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ELD 308

Reflection

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Interactive Read Aloud: *The Day the Crayons Quit* Reflection

 On October 14 I did an interactive read aloud with the fourth grade class I am working with. I read the book *The Day the Crayons Quit* by Drew Daywalt. Before the day of the read aloud, I made sure to be extra prepared, especially since this was my first time doing an interactive read aloud and I wanted to make sure it smoothly and that the students were engaged. The first thing I did was re-read the book myself and leave post-it notes on pages where I thought good questions could be asked. I then began to write up my lesson plan.

 When writing my lesson plan I scripted out everything I wanted to say and made sure to mark the pages that I would be asking questions along with those questions. I also wrote the questions on post-it notes and left them on the pages that those questions should be asked. I also had other comprehension questions on a post-it on the back of the book so I could reference them for a discussion after reading the book. I was as prepared as I could ever be. Now it was time to actually read the book with the class.

 The day I did the lesson my co-op was not there. I was talking to the substitute about my lesson and she began to give me tips about what I could do to improve it. Just when I thought I had everything prepared, she would tell me something new to incorporate that I could not believe I forgot in the first place. She reminded me that I should incorporate turn-and-talk into my lesson. How could I forget turn-and-talk? I made sure to make a mental note of when exactly I would ask the students to turn-and-talk. She also gave me a quick tip and told me to not address the students by saying “guys”. A habit that I know I could fall into but want to make sure I don’t.

 I began the read aloud by calling the students readers. “Perfect”, I thought! Before reading I asked the students to look at the book cover, tell me what they see, why were the crayons holding signs, and what did they think would happen. This was the first turn-and-talk for the lesson. The students were discussing their predictions with each other and while I should have been walking around and listening in, I notice now that I was too caught up in thinking about when I should stop the discussion. After two minutes I stopped the students and asked them to share. I then began reading the book. Everything went perfectly while I was reading. The students were engaged and laughing and I stopped and asked my questions when I came to the post-its. I was worried about having too many questions, but the three I had seemed to work well and made sure to not stop for too long.

 After the lesson, we had another discussion about the book. I asked students what crayons they thought gave the best arguments, whether they think yellow or orange should be the color of the sun, what was special about Duncan’s picture at the end of the book, and lastly to turn-and-talk about whether or not their predictions were right. After discussing I took about five students and listened to their answers. Most of the student’s predictions were wrong at first, which is okay. It was great to see that the students enjoyed the book and were engaged.

 Dr. Gallo came to observe my read aloud so after reading I had a discussion with her. I thought my lesson went well but she opened my eyes up to some things I could change or pay attention to more for next time. I am so glad she was there to help me see what I could not. She told me that some students seemed like they were getting distracted towards the back of the class. I did not notice that at all while I was reading because I was so worried about it going well. I was also worried that I looked nervous which is one thing I am trying to work on this semester. Dr. Gallo assured me that I looked comfortable and confident. I was surprised, but pleased, to hear this. I realized that my planning really helped me. If I did not have my post-its with questions I think I would have froze up there.

Overall, I think my read aloud went really well. The students were engaged, laughing, and comprehending the book, which I could tell from the questions. I am normally the type of person that criticizes everything they do and I am normally extremely hard on myself. While there are things I would change for next time, like making sure to pay attention to students in the back and making sure those students are comprehending what is being read, I was really happy with the way my read aloud went. I believe this is due to the planning ahead of time I did, talking to the substitute and taking her advice, and having Dr. Gallo observe my read aloud and point out to me what I did good and what I could work on. I also tried to calm my nerves. I am a very nervous person and sometimes will let my nerves get the best of me. I told myself to calm down and was much less worried about this lesson than others I have done in the past. I believe that this also helped the read aloud run smoothly. I know now to not let my nerves get the best of me and I am excited to do the next read aloud and hopefully make it better than this one was!