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EDS 190
Reflection - Interactive Modeling
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Walking in the Classroom and Interacting with Instruction on the Board

My 3rd grade students have a hard time walking in the classroom first thing in the morning and sitting down quietly to have their breakfast and do a morning warm up. My CT wanted me to model how to walk in, sit down to have breakfast while doing the warm up.

I did my interactive modeling on Halloween day. That too just before the school parade; the students were already very excited and anxious to change into their costumes and walk out to the playground. I followed the seven steps as suggested in the book, tweaking some parts as demanded by the situation.

Step 1: The students were on the carpet when I started. I introduced what I was going to model explicitly. Next I asked them to watch me how they are supposed to enter the classroom. I asked them to watch me intently thinking of what I was doing, where I was looking and who I was looking at.

Step 2: I walked in with a back-pack (just like them) picked up the papers at my desk, put them in the back-pack (that's what they are supposed to do), put the back-pack away in the cubby (quietly), acknowledged the Mrs. McRae (nodding and smiling at her),sat at my desk, waved my hand to my friend, looked at the promethean board for the warm up exercise, took out my journal and pencil, started eating my breakfast while doing the morning warm up exercise.

Step 3: I asked them what they saw I did.

Response: You said good morning

 Me: Why is it important to greet the teacher when you arrive?

Response: you are being polite

 Me: Yes. Are there any other reasons?

Response: So the teacher knows you are here

 Me: What did I do after I greeted the teacher?

Response: You went to your desk

   You read a book at your desk

 Me: How did I get to my desk?

Response: You walked

Me: What else did you notice?

Response: You were quiet and happy

Me: How did I wave to Xavier and Matey?

Response: Quietly

Response: You were friendly

Step 4: I did not prepare students to model beforehand but picked two students who would help me model. I asked the rest to watch if the two friends will do exactly what I did. The two students successfully modeled what I had shown.

Step 5: Once again I opened up the discussion and asked questions to the whole class including the volunteers. The students repeated and interestingly were very cooperative and quiet. I was not planning to due to time constraint to have the whole class model but they seem to want to. So I did.

Step 6: I told them that we would all line up outside of the classroom quietly (they have silent hallway policy) and they were going to show me if they remember what I had shown them. Pleasantly surprised, they were fabulous. They were eager to prove that they can model.

Step 7: At this time, once again I asked them how they thought they did? They were proud of themselves. I asked them if this was something that they can do everyday? I did reinforce the positives like, "I like how you all were very respectful of each others space and waited for your friend to put away the back-pack and not get too close.

It was time for the parade and we disbursed to a hectic afternoon filled with fairies, ghosts, super heroes and subway man.

Reflecting back on the activity, I can say it went well in terms of execution, student response, but I am not sure if the students will remember. One reason for this is that though I did step 7, I was not able to summarize the behavior and do a closure that reinforced the lesson as something that they had to practice everyday. I feel I was cut off abruptly because we had to get ready for the parade.

My CT was excited and would like me to reinforce it again next week. She would also like me to model another behavior that she is having trouble with - eating breakfast without spilling. I will be modeling that next week, however, this time I will make sure I have allocated enough time to model and get through the seven steps.