**Interactive Read-Aloud Observation Protocol**

*(for observing your Mentor Teacher)*

**\*Bold** indicates questions for you to answer. (Write your responses below each bolded question in the same box.)

|  |  |  |
| --- | --- | --- |
| ELEMENT | TEACHER MOVES | STUDENT RESPONSES |
| **What is the *teaching point or focus* of the read-aloud?**  **Your response:**  She wanted children to realize that reading is hard, and no one is the best reader. We have to work hard every day to be better readers. You have to practice and try again and again to be a good reader. She wanted the children to relate and give them a confidence boost. | **What does the teacher do to highlight this?**  **Your response:**  My mentor teacher stops multiple times during the book to have children connect to the reading. She asked:  “Has anyone ever felt this way?”  “Do we read the same book more than once?”  “Is that what good readers do?”  “Does this kind of sound like our reading rules in the classroom?” | **How do the students respond? (Are they meeting the learning goal? How do you know?)**  **Your response:**  Most of the questions were closed ended. The children always said yes or no. The children were also able to do thumbs up or down if that was what they were asked to do for that specific question. |
| *Discussion Points* | How often / at what points during the read-aloud does the teacher stop for discussion?  **Your response:**   1. She stopped at the letter “k” in the picture. She asked for the sound that it made. 2. What word does she have? As she pointed to the picture in the book. 3. She asked, “Do first graders ever mix up the words where and were?” 4. Does anyone have a connection to the 5th grade buddy day in the book? 5. She asked, “Is that what good readers do?” Then said, “Of course! They always look at the pictures and read the words to make predictions.” 6. She uses a hand cue to let the class know that they can all talk at the same time and share their answers. (Usually when she knows it’s going to be the same answer and is a giveaway.) She did this motion of putting her hands out after she asked, “Guess who raised her hand first.” (She did this as a comprehension check because it said Chloe was the good reader.) 7. She asked, “Was she taking a chance by raising her hand?” 8. “Was she being brave?” 9. She asked, “Does this kind of sound like our reading rules too?” (Making a connection here.) 10. She asked, “What are they clapping about?” Then asked, “Not only is she happy for herself but how is the class feeling for her?” 11. She asked, “What do we call that when reading makes sense?” | **How do the students respond?**  **Your response:**   1. They said “/K/” 2. They read the word and said, “can”. 3. They all answered “Yes, they are still learning that is why we go to school.” 4. They said, “Yes.” Some of them did the “same/same” hand motion. They did not get time to share their experiences specifically. 5. They said, “All good readers make predictions.” She re- stated this after they said it. 6. They all said “Jasmine!” (It was actually chloe.) 7. “Yes” 8. “Yes” 9. “Yes”, some did the connection hand signal. 10. “Happy” and “Proud” 11. “Comprehension!” |
| *Participation Structures* (i.e., think-pair-share, raising hands, picking sticks, students picking speakers, etc.) | **What participation structures does the teacher use to create equitable participation during an interactive read-aloud? How frequently does he/she use these?**  **Your response:**   * Put her hand out to signal that the entire class could yell their answer out together (two times) * Did the “cut” sign and said “cut”. This tells the children to stop talking. (handful of times, more than 6) * Thumbs up thumbs down to answer questions. (4 times) | **Approximately how many students participate each time?**  **How engaged are students overall? How do you know?**  **Your response:**  When the entire class can talk I would say that 90 percent of them are involved.  When she does the cut signal, they all know to stop talking and are good at this.  The thumbs up thumbs down has a great participation rate as well, almost all of them do that unless they are not focused.  Overall, I knew the children were engaged because they were reacting to these structures and I heard voices talking when given the time to do so. |
| *Climate of Engagement* | **What moves does the teacher make to create a climate of engagement (i.e., behavioral expectations, pacing, expression while reading, classroom management, redirecting disengaged/disruptive students, etc.)?**  **Your response:**   1. Uses the number three so children who blurt out know to raise their hands. Then she will call on them. 2. She uses finger cues for management. We have a 1-5 finger cue strategy. Each number means a different thing that the children have memorized. 3. She uses the “cut” signal to have them stop talking. 4. She reads with different voices for the characters. 5. She made so many connections with the class to keep them engaged. | **How do students respond to redirection?**  **How do students respond to the pacing of the read-aloud?**  **What seems to help students be engaged in the read-aloud?**  **Your response:**  Children are able to “reset” when they are redirected. They know that there are consequences in the room and rewards as well. The class tries to earn stars for positive behavior. The children were extremely involved during the book and interested. I think this is because she told them that a prior students mom wrote the book. This got them asking many questions. They were excited and curious about that. They also thought it was cool. She also stopped to make connections with the children. They were engaged to the questions and they felt like they were going through the same things, while reading the book. There were even some side comments like, “well we do that,” and “I have seen that/ felt like that before.” The biggest thing that engaged them was the fact that she stopped so many times to show how similar the character was to the children in our classroom. |
| *Discussion Moves* | **What other discussion moves does the teacher make (i.e., types of questions he/she asks, ways of encouraging students to talk and think, etc.)?**  **Your response:**  While my mentor teacher made tons of connections from the book to the children. She asked a ton of closed ended questions. She did not give time to think, pair, share. Most of the questions were either a yes or no question. | **How do the students respond?**  **Your response:**  For this particular read aloud I do not think any higher learning was done. They mostly said, “yes” or “no”. |

