

Connection and Impact

Video (Cloze Procedure)

Name: Rebecca McFarland
Subject: Language Arts
School / Grade: Centerville / K

INTASC: 4,5,6,8
SoE Themes:
Artifacts: LP, Video,
Student work

Brief Lesson Description / Summary:

I taught a reading lesson using the Cloze Procedure. I began by writing sentences on the board with two blank spaces. I provided two words for each blank space for them to choose from. I asked the students to fill in the blanks with a word that made sense in the sentence. Next, I covered up every fifth word in a large story book. While I read the story aloud, I asked the students to fill in the blank with a word that made sense in the story.

Connections:

INTASC 4: I used the gradual release method throughout the lesson. I began with lower level sentences before providing a more challenging sentence. Then I used a story book without providing words to choose from. I also explained how students could apply this skill in a different situation. Finally, I gave students a written assessment to check their reading comprehension skills.

INTASC 5: While analyzing my teaching strategies on the video, I noticed how much my classroom management skills need to improve. Most students were engaged in the lesson, but a few students were talking more than I should have allowed. I need to be consistent and more strict with unnecessary talking.

INTASC 6: This interactive lesson allowed students to communicate verbally by stating the correct word for each blank space. Students were able to use their communication skills while thinking of a word that made sense in the sentence. When students saw that some of the words in the story were hidden, it stimulated their curiosity to find the solution or the word that made sense.

INTASC 8: The students were given a written assessment of sentences. Students were to read each sentence and circle the picture that matched each sentence. I encouraged the students to read the whole sentence and if they came across an unknown word, they could pretend it was a blank space and guess what word would make sense in the sentence.

Instructional Impact (Impact on Students)

The written assessment showed that most students grasped the concept of guessing a word that makes sense. However, lower level students may see several words in a sentence that are unknown. This process will only work for students who are reading at their instructional level. The students who are currently reading below grade level did struggle with the assessment. However, when I read the sentences aloud during my instructional time, some of the lower level students gave correct responses verbally. It is difficult to assess specific skills when a student is a struggling reader. Although some students understood the concept taught, they scored poorly on the written assessment due to reading below grade level. The Cloze procedure is a reading comprehension strategy that should be assessed through reading. I will work harder to bring all students up to their own grade level in reading.

Professional Impact (Impact on Self):

I believe if I teach this lesson again, I will be more comfortable and confident teaching the Cloze procedure. I must gain better control over the classroom management piece because some students were not paying attention due to talking that was taking place during the lesson.

Student Teaching Video

Nancy Whitted
English 8
Randolph Southern Jr./Sr. High School

INTASC: 5,9
SoE THEME: RS
Artifacts: Video

Summary

This video was taken while teaching the 8th grade Accelerated class about point of view in literature. It was an introduction to a larger fiction elements unit.

Connections

INTASC 5—During this lesson, I used my classroom management skills to keep the students engaged throughout the lesson. I used questions in the first part of the lessons to encourage the students to use their critical thinking skills to talk about omniscient narration. I also used a role-play strategy to engage the students by connecting the content to their lives. I used this same strategy with the sophomore classes because it worked well with them also. This lesson was taught later in the semester and by comparing the first video to this one, I could see that my classroom management skills had improved.

INTASC 9—This video, along with the other three, helped me to see a progression of instructional skills in my teaching. The progression was slow at first, but I gained more confidence and skill by the time this video was recorded. As I watched it and reflected on it, I could see how much my instructional strategies had improved and how much this improvement benefitted the students. By watching these videos back, I saw how my classroom presence, my instructional skills, and my classroom management had improved.

REFLECTIVE SCHOLAR—After recording each video, I watched them at home the same night. By doing this, I recognized that I was still timid and a little disorganized in the beginning. My Cooperating Teacher and I talked about the videos and worked together to plan how I could improve my teaching skills. As a result, there was great improvement by the time this video was recorded.

Impacts

PROFESSIONAL—Having these videos recorded helped me to understand the areas of my instruction that I was skilled at and the areas that I needed to improve in. I was able to see myself evolve. In the future, I know that I am the leader in my classroom and my students will look to me for guidance. I was able to see that I have come a very long way in all of my field experiences. I am now ready to manage my own classroom.