

Taylor Gustafson  
Reflection M/M K-6  
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In teaching my two lessons at Howard Driggs Elementary School I was able to learn a lot about my students learning processes and my own teaching. Through my first lesson I was with 5 4<sup>th</sup> grade students in resource. Each student had at least one learning disability and I knew that going in. To accommodate for this I made sure to make the lesson as visual as possible. My mentor gave me the option of working on the smart board, so I took full advantage of that. Both lessons were scripted lessons out of the Wonderworks book.

The first lesson was a story about Native Americans finding lost family members. To begin the students had to dive down into some prior knowledge. I asked them, "What do we know about Native Americans?" "Why are they so important in our lives today?" I would let them think and respond, as they liked. Then the book had me asking about ancestry. The students were to draw a picture of their ancestors in a box provided to them in their workbooks. Everyone was super engaged in this part except for one student. He didn't understand the term *ancestors*. I explained it to him and gave him many examples but he began to shut down and put his head down. My mentor had to step in and tell him not to participate in this part of the lesson and he was back to being totally fine again. After the lesson, my mentor had told me that that student had actually been moved around to 4 or 5 different foster homes so he really didn't know anything about his ancestors. My mentor encouraged me saying that there is no way that I could have known that and I believe that. BUT in the future, in my own classroom, I will modify lessons so that

all students no matter their background or history are included and don't ever feel like that student did in that scenario. It was so awful to see him shut down and really just turn in to himself. This helped me realize just how important it is to get to know every single one of your students as a whole.

One specific thing that worked well throughout my two lessons was specific feedback to students who were on task and/or doing what I asked of them. For example, on my second lesson I covered prepositions. During the lesson a task that I had asked the students to do was to write one sentence using any preposition that they wanted. While they were doing this I would say things like, "Thank you Caleb for being on task." Doing this would engage the students that were not on task. Instead of calling them out for doing the wrong thing, I encouraged them to do the right thing.

Throughout my team at this placement I learned various ways to get students moving and engaged. BreAnna, my mentor, is a very boisterous and theatrical teacher. Everything is loud and engaging. I liked this about her classroom. She has found this method to work for most students and the students that it does not necessarily work for she modifies and finds other things that work specifically for them. I have learned that creativity is your best friend when working with students with specific needs and honestly students in general. One tool that I found particularly interesting of hers was asking a question to the whole group and having them think about it in their own heads. After, she would get up physically and move to somewhere else in the classroom and have them come up one by one and whisper the answer in her ear. This strategy is simple, but gets the kids moving and up out of

their chairs. It also helps her track and see where every student is individually. I started to use this in my general education placement and the kids loved it. It was very engaging.

Lastly, from the first lesson I taught in this placement to the second, I learned a lot. I would say that my second lesson was my best because I had that first one to almost practice and try to see what worked and didn't work with my teaching and my students learning. BreAnna had let me first the unit that we started with the Native American story. From that first lesson I realized that the students were not following or picking up on what prepositions were although they have learned them before. SO I decided to make my whole lesson based on prepositions. I made it engaging in the way that I had each student make up their whole sentence with one of the prepositions that I had provided for them on a sheet. Then I had them act out their sentence in the classroom. For example, Natalie's sentence was, "Natalie jumped across the room like a frog." They all loved it and it helped them learn a little more about prepositions. I liked this lesson because I was able to scaffold from the first lesson that my students were not following along in a certain area and I was able to revisit it the next time around for them to gain a better understanding.

Overall, I really enjoyed my placement at Howard Driggs this semester. I have learned so many behavioral tricks and management tools that will only benefit my for my our future resource room or general education classroom. BreAnna also gave me various tools and tips about assessing various students. She showed me how to give a DIBELS test that is popular to use, but she also showed me that as a resource teacher you are allowed to make up your own assessments that will give you the

same or maybe even more accurate information of where your students are progressing or still need more support in.