**Write a summary paragraph of what you learned from your debriefing with your mentor teacher.**

My mentor teacher and I talked a ton about motivation. She expressed that children will listen when it is something they want to hear about. She tries to make connections and read stories that will draw the children in. She usually picks the teaching focus based on children’s motivation, but also on curriculum. She says it really just depends on what is going on during the week. We talked about all the different opportunities they are for “read alouds”. For example, you could use a “read aloud” for vocabulary, holidays, culture, gender identity, and so much more. During a read aloud it is important to stop, but to also pick spots that are important. She said when she stops she gages what the students are doing and saying, if they don’t have a lot to say she wraps it up quickly and moves on, but if they have a lot to talk about and seem excited she opens a conversation and lets them fly with their ideas. She likes to do think, pair, share during, number partners, and popsicle sticks during “read alouds”. I enjoyed watching my teacher do a “read aloud” because I was able to learn and observe what the children were doing more than what the teacher was doing, and I was able to learn a couple things that didn’t work well that I would want to avoid.

Specifically, with my “read aloud” my mentor teacher loved it. She thought I did a great job introducing important vocabulary during the book. There was a lot of sophisticated vocabulary throughout the book. I stopped at the couple that I thought were the most important. She loved the concept of the book about resolving problems peacefully at school. This went perfectly with our social studies curriculum. The one thing we both decided we would change was the length of the lesson. I should have split it up into two different days. It took me too long to get through the ideas I wanted the children to grasp. We didn’t have time to fill out our social studies “Good Citizen” book. This wasn’t the end of the world, but it would have been nice to split it up into two days. The children got antsy by the end and were not totally focused by the end of the lesson.

1. Your completed lesson plan
   1. with annotations of changes you would make

with the video reflection part completed

**TE 802 Interactive Read-Aloud Lesson Plan**

**Fall** **2019**

**Name:** Emily Leinwand **Grade:** 1st Grade **Date:** October 10, 2019

1. **Book Title and Author:**
   1. ***In your choice of text, how did you account for both the content you are teaching and your students’ cultural, linguistic, and background knowledge? (Think about Rudine Sims Bishop’s metaphor of books of mirrors, windows, and sliding glass doors as well as Chapter 3 in Bridging Literacy and Equity* *and its discussion of how students need to see themselves in the curriculum.) (\*If your classroom is not racially and linguistically diverse, what is another text you could use that would be a mirror for a more diverse class?)***

