

Kindergarten ELA Reading
Pre-Interview

Interviewer: So why'd you choose to teach this lesson?

Teacher: I chose to teach this lesson because it incorporates our Wonders curriculum, which is our state mandated curriculum that the state wants us to teach, and kind of my spin on it and how I make that work in my classroom.

So they'll be in reading groups. They'll be grouped homogeneously which means they're with like reading groups. So I do a running record with them, find out their reading level and then they're grouped there. And when they get to me and work with me I can work more at their individualized level.

Interviewer: What are the learning outcomes for the lesson? How are they related to the larger secret?

Teacher: So there's a lot of learning outcomes because they're all in different centers and they're all going to be doing different things. We're working on our reading strategy is visualization, so we tell them you know making a picture in their mind while they are reading. Are they able to visualize the parts of the story that's not happening.

We're also working on re-telling. So re-telling the beginning, what happens in the beginning, the middle and the end. So they'll be working on those skills with me then when they are working in the various groups they'll be working on writing so they're doing a lot of stretching and working on spelling. Then they'll be working on site words so they'll be kind of a different way they'll be using their hands to roll play-dough and make out the site words so they can get that kinesthetic movement of how to spell the site words.

[00:02:00] They'll be working on some site word assessments with one of the part time teachers so we check in with them about once a week to assess them on what site words and letter sounds they already know. And then one group will be on the iPads, so incorporating technology, they're listening to reading. So again practicing those comprehension skills of listening to the story and then re-telling and visualizing. And then another group will be reading to self so they are reading books that were picked, three picked by me at their reading level and three books that they chose. So their interests and what they like and they're just practicing reading skills. We say, "how does a basketball player get better? They practice." So we want to be better readers and writers so we have to have time to practice and this is our time to practice. So they're practicing what they've learned in the whole group. So what I've taught them in the whole group now they have time to go back and practice.

Interviewer: And how would you describe the lesson as meaningful, useful, or relevant to the students?

Teacher: So again it's that we are practicing reading. We talk about we want to be better readers and writers so this is our time to practice. When they meet with me in my small group, they're in groups of about three, four, five, when they meet with me it's very relevant to their specific skill needs. So what they need to work on I'll be either re-teaching, building upon it, getting that enrichment, that second step for those higher kids or taking a step back and really getting those phonics or letter sound skills. So it's very relevant to their needs and what they need to work on in that aspect too.

Interviewer: And what are the big questions you're using to drive the student? Discretion?

Teacher: So I tell them, "what were you able to picture in your mind, what were you able to visualize? Can you read this story? What happened in the beginning, what happened in the end? What was the story about?" So a lot of it is comprehension, can they read it and can they repeat back what was in the story. Questions like that, is it fiction or non-fiction and then a lot of times I'll ask, "how do you know?" So if the story is fiction, how do you know it's fiction? And so they're able to give a reason why they answered that question. Well how do you know that happened in the beginning? And then they can go back and find text evidence and point to the picture that is in the beginning of the story.

Interviewer: How are you planning to check for understanding or assess student outcomes?

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Teacher: That's when they meet with me with small group so I'm checking if they're understanding what was learned in the whole group, to see if they need it to be re-taught. We're constantly assessing them so I constantly know where they're at, I know the ones that aren't quite getting it so I can re-teach them. And also when we're in small groups I can listen to them individually as they're answering questions or reading. So it's very easy for me to know exactly where their level is at and assess whether I need to teach it to them again or take that next step. Are they ready to move up to the higher level book? Are we ready to do some writing or vocabulary work because they're already understanding the concepts.

Interviewer: How would you describe the lesson as engaging for students?

Teacher: I think it's engaging because it's a short amount of time, it's about 10 minutes that they're at each, I call it their job, so at each job. It's something that's short and that they like to do. They like to come work with me, and then they're getting their hands moving with the play-dough, and then they're reading, and then they're using the technology. So it's kind of those different learning styles are being addressed so they're not just sitting and listening the whole time. They have to be quiet and sit and read by themselves, and then they can work together with their friends, and play with the play-dough, and then they can listen and work with the teacher. So it's engaging them with the different ways the content is delivered.

Interviewer: That does sound like fun. How do you plan to manage behavior during the lessons starting with expectations?

Teacher: We do a lot of that in the beginning of the year, the expectations. What does it look like when you're reading to self, what does a transition look like? At this point in the year they've pretty much got it. We talk a lot about being self directed and being responsible. Responsible means you do what you're supposed to be doing if you're not doing what you're supposed to be doing your clip will move down. So that's our behavior management chart, they move their clip down. A lot of the times I like them to redirect their own behavior so if you see a friend doing the wrong thing you tell that friend, "hey can you please stop doing that?" So that's being communicating contributor, using their social skills.

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The expectations for them are set very high. They need to work and if they're not working their clip will move down. And a lot of that is just enforce through positive reinforcement. Oh I see you're doing that, move your clip up. We talk a lot about you can not disrupt me when I'm working with my group. And we talk about everybody has a job to do right now, what's your job to do right now. My job is to help my friends that I'm working with at my table so you need to be self directed and solve your problem on your own.

We have a back up plan on the computer, so instead of them say, "this computer doesn't work, it's broken, I can't fix it". They know, okay I'm going to go do the back up plan, I'm going to go get out my journal and write in my journal. So that helps me, I only have 10 minutes and I need to get as much done as I can in 10 minutes. They do the back up plan, they know that I have a job to do or a lot of times they'll come ask me and I say, "I'm sorry I can't help you I have a job to do." So they know what I'm doing is important and what they're doing is important.