

GUIDED READING REFLECTION

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On the fourth day of being in my clinical setting, I taught my second lesson. The lesson I taught was a guided reading lesson with a small group during ELA. During this lesson, I read to the students a couple of pages from *Because of Winn-Dixie* and required the group to work on story structure.

The students were two boys and two girls. Throughout this lesson, I asked the students multiple questions to make connections to the text. After I finished reading the text, I asked questions for the students to think beyond the text. I noticed that this group has issues with story morals. Once I helped the students infer the moral of the story, I quickly introduced the story map. The students were required to list the characters, setting, and plot. The students seemed to have difficulty with plot. I decided to model one part of the plot and then allow the students to fill in the rest. The students seemed to confuse plot with summary. The students decided to write one sentence and summarize the pages I read. Yes, essentially that is what they are supposed to do, but they did not list the events. I told the students that plot means the events and what happened. Once I told them this, they opted to write a couple more sentences or break apart their “summarized” sentence.

Throughout this lesson, I noticed that only the girls participated. The boys seemed to goof off or not pay attention. One boy wrote an extra character on his story map. From this observation I noticed that the

student was not paying attention while I was reading. During the book, Miss Franny Block mistook Opal's dog for a bear. This student listed all three characters plus the bear. From this observation, I can tell that the student's comprehension is lower than normal.

I learned many things from this lesson. First, I learned that I need to split up the students based on behavior. The two boys sat right beside each other and that created problems. I had to stop a couple times to correct their behavior. During this lesson, I should have modeled a story map for the students. I had to correct the students multiple times while finishing the story map. If I would have modeled one, the students could have completed the map faster.

I chose to use *Because of Winn-Dixie* because it was a familiar text and the students saw the movie in third grade. Because the students had seen the movie, they were interested to read the text. One way that I could have increase student engagement was to allow the students to work with partners and compare their work with their partners. I have noticed that this group likes to work together and they bounce ideas off of each other.

Next time, I will change a few things up. First I will only read half of the material to the students. The rest of the text will be read silently. This will allow for me to see if students comprehend what they read. Also I will let the students work in partners after they finish their story map. This way each student can have the chance to work independently, and then share with a friend before they tell me the answer verbally. This will boost confidence in each student and give him or her a chance to gather their thoughts before they speak.

The observing teacher suggested many points for future lessons. She stated that I should show a brief model of the activity before I let the students complete it. During my lesson I only modeled one part of the story map, and I should have modeled the entire story map so the students have a better understanding of the directions. Also she had a few praises. She noted that I managed the students extremely well. I called each student by their name so they knew exactly whom I was talking too. My demeanor was firm but gentle. She also noted that I accommodated for all learning styles.

Overall, I felt very confident in this lesson. I display a strong presence when I present a lesson. I respect the students and they respect me in return. I am thrilled with how well this lesson went, but I also learned many things that I could improve on as well.