I chose to read “The Juice Box Bully” by Bob Sornson and Maria Dismondy to my class. My mentor teacher and I chose this book together based off of many things. First, because it aligns perfectly with our social studies curriculum. She made paper books titled “What is a Good Citizen”. This book has 6 pages that corresponds with 6 different lessons for the unit. In order the lessons are: Following Rules, Respecting Authority, Being Fair, Responsibility, Resolving School Issues, and Honoring the United States of America. Through the unit we will watch a video, read a book, and have group discussions before working on the paper book. The book I chose aligns with the “Resolving School Issues” page in the paper book. When I flipped through the book the pictures represented many different kinds of cultures and environments. There are characters that look like people from all over the world. I know that I can tap into their background knowledge because everyone goes to school, and the setting of the book is at school. Also, there are always “problems” big or small at school. Everyone can relate to this book in some way.

1. **Comprehension Goal (What strategy do you want students to work on? OR what disciplinary skill do you want students to develop, such as providing claims and reasoning in science or social studies?)**

Disciplinary Skill:

I want them to figure out the problem in the story and tell me with specific details how it was solved. Then connect it to their own lives and think about how they can help resolve problems at school.

1. **Standard (CCSS, C3, or NGSS) (Highlight the part of the standard you are focusing on.)**

[CCSS.ELA-LITERACY.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/)  
Describe characters, settings, and major events in a story, using key details.

1. **Write 1 learning target specific to your lesson*. (Note: Targets are specific, observable, and usually measurable. They also need to be realistic. For example, students won’t be able to make inferences by the end of one lesson, but a realistic, specific target might be “I can infer characters’ motives during an interactive read-aloud.”)***

Students will be able to listen to a story and then restate the characters setting, the problem, and how the problem got solved with details from the story.

1. **Preparing for Discussion:** 
   1. **How will you arrange the students?**
   2. **What discussion norms will you set? What procedures/ teacher moves will you use to ensure equitable talk?**

I will have the children sit next to their number partners on the puzzle carpet in front of the room. I will tell them that we are going to read a book and the voice level in the classroom should be a zero. I will use all my finger cues that my mentor teacher has taught them but remind them that when I put five fingers up it means, silence unless talking to a partner or teacher. This will be the most important one for this specific lesson. I will use my “Hey, Hey” attention grabber. I will use the think, pair, share strategy with their number partners. I will also use the bubble strategy. This is when children do not all get a turn to be called on. They will whisper the answer to their own bubble over their mouths, made by their hands. Then after I give wait time, when I say “let it go” they will silently raise their hands up in the air and open their hands from a fist. This lets all the children feel like they said what they wanted to say. I will make sure use prompts in my questions or follow up with “Tell me more”. I will also have other children repeat what they hear friends say, or I will ask if I have repeated what they said correctly to show them I was listening, and I understand. Lastly, I will have a stack of GBC’s in my hand. These are pieces of paper that say, “Good Behavior Caught”. I will use these

1. **Briefly describe specific students in your class who may need additional scaffolding to comprehend the text and/or may need scaffolding around participation. Think about academic, social, and/or linguistic support that students may need during the lesson (or funds of knowledge that they will bring to the lesson). (Note that students may not need all three types of support, so be sure your ideas listed below are specific to each student’s needs.)**

**Charles:** Will need extra reminders with my finger cues. Is allowed to walk around if need be. Can have breaks after he finishes an assignment. He might need one during the story, it is a bit long. He usually loves “read alouds”, he is allowed to sit at his desk and not the carpet and work on something at his desk or play with his fidget.

**James:** He will need reminder through finger cues as well to stay focused. Number two is eyes and ears on the target. He responds well to this. He will also sit in front next to me, so I can support him.

**Jeridiah:** He is allowed to sit at his desk or at the carpet. If he sits at the carpet, he will need the number 2 finger cue as well to keep him focused.

