

Post Obs Reflection Form

4th Grade ELA

1.

My students were cognitively engaged in their work. Students were focused on their tasks throughout the ELA lesson. Students transitioned smoothly from one task to another. By checking their work during the lesson and by sharing their work after the lesson both with partners and with the class, it was obvious that students followed the expectations of completed work for each station. When performing Guided Reading Groups, students were ready to participate and were able to answer questions and share ideas.

2.

Guided Reading Groups – Students did attain the lesson objectives, but only minimally. Because this was the first lesson with a new Reading A-Z book, time was needed to introduce the topic and contents of the book. Based on the 15 minutes given for each group, students received practice in determining a main idea, word study, and reading fluency that will be reviewed and continued throughout the book.

Word of the Day – Students did attain the lesson objectives for this activity. This station was not new to the students and they have steadily improved their word study and writing skills because of it. It also gave them an opportunity to practice using an editing checklist that was introduced to them recently. All of the students in the class produced a writing piece that followed the expectations that were reviewed before the lesson began.

Comprehension Cards – Students did attain the lesson objectives for this activity. The activity sheets could only be filled out correctly by obtaining the background knowledge of the reading on the front of the card. Although some students did not have enough time to complete all 3 activity sheets, all students were able to complete 2 of the 3 sheets and a whole group check of their answers showed that all students gained a general comprehension of the readings.

3.

The instructional strategies I chose supported student learning through already introduced assistive strategies and through differentiation.

Guided Reading Groups - Booklets were chosen to reflect the reading levels of the reading groups. In addition, word study words were highlighted in each student booklet and were also written on the board for all students to clearly see. Pictures from the booklets were also displayed on the screen if seeing the pictures in color was helpful. A timer was also displayed on the screen to help students time their activities and to ensure both reading groups received appropriate time for their lesson. The strategy of having each student in the group follow the reading of one of their classmates by using their fingers to point at each word read, keeps all students engaged in the activity.

Word of the Day – Students were provided with a guiding activity sheet to be glued into their Word of the Day book. Students were also provided with a Hint basket of pictures that might give them ideas for a story about the vocabulary word. In addition, a laminated editing checklist was provided to help them self-edit their written work. Many of the stories written were creative, went well beyond the required 7 sentences, and showed evidence of using the editing checklist.

Comprehension Cards – Cards were differentiated by reading level. The purple, or higher level cards were used by the higher-leveled reading group, and the green, or lower level cards, were used with the 2 lower-leveled reading groups. The activity sheets were also leveled appropriately and for the most part completed successfully.

4.

I have promoted a culture of learning in my classroom. Before each ELA lesson, objectives, expectations, and outlines of stations are displayed on the screen and reviewed with the students. Clear classroom routines have been established and questions are answered up front so minimal distractions and interruptions take place during the learning time. Students also know that their work will be shared and this gives a greater sense of importance to the quality of their work. Students are able to begin and complete activities on their own and they are also able to transition respectively from one activity to another. The students have been guided to understand that my work with the Guided Reading Groups is important and that it deserves minimal distractions. In addition, students have been provided with an environment that allows them to feel comfortable enough to participate often and share ideas.

5.

In the Guided Reading Groups it was my plan to have each student read a paragraph to practice their reading fluency. In one group 2 students did not get to read based on limited time. It was also my goal to practice writing the main idea of each of the paragraphs read. We only had time to practice that skill on one paragraph. Again, because it was the first lesson with these booklets, time was taken to introduce both the topic and some new vocabulary. Time was also taken to give the students opportunity to share their background knowledge on the topics. More time can be spent on these skills in subsequent lessons.

6.

In the future, as students become more accustomed to established expectations, I can start the lesson earlier and provide each Guided Reading Group more time to practice the targeted skills. Starting the lesson earlier would also provide the students who were in Guided Reading Groups more time to complete their station work. I also realized, that targeting both the word study and determining main idea skills was unrealistic in the time I had with each group for the first lesson of the booklet. I should

have targeted the word study vocabulary during the first lesson, and then targeted the determining main idea skill in a subsequent lesson.

Also, in the future, I know I will need to monitor the students who are working independently or with partners while I work with the Guided Reading Groups. I sometimes become so focused on the students at the front table, that I may go for long periods of time without monitoring the rest of the students in the classroom.

7.

I've been happy with how this particular group of students follows expectations during ELA lessons. It allows me to grow and increase my knowledge of facilitating Guided Reading Groups, which is new to me this year. I still have much to learn and experience, but I am glad that I am making a concerted effort to follow the standards and expectations of the state, district, and Fyle Elementary to target the instruction of my students.