

Autumn Rieger

Self-Assessment
(WI Standard #9)
Lesson: “Bones”

1. What worked best in your lesson? Explain. (Consider the five education abilities, WI Standards: Teacher Development and Licensure, and social interaction skills.)

In my first lesson, previous knowledge of non fiction text features worked in my benefit. The students I worked with already knew a few text features, so discussing the features and how they relate to the book we were about to read made the discussion run smoothly. Students volunteered naming some non fiction text features, while others were happy to show me in the book. I really think this part of the lesson followed the *Wisconsin Standards for Teachers Development and Licensure* #7, “The teacher organizes and plans systematic instruction based upon previous knowledge of subject matter, pupils, the community, and curriculum goals”. I had discussed my lesson plan focus and objective with my cooperating teacher and received positive feedback and guidance with my lesson content. Discussing the lesson with my cooperating was a great tool and helped me to focus on classroom content, while allowing some self-creativity in choosing reading material and activity. This is a representation of *Wisconsin Standards for Teachers Development and Licensure* #1, “The teacher understands central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of the subject matter meaningful for the pupils.

2. What was student response/reaction? Based on that, did you modify your original plan? If so, how did you adapt the plan and why?

The student response was positive. Many of the students were upset that they were unable to sit-in on my lesson, so I got the feeling the three students I worked with were showing off a little bit. There were some minor distractions, due to the fact that I was in the hallway during snack and bathroom break. The students were attentive and forthcoming with group discussions and volunteering to answer questions or share information.

I did modify my original plan and it was by accident. I was suppose to read through the entire book, *Bones*, by Heather Hammonds, but I forgot and ended-up having the students read to themselves silently, while I walked around and listened to each one read aloud to me. There was guided reading when we paged through the book briefly looking for non fiction text features from their classroom list. I continued with guided reading when each student read two pages to me aloud. Once I realized I had not read the book, scaffolding, I let each student finish reading and I continued on going through the whole book looking for features, not missing a page with students.

3. What did you find most difficult about teaching this lesson? Explain. If you were to teach this lesson over, what would you do differently?

The thing I found most difficult about teaching this lesson was the space I was in and it's limitations. The lesson itself went smooth and I connected the material to the students' current classroom curriculum. The space provided was tight and located in the hallway. I was limited to sitting a large portion of the time because of desk

placing and having enough room for students to walk by in the hallway. Also, with the space constraints, I was not able to use an easel for the poster with the classroom non fiction text features list. I had to hold it up for students to read and use for spelling. Having an easel would have allowed me to keep the list up at all times for students to view.

If I had to teach this lesson again, I would allow for students to not only share their findings with the class, but I would have had them write it on the board or draw them out. Creating a list went fast and I found some students begin to drift-off. Lastly, I would have slowed down. My lesson was schedule for 30 minutes and I was finished in 23 minutes. I know where I lost the time, though, and it would have helped in the long run.

4. To follow up on this lesson, what would you teach next?

In a follow-up lesson I would probably let students choose a non fiction book within their reading level, have them read the book and find the features by themselves. Allowing the students to choose their own book helps them in making choices and they take ownership more in their decision.

A different approach, in a follow-up lesson for writing, I would have students create a mini-book about a non-fiction topic and have them use any non fiction text features they choose to put in their book. Give students a limit as to how few or many features they must have.