

Assignment 2: Interactive Read Aloud

Jessica Mills

Mentor Teacher: Wendy Rozman, 1st Grade

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Part I: Planning for your interactive read aloud**Observing my MT conducting an interactive read-aloud****Interactive Read-Aloud Observation Protocol**

<u>ELEMENT</u>	<u>TEACHER MOVES</u>	<u>STUDENT RESPONSES</u>
<p>What is the teaching point or focus of the read-aloud?</p> <p>Your response:</p> <p>“Can a book change the way we help and treat others?”</p> <p>I can understand that a book can change the way we help and treat others.</p>	<p>What does the teacher do to highlight this?</p> <p>-Puts emphasis on illustrations that she wants to come back to at the end.</p> <p>-Stops to have students turn and talk about specific illustrations because these illustrations will be important at the end.</p> <p>-“Look carefully at this illustration. What do you notice?”</p> <p>-Puts emphasis on certain illustrations and text: “There’s PILES of food! OHHHH!”</p> <p>-Prompts students to look at specific parts of the illustrations. “What do you notice in the background?”</p> <p>-“I’ve noticed they have put one sentence on almost every page. Let me go back and read it again. What does this make you think?”</p> <p>-At the end of the story, she comes back to the page with four pictures split up. “Do you think the book can help us and the way we treat others? Think about one way, turn and whisper. What do you think is the authors message?”</p> <p>-Quick discussion about the overall message. “The book can teach you to treat others how you want to be treated.”</p> <p>-Student goes off topic to tell a story, and she wants the student to make a connection to the story. “How does that story you told me help you treat</p>	<p>How do the students respond? (Are they meeting the learning goal? How do you know?)</p> <p>-Her prompting helped them understand what to focus on.</p> <p>-She puts emphasis on important parts of the book, so students are focusing on specific parts more than others.</p> <p>-She talks about connections students are making to other books.</p> <p>-They met the learning goal because they were answering her questions in ways that they understood the authors’ message.</p>

	others?" Tells students to show the connection sign if they have a connection to what another student said.	
<i>Discussion Points</i>	<p>How often / at what points during the read-aloud does the teacher stop for discussion?</p> <p>-She stopped almost every single page to have a discussion. If the book had more text, I don't think she would have stopped as often. But because the main focus of the book was to focus on illustrations, she had the students focus on illustrations on every page.</p>	<p>How do the students respond?</p> <p>-They are engaged -Students pointing to the book. -Students raising their hands -Students turning and talking -Students got excited about what they saw "OOO!"</p>
<i>Participation Structures</i> (i.e., think-pair-share, raising hands, picking sticks, students picking speakers, etc.)	<p>What participation structures does the teacher use to create equitable participation during an interactive read-aloud? How frequently does he/she use these?</p> <p>-She has students turn-and-talk -Has students raise their hands to say their thought. -Put their fingers on their nose or chest. -Has students do the connection sign if they agree with what someone said. -If she notices students aren't doing what they are supposed to she would say, "____ and ____be ready to share." -"Remember when I ask a question your mind is on thinking, whispering and sharing mode."</p>	<p>Approximately how many students participate each time?</p> <p>-About 5-6 students participated each time there was a stopping point. -If it was time to turn-and-talk it was expected that ALL students were participating.</p> <p>How engaged are students overall? How do you know?</p> <p>-Overall students were very engaged in this book. They loved the illustrations and the message. I knew this because they carefully observed the illustrations, and they were engaged and wanting to raise their hands and tell what they noticed. At the end, students were telling stories that related to the book, which was really exciting to listen to. Because the lesson of the story was planting a</p>

