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ECE 411
Fall 2021

REFLECTING UPON LITERACY STRATEGIES (Guided reading lesson)

Guided reading is one component of a balanced literacy program that supports children's emergent literacy. The goal of guided reading is to observe children's reading behaviors and the use of the appropriate strategies to identify words, acquire meaning, and engage in problem-solving (Guastello and Lenz, 2005 Pg.144). During guided reading the teacher focuses on the student's ability to self-monitor, decode unfamiliar words, check predictions, determine if words make sense, self-correct, and read with expressions. (Guastello and Lenz, 2005 Pg.144).

In This small group guided reading lesson, my goal was to support children's reading strategies, comprehension skills, and vocabulary as part of a balanced literacy program. Students at this age range (5 – 6 yrs.) are aware that spoken language consists of a sequence of phonemes and they rely on their phonics knowledge to decode words. Strategies such as stretching out words and tapping out words are used. Their inventive spelling indicates how they think about prints. I also built this lesson in a way that meets the developmental needs of the group I worked with. As a G-level group they need to work on their fluency, Comprehension, and conceptual vocabulary (Dougherty Stahl, 2013 Pg. 49). During this activity, students will learn what is a compound word, learn the functions of some punctuation marks, comma, periods, question marks, and exclamation marks to learn how to read with expressions. Students will also use what they have learned during Global study lessons on how different children eat different food but also sometimes we all share the same food preferences.

Reflecting on the video, I think that the lesson was effective. The students showed interest in the lesson. were engaged and demonstrated a great level of comprehension and problem-solving. I included word games in the lesson to make it more fun and engaging. Before reading the book, I took some time to explain the goal of our lesson, I reviewed some concepts and introduces new ones, and encouraged the students to look for these concepts as we read our book. The book I selected was based on the group reading level and based on the classroom Global study theme "Food from around the world." after that, I introduced the book to the students. And ask questions before and after reading the book. The questions I asked like "have you read this book before?" was to assess children's text knowledge. "What do you think this book is about?" To stimulate the students' imagination and to assess their abilities to predict what the story is about by looking at the book cover. The questions I asked at the end of the book were to assess students' comprehension, vocabulary and to scaffold their understanding of the book. During the reading the student showed a great understanding of the use of punctuation marks, some students needed modeling, others were able to read with expressions independently. Students also demonstrated a great level of comprehension and drawing inferences and deductions. All the questions were open-ended questions to help children think deeply. For instance, When I asked the student "was it easy for Baby Bear to find the mushrooms?" they needed to recall all the events baby bear had to go through to conclude at the end that it wasn't easy. Another question I asked was "what was baby bear's clever idea that led him to find the mushroom? Followed by why do you think baby bear climbed the tree? The reason why I asked the second question is to downward scaffold for the student who struggled to conclude the answer. One of the students in the group was able to give a whole explanation about why the baby bear climbed the tree. He said, "that the higher you are the more land you can see." Which was an excellent conclusion. His answer showed not only the understanding of the story elements but also how to

apply and reflect on real-life situations and problem-solving. I think that when children read books they continuously test and compare what they read with their own environment. that's why book selection is a very important part of supporting children's literacy. At the end of the activity, I asked the students to write about their favorite food and to write at least one reason to support their choice (See Pictures below). This is one of the NYS learning goals that first graders need to work on. "1W. Write an opinion on a topic or personal experience; give two or more reasons to support that opinion." I think the activity was playful, engaging, and interactive. A change I would make to the literacy extension would be to add labels to the pictures children will bring from home for the classroom around the world collage to support their spelling and expand their vocabulary.

