Stephanie Barron

Simile Lesson Reflection

ELD 308

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 On November 11, 2014, I taught a lesson on similes to the fourth grade class I am interning in. Prior to the lesson, I talked with my co-op to gather ideas on what exactly I should teach. We agreed that similes would be a good topic so the students could go back to their persuasion essays and add the smiles where they could. When I went home, I began looking up ideas for my lesson. I decided what I wanted to do and typed up my lesson plan about five days before teaching. I sent it to my co-op too look it over a few days before I taught as well. She gave me the approval I was hoping for and I began to create my anchor chart and print my handouts so I could be prepared for my lesson.

 I was as prepared as I could be and it was time to teach the lesson. About ten minutes before my lesson, I asked my co-op if the students were working on their persuasion essays. I did this to make sure they were in fact persuasion essays and I did not call them the wrong thing as I was teaching. She informed me that the students did not begin the essays yet. This threw me a curve ball. I had to quickly scramble up ideas and my co-op told me she would look for something they could do for independent work to replace adding similes in their essays while I was teaching. I had no idea how I was going to close my lesson now, but I figured I’d just have to play it by ear.

 It was time to begin my lesson and with the kids on the rug and Dr. Gallo in the corner observing, I was ready to go. Just as I though I was going to begin, my co-op started to introduce similes to the kids. She covered everything I was going to cover in my introduction. This was a second curve ball thrown at me. Now I was completely lost and I had no idea what do to. I gave a quick little speech about similes, trying not to repeat my co-op, and then continued into my teaching and modeling. This part went smoothly. I first showed the class my anchor chart and talked about the example I had written on it. Then I put up three objects on the board and had the class help me come up with similes to describe the objects. This went well and the students were engaged and eager to share their ideas. I sent the students back to their desks and we began to go over the first handout as a class. For this handout, the students had to color in each circle that contained a simile. This seemed to go well so we moved onto the next activity. The students were to create a simile about them on a post-it and come stick it up on the anchor chart. This was a way to get everyone involved as well as allow me to get a quick assessment of the students understanding. When they were done, they could work on the next handout. This one was a word scramble. The students had to first unscramble the word and then create a simile suing that word (ex: tuotnb=button, the girl was as cute as a button). The students worked in their groups and loved figuring out what the words were and creating their similes. At the end, the students shared what they had come up with and it was then time for their independent practice. At this point in the lesson, my co-op ended up taking the lead again. She told them what to do and even ended up closing the lesson. I did not like having no idea what the students were doing for independent practice.

 I feel like this lesson was not too good. Not in terms of how the students understood, because they got the concept. I just did not like not knowing what the students were working on for their independent practice. I also was planning on teaching the entire lesson, which is what I planned for. Although I know my co-op was just trying to help me out, it threw me a curve ball when she took over. I had to think on my feet and figure out where I was going to take this lesson. Due to time issues, I did not get a chance to have the students share what they wrote on their post-its either. I would have liked for them to share because I think they would have liked that.

 Even though I feel this lesson could have gone much better, it was a huge learning experience for me. I have always heard that teachers need to be flexible, well now I know why. I know not every lesson is going to go as planned so being exposed to this is good experience for the future. Looking back at my lesson plan, I realized I did not really have any closing remarks so I would definitely change that up if I were to do this lesson again. The students really enjoyed the handouts though and understood how to make and use similes, so in that aspect this lesson was successful, which is the most important part of the lesson after all.