

5th ELA Visualization
Materials Interview

Interviewer: Please describe the instructional materials you are using for this lesson.

Teacher: The materials I'm using are I've got a class set of the novel, *Crash*, by Jerry Spinelli. Then, I also have the instructional teacher's guide that I purchased on my own. Even with that, I model it and I kind of tweak it to match what I am wanting them to do. It is not like you can pick up that material and then just teach it. A lot of it is me taking the ideas and concepts and teaching them myself. The whole brain concepts around visualizing and inferencing, we made up on our own. Those are just jingles that we use to give them a way to remember those skills.

Interviewer: I like the jingles.

Teacher: Yeah, those are fun.

Interviewer: Why did you consider choosing those materials?

Teacher: Teachers in the past have used the novel, *Crash*. I have never read it. I am kind of learning it along with them, which is scary. I read a couple chapters ahead and kind of keep myself a few pages ahead. The students, I asked the students from last year that were in fifth grade who had read it and they all ranted and raved about it. I figured if they are interested in it ... I still have some kids who don't love to read. It was my attempt to kind of hook those kids and get them to love to read. The pairing, the teacher guide is just a way to kind of help me if I am struggling. What could we do? What is a good activity we could do now to kind of tie into what I am trying to reach. It is just a resource, I guess, to reference. Yeah.

Interviewer: What is it you like about these materials?

Teacher: I like that sometimes in the teacher's guide, I guess it has some creative ideas that I can base ideas off of. I don't often take it, like I was saying as like, "Here is what it is and we are going to do it." I'll shift it and I'll manipulate it to fit my kids. I love the story, *Crash*, for any teachers out there. It is a really fun story that kids can connect because the character is their age. He is dealing with bullies and identity and that is a concept that these kids are dealing with right now too. Although they haven't really pinned on that that they are dealing with them too, they can relate. The characters are easily relatable, I guess.

Interviewer: Are there any changes you would make to these materials?

Teacher: I did make some changes. I wanted them just to practice visualizing is a good strategy. We have also been working a lot with inferences. I wanted them to try and make an inference about a character as well just to kind of add another level to some of those kids. I know that my lower kids, I have a group in there of children who have an IEP. For

them, that step might be too much and that is okay. It is just an attempt to bump it up for kids who need another level of thinking in the content and the comprehension of the book.

Interviewer: How would you describe the materials as meaningful and relevant to the students [inaudible 00:02:55]?

Teacher: Like I said earlier, the book relates to them. The character is their age and is dealing with the same things that they are going to deal with. Our kids are going into middle school next year. Although they don't leave the campus, they are still considered middle schoolers if they were at another school. They are going through those same social-emotional levels in life and starting to notice others, starting to bully and starting to pick out differences. That is what the book is all about. They are able to kind of connect with him. The character changes and noticing that they are changing too. Noticing those changes. It is engaging in the fact that it is easily relatable for most of the kids in the class.