

5th ELA Visualize Reading
Pre-Interview

Interviewer: Why did you choose to teach this lesson?

Teacher: This is a lesson that I chose to teach because it is something that you will see in curriculum, the state mandated curriculum of wonders, and it is taking those concepts, strategies, skills, and teaching them in way that is more kid friendly. So it was one way that I wanted to show teachers how you can teach those things and maybe how you can deviate from the wonders curriculum. Taking the ideas and concepts and making them your own.

Interviewer: What are the learning outcomes from the lesson? How are they related to the larger sequence?

Teacher: The large sequence kids need to be able to comprehend grade level text. We are reading a class novel called crash. The kids are going to practicing a couple of strategies today. One is going to be visualizing what they are reading, which is developing comprehension of what they've read. Another is going to be inferences based on what they've read, taking what they've read and drawing conclusions based on what they know prior about the characters or the scene and being able to put those actually into use and developing their own illustration of the scene of the text I guess.

Interviewer: How would you describe this lesson as meaningful, useful, relevant to the students?

Teacher: So it is useful in the sense that they are taking written language and they are putting it into an actual picture and so it is taking more than just having words in a book and putting it into what are they actually seeing in their own heads because when we read, you and I as adults, we are able to kinda paint those pictures in our minds. For kids we have to visually walk them through that. What are you seeing? What does the guy look like? What does our character look like? Cause it's not a picture book. They don't know and so they are really engaged in this book and they have loved the book so far. We are about halfway through. This is a way for them to kinda put those pictures that they have been kinda formulating onto paper and then being able to draw some inferences based on what they are writing and what they are reading.

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Interviewer: Cool. Multiple brains thinking so cool. So what are the big questions you are using to drive the student discussion?

Teacher: One is what are you are you visualizing? What are you seeing? What's happening in this scene? What's happening, as you are reading what are you picturing in your head? Often I will stop the kids and say "Okay picture what do you see right now in your head? Close your eyes. What do you see?" So it's practicing that visualizing. What are you seeing and also what can we infer based upon what we've read will be some of those main questions.

Interviewer: So how are you planning to check for understanding or assess the student outcome?

Teacher: So afterwards, they may not finish their project today but I will have them share out some. What are you visualizing? What did you see? What is your intent? What are you going to put on your paper? What are the inferences that you're making off this scene? The scenes that I have picked out are kind of like influential scenes and the whole big picture of the story. Kinda gauging them in that sense. Having them turn and talk to a partner. Having me hear a few, calling on kinda those key kids who I wanna see like are they really getting what we are doing. That will give me a good sense of if we are having some understanding about visualizing and inferences.

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

Teacher: Well I think anytime kids get to draw or write or put their own ideas onto paper in a way that is creative is engaging. It's not me giving them a quiz or giving them a test. Its okay, show me visually what are you seeing in your head in this scene? Then show me and share with me an inference that you've made. I think it's engaging in the sense that it's allowing them to be creative and it's hands on. They are going to get to paint and draw or color or markers. It's probably gonna get a little wild but that will be okay. You know it's not so constrictive I guess.

Interviewer: Then finally how do you plan to manage student behavior throughout the lesson starting with the expectations?

Teacher: So again setting clear expectations about ... First we are going to be in reading groups. In reading groups and they know, because we have done it before, what is appropriate and what is not. I Usually have to Kinda maintain and manage that noise level because as kids read the book it is kinda funny so they will get elevated and have to kinda bring them back down. But they are used to it and they know what to expect. But setting out kinda clear outlines, like when your done with this here is what your gonna do, so there is not a lot of lag time and giving them the outline of what we're doing prior so they can anticipate what's gonna come. Those are all ways that you can set the kids up for success and be preventative in behavior.

Interviewer: Cool