



Post-Lesson Interview

Lesson Review

Gail Boushey: Well, there's pieces that went well and pieces that will change, as with any lesson.

Um, when I looked at *Sarah Snail*, and that was the guided reading group, where I was introducing a story and, um, my intent was to have them work on fluency, practice fluency, um, introduce the commas and through the phrasing with commas, and also work with prepositions.

And I had too much to do. I had too many things that I was trying to do at one time. And so I just worked off with what they had, what they gave me, and I was sensing that was too much. I dropped the commas. I decided I would hit that later.

Um, so, we really looked at the prepositions and, and where Sarah was going, and tried to work more on a little bit of phonemic awareness.

How do you figure out a problem, a word, if you, if you don't know it? And the reason I was able to give that up is because I knew I could pick it up when I did guided writing.

And so then I began the guided writing of *Sarah Snail*.

I did hit the commas and was able to pull that in a little bit more, but I'm not done with that. So, I now know, for me, that's my next step for tomorrow. And, that is to go back to *Sarah Snail* and teach, now that we've gotten the story under our belt... and it has a little weird twist to it, too, that they kind o' threw in and where, and where it got stepped on. So, that kind o' threw them a little bit, but that, I will. That's my next teaching point, then for tomorrow is for to use that book again with the commas and, and so on.

Encouraging Participation

After a certain amount of time they can only listen, for a certain amount of time they've gotta talk, and that's with all adults, too. So they needed a chance to, to brain dump on what they're talking about and a chance to talk. 'Cause we can't have everyone talk at once.

So the buddy buzz, or the buddy elbow whisper to your partner is one that, that, um, I, I use a lot.

Another one to bring kids in, if they're kind of reluctant, into, um, talking, is to let them know, it's kind of a yellow light, "I'm gonna call on you next, so please be ready with an answer." And that helps manage, too 'cause they'll, some of those kids start falling off the side, 'cause they, um, are not engaged. So, that's a way to kind of, just string them back in also.

And then, reading together, "Let's read that together." Uh, "Put your finger under." Uh, "Look up here. Follow me."

A lot of movement to chart, too. So, I don't do a lot of big movement when I'm teaching, 'cause it's on the floor, but my body moves and I have them make the smaller movements that I can to keep them engaged in where we're going.

Next Steps

What, I think it's just a continuous, its just a continuous process, and you're, it's constantly looking at what the kids have and what your next steps are.

Um, when I look at *Sarah Snail*, I didn't get to, I didn't get to phrasing. I didn't get to the looking at commas, and what do commas really tell you. And so that is my continuation. That's where I'm going next with them.

And then, the guided writing, um, that's an interesting one because I, I introduced the idea of looking at a story the way a writer would, and invited them to write with me. But I did not demand that all write that at the end of the, um, segment because they're not all ready. So, I'll go back and do more with *Sarah Snail* and more guided writing with that same piece. And each time I'm done with that, I'll invite them, "What do you think? Do you think you'll write about that today?" Um, eventually hoping that they will in... include that in their writing when they're ready. But some were, who said they were ready to start, and some were not ready, or were not at that point yet.

Benefits of Looping

This is my third year, so I've taken one class from first to second, and this is my first time of looping back to first.

Um, I see tremendous benefits of it, in, for lots of reasons. Number one: families. Families need a connection to teachers, and I think that it takes you so long to build that connection with families. And lot o' times, once you've made that connection, they finally know you, they finally feel comfortable with you, they're off to a new teacher.

So, that is, I think it's huge in what you can do with kids, and the impact you can have, then, at home because they know you, they trust you, and now you say, "How 'bout if you work on this strategy at home?" They're gonna say, "OK, I will." Because they've already had that relationship built up with you.

Um, as far as students, I saw, su-, I saw so much growth my second year. The first year, you know, kids were moving, moving along, but I think I doubled their growth the second year. And I know that if I would've moved them on to another teacher, well, they would've seen it, but at the same time I think, uh, I'm not sure if you get as much growth with another one, because first of all, day one we're off and going in your second year of looping. I already know the kids. I already know where, what levels of reading they're at. What they are at in math. Um, I still do a round of assessment, but I can start day one teaching because I don't have to go back and start over with the management... and this is how the class runs, and these are some, those strategies of, of that. Plus the kids are so much more confident, um, the second time around. They walk in ready to go.

And, as for me as a teacher, um, this year it was very, it was... interesting thing to move back, 'cause I was mourning my first, my class that I had leave me. 'Cause we had gone so far that I knew that, how far we can come, we could take them. And, as far as instructional strategies, you have two years to be looking at.

For me, I like change, and so now I have two years of curriculum that I get to look at, and I have two years to get kids where I need to be. And my goal is to get kids reading on grade level, if not way above. And I have two years to do it. One year is not... it's... For some kids it's not quite enough that... I tell families if we can work together, I really believe we can do it by the end of our second year.

And last year I was able to have tremendous growth, um, in that, in our reading, in fact the average growth of reading of kids in my class after two years, um, each year was two and a half year's growth in reading... And, and I had never gotten that, but every single one of my kids made a year's growth, including my special ed... my... any kids reading any, any extra help, and I do attribute that to, really explicit instruction, knowing how to teach reading, but also the ability to have those kids for, for two years.