		seed of kindness and how being kind helps you, students were excited to give their ideas. One student said "If you give something nice, you always get something in return. You get what you give!" Telling us that he really understood the authors message.
<i>Climate of Engagement</i>	<p>What moves does the teacher make to create a climate of engagement (i.e., behavioral expectations, pacing, expression while reading, classroom management, redirecting disengaged/disruptive students, etc.)?</p> <ul style="list-style-type: none"> -Calls on students who are not raising their hand and engaged. -If students don't want to answer she asks them to think about it, and she will come back to them. She always goes back to them. -Hand gestures such as the connection sign so that they know that blurting out "Me too!" is not appropriate. -Turn and talk method. -When it is time for turn and talk, she talks with a student or two. -If she notices some of the students aren't sharing, she asks them if they got a chance to share with their partner. -Uses a sound to get all students attention. -Uses other cues like "Ready to listen? Ready to learn. Go Green, Go White!" 	<p>How do students respond to redirection?</p> <ul style="list-style-type: none"> -Students respond well to redirection. -They were able to focus much better when they are reminded/redirected. <p>How do students respond to the pacing of the read-aloud?</p> <ul style="list-style-type: none"> -Students responded great to the read aloud. Because the book had minimal amount of text, Mrs. Rozman was able to have students focus on the illustrations more, and take more time on each page. Students never appeared bored, they were engaged and excited for each page and to participate/voice their thoughts. <p>What seems to help students be engaged in the read-aloud?</p> <ul style="list-style-type: none"> -Talking about the illustrations -Making text to self/real life connections. -Turning and talking. -See, Think, Wonder at the beginning of the lesson.

	<ul style="list-style-type: none"> -Redirects students but in a calm nice way. "Come sit by Mrs. Rozman!" -“Thumbs up if you see the seed of kindness, thumbs up so I know you see it.” -When showing pictures, she carefully looks all students in the eyes to make sure they are looking at the page. 	
<i>Discussion Moves</i>	<p>What other discussion moves does the teacher make (i.e., types of questions he/she asks, ways of encouraging students to talk and think, etc.)?</p> <ul style="list-style-type: none"> -“What do you see?” -“What do you think?” -“What do you wonder?” -Puts emphasis on SEE, THINK, WONDER when asking the questions -“Oh! What makes you say that???” -Repeats students responses and asks if students agree. “Maggies wondering if he is reading about food, thumbs up or thumbs down if you agree!” -“Look carefully at the illustration.” -“What is happening here?” -“What do you think the birds, rabbit, and mouse are thinking?” -Says students name louder so they know she sees them not paying attention. -“Oh! What has happened here?” -Repeats the sentence once or twice. “I’m going to read this again because this sounds important.” -Constantly asking “WHY do you think that...” -“Lets keep reading to see how...” 	<p>How do the students respond?</p> <ul style="list-style-type: none"> -They love to respond to these questions by observing the front cover. -Students also love to talk more in depth about what they see in the illustrations because they have been learning about it during illustration study during writers’ workshop: close up, two page spread, motion, etc. -Students love to raise their hand and participate especially if you are asking them about what they see in the illustrations. -They also loved talking about the authors message.

	<p>-“Look carefully, how do we know time has passed?”</p> <p>-“Oh let me turn back to that page and check for understanding. OHH they’re helping and showing team work.”</p> <p>-“What do you think the author wants us to notice?”</p> <p>-“Why did the author do that?”</p> <p>-“What is the authors message?”</p>	
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Summary paragraph of what I learned from my debriefing with my Mentor Teacher:

I learned so much from debriefing with my mentor teacher after her interactive read aloud. First, she discussed with me the importance of hooking her readers, and why she spends so much time at the beginning of the lesson discussing the cover of the book. She told me that she uses the Cultures of Thinking Method called “See, Think, Wonder” to hook the students, and get them thinking and making predictions about the book. Because she loves to have her students study the illustrations on each page, she loves to introduce the book by having them look, think, and wonder about the cover. Another thing I learned from debriefing with my mentor teacher was that it is Ok to stop often. She said that especially when you have a book that has lots of rich illustrations and not a lot of text, it is important to have students study each page so they don’t miss anything. She also said not to be afraid to call on students that aren’t raising their hands. Sometimes they are thinking great things, but may be too scared to raise their hand or not feel like talking. So calling on these students get them awake and participating if it appears they were not. Lastly, we talked about how she directs and redirects students. Instead of being stern and having a harsh tone in her voice, she will talk to the students calmly and kindly. For example, when a student is messing around in the back of the class she will say “___ calm sit by Mrs. Rozman!” with a smile and soft voice. This lets the students know that she isn’t mad, but she wants them to take charge of their learning and sit in a spot where they can do that. I noticed lots of great things during her read aloud but we didn’t get a chance to talk about all of them after. However, what we did debrief about I really enjoyed hearing her perspective and reasons behind the ways she teaches.

