioral issues and tends to have trouble sitting still and focusing. I had placed him directly to the right of the teacher’s chair in the front of the classroom, intending to have him in close proximity. What I did not account for was that I had also placed him directly next to the white board, which has a caddy underneath with a number of materials. From the start of the lesson, this student began playing with all of the materials in the white board caddy, and was continually distracted, regardless of my attempts to get him involved, which included prompting him to ask a question and addressing him by name – to try and redirect his attention - multiple times throughout the lesson.

Furthermore, when I started reading and it became clear I was not able to address all students’ questions (see #4 below), several students walked up to me during the reading to ask to go to the bathroom, the nurse, etc., which interrupted the flow of the lesson. This also could have been related to an incident one student, who hit her head on a desk and asked to go to the nurse in the beginning of the lesson. As Mrs. Dolan noted, sometimes all it takes is for one student to ask to go to the nurse for a type of domino effect to occur in the other students, particularly when dealing with students at a 1st grade developmental level. That being said, after the lesson Mrs. Dolan and I discussed the benefits of brainstorming and possibly implementing some new behavioral management strategies to help ensure that this type of routine does not become habit during subsequent lessons.

I do think I effectively used positive reinforcement in acknowledging students’ thoughts and contributions throughout the lesson.

1. Were all students actively involved in the learning process?

One of my foci was to ensure all students had the opportunity to be involved in learning. This particular aspect proved more challenging than I had originally anticipated. My intent was to model how to ask questions before beginning a about story, and modeling how I record my question, coding with a B for before. I read the first page and posed my first question during the story. I then asked the students to raise their hand if they had a question during the reading of the story; I stated that I would see their hand and call on them. It soon became clear that the majority of the students had a ‘question’, though some were connections to their lives or to incidents within the text, on almost every page. As calling on every student would be inefficient in terms of time and pace of learning, I found myself having to selectively call on students, and even then I was only able to write down one or two of their questions on the white board. Students who I was not able to call on inadvertently were left out, or at least surely felt left out, of the learning process.

1. Were the materials of interest to the students?

While I believe most of the children enjoyed the chosen story – *Grandfather Twilight* (I asked for a show of hands, after reading, of how many liked the story) – I believe this particular story, though a great book to use with the questioning strategy, may have proved a bit challenging for some of the students in using strategy for the first time. Like any book, the story requires the use of other reading strategies, but in particular relies heavily on students’ ability to inference from pictures, vocab, and background knowledge. While some of the students were able to engage with the ideas presented in the text, I believe others struggled to comprehend the text at a level that allowed them to not only ask questions, but to also draw on information (outside of and within the text) and answer their questions, an imperative component that reinforces young children’s motivation to use the questioning strategy.

1. Discuss the effectiveness/ineffectiveness of your teaching. (What worked, what didn’t, how this informs your instruction)

Referring back to #4, which proved to be an ineffective approach, the second part of the lesson was no doubt affected by some students’ limited participation during the reading. After the reading, I hung up a chart titled “Thinking about Questioning”. I gave students three sticky notes each (also a mistake – I should have started with one each) and gave them the first prompt – What do we know about questioning? The students were then asked to turn and talk with their partner and to then write down their idea(s) on the sticky note. Also, only after I passed out the sticky notes did I realize that I did not pre-plan to have students get pencils and hardcover books for writing before the lesson; a few of the students got up to get and hand out these materials, which not only took time but again interrupted the lesson flow. In the future, preparing to have all materials at students’ disposal will help to ensure appropriate lesson flow.

It was clear after the students started discussing that this prompt was too abstract for some children; while my intention was to keep their contributions open and creative, I had not clearly enough scaffolded the process by providing examples. This first chat question might also have worked better if addressed to the whole group and modeled as a whole-group discussion, rather than a share and talk.

1. Discuss your assessment. (What was learned, how do you know)

My initial assessment of the students’ knowledge was based on their responses to my probes during and after reading, and also their written ideas on the sticky notes at the closure of the lesson. While some students came away with good ideas about questioning, it wasn’t clearly evident that most students understood the real benefit of questioning.

Students were asked to share their responses before coming up to place their sticky note on the chart. Responses ranged from one student who repeated (based on intro discussion) that it helps you to better understand the text and become a better reader; to asking questions makes you smarter; to questions have a question mark at the end; to no response at all, likely due to confusion as to how to respond to the question. I collected all sticky notes, but we ran out of time and not all students were able to share their ideas (or lack thereof) in response to the first question. It’s clear I will have to do another lesson on questioning to have the students begin to understand and respond to the use of this reading strategy.