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Student Teaching - Spring 2014  
South Oceanside Elementary  
Grade 1  
May 24, 2014

Reflections Week 1 - May 19 - May 23, 2014

1. Haiku - Summer (Monday, May 19, 2014)

*What went well in your lesson and why?*

This week was busy! My CT was busy doing assessments, which means I was teaching all the time, which was awesome. I learned a lot about myself as I reflected after each lesson.

My students have not had the opportunity to read or write poems. I thought why not? I decided to introduce them to writing Haiku poems. Before I introduced it, I read them a poem from their Anthology book about fire flies (Fireflies for Nathan). I asked them what they thought what I read was. I got the usual answers - about fire flies, night, bugs. I probed, "But what sort of writing is it? Is it drama, is it a story, is it a real story?" Responses were - it is rhyming, it is a nursery rhyme. I took the rhyming and probed deeper asking them to name some nursery rhymes. I got a few. I was waiting for them to say - POEM. I dug deeper, asking the questions. I lost a few as I probed but then one student said in a very uncertain voice - p o e m? What is a poem I asked, she said like - Jack and Jill went up the hill? I tried asking what is the difference between poem and a nursery rhyme? They seemed confused. I clarified - poem is words put together to express a feeling or thought versus a rhyme is a poem that has repetition of words and lines.

I continued to tell them that today we will write a Haiku, a Japanese poem. This poem has rules - there are only 3 sentences of which the first sentence has 5 words, the second has 7 words and the third has 5 words. As a group we generated words that come to their mind when they hear the word - Summer! I then asked, "Help me make a sentence with 5 words using these words". Soon a sample poem was created by the group -

*summer fun beach all day  
ice-cream slushy water fight in hot sun  
I like playing at park*

Clipboards in their hands my students picked a comfortable spot somewhere in the room and I turned on music for them to enjoy in the background. By the end of the lesson we had some amazing haikus about summer. I carried this lesson on for the next two days - next day they edited their haiku (good writers edit their work) and on the third day they wrote their haiku on a colored piece of paper, drew a picture and we displayed the poems on the wall for parents to read for Open House later that day.

I learned that students can learn to be authors at any age. My first graders were *Haiku Poem Professional Writers!*

*If you could teach this lesson again to the same group of students, what would you do differently and why?*

The next time I teach this lesson, I would change the following -

1. After our first assignment, I would read haikus written by authors from a book so students can learn from professionals
2. I would have them write a Haiku about a topic of their choice
3. would have them present to another classroom

## 2. Writing (Wednesday, May 21, 2014)

*What went well in your class and why?*

For this lesson, I had my students be authors. The task was to complete/continue a story we had read - The Rabbit and Frog Trick. The concept was *bragging*, the Rabbit was bragging how fast he could run and the Frog tricked him to be faster. I set the purpose and reread the story asking them to keep the characters in mind and what kind of friends they make. As a group we made a list of the characteristics of the Frog and the Rabbit, we discussed if we thought tricking was okay to win, we talked about what would the Rabbit do next and what would the Frog do next. I then sent of my writers to complete the story.

As I walked around, I realized that many of them were just writing me the story. So I got them back together and clarified the purpose of the task. I also started a sentence for them so they had a hook to hang on and continue from. I would say most did well.

I learned that explicit modeling and scaffolding is essential for all students to be able to successful complete a task.

*What would I do the next time?*

Next time, I would break the lesson up in two parts. This is because my first graders cannot sit for too long. First part of the morning we would reread and come up with the list of events, character analysis, etc., and the second part of the morning continue with the lesson and come up with possible story continuation with sentence starters, this way the task is clear.