

## Artifact Reflection

**Title of Artifact:** April Fool Video

**Date Completed:** Spring 2013

### Describe Artifact

In the Spring of 2013 I read the *April Fool! Watch Out at School!* by Diane deGroat to a class of twenty-four first graders. I began the lesson by asking students if they knew what holiday landed on April 1st. I allowed students to answer and then introduced the lesson. Before I read the book I went over the basic punctuation marks (exclamation point, period, question mark, and quotation marks) that were emphasized in the story. I had them on the white board and I let the students tell me what the punctuations were and what their functions were in a sentence.

Next, I introduced some vocabulary words (concentrating, snickering, and whoopee cushion) that I felt the students would have problems understanding or reading. I called on students to sound out the words and let them give me the definitions of the words before defining the word myself.

While I read April Fool the students were engaged with what was going to happen next. Throughout the story I checked for understanding and asked students what they thought would happen next. At the end of the story I checked for comprehension by asking the class what happened at the beginning, middle and end of the book. Students were able to answer without any assistance.

Finally, we went over some April Fool's tricks students could perform at home during their spring break. We also went over what is not an appropriate April Fool's trick and how our friends and family members could possibly get hurt.

### **Alignment Reflection**

This artifact best aligns with Standard 2 (The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards).

By reviewing punctuations I was able to build on student's prior knowledge. This allowed them to develop the understanding of what the punctuations represented in the story.

In order to meet the needs of all learners, I often stopped to check for comprehension. If students did not understand what the section of the book was about, we went over it and I explained it to them in a different way.

To promote growth, I asked opened ended questions throughout the story. Students were allowed to think critically and voice their opinions. Students were also able to be involved at the end of the story. They were allowed to be part of the discussion or story by sharing ideas or experiences,

### **Personal Reflection**

I've learned how to take a simple story book and incorporate it into lessons to enhance learning. I can tell if students are engage and understanding the story when I ask comprehension questions periodically.

From this experiment I learned that every moment in a classroom is a chance to learn or revisited concepts already learned. By reading to students, I am opening up their imagination and critical thinking skills. Students want to be read to but at the same time

they want to give their input. By allowing them to do this they feel like they have a voice in what is taught in their class.

In teaching, I realize the importance of reading out loud to students. I plan on fitting this in daily where my schedule allows. Allowing students help in the process of choosing the books will give them more of a sense of ownership.

I feel I need to prepare myself more for reading to students throughout the different grade levels. A book read to fifth graders will not be appropriate for first grade and vice versa. Also the strategies used for comprehension are different. This is one area where I need more practice. I plan to learn more strategies during my student teaching.