Debriefing with my Mentor Teacher

1. What are the qualities of a good interactive read-aloud?

I think I model and show different ways of thinking about a book so that my students can make sense of the text. The students turn and talk with partners throughout the book, in order to be able to think about what we have read and apply the strategies that have been modeled. We also try to have conversations to try to facilitate what we are discussing. I truly believe that a mentor text should be used over multiple days in order to teach different mini lessons using the mentor text. For example, you can teach higher level vocab within the meaning of the story, you can use different thinking routines with the mentor text (see, think, wonder), comprehension skills like beginning, middle, end, and story elements using the mentor text. The mentor text can be used for higher level thinking questions like what do you think is the most important part and what is the authors message. Students can learn different things from it each time that you read it. Depending on what the book is, the book guides what you're going to teach.

2. How do you decide what the “teaching point” or focus of your read aloud will be?

In our district, we have 8 essential questions and they are based on the common core. We choose books that best suit the purpose of the essential questions.

3. How do you decide when/ where to stop and engage in discussion of the text? How often do you stop?

Depends on the book. As a teacher you have to know that book and know it well. You can't just pick a book off the shelf, you have to preview the book and have a purpose for reading it. Then find the meaningful places to stop in the book, go back to the essential question, and set the purpose/learning target. What's the purpose for you reading it? Stop at points that lead you back to that purpose and what you want them to know. Stop at places to build comprehension, and then only stop at the beginning, middle, and end. Depending on which reading it is of the book, that's how you determine how you stop.

4. How do you know if students are meeting your learning goal?

Through observation, discussion, exit ticket, thinking routine activities, or response in writing.

5. How do you ensure all students are engaged and having equal opportunities for participation?

I like to use turn-and-talk. I will listen in and hear what they are saying and have conversations with them. Call on students that are raising hands and even people that aren't. The expectation is that all students are engaged and participating, and thinking/taking charge of their own learning. If they don't know what to say when I call on them, I'll say "I'll come back to you! Try and think about it!" Then I'll always go back to them to make sure they are understanding and thinking while I am conversing with other students and hearing other students.

6. How do you handle a student who is disengaged or disruptive during an interactive read aloud? What else do you do to help create a climate of engagement (e.g.: behavioral expectations, pacing, etc.)?

Nonverbal techniques: As I am reading the story and showing the pages. I look at every single student to make sure they are engaged and listening, and eyes are up on the book. I read the book in different ways. If they are disengaged, I give students wait time and stare. I also give them cues like "ready to listen, ready to learn." You also have to choose high quality engaging literature that begs you to listen. Good literature like that will grab their attention whether it's the illustrations/ authors message or both. You have to have a purpose in mind when choosing it. Choose quality literature with a purpose. First day read the whole book, then I sometimes use youtube video of book with the author reading it, and will stop the youtube video and turn and talk. I also like to go back and reread important parts.

