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Lesson: Literacy (Green Machine/Rain Forest Rescue)

Reflection Form for Performance Based Literacy Lesson

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.

Write a narrative telling what actually happened:

1. Starting off the lesson I began a mini lesson where I read the objectives off the white board. They then discussed what strategies they should be using while close reading. We came up with a list of close reading strategies on an anchor chart. I required students to use no less than four of their close reading strategies while reading their passage.

At the start of any lesson, I believe it's a good habit to go over that specific lessons objective. Creating a habit will lead into routine, and i believe it's important that students are aware of their objectives. Today's objective: use close reading strategies to draw conclusions and make inferences. Student had the access to an application on their ipad called notability. This application allows students to use various writing tools to demonstrate their close reading strategies. *What about modeling?*

Guided Practice → Next, I observed students achieving my objectives by using their notability tools to show their close reading strategies for example: Process of elimination, Underline proof, Code questions and Number paragraphs. Students would have to physically demonstrate the strategies. It made for easy formative assessment walking around the room, and it created authentic learning. Also, students would be able to self-grade their article based strictly off their strategies used. I felt like this made students held more accountable to physically self-check their own work.

Independent Practice → Towards the end of the lesson I realized that some students were not using multiple strategies during the article. I made it a requirement to use no less than four strategies during one article (I made this a requirement during the mini lesson). Students would benefit from multiple skills used during their reading comprehension passage. I wrote names of students down who I noticed a lack of demonstration of these strategies.

B. Diversity: During the grading of my students final assessment task (full demonstration of skill base while close reading) I analyzed student demonstration of the objective. During the formative assessment while walking around the room I had notice various students not using the

required number of strategies. I had the names of the students written down on my lesson plans to ensure I wouldn't forget. These students, whose results did not reflect proficiency, would respond to an RTI. Because MAP testing is such a major deal in the fourth grade, and a part of the MAP testing requires students to make inferences, draw conclusions, and prove knowledge of close reading strategies.

C. Artifacts: Include examples (see attached documentations to lesson plan.)

1. Analyzing student work will allow me to know who exactly would need an RTI. Students were applying the objectives of lessons by their application of close reading skills used for a close reading passage. For each student I analyzed their work by creating a t-chart where I charted the strategies being used and not used. Those students whose were noticed would respond to an RTI. (To see anecdotal notes see attached lesson plans.)

II. Reflection on Your Teaching

A. I believe that students were comprehensive of the objective. There were only a select few students who were not at grade level expected proficiency. I would have created an anchor chart for this lesson, but it was more of a formal assessment not a way for students to refer back to while reading. We had already had notes in our writing notebook several days prior. I believe, students were targeted for their best learning style during the entire lesson. Students are diverse in their prior knowledge, and learning styles. Teachers have to be scientist and incorporate all of these aspects into their daily instruction.

B. From this lesson I was able to improve specific instructions from one reading passage that was heavily analyzed and synthesized. As a teacher I was able to find more diverse ways of targeting student learning. Styles my students were well rounded thoroughly, and also able prove their strategies used. *good*

C. My overall pedagogy was altered based upon my new discoveries. I believe that everyone falls into a group refining their personal educational philosophy. Teaching is an absolute science incorporating experiments and best practice in one. Teacher constantly have to review, refine, and re-adjust their belief of their educational philosophy.