

Student Name: Travis Greenwood  
Lesson: Reading 'Fiction' text using Graphic Organizers (KWL)

## I. Reflection on Student Learning

A. Observations: What observable behaviors showed the students were achieving the objectives of my lesson? Be specific and avoid generalities.

At the beginning of the lesson I modeled for the students how to fill out each section of the KWL Graphic Organizer. Completing the K-W portion of the K-W-L graphic organizer. (K) "What I already know about the topic" and (W) "What I want to know more about the topic." During this time I question my student's prior experiences and their knowledge of this particular fiction article. Students had a wide range of responses. As a whole group we completed the first two sections of the graphic organizer. Students shared a variety of response towards what they would want to know about this topic. It was interesting to view my student's experiences which were different from my own. yzo

My student's ability to fill out their KWL chart was diverse from their peers. A select few students were able to list more information for each section of their chart. This showed me that these students had a more in depth prior knowledge than their peers. I did notice that all students were able to fill out the L portion of the chart stating "What I have learned after reading." It was interesting to read what they had learned. A select few students are going to be chosen for a response to intervention. They will organize a deferent graphic organizer that will target their learning style.

Once the lesson was completed students shared what they had learned about this nonfiction article. This gave students a chance to regurgitate their information. Students were able to reflect on their learning while they shared enabling metacognition.

B. Diversity: Students targeted learning style was focused at the visual and auditory learners. The needs of my students fall in a majority of these learning styles. I am able to address a wide range of my student needs during this lesson. Students are accountable for their academic proficiency. It is my responsibility to ensure students are aware of these progresses. By making this connections to students they take more meaning towards there learning and are held accountable for the own progress.

*their* → *place = there*  
*"i" means people* ↑

C. Artifacts (See Attached Documents)

1. Analyze student work, how do you know the students were applying the objectives of the lesson: Students were required to complete a KWL graphic organizer with efficiency. Students that were unable to fill our every section of the graphic organizer were selected for an RTI based on their KWL chart. I was able

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to determine that their main focus was on, or off topic. Physical evidence of student work could be analyzed for a grade, and for student's comprehension.

## II. Reflection on Your Teaching

A. Was my instructional strategy effective? What could I improve upon? I firmly believe that my modeling for the students during the mini-lesson was highly effective. My students have been exposed to a KWL chart before, but not focused towards main idea of a fiction passage. Students we actively engaged with their peers after reading the article sharing their experiences relating to the passage. I was able to target a diverse classroom's learning style.

B. What did I learn about myself as a teacher from the lesson? Reflecting back on this lesson I was unaware that not all students might have had these experiences. During the lesson I noticed a few of my students not participating as actively as their peers. During independent time I had a small conference group with them, and discussed my concerns. They told me that they have never had the same experiences as the character in the passage. As a teacher, we have to keep all scenarios in mind to best understand all of our students.

C. What did I learn about literacy teaching (pedagogy)? Have any of my ideas about the science of teaching (literacy pedagogy) changed? Literacy is diverse, and targets a wide range of student's experiences. Every genre of reading can be incorporated into different content areas across the curriculum. My pedagogy on educational philosophy is constantly evolving into new ideas. The science of teaching is like an experiment with trial and error.

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