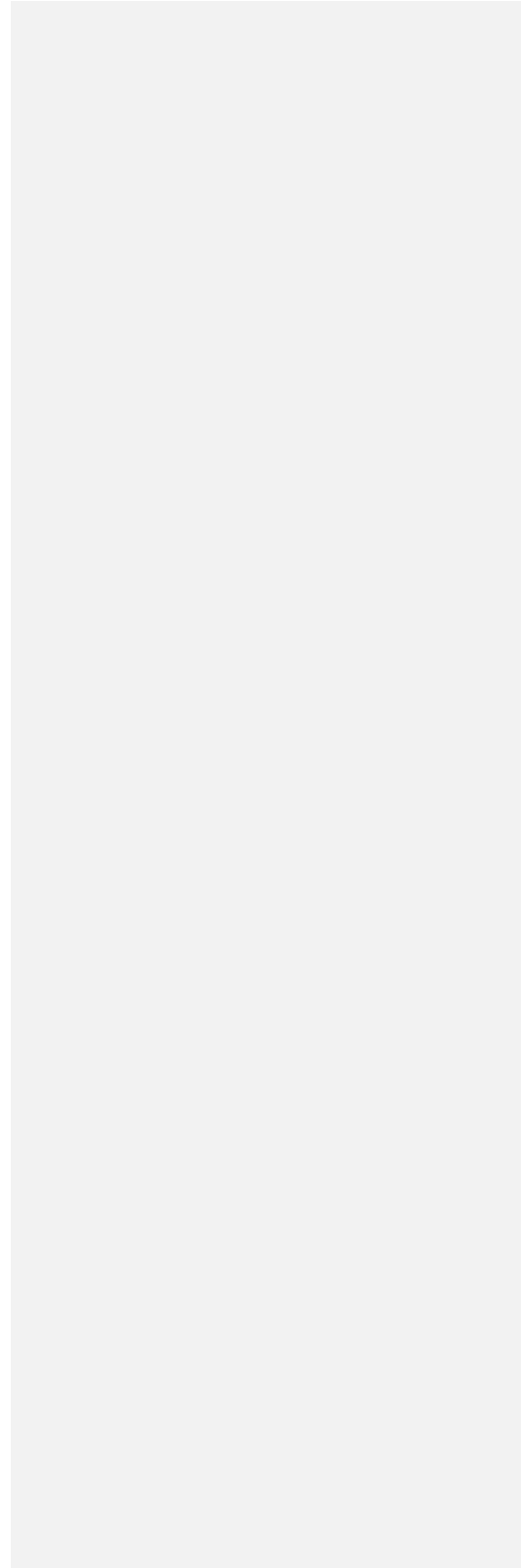
7. What has been one of your favorite read aloud mentor text and why?

I can't answer it. Very difficult question. *If You Plant a Seed* is a favorite. It shows many illustration techniques, pages with four quadrants, and has a great authors message about kindness. It has different types of illustrations like motion, words all over the page, two page spreads, and close ups. The author spreads the message over many pages. There is just SO much to talk about with this book, but there are many other mentor texts that I enjoy just as much!

8. How often do you do an interactive read aloud?

I conduct interactive read alouds every single day because I believe it is SO important for all readers, but especially young readers. I hate missing it. I also love to have the read

alouds in the morning because it transitions the students easy from home to school in the morning, and gets their brains ready for learning in a way that is relaxing, engaging, and fun.



Interactive Read-Aloud Lesson Plan

Name: Jessica Mills **Grade:** 1st Grade **Date of Read Aloud:** October 1st

1. **Book Title and Author:**

The Girl Who Never Made Mistakes By: Mark Pett & Garry Rubinstein Illustrated By: Mark Pett

- i. In this choice of text, I will account for the content I am teaching because Beatrice's emotions change throughout the book often. Students will be able to recognize when she is sad, happy, scared, nervous, and mad by using evidence from the book such as illustrations and textual clues. I will account for the students' cultural, linguistic, and background knowledge by discussing mistakes they might make at home, using student-friendly definitions for words that may be difficult to understand, and techniques they use during writers' workshop.

ii.

2. **Comprehension Goal**

Using illustrations and textual evidence to make claims about characters in the story.

3. **Standard (CCSS, C3, or NGSS)**

CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events. (Characters' emotions)

4. **Write 1 objective specific to your lesson.**

Students will engage in guided practice of learning to identify characters' emotions during an interactive read aloud.

I can statement: "I can notice how Beatrice's emotions change while reading the book."

5. **Preparing for Discussion:**

i.

- I. I will arrange the students at the carpet. If I do not get back the Michigan State College of Education Video Release Form, I will tell students where to sit on the carpet to ensure they are not in the video.
- II. At the beginning of my lesson, I will make sure to explain that I will be conducting a read aloud and expectations are for students to be at a level zero voice unless I call on them to ask a question or tell them to turn and talk. To create equitable talk, I will make sure to use the turn-and-talk method throughout the read aloud, to give all students the opportunity to talk and share their ideas.

