

3: 2nd ELA Astronomy PreInt

Speaker 1: Our wonders curriculum is brand new this year. Also, our school has a partnership with CREDE from UH. We're focusing on small group instruction as our powerful instructional practice. A big part of the wonders curriculum is differentiated instruction and making sure that we're teaching student to the level that they are academically.

What you're going to be seeing is my fourth day into a new unit in the wonders curriculum. The first three days I was what students were learning about were re-reading, sequencing, compound words, and they're also learning the long "i" sound. They've all been introduced to all of these different standards and topics. What you'll be seeing is time when students are breaking up into centers, and I'll be working with three small groups and three different groups, and they are all differentiated at their own level. The day before with the groups that I'm going to be working with, they read with their small ... There's these small level readers from the wonders curriculum. The day before students were in also had this center activities, and they read together the story that we're going to be discussing for comprehension. I believe it's called "A Different Set of Stars." They'll be reading and we'll be reviewing the story together. When they're [00:02:00] working with me, we'll be working on identifying on compound words and also retelling the story in the correct sequence of events.

The group that I am working with you'll see this three different times. Each one of them will have a white board, but there will only be one pen because collaboration during a small group is going to be emphasized. First, we'll be kind of doing a reread, but the reread will be more of looking at the pictures and really talking, trying to jog their memory. We only have about twelve to fourteen minutes per center. I don't have the time to reread the story with them. That's why I have them reread the story the day before. We'll be talking, and then each of them will be have a different part of the sequence of the events to write. One student will be first, but they'll all collaborate in what will happen first. That's why there's one pen. One writer, one scribe, but four, including myself, five authors. We'll all work together to put the story that they read the day before in the order of events.

The other students will be ... They'll be three center rotations. Other students will be either working on tech. They will either be on their achieve 3000 account, or they'll be working on some of the online wonders activities, I assign to them through their wonders accounts. There will also be a vocabulary review station where they are using vocabulary cards. They'll be doing a close activity, which means fill in the blank with the correct vocabulary word. There will only be again, they'll be expected to work in a group. There will only be one scribe, and the students understand this. Their center activities really gives them the chance to [00:04:00] work on using their living and their point of values because they will not, there will not be an adult working with them directly. They will be expected to be able to work through the activity at the center.

You will also see a phonics activity where the students will be working in pairs. You'll also be seeing another activity that I've noticed that students when they're rereading, they're often not rereading strategically. I designed one center activity that where

they're going to read a book about day and night. We're reading a nonfiction story about star gazing and space. This is a nonfiction book that gives a little bit more scientific information about what makes day and night. This students will be asked to go back and to read it together once, and then to go back, and identify another close activity. They have to find the exact sentence and they have to fill in the blank for the exact word that's missing.

We call this our match match strategy, being able to go and read a question, or read a prompt and go back into the text, and find exactly where this is the building blocks for finding text evidence. I'm trying to find and plan an interactive, more a fun activity that teaches the students to go back and look back in the books strategically like a detective, so that they can find the missing word. My goal with this is for them to build, be re readers, which is one of the skills or strategies that we're working on. To really do it with thought and purpose behind it because a lot of times, if you ask a student to reread. It could be ten pages [00:06:00], but two minutes later, they're "I'm done." No. Maybe not. Did you reread? Maybe you have reread, but did that child reread in a way that I expected them to.

The outcomes that I'm expecting. The group that I'm working with I'd like to see that they have a firm grasp of how to sequence a story from beginning to end and to pull up the main topic and main details. It is a type of formative assessment, I will have. It will also for me, be a readiness kind of tool for me to gage whether they'll be ready for an assessment or not, depending on how well they do in the activity. The students that are working at their own centers the outcomes. I do look for, there are some products that they'll be turning into me, whether it'll be the worksheets that they've worked on together. I hate to say worksheets because it has such a bad rap. I would say the activity that they're working on together, they'll turn those into me. For the students that went online, I can look online and see how they did on their wonders activities and also on their achieve 3000. I can go back and see that date to see how well they did. The outcomes will be different products. My groups will be more of a formative assessment.

During my briefing, we will discuss again, we'll review our point of values that number one. I'll review every single center activity with the students. They'll have an opportunity for questions. Some of the activities we did yesterday and we've done in the past as well. Some of them are, [00:08:00] they are familiar with those routines. I think ... They didn't necessarily do them yesterday. They didn't. They've done them before. Because what we're seeing is at this point, this is after we've been working to get to really having these centers that work very well with one another all year long. The student, that class management, the behavior management, really at this point is coming internally from themselves, and their own desire to work together to complete the task, and to be learners. Sometimes there can be conflicts, for the most part, students can work it out. During our debriefing time, they'll have an opportunity to share what maybe didn't work in their center. Students are usually pretty honest. What I've noticed recently, they're not no longer pointing the finger at teach other, but they're starting to take a responsibility as a group. We could've done this. We didn't. I got mad at him. Or I gave up. You'll start to hear some accountability, self-accountability for how when things went great or if they didn't go so good.

With the small group ... Level readers, after each story, there is a set of questions, which are prompts, and they are meant to be used as a guide. I'll be using that as my format. I won't necessarily be following it verbatim, but I'll be using it as a launching pad. It's going to be reviewing sequencing. It's going to be reviewing compound words and the activity that we do together [00:10:00] I'll be going over what sequence words. First, next, then, last, or finally. Making sure we're working and using those in order.

The center activities are something that students really, really love. They're engaged in their, either with their partner, or with their group, or with a piece of technology, or if they're working with me, with the teachers. There's really no opportunities the center activities. There's three rotations. They're twelve minutes long. There's a lot to do in those twelve minutes, and the expectation is you do complete as much as possible. The number one expectation that you're working together, that you're compromising, you're agreeing with each other, being accountable for each other to complete the task, because they know that sense of freedom that they get with the center of activity will only go as far as the products they're producing, and how well they're working together. If they're not working together well, we need to take a step back, we need to talk about how to be [pono 00:11:13]. Before I released that another freedom to them.

The relevance is that our ... It's really important for students to learn to work together. From the beginning, they love the center activity, but the center activity really provides them. They have a lot of freedom and they enjoy that because they're interacting with one another. It will only work if they're following their point of values and being accountable to one another. That's the meaningfulness is that they're learning to work with one another. [00:12:00] Also, every center activity that they're doing, I would say they would be a little bit below their instructional level. It's something that they can master. It's a review of concepts that they've already learned, in preparation for our assessment. Also, making sure they're hitting those learning targets and standards that we've covered in the morning.