1. **Construct your lesson plan using the template below:**

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| **Time** | **Steps**  ***Script out what you envision yourself saying and doing in this lesson.***   * ***Use bullets but be specific. Type your questions (and anticipated answers). Indicate page number when you will stop and pose the question.*** | **Language and Knowledge Supports**  ***List unfamiliar vocabulary and concepts that will affect students’ understanding as well as the student-friendly definitions and ways you will use to help students understand these words and concepts.***   * ***Also, how can you build on the cultural, linguistic, and background knowledge that students already have?*** |
| **<5 min.** | **Launch (Hook / Warm-up): How will you get students interested in the text and make the purpose for the lesson explicit? *(I.e., elicit or frontload students’ prior knowledge and experience with the topic)***   * We have been talking about the different ways we can be good citizens. * Think, pair, share about the ways we have already talked about. * *Responsibility, Respecting Authority, Fairness* * *Being quiet in the hall, listening when the teacher is talking, being nice to people on the playground* * Today we are going to learn about how to resolve problems at school. I am going to read the book “The Juice Box Bully” * Look at the cover of the book and think about the title, what do you think the book will be about. * *A juice box gets spilled, someone is mean to someone at school, someone squeezed their juice box, someone was bullied at lunch.* * I will only call on a couple of children so the rest of them can whisper their answers in their bubbles and then silently let them go | * Bully- Someone who repeatedly says or does mean things to someone * Who are Bullies? Make it a point that it is not only boys. Break gender stereotype |
| **Pg 6.** | Hmmmm, the word “taunted”. I wonder what that means? Show me that you are thinking (the number 4 hand cue, they put their finger and tap their head). Then when you have an idea put your thumb up in front of your chest, so I know you are ready. I will call on children. I will restate what they say, so they know I am understanding and listening to them. I will ask them to tell me more if I need more information from them. I will tell them the definition is a remark made to anger or tease someone, if they need a solid answer. Then I will give an example and say, “So if I broke Mrs. Staudt’s pencil every day during welcome work, and then called her names at recess, I would be taunting her.” | Taunted- remark made to anger or tease someone |
| **Pg 16.** | How does the promise change the behaviors and relationships of the characters with each other? I will ask them to do the number 4 again. Then put a thumbs up when they are ready to answer. After children share their ideas to the class I will make sure that they understand that the promise makes the children stick up for each other. The promise reminds the children to be kind to others and resolve problems peacefully. |  |
| **Pg 19.** | I will ask the children if they have ever heard of the word bystander before. I will have them raise their hands if they have heard of it. Then I will ask if they know what it means. I will have them put thumbs up or down if they know. If they do not know I will give them an example: If I saw Mrs. Staudt throw a ball at Mrs. G’s face and I just stood there and watched, and I didn’t do anything about it, then I would be a bystander. Then I will re ask the children what they think this means. | Bystander: A person who is at an event, but doesn’t take part, they just watch. |
| **Pg 26.** | I will ask the children: “how the relationships between the characters have changed from the beginning of the book to the end of the book.” I will ask: “how the promise helped the children in the book and how they know.” (asking for evidence from the book) |  |
| **<5 min.** | **Closure: Afterward, how will you help your students synthesize their learning from the discussion? *(This should be short and briefly reiterate and help students remember what they learned from the lesson.)***  I will ask children if they have ever been involved or seen a problem happen at school. I will ask how they usually solve those problems. Then I will ask if they have ever been a bystander. Then I will remind them about the promise in the book. I will ask how we can use this in the future to We will talk about how it is important to solve problems peacefully on their own. I will also say how important it is to stick up for your friends and be kind to others. | This taps into their background knowledge. Everyone has somewhat been in this kind of situation and they can put themselves in those shoes and come up with solutions. |
| **N/A** | **Formative Assessment: What evidence will you have of student learning? How will you know if students met the learning target? (*Do not have students write anything because this is a read-aloud. Instead, what will you observe during the lesson that indicates students’ emerging understanding / development of the comprehension or disciplinary skill?)***  I will know students are learning if they are able to tap into their background knowledge and guess about any of the definitions of words I ask about. I will also be able to gage their learning by the examples they use when we talk about problems and how they are going to solve them. When we do thumbs up / down and think pair share I will listen to the conversations and gage how much students are understanding and what I need to re iterate and go over for more clarification. |  |