6. Briefly describe specific students in your class who many need additional scaffolding to comprehend the text and/or may need scaffolding around participation:

One type of support my students will need will be social support if they are too nervous to raise their hand and participate. The students that tend to not raise their hand as much are TH, AO, SR, and AS. To get them actively participating I want to try and call on students even if they aren't raising their hand, to check in with them and see how they are comprehending the book. I am also using turn and talk for these students to talk to students around them about their ideas. SW is one student that normally gets distracted in the back of the group, with wandering eyes and not sitting criss-cross applesauce. I want to see if I can call on him more to make sure he is engaged and listening as well. I can support my students linguistically by providing student-friendly definitions for words they may not be familiar with.

Lesson Plan Template

○ **Plans**

~ *Teacher Talk*

*** *Anticipated Responses*

Time	<u>Steps</u>	<u>Language and Knowledge Supports</u>
	<p style="text-align: center;"><u>Launch/Hook</u></p> <ul style="list-style-type: none"> ○ Before introducing the book, I want to hook the students by asking: <i>~Put your finger on your nose if you have ever made a mistake before.</i> <i>~Turn and talk to someone by you, and tell them a time you have made a mistake.</i> <i>~Can someone raise their hand and tell me a time they have made a mistake? How did it make you feel?</i> <i>***I made a mistake when I forgot to bring back my reading bag.</i> <i>***I made a mistake when I was being unkind.</i> <i>***I made a mistake when I fell off my bike.</i> ○ Explain to students the book were using for the week for language workshop and that we will be reading it every day this week to learn more and more about it. <i>~Today and the rest of this week, we are going to be reading the book <i>The Girl That Never Made Mistakes</i> By: Mark Pett and Gary Rubinstein and Illustrated By: Mark Pett. The reason why we are reading the same book all week for language workshop is because we are going to be focusing on different things each day. Every time you read and re-read a book, you learn new things! That is what we are doing with this book!</i> ○ Conduct the “see, think, wonder” launching activity with the cover of the book. <i>~First, raise your hand and tell me what you SEE.</i> <i>***I see a girl throwing a salt shaker!</i> <i>***I see motion!</i> 	<ul style="list-style-type: none"> ○ Student Friendly Vocabulary: ○ Stop a Pg. 4: <i>~What does the word <u>Greet</u> mean? To be polite when you first see someone. Me and Mrs. Rozman greet you in the morning when you come to school! Can be words like “good-morning!”, a wave, a high five!</i> ○ Stop at Pg. 8: <i>~Does anyone know what <u>Rhubarb</u> is? Rhubarb Muffins? It is a sweet vegetable people cook with! You can put it in muffins or pies, and other foods too!</i> ○ Stop Pg. 23: <i>~Can someone raise their hand and tell me what the word <u>stunned</u> means? This word means surprised or shocked!</i>

