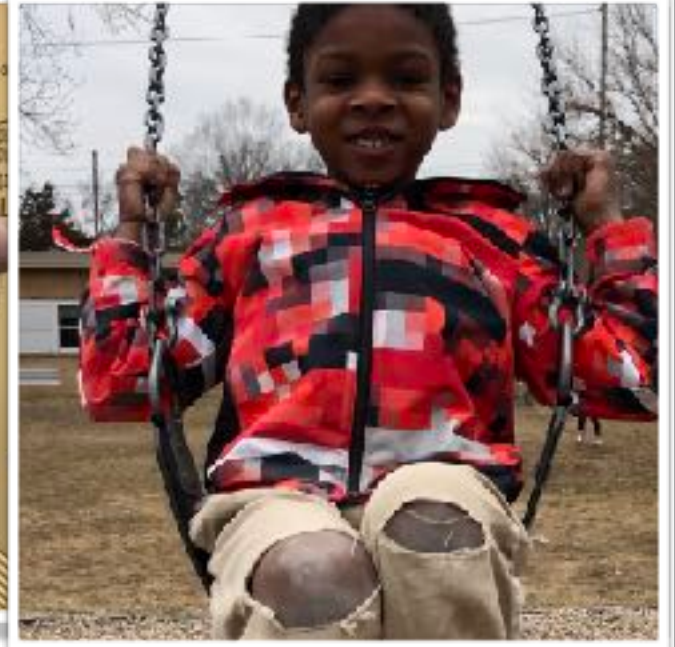


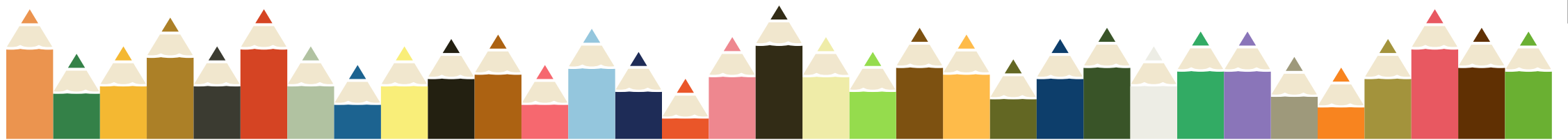
# SWINGING INTO READING

Learning from each other and gaining perspectives in teaching and learning



## All About Manny

Manny is a 6-year-old kindergartner in Mr. Henderson's class at IPS School 55, the second Butler Lab School. He is known in the classroom for his boundless energy and constant enthusiasm, as well as being a social butterfly. Manny loves Pokémon, superheroes (specifically Iron Man and Batman), and Teenage Mutant Ninja Turtles. Alongside his strong sense of determination and perseverance, Manny has a passion for learning and growing as a reader.



## My Initial Understandings and Observations

- February 13th
  - Reading Interview
    - Manny responded to almost every question with "I don't know"
  - Listening Comprehension (Fiction) Evaluation
    - Gave details of the story but couldn't recall character names
- February 20th
  - Running Record
    - Used the pictures to read
    - Did not have one-to-one reading behavior
    - Recognized the sight word "the" on every page
    - Did not use pointer power
  - Concepts of Print Assessment
    - Scored 10/13 on initial assessment
    - Had difficulty with page sequencing, return sweep, punctuation, and identifying one letter

## Manny's Reading Goals

*Manny will use a variety of strategies when reading a text*

.....

*Manny will engage with books in meaningful ways*

## Implementing Manny's Reading Goals

### Conferring

- February 27th
  - **"Readers use strategies to figure out words. Readers look at the sentence and put in something that makes sense."**- K. Collins, pg. 30
  - Manny made outside connections and pointed to the pictures
- March 6th
  - **"Readers make predictions as they read."**- K. Collins, pg. 170
  - Manny is only using pictures to interpret meaning and make predictions
- March 18th
  - **"Readers take a book walk to help them get their minds ready."**- K. Collins, pg. 122
  - Manny's book handling and concepts of print skills are being used
  - He's using predictions in his book walk

### Small Group

- March 18th
  - **"Strong readers read the pictures."**- K. Collins, pg. 89
  - Manny is excellent at reading the pictures, so I want to follow his strengths
  - Manny made predictions while reading the pictures (using a variety of strategies)
- March 20th
  - **"Readers figure out words by saying the sound of the beginning letters."**- K. Collins, pg. 126
  - Mr. Henderson has been working on beginning sounds in word study
  - Manny used this strategy independently and checked to see if the word made sense and sounded right

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## My Beliefs about Learning and Teaching

### Belief #1

I believe that the language a teacher uses should reflect a growth mindset.

### Belief #2

I believe that teachers can learn just as much from the student as the student can learn from the teacher

### Belief #3

I believe that every student should feel comfortable and safe in the classroom while being their true selves.

## My Beliefs in Action

### Belief #1

On April 17th, Manny was having difficulty during reading workshop. He was feeling anxious because he wasn't close to finishing the worksheet and time was running out. He was frustrated with himself and wanted to give up. I told Manny **"Let's go in the hallway and work on this together. There's always more time for practice."**

This language reflects my belief: Manny felt relief after receiving the support he needed to finish the worksheet.

### Belief #2

On March 18th, during the first small group lesson, Manny guessed one of the blanks in the sentence I wrote. The blanks in the sentence were supposed to say "Mom" and "Dad", but Manny guessed "Dad" and "car". I was so focused on him getting the words right that I didn't realize his guess made sense according to the picture and sounded right. **Manny taught me that sometimes there can be more than one right answer.**

### Belief #3

I care about what Manny cares about. Every day in my practicum classroom, I make sure to greet Manny with a wide smile. Before each work session, we have a conversation about his weekend or favorite TV shows.

On April 17th during our listening comprehension assessment about *Safari*, I asked Manny about his trip to Disney and what it was like when he went on a safari.

### Manny & Me



### My Growth

My biggest growth this past semester is that I have learned about **encouraging** the student rather than attempting to "fix" the student. I have focused on Manny's strengths as a student and made sure to use **purposeful language** when complimenting his growth in reading. The Reggio-inspired philosophy has inspired me to become a **guide** and **partner** in student learning rather than just a facilitator.

### Manny's Growth

Manny has grown immensely in using a variety of strategies to derive meaning from a text with the use of pictures. Manny's most impressive growth is from the small group lesson on March 20th.

**"Wait that doesn't sound right or make sense. That can't be right."**

This is a tremendous step for Manny in reading, and I am beyond impressed with his growth. In addition, Manny has also become more comfortable sharing his thoughts with his peers and adults.



### Let's Celebrate Success!

- Manny is now using pointer power independently
- Manny understands that if there are four words on a page, he must say four words when reading (one-to-one reading behavior)
- Manny is using meaning-making skills while reading
- Manny scored a 13/13 on his final assessment for Concepts of Print

Celebration of Learners

