

Education Analysis
Anecdotal report

During my micro-teaching experience at ██████ Elementary I felt it was most important that I built a relationship with the students. The students I worked with were two female grade four students, ██████. I kept my think aloud lesson plans simple and discussion based because I was not yet certain of their reading and writing abilities. Before the lessons I had the opportunity to see Student "A" read and write. She was eager to read aloud and her writing sample was comprehensive. I did not have the same opportunities with Student "B". She did not complete her DART in time for me to see and did not want to read aloud during my first few visits. I felt she was likely struggling with her literacy skills.

I could tell quickly that Student "B" was less engaged in her learning than Student "A". Student "A" followed the words as I read and even corrected me when I said 'stated' when the book read 'started'. This indicated to me that she was reading along and had confidence in her reading abilities. Student "A" often made connects and shared stories. Student "B" seemed to withdraw during reading activities. When I read aloud she often looked away. I would stop frequently to ask questions in an effort to bring her back to the story. I believe this lack of engagement might be an anxiety or confidence issue tied into her reading level. Student "A" was quick to ask questions but Student "B" needed encouragement. I tried to include her in the stories by asking Student "B" if she could relate to the story and making sure she could see all the images. When I was able to I would ask Student "B" to pick the books we read. Building relationships was my focus so that I could create a feeling of safety and ease for Grace so that she would open up. By the third meeting (the first read aloud lesson) with my and Student "A"'s encouragement Grace read aloud to us. She struggled to read a few lines from 'A Man Called Raven'. Student "A" offered Student "B" words of encouragement. The lesson went very well. Both girls seemed engaged and both were able to ask questions, make predictions and connections. We spent so much time discussing reading strategies we only read about half of the book. On the fourth visit Student "A" was absent. During the drop everything and read time, after I read a story Student "B" had picked out, she asked if she could read to me. She seems to enjoy nonfiction books. She seems to really enjoy learning new facts. I think the choice for nonfiction might also be that they are easy for her to decode and make sense of. After we finished our think aloud story Student "B" asked if she could read to me again. She picked out two early primary Halloween counting stories. She struggled with some of the words. She had trouble reading some of the numbers. She did not seem aware of the pattern of the stories. If I had the opportunity to continue to work with Student "B" I would want to investigate her decoding skills. I would also review her phonetic awareness as she recognizes sounding out words as a strategy but is hesitant to try and often just guesses what unknown words are. If I had the opportunity to work with Student "A" again I would work with her on enriching her creativity. She became animated when she was able to make predictions. I think using her creativity to strengthen this strategy was well as others, such as visualization, would benefit her as a young reader.

The assessment for learning strategy I focused on was learning intentions. I also used a lot of questioning. This was necessary in maintaining engagement and ensuring the students were understanding the material and using the intended reading strategies. The importance of sharing learning intentions at the beginning and end of a lesson was reinforced for me during this activity. Putting the strategies into practice strengthened my understanding. I was more aware of my goals as a teacher and I believe I was less distracted by lesson sequence and prescribed learning outcomes and more focused on facilitating the students to reach the learning intention. Providing the students with the learning intention is so simple in implementation and yet provides meaningful results. Since this microteaching experience I have set an intention for myself to provide the students in my practicum this year with a learning intention for every lesson. I am hoping to work on my ability to make the learning intentions simple, student friendly, and easy to remember.

████████ Education Analysis

Anecdotal report

Classroom Teacher: ██████████

Students: ██████████

Anecdotal Report for Student "B"

Student "B" appears to be reading at a fully meets grade two level on the primary combined literacy snapshot. It took Student "B" until the third meeting to feel comfortable reading aloud. Student "B" was reading a novel during the drop everything and read daily silent reading time. She appeared to be part way through the book. However once she was open to reading aloud she really struggled to read a few lines from 'A Man Called Raven'. I was concerned that Student "B" may be unaware of her own reading abilities. However, when Student "B" picked books to read aloud she chose two early primary Halloween stories. She struggled with some of the words. She did not seem aware of the pattern of the stories. Based on this I believe Student "B" has some awareness of her reading capabilities, and a desire to do well and improve her literacy skills. However she may need some support to pick reading level appropriate texts. Based on Student "B"'s worksheet it appears she may be writing at a grade two level. Student "B" did need some support with spelling, but did do most on her own. Some words can be hard to read. Student "B"'s writing sample shows she has some great ideas and understanding of the text. Student "B" was able to ask a question, make a prediction and a connection independently. It is clear she has understood the story. Although Student "B" did need encouragement to contribute orally when she did she was clear. She listened actively and was able to offer connections that were relevant to the text and the discussion. Student "B"'s oral language strategies appear to be at a grade three minimally meets. Student "B" shared stories, made connections, and asked questions but required encouragement. At times Student "B" appeared to be bit hesitant or nervous. It took her time to feel comfortable and able to share. This may be because she is not confident in her reading abilities. On the engagement rubric I placed Student "B" between emerging and developing. If I had the opportunity to continue to work with Student "B" I would want to investigate her decoding skills. I would also review her phonetic awareness as she recognizes sounding out words as a strategy but is hesitant to try. I would also like to revisit our learning intention of, 'I can use reading strategies, such as questioning, making connections and predicting, to make sense of a story.' I would be sure to do this with lots of positive reinforcement as Student "B" seems to respond well to it. I would also try to use nonfiction books as Student "B" seems to choose them often and seems to enjoy learning new facts while she reads.

████████ Education Analysis

Anecdotal report

Classroom Teacher: ██████████

Students: ██████████

Anecdotal Report for Student "A"

Student "A" appears to be fully meeting the grade three level for reading, writing, and oral language on the combined literacy snapshot. Student "A" was quick to offer to read and did so fairly confidently and accurately. Student "A" followed the words as I read and even corrected me when I said 'stated' when the book read 'started'. This indicated to me that she was reading along and had confidence in her reading abilities. Student "A" was away during the last reading lesson, so a writing sample is not available. The rainbow continuum placement in this category is based on observation and her DART sample. Student "A" was confident when she shared her ideas. She used clear and varied language. Student "A" appeared to be easily engaged. She enjoyed sharing and making connects. She offered to read and was quick to answer question. However she needed support to guide her sharing and to connect it to the learning intention. Student "A" followed closely along while others were reading and offered encouragement. On the quick scale for engagement I would place Student "A" between developing and applying. Student "A" was consistent in participating in her own learning. Although Student "A" had seemed to show she understood the learning intention of using questioning, making connections and predicting to make sense of a story, she was only present for the one lesson. If I had the opportunity to work with Student "A" again I would want to revisit the learning intention. I would also give her opportunities to use her creativity to enrich the activity. For example pausing near the end of the story and asking Student "A" to write and draw a picture of how she believes it would end. She became animated when she was able to make predictions. I think using her creativity to strengthen this strategy was well as others, such as visualization, would benefit her as a young reader.