

How successful was the lesson? Why?

I believe the lesson was very successful. My students were hard to keep focused at first, but after a little positive encouragement and redirection, they were quickly on task and actively participating. When I asked for a volunteer to read, not just one hand, but seven quickly shot up in the air. I feel that my students better understood the complex vocabulary words that I presented them with.

Which objectives were achieved?

The objectives that were achieved are:

- Students will be able to pronounce and understand the meaning of given vocabulary words
- Students will be able to fill in the missing vocabulary word in the sentence and in a crossword
- Students will be able to remember and use the vocabulary words to better understand the story "The Babe and I" by David A. Adler.

What is the evidence that the objectives were/were not achieved?

The evidence that supports the fact that these such objectives were achieved are the following observations:

- Students could read, echo, and use the new vocabulary words in a sentence when asked to do so throughout the lesson
- Students were able to, with guided instruction, complete the crossword
- When asked days later to use a vocabulary word, from the lesson, in a sentence, students could do so, and could explain the meaning of the word to others.

What would you change if you were to repeat this lesson?

If I were to repeat this lesson, I would give students the opportunity to find the definitions of the vocabulary words in a dictionary before doing the Vocabulary: Build Robust Vocabulary lesson and reading the story itself. I know this may be more time consuming, but I believe that it would allow students the time and experience of using a dictionary as well as the opportunity to find and understand the meaning of the word before discussing it with peers.

What did you, the teacher, learn about the children?

I learned that the children in my third grade classroom need a lot of guided instruction, encouragement, and re-direction in order to keep on task and to keep a lesson flowing as it is planned. As a teacher, I know things might not go 100% according to plan and that

adjustment and last minute changes must be expected, but I wasn't expecting to have to constantly re-focus the lesson. I learned that children want to learn, but often need a little encouragement to realize that they, themselves, have the tools to do so.