

Post – Obs Form

Elementary ELA

As you reflect on the lesson, were students cognitively engaged in the work? How do you know?

I am confident that students were cognitively engaged in this lesson as evidenced by their questioning, note taking, peer interactions, conversation and in the sharing out. As I rotated throughout all the groupings, students were reading and working towards identifying the multiple meaning word or phrase. Once it was identified, discussion turned toward the context clues and identifying the correct meaning from the possible meanings stated, according to the context clues. Students referred to their notes to affirm their understanding of the newly learned strategy and actively discussed the possible answers with a peer or peers. I witnessed many ah-ha moments as students helped other students accurately use the strategy and obtain the self affirmation they needed to confidently “own” the lesson.

An example of this would be when Joey said “Oh, so a bill could be a dollar bill, the bill of a hat, a bill you get in the mail, or the bill of a duck. It has to be the bill of a duck since the context clue in that we are talking about geese.”

Did the students attain the lesson objectives? What is the evidence of their learning?

The students were taught a multiple meaning strategy, M&M, whose purpose was to help students navigate through scenarios where multiple meaning words cause interference with accurate comprehension. Given this strategy on double meanings, the students were able to demonstrate

the cognitive flexibility to shift between the possible meanings and using context clues determine the logical meaning.

The evidence of each student attain the objective was visible through the completion of their M&M strategy graphic organizer. At the completion of the lesson, I asked the students to think about our current read aloud called *The Breadwinner* and determine if there is a double meaning within the title. The students shared out the possible meanings of what a breadwinner might be defined as for the title. The students determined the accurate use of the term breadwinner, based on the context, that it was a person who made the income for their family.

How did the instructional strategies you chose support student learning? How do you know?

The M&M instructional strategy that I chose was selected from the book, *Promoting Executive Function in the Classroom*. The Executive functioning skills are located in the frontal lobes of the brain and are usually the last ones to develop but are vitally important for a student to be able to have the cognitive flexibility to shift their mindset within a given context. This set of skills can be explicitly taught and learned.

I wanted students to be able to access the strategy and not struggle with the text itself. They were grouped according to ability based on their reading records, spelling inventories, interest inventories, schema and writing aptitude.

Some scaffolding was required within the groupings themselves. This was accomplished by the use of independent leveled text and easing students into the graphic organizer with some information provided

within the organizer itself. This allowed students to gain confidence while working with the strategy and further reinforcing the skill.

How have you promoted a culture for learning in your classroom?

I have promoted a culture for learning by creating an environment that is conducive to taking risks. I instill and remind the students of PBIS traits that promote positive character traits so that all students feel safe and valued for their contributions, comments and questions. I also utilize examples from all heritages in the classroom and encourage the sharing out of connections and extensions to further our comprehension and build schema. Although all the students were learning the same strategy it was applied to various texts so that all were able to access the strategy and gain success. This multiple meaning strategy can be applied to non-fiction as well as fiction. This strategy is a life-long executive functioning skill that can be used across all content and throughout a person's academic career.

Did you make adjustments to your plan as you taught the lesson? What, how, and why?

It was quickly apparent to me that right after I taught and modeled the strategy and began guided practice, students did not have full understanding of how to accurately use the strategy. I immediately stopped and backed up to assess exactly where they had lost understanding. This took approximately ten minutes and after that time students were able to proceed successfully with guided practice and eventually into their differentiated groups.

If you were to teach this lesson again, what might you do (if anything) differently?

When I teach this lesson again, I will provide more than two modeling opportunities of the strategy. I do believe that the five minute warm up that I utilized was the right thing to do but I would go further and model two jokes and extend it to an excerpt from a familiar text before I initiated guided practice.

Any other thoughts you would like to share about this lesson?

There is no question in my mind that this is a powerful lesson. The M&M strategy gives students a lifelong tool to use context clues to be cognitively flexible, to shift between the possible meanings and to determine accurate comprehension within the content.