

## **Artifact Reflection**

**Title of Artifact:** Oggie Cooder

**Date Completed:** Spring 2013

### **Describe Artifact:**

In the spring of 2013 I guided a group of fifth graders in reading at Olga Brenner. The group and I took turns reading the first six chapters of the book Oggie Cooder by Sarah Weeks. The five students were below grade level at reading. As a project, students were allowed to charve (chew and carve) symbols out of cheese, just like the main character in the book.

### **Alignment Reflection:**

This artifact best aligns with standard 8 (The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

To engage learners in developing higher order questioning skills and metacognitive processes I began by asking them to look at the illustration on the cover and predict what they thought the book would be about. After making their predictions we began reading to see if their predictions were correct.

After the first chapter, I stopped to monitor student learning. The first chapter was a dream. The students eventually figured it out after discussing the chapter. The students read a few more chapters and eventually changed their predictions of the plot.

We stopped after chapter six and the students predicted how the book would end. I advised them to check the book out of the library and read it to find out if their predictions were correct.

While checking for comprehension, students became engaged. The character was the same age as them and he faced the same typical problems that fifth graders do in their class.

At the end, students were able to carve their own piece of cheese. They carved their initials, smiley faces, and hearts in the cheese. By allowing students to carve their own piece of cheese at the end of the lesson gave it a purpose and meaning. Students were then able to connect with the main character.

**Personal Reflection:**

I chose to submit a video for my artifact. The video shows the students discussing one of the conflicts the main character faces early on in the book. The students sympathized with the main character and understood why he was so upset. They also gave ideas as to why there even was a conflict.

I felt these students were more comfortable sharing in a small group. Their peers were at their same level and they were more involved than they regularly are in the classroom. I realized the importance of making students feel comfortable enough that they will share their ideas and be actively involved in discussions.

My goal is to remember to differentiate to where students feel comfortable enough to give their input.