

# "Time to Read with Me!"

Cara Bishop- Block A Fall 2018



## Meet Isla!

Isla is a eager learner and with a kind heart in Mrs. Keller's kindergarten class. Her favorite book is *Green Eggs and Ham*! We were able to bond over our love of brownies and puppies, but I was also able to see her love for school and learning. During her free time, she likes to play "school" with her peers and Isla is always the teacher. This emphasizes her love for school and the impact school has had on her. Throughout the semester we have both experienced the joy in learning from ourselves and from each other.

### Student Reading Goal

Isla will have strategies for reading print independently in meaningful ways.

I was able to create this goal after Isla's initial reading assessments. Isla was already using great strategies like using the pictures, but I noticed that she didn't use many strategies that involved the print. She also was tempted to ask me to read the words for her. This goal is meant to help Isla grow as an independent reader as well as learning how to use the print in ways that benefit her reading.

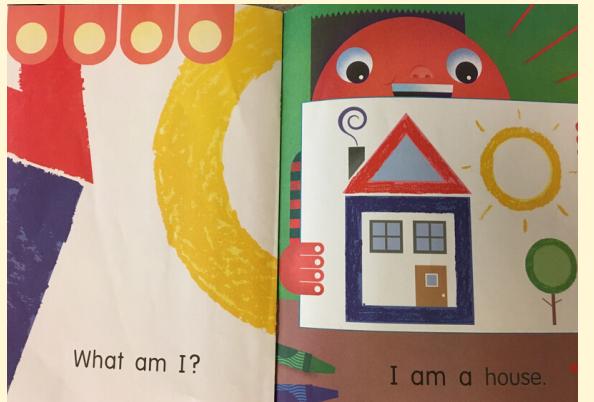


**"You have to believe in yourself!"**

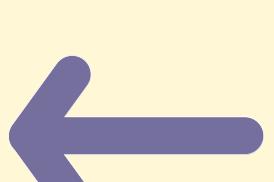
### Conferring

**Readers are brave when they get to hard words!**

This conferring session helped with Isla's ability to read independently. We talked about how it is okay to be unsure about a word and its important to be brave and try our best.



**Isla read a book from start to finish all by herself! She is becoming an independent reader!**



**See it in Action!**

### Small Group

**Readers figure out words by saying the sound of the beginning letters!**

I chose this small group because this strategy will help Isla use the print when she is reading. We talked about while the pictures can help us with tough words it's important to use the letters. The students used this strategy in the second small group session and Isla also used it while we were independent reading.

#### Reading with Isla:

**Isla:** "Spiders can be brown or black."

**Ms. Bishop:** "How did you know it says brown or black?"

**Isla:** "Because b-b-brown and b-b-black!"



**Readers always think about what makes sense!**

I chose this small group because this strategy will help Isla become meaningful with her reading. Then what she is reading won't be just words, but will tell a story that makes sense!

**Isla:** "We like to hang."  
**Book:** "We like to climb."

**"I know! I can use my power pointer!"**



### Whole Group

**Readers use their finger to point under each word on the page!**

This whole group lesson was a great experience for me, but also great for Isla. I chose this strategy because it is important for her to understand how many words were on the page and the size of the word on the page. This lesson helped with Isla's overall goal because she developed the habit of the power pointer.



# Hi! My name is Ms. Bishop!

My name is Ms. Bishop and I am a Junior at Butler University! I, like Isla, enjoy learning new things! I also enjoy working with children and this semester has been a great experience for me because I have been able to learn about Mrs. Keller's students. However, I have also learned a lot about myself, the teacher I am now and teacher that I want to be in the future.

## My Belief Statements

**1** I believe that teachers should treat their students with respect and value their intelligence as the experts that they are.



**2** I believe that teachers should foster an environment that is full of equity before equality.



## How My Beliefs Have Grown

**1** I was influenced by Peter Johnston's words on identity and the importance of helping students building their own identity. On October 10th, I said that "**As a teacher, I want to nudge my students to explore their productive and positive identities.**" I knew that teacher language was important, but I wasn't sure how to incorporate it yet.



**2** I was influenced by Hiebert's words on equity in the classroom. Hierbet says it's important to "create a classroom environment that takes into consideration the uniqueness of each individual." On October 10th, I said that "**it is even more important to see that students all have very different needs that must be addressed in very different ways.**" At this point I knew what needed to happen but not how to incorporate it.



**1** After a semester of learning I was able to work on my teacher language; I now use phrases like "**Tell me more about that**" and let my students know that they are **experts** on what they are doing.

**Follow Up Assessment 11/28/18**

**Ms. Bishop:** "Do you know how to read?"

**Isla:** "Yes! I can read all by myself!"

**Ms. Bishop:** "Yes you can! Tell me more! Why do you like to read?"

**Isla:** "It's fun and something to do on a rainy day!"

**2** After this semester I was able to build upon this goal while redefining what the difference between equity and equality means in a classroom. In my small and whole group lessons I practiced observing what each individual student needed while also looking at the overall group. Isla sometimes was overpowered by other children and I was able notice and act upon it.

**Ms. Bishop:** "Friends hold on, Isla is saying something! Let us all listen to what she has to say."



## Our Growth

### Isla

- Learned to use the print to help with reading
- Became more independent in her reading
- Understands why people read and why reading is important

### Ms. Bishop

- Learned to use appropriate teacher language
- Became more observant of the individual students and overall classroom environment
- Understands that goals are fluids and can change over time