1. **Reflection**
   1. **\*Annotate your lesson plan (using the “comments” feature) with at least 2 changes you made or would make next time you teach the lesson. Each comment should include the following components:**
      1. **What was the change? (Or what change would you make?)**
      2. **Why did the change happen? (Or why would you make this change?)**
      3. **Was the change a good idea? Why or why not?**
   2. **Complete the following table to reflect on your video and your lesson.**

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| **Timestamp** | **Choose a moment where…** |
| 29:00  4:22 | **Based on the focus of your debrief with your mentor teacher, you would do something differently and explain what you would do and why.**  I would cut the lesson into two different days. The book was too long. The book had great ideas to relate to our class and our social studies unit, but I needed more time to make sure the children understood the concepts.  A boy answered my question and said one word,” mean” I just moved on and asked for more answers. I wish I would have had him explained more and given him more of a chance. I know he would have been able to give me more, but I moved on so quickly it wasn’t fair to him. |
| 17:40 | **Based on the focus of your debrief with your mentor teacher, something went well and explain why things went well in that moment.**  I was able to introduce vocabulary to the classroom. I asked them first if they have heard of the word. Some said yes. No one knew the definition. Then I told them the definition in a friendly way. Then I gave a definition using an example with my mentor teacher and I asked them to give me thumbs up if they understood and some didn’t understand. So, I did another example and I used the kids as an example in the class. Then I did thumbs up again and everyone’s hands that were thumbs down were now thumbs up. So, I knew that they understood it now. |
| 25:00 | **Learning happened and explain how you know learning happened and what you did to cause it (provide evidence).**  I asked children how the characters treated each other at the beginning of the book and then at the end of the book. They were able to use examples from the book to tell me that they were mean to each other at the beginning of the book. Examples included: squirting juice, took a ball from a friend, and poked ralph. Then at the end they were nice, a child said, “he was changing his mind to be nice”… because of the promise. Another child said, “He wasn’t talking mean to them.” We went over the promise and how we could use that in our own class. |
| 10:25 | **Learning didn’t happen and explain how you know and what you would do differently.**  I asked how the promise affected the children. The children did not really know how to answer the question. I tried to re state the question in a different way to help them. I tried to re state examples in the book and then ask them questions. I think it was a higher-level thinking question and I did not word it correctly. I think I should have asked a different question that they could have understood. I could have gotten the same answers in a different way if I had help wording my question. |
| One:3:27  Two:6:06  Three:7:55 | **The majority of the class was either engaged or disengaged (i.e., had or did not have equitable participation). What participation structures did you use?**  1.I used number partners to think pair and share. I used put your thumbs on your chest when you have an answer so I know you are ready.  2.I encouraged children to use the “same same” sign if they had a connection.  3.I asked them to tell me what their partner said, not what they said.  **How do you know students were engaged/not engaged?**  1. All of the children were talking with their partners. When they had time to share. Lots of children raised their hands to  2. They showed me the sign if they had a connection.  3. They were all talking, and they even went back and re asked their partner, once they found out I wanted to know what their partner said, not what they said to their partner.  **Why do you think you were/were not successful in engaging students at this time?**  1.I was successful with the think pair share because children were able to talk about their ideas first before they shared out to the class. They had time to think.  2. I made points in the book to have children connect with problems or situations or examples I made up. This gave them a chance to connect and use the sign.  3. This was successful because it kept everyone accountable. |