<p> <i>***I see a hamster flying through the air!</i> <i>***I see a girl holding a water balloon!</i> <i>***I see a girl with a heart on her shirt!</i> <i>~ Now, raise your hand and tell me what you THINK.</i> <i>***I think the girl is going to make a mistake!</i> <i>***I think the girl is going to get in trouble!</i> <i>***I think the hamster is going to get hurt!</i> <i>***I think the salt shaker is going to fall and break!</i> <i>~ Last, raise your hand and tell me what you WONDER.</i> <i>***I wonder if the girl is going to get in trouble!</i> <i>***I wonder if the girl is going to be happy or sad at the end!</i> <i>***I wonder if the girl is going make friends!</i> </p> <ul style="list-style-type: none"> ○ Begin reading the book. ○ Stop at pg.4: <i>~ What does the word <u>Greet</u> mean?</i> <i>***It means to say hi!</i> <i>~It means to be polite when you first see someone. Mrs. Rozman and I greet you in the morning when you come to school! Can be words like "good-morning!, a wave, a high five!</i> ○ Stop at pg.6: <i>~What do we know so far about Beatrice?</i> <i>*** She hasn't made a mistake yet!</i> <i>***She hasn't done anything wrong!</i> <i>***She was ready for the talent show!</i> <i>***She did her math homework!</i> <i>***She made her bed!</i> <i>***She said "good morning" and "thank you!"</i> <i>***She fed her hamster!</i> <i>***She made a sandwich just right!</i> <i>***She matched her socks and put her shoes on right!</i> ○ Stop at pg. 8: 	<ul style="list-style-type: none"> ○ <u>Cultural Challenges:</u> Some students at home might have a hard time making mistakes. They may have parents that are tough on them when they make mistakes or are used to getting praised often and don't think they ever make mistakes. I can build on their challenges and experiences at home by having students raise their hand and talk about mistakes they have made, and discussing with them that it is Ok to make mistakes. ○ <u>Linguistic Challenges:</u> While reading through my book, I noticed that some vocabulary words may pose a linguistic challenge for some of my students. I provided student-friendly definitions to discuss/explain with the students who may not know what these words mean. ○ <u>Background Knowledge:</u> I can build on the students background knowledge by having them think of times they have made mistakes. I can also ask them if they know what
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<p><i>~Does anyone know what <u>Rhubarb</u> is? Rhubarb Muffins? (I'm not sure if any of the first graders will know what this is!)</i></p> <p><i>~It is a sweet vegetable people cook with! You can put it in muffins or pies, and other foods too!</i></p> <p>○ Stop at pg. 10:</p> <p><i>~What do you see in this picture?</i></p> <p><i>***I see Beatrice caught all of the eggs before they dropped on the floor.</i></p> <p><i>~Why is Beatrice talking so funny?</i></p> <p><i>***She has an egg in her mouth!</i></p> <p>○ Stop at pg.12:</p> <p><i>~What do you see (color)? What does it mean?</i></p> <p><i>***Blue!</i></p> <p><i>***I think this blue color means she's sad!</i></p> <p><i>~Why she didn't want to skate?</i></p> <p><i>***She is sad she almost made a mistake!</i></p> <p><i>~Did she lose something?</i></p> <p><i>***She lost her confidence!</i></p> <p>○ Stop at pg. 15:</p> <p><i>~Put your finger on your nose if you ever felt your stomach jumping around inside of you?</i></p> <p><i>~How do you think Beatrice is feeling?</i></p> <p><i>***She is sad/embarrassed.</i></p> <p>○ Stop at pg. 21:</p> <p><i>~How do you think Beatrice is feeling in this moment? How do you know?</i></p> <p><i>***She is embarrassed. She has Humbert on her head and her hair is wet and she looks sad.</i></p> <p><i>***She is sad.</i></p> <p>○ Stop at pg. 23:</p> <p><i>~ Can someone raise their hand and tell me what the word <u>stunned</u> means?</i></p> <p><i>***Surprised</i></p> <p><i>~This word means surprised or shocked!</i></p>	<p>specific vocabulary words mean/if they have heard of them. I can also use the illustrations in the book to review some of the techniques students have learned during illustration study in writers workshop such as motion, words all over the page, two-page spread, and close ups.</p>
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	<ul style="list-style-type: none"> ○ Stop at pg. 26: <i>~Why do you think Beatrice slept better than she ever had that night?</i> <i>***Because she wasn't scared to make mistakes anymore!</i> ○ Stop at pg. 29 and compare with pg. 12: <i>~What colors do you see here?</i> <i>***White snow!</i> <i>~How is this different than this page (page 12)?</i> <i>***This page is white and that page is blue.</i> <i>~Why do you think the illustrator did that?</i> <i>***Because she was sad then, and happy now!</i> <p style="text-align: center;">Closure</p> <ul style="list-style-type: none"> ○ After the lesson, I plan on using oral prompts to stimulate rich discussion and create a chart showing what they learned. <i>~While reading this book we have noticed how Beatrice has had tons of emotions and feelings.</i> <i>~What emotions does she have throughout the book?</i> <i>***Happy, sad, excited, nervous, mad</i> <i>~How do you know?</i> <i>***I know because in this picture...</i> ○ As students are answering the question, use these questions to probe/explain their thinking. <i>~What evidence do you have?</i> <i>~Let's check for understanding ...</i> <i>~What makes you say that?</i> 	
<p><5 min.</p>	<p>Launch (Hook / Warm-up):</p> <ul style="list-style-type: none"> ○ Before introducing the book, I want to hook the students by asking: <i>~Put your finger to your nose if you have ever made a mistake before.</i> <i>~Turn and talk to someone by you, and tell them a time you have made a mistake.</i> 	

