

- A. Select a classroom procedure that you and your cooperating teacher would like to introduce or review with your class.

A procedure that my cooperating teacher and I agreed on is using a 'Where are you in the Writing Process' chart for students to identify which step they are on when writing.

- B. Create a short lesson plan that incorporates the steps for teaching procedures

Identifying which step of the writing process that a student is on by using a chart

Rationale: A 'Where are you in the writing process' chart helps students to remember the process and alerts the teacher to which students need to edit and which students need extra help. It guides the teacher's instruction as well. If students are progressing more quickly, the teacher can find new activities or begin a new writing project. If the students are progressing at a slower pace, the teacher can adjust the schedule to find more time to finish the writing project.

Behavioral Objectives:

- The student will learn about a new procedure to be used in class by being told the rationale of the new procedure and by watching the student teacher model the procedure.
- The student will practice how to use the procedure.
- The students will receive feedback from the student teacher on their performance.

Resources Needed: a chart containing the new procedure, popsicle sticks for each student, time

Lesson Description: The teacher will begin by explaining that there will be a new procedure that the class will follow. Explain and show the writing process chart. Tell the students that the chart will help them follow the writing process and will help you monitor where they are in the process. Demonstrate the procedure by showing the students how to find their popsicle sticks and easily move the stick to the next pocket. Explain that there should not be any ripped pockets. Model and tell the students that they should come up to the chart and quietly move their popsicle stick. Ask the students if they have any questions.

Rehearse the procedure with students. Ask 5 students to move their popsicle sticks to different pockets on the chart. Give students feedback. At the end, ask students what the rationale for the procedure is and how they should perform the procedure.

Evaluation Plan: The students will be assessed the first time that they complete a writing project. The student teacher will monitor how well students move their popsicle sticks as they transition through the writing process. If students are not moving their popsicle sticks as they work, the student teacher will remind the whole class that they should follow the procedure and move their sticks. At that time, she will also remind students of the rationale of the procedure.

- C. Teach the procedure to your class.

I taught the procedure on 2/15/2013

- D. Write a reflection that includes the results of your evaluation of student mastery, and answers these questions:

Overall, I think that the procedure went well. My students understood why we were doing this procedure. I know this because I asked them to remind me why we were doing this at the end of the lesson. They also asked clarifying questions during the lesson, which shows that they were interested in learning how the procedure worked.

I think that explaining the rationale went well. Students clearly understood why we were doing this. In addition, students were eager to try using the chart. While I would have loved to have every student try it, I had to stop after 5 because we had to take our Word Study quizzes.

I think that I could have explained the steps better. At times, students were confused about where to move their popsicle stick. I could have been much more clear and modeled the procedure instead of explaining it first.

I think that for this procedure that the text made teaching the procedure very simple and straightforward. I think that using this method made it simple for students to understand. I appreciate this method because it does give students a rationale, which makes them realize that doing this procedure is important. If I had time, I would have every student try using the chart; however, they will use it during our first major writing project.

- E. Extension: If you are placed in a primary classroom, visit an intermediate class; if you are in an intermediate class, visit a primary classroom.

On February 8th, 2013, I visited a kindergarten classroom during the morning.

1. Select two procedures that you observed during your guest visit. Compare and contrast the ways these procedures vary between the two grade levels.

During my visit, I saw how the kindergarten classroom begins their morning and I observed how the kindergarten classroom does their writer's workshop. Their morning was spent on the carpet. Each student found his or her spot and waited until the teacher called him or her over. The teacher then went through the student's backpack and took out the take-home folder. Then the student put his or her backpack up in the cubbies. The student then returned to the carpet to watch the morning news. Once the news was over, the teacher replayed the song from the morning news. The students then did show and tell. Students were separated into color groups, and on the day that I was there, it was the purple groups turn. Once show and tell was over, the students worked on writing. They participated in writer's workshop. They had to draw a picture and write a sentence about the picture. They wrote and drew as many pictures as they could.

In my classroom, students come in, put their backpacks away and read what to do from the screen at the front of the room. On Fridays, they turn in their purple folders, they turn in their homework, and they complete bell work. After the news is over, they then prepare for their history quiz.

2. Do the similarities and differences reflect:

a) The age of the students?

The procedures definitely reflect the age of the students. My fourth grade students do not need us to sort through their backpack. They are expected to be much more responsible and take things out and turn those things in. The kindergarten students need to have that extra support from the teacher.

While my students do not complete writing in the morning, the writing strategies that kindergarten students and fourth grade students use are completely different and reflect the age of the students. Fourth grade students are expected to write paragraphs and essays because they are older and know how to write letters and words. Kindergarten students do not know all of their letter or how to spell words correctly and cannot be expected to write paragraphs.

b) The teaching philosophy and practices of the teachers?

I am not certain that there are differences in the specific teaching philosophies. Both teachers are organized and use procedures throughout the day. I truly believe that the differences in the morning procedures are due to the age and needs of the students.

c) Other considerations?

My cooperating teacher obviously expects students to come in and read the screen to find out what they are supposed to do in the morning while I do not think that the kindergarten teacher would expect this at all.

Rough Draft of my chart:

The final product has 6 pockets. Each pocket is labeled with a step of the writing process. The steps on my chart are: brainstorming, first draft, peer editing, teacher edit, second draft, final draft.

