

Kindergarten ELA Reading
Post Interview

Interviewer: How are you effective in communicating the purpose of a lesson?

Teacher: I think the purpose of the lesson is to be a good leader and to learn and grow as a reader. I think, maybe not today, but in the past we've talked about we need time to practice being a good reader and the purpose of reading and writing so we can grow and learn. Right now, as I reflect on it I feel like I could have done a better job of communicating the purpose but I think also it's time for them to practice being self directed and practice being responsible so that's what we were working on today. I feel like in kindergarten, they want to please you and they want to learn. I said "who wants to be a better reader?" And they all raise their hand up. At 5th grade or 6th grade you might not get that so they all want to learn, they all want to be there.

Now I'm even thinking maybe that's not the case with all kindergartners. Maybe that's something I've created in my classroom. You might not get that in other classrooms. I think we talk a lot about if you want to get better, you have to practice. We want to practice reading and writing and so we want to get better at it.

Interviewer: What parts of your instructional practice do you think we're most effective in supporting the students to meet the objectives?

Teacher: I think what's most effective is grouping them in groups and me pulling them and working with them at their skill level. Some today were still reviewing what does the author do, what's the illustrator do? Point to the words as you read. Some are still not getting that one to one correspondence. The other groups were moving on to more complex texts and looking at the types of the informational text. Here's a caption, let's read the caption that goes with the picture. I think that's really effective to get those kids that are not quite there yet and those kids that are already there, to move them beyond. We're all learning at different levels when they come read with me. It's either reteaching or rebuilding the skills or going backwards and breaking it down smaller and more letter sounds or the phonics part of it or we're going up and we're saying this is captions and then comparing and contrasting. The other groups were more reading the pictures and getting really focused on following concepts.

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Interviewer: What role did organization play in planning this lesson?

Teacher: Organizing what I was planning?

Interviewer: Sorry, its what role did organization and planning play in this lesson?

Teacher: I think having a curriculum that's already set up for you makes the organization and the planning pretty easy. For one reason, you can go on and it has a planning section and you can plan all the materials that you want to use that day. You saw the little on the smart board, I drag and drop which ones I want to use for that day so I pull over the

essential question and I'll pull over the story that we're going to read that day or the sight word or the letter sound. It's already set up for you but then you can pick and choose which one you want to use.

[00:04:00] I'm organized in that way where I pick what I want. Then you also have to have all the materials set up and I'm lucky enough that I have people in there helping me. They pretty much run their own ... I get the materials for them and they can set it up. We did the sight words. You saw them doing the sight words testing and then she was doing the writing. Those materials, they are in charge of. And of course, the Play Doh. You have to get that ready.

Interviewer: What role did behavior management play in the lesson? Expectations, procedure, routines?

Teacher: I like to tell them something to work on for that day, then they can have it in the back of their mind. Today, we were working on being self directed and being responsible so getting to work right away and doing what you're supposed to do. Giving them a clear intention and expectation before we start helps them remember it throughout the learning time, especially when they're on their own and they're supposed to be self directed and supposed to be working. Sometimes it amazes me that they're actually doing what they're supposed to be doing. I'll look around like, "okay they're really doing what they're supposed to be doing." It's nice. Sometimes you feel like nobody's listening, nobody's doing anything and you just take the time to look around and they are doing what they're supposed to be doing and they want to. I think that is set up by telling them we need to be responsible today. We need to do what we're supposed to do. We need to be self directed and they know what you want from them before you release them to be independent.

Interviewer: When I explained that, when I look up and they're all doing what they supposed to it's like, "Ah."

Teacher: Yep, right.

Interviewer: How do you think the lesson with in regards to student engagement?

[00:06:00] Teacher: I think pretty good because they're all pretty much engaged. The group that's working with me, its all in a small group so I don't have 25 behavior problems getting in their way or 25 bodies. It's just 5 of us and we can really work. The different manipulative and tools help them stay engaged. I think it's hard in kindergarten for them to be so engaged when they're independent and you kind of let them go. Some of them are just still developmentally growing and still developing those skills to focus for that amount of time or to be that self disciplined as to, "I'm not supposed to be doing this, I'm supposed to be doing this." I think the grouping helps. If you're grouping them with partners that can keep them in line or the ones that are not quite self directed or independent enough, they have a partner that helps remind them of their routines or what they're supposed to be doing.

Interviewer: How do you think the students found the lesson meaningful or relevant?

Teacher: We talk about we want to be good readers and writers. We want to practice so this is our time to practice. Especially with the independent reading and writing time and listening. The way you get to be a good reader is you keep listening to books, you keep reading books, you keep practicing your writing. I think it being nonfiction text is very relevant to their lives and to the world that we live in. They're very interested in animals. We're going to go to the zoo soon so that will bring in what we're learning once we go to the zoo and say, "do we see any baby animals?" And compare and contrast those ones.

Interviewer: Last question, how would you like to develop this lesson in the future?

Teacher: Not this particular lesson but all the lessons we do are kind of like this one. I think I'd like to put in more of a listening factor. I don't know if that's what you mean by improving it but having them sit and listen to the same text and all sit in listen. It's a technology difficulty we're facing right now and kind of money. I want the little listening center but I think in the future, I'd like to add more materials by adding in more technology.

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