

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

I think the children in each group were cognitively engaged in the work that we were doing. In each guided reading group, students were ready to participate and were able to answer questions and share ideas. In my first two reading groups (level G, level I), they understand the concepts that I am teaching, but need some support and guidance applying the strategies and skills to their own learning. This will be an on-going process as we head throughout the year. My third group (level M) also understands the concepts that I am teaching, but they are at a level where the application is done mostly independently into their own reading.

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

I think the students in all three guided reading groups attained the lesson objectives. In my first reading group (level G), the evidence of their learning was administering a running reading record to determine if they are using the cueing systems when reading. I was able to give immediate feedback listening to students one on one read and observing how they are problem solving unknown words. Also, the use of the white boards during the word work part of the lesson showed me if they were able to take words and apply it to their writing. In my second group (level I) the evidence of their learning was through teacher observation of students during their guided reading group and anecdotal notes, students ability to respond to questions by the teacher, and writing about their reading (using a post-it note to make a prediction). In my third group (level M), the evidence of their learning was through teacher observation to see if students could use and identify non-fiction text features independently and use all kinds of information in a text to further develop their understanding.

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

The instructional strategies I chose for each reading group was from the Fountas & Pinnell assessments, the Continuum of Literacy Learning, and the Common Core Curriculum. These resources helped me to determine which instructional strategies were appropriate for each group. I know that these instructional strategies support student learning through the use of teacher observations, students response to writing (post-it notes), taking a running reading record help me to know if the student was using their reading strategies and I was able to give the student feedback immediately. I am always constantly monitoring the kids on their group work and classroom work. I continue to monitor students application of the strategies used to determine future instructional objectives/goals.

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

I have promoted a culture for learning in my classroom by nurturing the strengths of the kids, promoting cooperative learning amongst students in the classroom, building independence, I have created a safe and caring environment where students feel comfortable and are encouraged to take risks. I have established rules and expectations for the classroom.

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

The adjustments that I made were based on monitoring what students were engaged in during the guided reading lesson. For example, the student in my second group (level I) needed extra support making a prediction on his post-it note. So I worked with him one-on-one at the end of the group to ensure understanding. As a result of spending extra time with my second group, I had to adjust the pacing of my third reading group (level M). I concluded the lesson where I felt was an appropriate stopping point based on the time I had to spend with this group.

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

If I were to teach this lesson again, I would have started with my level M group first to ensure that they had the opportunity to read part of the text and response to writing on a post-it note.

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

Overall I was pleased with the flow of each guided reading group. I was also pleased with how the rest of the class was engaged in their learning throughout the ELA block.