

5th ELA Visualize Reading
Post Interview

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

Teacher: One way I think I was effective was in the beginning showing the kids what we were going to work on, what we were focusing on. I stated clearly. We also practiced it and we talked about the purpose. I'm trying to bring teaching back to what's the purpose. Giving them a purpose as to why we were going to visualize. Why do we do this? What does that mean? To practice it together in a safe environment where we could share out. Practice visualizing the characters. Stating it clearly in the very beginning. We use our wall on the side, so that they know the specific skills and strategies that we're working on at that moment. They always can reflect back on that and see what we're doing.

Interviewer: What part of your instructional practice do you think was the most effective in supporting students to meet the objectives?

Teacher: I think giving them ... layering it in the sense that I allowed them to do it together with me. I modeled it. We did it together. I showed them my model. We did that together. Then having them practice then on their own. Giving them a chance to be creative with it to. Being able to use art to visualize, and show their visualization. I think that was effective to because the kids ... It's interesting. Although they're doing the same scenario, they're visualizing totally different things. It's an insight for me into what they're thinking and what they're seeing. If they're understanding what that scene was about and what was happening. I think that's one way that it was effective. Giving them a chance to express in other ways than writing. Sometimes, for kids who are struggling in writing, maybe you're going to lose some of the content there. Or their understanding anyway.

Interviewer: What role did organization and planning play? Planning classroom set-up and anything like that.

[00:02:00]

Teacher: It's good to be prepared always. Your lessons ... I think as you become a teacher you realize that if you're not prepared, the harder they are. Having an example to show them. A couple kids went back and referenced my example to see what I was looking for. That gives them ... That took me planning and doing it last night or this morning. Having something to show them. Also, having the materials out. Having the routines set so they know where to be on the rug. They know what I want them to do when I have them turn and teach their neighbor the skill that we're going to practice. Those routines, putting those into place prior to even teaching anything are important. Also, the materials, having them prepped prior is a lot easier. Having things out.

Interviewer: I always suggest to my students, if you want to do a lesson, do it first. Do the thing first yourself.

Teacher: Right. See what you're doing.

Interviewer: See what you're doing for sure. What role did behavior management play with regards to expectations, procedures, routines, discipline?

Teacher: My class, we ... I think I said prior, we really stick to our routines. That helps the kids be successful. They know when I say, "meet me on the rug" there's a place to sit. It's not arguing about "where am I going to be? Who am I sitting by?" They're strategically placed. That helps. Having those routines about turning and talking, about getting their attention back. All of those routines just allow it to just move smoothly, and it gives the kids a set up for success. I'm not having to ... They know exactly what I want, when I want, and how I want it. There's no room to misbehave in that sense. The kids are also engaged. When kids are engaged, your behavior issues are often not there. You don't often see them because they're so into what they're doing they don't even think about being naughty.

Interviewer: Totally. [inaudible 00:03:52].

Teacher: Yeah.

Interviewer: With that said, how do you think the lesson went with regard to student engagement?

[00:04:00]

Teacher: All kids were on task from looking around. If they were talking, it was a lot of, "look what I drew. This is what I saw." That, to me, is okay. They're wanting to share. "This is what I saw in that scene and it's different from yours." Realizing that our visualizations are different. It's okay. I thought that everybody was on task and doing what I needed to do. It gets a little hairy when you have small groups that are independent. You have to really set the routines there before you let them be independent. It's often the kids that you know you can trust in those situations. You've got to set them up. I would never put my squirrely, talkative boys in an independent group like that because I don't think they'd be successful yet. Where as, I know some other kids are. Those kids will stay with me in a reading group.

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

Teacher: Well, just at the end, asking them, "why, why are we doing this?" Them being able to see this helps us understand what we're reading, which is the overarching literature standard that they'll understand literature at the fifth grade ... at a fifth grade level. Them just to see that this helps us to understand what we're reading. If I can paint a picture. Whether it be literally or figuratively in my head, that I'm going to better understand what I'm reading. They were able to tell me that. That wasn't something we had practiced or talked about prior. They were able to physical see why, why they were doing that.

Interviewer: Finally, how would you develop this lesson in the future?

Teacher: If I were to do it again? I think if I were to do it again, I would maybe even allow some kids to choose their own scene that they wanted to visualize. I structured it the sense that I wanted them to choose one of four. I think in that sense, if I were to look back, maybe they could choose their own scene from what they had read. A scene that maybe stood out to them. That would have been interesting to see what part was important to you, and you, and you. They're all going to be different. Maybe letting them choose their own. That might be a good way to alter it next time. Also, maybe having them do a written reflection at the end would be a way to check their understanding about visualizing and making sure that they understand what it is, why we do it, what it's for, and how to use it. That could be an exit slip possibly.

[00:06:00]