Commented [MJL1]: At one point, I flipped back and forth between two pages of the book asking students what they notice about their illustrations. They were able to use the evidence they saw in the pictures to tell me that Beatrice was sad at the beginning because the picture was blue and dim, and was happy at the end because the picture was colorful and bright. One thing I would change would be that I would flip back and forth with MORE pages in the book to show the different emotions. I felt that this was a great technique to use, but I did not use it enough. If I would have compared more pages throughout the book, I think the students would have better understood the emotions changing from beginning to end and how the illustrations/color help tell us that/give us evidence.

Commented [MJL2]: After conducting this read aloud, one thing I would change would be to talk about the authors message/overall lesson of the story, before talking about the emotions of the main character. I feel that if we would have discussed the authors message first, students would have had a better understanding of WHY the characters emotions were constantly changing throughout the book. Students were able to clearly state that Beatrice was happy, then sad, then nervous, then mad, then happy again, but they told me in a different order, and they did not really understand why the character had so many different emotions. If students would have understood the authors message (When we worry about making mistakes, it doesn't help us, and it is OK to make mistakes) they would have been able to better understand the entire story.

Commented [MJL3]: One change I would have made here would have been to write the emotions Beatrice felt in order of how she felt them. I called on students to raise their hand and tell me one emotion they would have felt, I wrote it on the chart, and continued with all of the emotions. If I were to do it again, I would open to one of the first pages, and ask students to say what they thought she was feeling at the beginning. I would continue to flip through the pages having students name the emotions they see and writing them on the chart in order. This way students can see the emotions Beatrice was feeling in chronological order, and how it contributes to the authors message.

	<p><i>~Can someone raise their hand and tell me a time they have made a mistake? How did it make you feel?</i></p> <ul style="list-style-type: none"> ○ I will launch the read aloud and hook the students with the technique “see, think, wonder…” from Cultures of Thinking when looking at the front cover of the book <i>The Girl Who Never Made Mistakes</i>. The purpose of this is for the students to observe the illustrations on the front of the text. I will ask a series of three questions one at a time when observing the front cover and call on students to give me their thoughts: <p><i>~What do you see?</i> <i>~What do you think?</i> <i>~What do you wonder?</i></p>	
<5 min.	<p><u>Closure: (Goes More In-Depth Above)</u></p> <ul style="list-style-type: none"> ○ After the lesson, I plan on using oral prompts to stimulate rich discussion and create a chart showing what they learned. <p><i>~While reading this book we have noticed how Beatrice has had tons of emotions and feelings.</i> <i>~What emotions does she have throughout the book?</i> <i>~How do you know?</i></p> <ul style="list-style-type: none"> ○ As students are answering the question, use these questions to probe/explain their thinking. <p><i>~What evidence do you have?</i> <i>~Let’s check for understanding...</i> <i>~What makes you say that?</i></p>	
N/A	<p><u>Formative Assessment: (Goes More In-Depth Above)</u></p> <ul style="list-style-type: none"> ○ During the read aloud, the evidence I will have of student learning is that they will be answering my questions showing me they are comprehending what is going on in the book. 	

