

Malini Asher  
EDS 190  
Teaching Reflection  
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Language Arts Lesson - Non Fiction Text  
Spiders

This video recording was done during a language arts lesson I taught to my third graders. This is the second day of the two part lesson on a read aloud of a non fiction texts about spiders. The objective of this lesson was to teach students a comprehension strategy of inferencing and reading to answer a question. I begin with a review of the previous day, what we had read and learned and state the purpose of the reading for the second day. In this recording students are listening for different types of spiders and the various webs they weave.

I felt the students were engaged overall. Reviewing, repeating, re-voicing, and stopping to hear what the students had to say was helpful for me as well as for all the students as it gave them time to think and process what they heard. Because this was a read aloud, students did not have the text in their hands. I had text scanned for them to view however, I did not pull it up as at the moment I felt the images would distract them and instead of listening to the words the students would busy themselves in looking at the pictures. Nonetheless, when we were listing and categorizing the spiders and their webs, I did pull out images that I had printed of the webs and pasted them next to each web name. This was helpful for my English language learners as this helped them visualize what the webs looked like. Interestingly, this was helpful for all students as the

names of the webs are not part of our daily vocabulary, as such having an image to visualize and the name written next to it was useful for all.

I have one student who has an IEP for a learning disability, she does not participate at all in the discussions, however, during the lesson, she raised her hand and shared one thing she knew about spiders. She was trying to say poisonous but instead said, "die". I asked her if she could explain and she turned around to a friend that spoke spanish and asked her for the English word. The lesson was designed to learn collaboratively, she authenticated it by actively and independently seeking help.

My advanced and proficient students had a lot to say and share as they were able to make connections to what they already knew to what they were learning. A designated new comer, too participated as the images of the text were easy for her to understand than just plain text. For the early intermediate and intermediate this text was useful because of the color rich images and just enough text for them to be able to hear and process for understanding. Evidence of their engagement was evident during partner talk, during group talk but more importantly their journal entries after the lesson showed that they had learned about different spiders and their webs.

What I learned from watching myself teach was when students go on a tangent keep them on track but not ignore what they have to say. That is, if a student says something that is not relevant to what we are discussing but important then write it down on the board under the category - We are wondering about... This keeps the lesson on task and also values students thoughts that can be discussed during morning meeting or at the end of the lesson. I also learned that when students ask a question and it does not make sense, ask them to repeat it, not to let it go. It may be that the student is not

able to explain due to lack of vocabulary or a misunderstanding. My newcomer is vocal but has limited vocabulary, as such many times it is difficult to understand her, however, she is asking a question because she wants to know. This idea of taking the time to understand or 'wait time' is crucial to all students but especially English language learners who are sifting through translation and two sets of vocabulary. Lastly, I learned that not to assume anything; that is explicit directions and model everything that I would like my students to do. In my case, I did have the sentence frames which I handed them to my students but I did not model how to use them. As such when I asked them to write a paragraph using the sentence frames, many asked, "What are we writing?"

Video taping myself was very useful to me. This gave me the opportunity to see myself and correct myself based on what I see myself doing. Besides beginning to engage in "cycles of planning, teaching, reflecting, discerning problems, and applying new strategies" (TPE 13), I also reflected and received feedback from my supervisor and my CT, my mentor. Lastly, I respected the privacy of my students; while recording I did not focus in on them, instead I left the camera propped up at single view showing me teach (TPE 12).