	<ul style="list-style-type: none">○ All students will be engaged and participating by raising their hands.○ After the lesson, I will know that the students met the objective because they will be able to explain the different ways that Beatrice felt throughout the book and how they knew she felt that way.	
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Part III: Lesson annotation and video reflection

Timestamp	Choose a moment where...
22:38-30:33	<p>Based on the focus of your debrief with your mentor teacher, you would <u>do something differently</u> and explain what you would do and why.</p> <p>After debriefing with my mentor teacher, something we discussed that we would do differently next time is having the focus for the read aloud be different for the first day. Because this book was being used as a mentor text for five days, we thought it may have been more beneficial to talk about the authors message on the first day, and then talk about the different emotions later on in the week. This way the students can use what they already know about the authors' message to figure out why the character had many emotions throughout the book. Even though we discussed switching the focus on the first day, we still felt the read aloud went great and students did a great job picking out the emotions. Students were engaged and excited the whole time, so making this switch wouldn't necessarily make them more engaged, but would benefit their understanding and comprehension more.</p>
5:55-10:52	<p>Based on the focus of your debrief with your mentor teacher, <u>something went well</u> and explain why things went well in that moment.</p> <p>One thing that my mentor teacher and I talked about that went really well during the read aloud was how engaged the students were. We talked about different ways I tried to keep the students engaged which were having students turning and talking throughout and calling on students as much as I could. I also tried to connect the book to our writers workshop (illustration study) as much as I could. We used the illustrations to find meaning of the story and talked a lot about different things great illustrations have, that we had already been talking about during writers' workshop that week: color, words all over the page, two-page spread, motion, etc. My mentor teacher also liked how I showed the book in different ways and would flip back to pages that students would talk about.</p>
20:25-22:13	<p>Learning happened and explain how you know learning happened and what you did to cause it.</p> <p>At the beginning and of the book the character was at the same setting, an ice skating rink. At the beginning the illustration showed Beatrice was sad and the picture was dim and blue showing she was happy. At the end of the book the illustration showed Beatrice was happy and the picture was bright</p>

	<p>and colorful showing she was happy. I flipped back and forth between the pages and asked students to tell me what they noticed. I know that learning happened at this time because a student said “I don’t see the normal color. At that page it is dull and gray and the last page it is colorful so she’s happy.” Another student raised his hand and said he noticed a pattern in the book. When the students were explaining their thinking to me, I tried to flip back and forth between the two pages to show students what they were trying to explain and the difference between the two. This showed me that they were using the illustrations in the book to understand how the characters emotions changed from the beginning to the end of the book.</p>
10:50	<p>Learning didn’t happen and explain how you know and what you would do differently.</p> <p>At this point of the lesson I stopped to talk about what the word rhubarb was. I asked students to turn and talk about what they thought it was and then I asked students to raise their hand and tell me what they thought. Many of them took guesses, and I ended up explaining that rhubarb was a type of vegetable. I knew that learning did not take place because the next day during the read aloud, a student asked what rhubarb was, after we had already explained it the day before. Something I would do differently would be to ask students to look at the illustration to find meaning. If they would have looked at the picture more closely, they would have seen the characters holding something that looked like a vegetable. If I would have guided them to focus on the illustrations they would have been able to find meaning on their own, without me having to tell them. I also think that the next day, they would have remembered what rhubarb was because they would be able to look at the illustration again as a reminder.</p>
16:24	<p>The majority of the class was either engaged or disengaged (i.e., had or did not have equitable participation). What participation structures did you use?</p> <p>The majority of the class was engaged. The participation structures I used were having students raise their hand, turn-and-talk to someone near them, and using nonverbal cues like putting their finger on their nose if they have ever felt like Beatrice did.</p> <p>How do you know students were engaged/not engaged?</p> <p>I know that students were engaged because they were looking at the book the whole time. They would also get very excited to answer my questions, sometimes even blurting out. Even though I asked students not to blurt out, this showed me they were engaged and excited to have something to say</p>

	<p>about the book. I also knew students were engaged because they would point to the book when they noticed things.</p> <p>Why do you think you were/were not successful in engaging students at this time?</p> <p>I think I was successful in engaging students because I was stopping to have conversations with the students often. This gave them a chance to think about the book and have conversations with me and their classmates, instead of listening the entire time. I also think that focusing on the illustrations of the book helped me be successful in engaging students because they love to look at the pictures and tell me what they think about them. Lastly, I think that asking the students about what they “see, think, & wonder” at the beginning of the story with the cover, really helped get them engaged and excited about what was to come. They were able to see the cover, think about it, and then wonder about what the story might be about and make predictions. I feel that all of these techniques helped me be successful in engaging students</p>
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