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Corrective Reading  
Content and Methodology Paper  
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I have always known that I wanted to be a teacher, but I was not sure how I wanted to teach. Through taking content and methodology courses I have discovered the kind of teacher I want to be. Literacy Block, Corrective Reading, Classroom Behavior Management, and my special education courses have all contributed to my discovery in various ways.

### **Literacy Block**

Before taking Literacy Block, I did not know how I was going to teach reading and writing. Teaching reading and writing in a fun and exciting way has always been my goal. However, I did not know how to accomplish this. Now I do. Some of the specific ideas that interested me are a balanced literacy classroom, the reading and writing process, literature focus units, literature circles, and reading and writing workshops.

Having a balanced literacy classroom is important and essential in developing lifelong readers and writers. There are many different ways to involve students in reading and writing. Some of the ways I intend to use are modeled, shared, guided, and independent. My students will use trade books, content area textbooks, and self-selected books. For writing, my students will write in reading logs, journals, use graphic organizers, and use the writing process to write short stories and essays. A balanced literacy classroom has many components and I hope to be able to incorporate all of them in my classroom.

The reading and writing process are important in attaining a balanced literacy classroom. It is essential for students to learn how to be the best readers they can be. In

order for students to accomplish this, they need to follow the stages of the reading process. I plan to have instruction set up in a way where I cover all these stages. There are so many different activities that can be done before, during, and after reading a book. I think it is important for a teacher to engage their students a variety of activities and give meaning to what they are reading. Along with reading, students need to know and understand the importance of the all the stages of the writing process and it is up to the teacher to guide them. Modeling the different stages is the best way for a teacher to guide her students. Teachers then need to progress toward having the students know and being able to follow the stages on their own.

I plan to have a balanced literacy classroom by using literature focus units. I think focus units are a great way for the whole class to be involved and to work together. While I think focus units are very beneficial, I realize I need to be careful in how I select the book. It is also important to be aware of the different reading levels and abilities of students. In Literacy Block, I was able to create a literature focus unit for Indian in the Cupboard. I really enjoyed doing this and I think I learned a lot from actually thinking about and creating my own focus unit. They take a lot of planning and work but if the teacher puts in the time and effort they can be a lot of fun and beneficial for everyone.

Not only do I plan to use Literature focus units, but I also plan to use literature circles. While literature focus units encourage the whole class to work together, literature circles encourage small groups of students to work together. Literature circles are set up to be student-directed and that is how I plan to have mine set up. I plan to have each student have a specific role, the students will lead their discussions, and they will choose from a selection of activities and projects to do. Students need to have as many

opportunities as possible to make choices and pick what they want. If the student is not interested in the book and what they are doing, they most likely will not benefit from doing it as much. I plan to take my knowledge of book talks and use them as a way to present the different books to my students and let them pick which ones they would like to read. There are many ways to assess the students while doing literature circles. The ways I plan to use are mostly observation, assess the different activities they do, and assess their reflections.

The last way I plan to fully have a balanced literacy classroom is through reading and writing workshops. In reading workshops, I want my students reading, responding, and participating in teacher conferences. I hope to have book baskets labeled according to their genre to get my students reading different kinds of books. Not only will the books be labeled by genre, but I will also have them labeled using lexile levels so my students know what books are more at their reading ability level and encourage them to read those. Along with reading, I also hope to have writing conferences. I plan to try and meet with my students as they go through all the stages of the writing process to guide them and see where they are. It is important for students to have their own writer's notebook. In these the students should be free to write about what interests them and they should not be collected for a grade. The students need to experience writing in many different ways and I plan to use writing workshops to guide them to do so.

### **Corrective Reading**

While I learned a lot about teaching reading in Literacy Block, I have also learned a lot in Corrective Reading. Through taking Corrective Reading, I developed an understanding of various reading strategies to be used in helping all types of readers. Not

only did I learn about these strategies, but also I was also able to actually use them in my reader case study project. The project required me to assess a student in a variety of ways to discover what areas of reading the student needed extra help in. I administered a Basic Reading Inventory, the Woodcock Johnson, a running record, and I also examined the students Accelerated Reading results. This was a great opportunity and experience for me. Not only did I pick and administer these tests, but I also took the results to decide on a plan of action to help the student in specific areas. Learning about the different reading strategies was very helpful in being able to accomplish this task. The strategies I used were developing prior vocabulary knowledge using flash cards, word sorts, imaginary instruction, echo reading, story mapping, request, and directed reading activity.

Through my reader case study project and taking the class, my perception on reading has changed for the better. While in grade school, I struggled with reading and never fully enjoyed it. I think had my teachers used some of these strategies to help me, I would have learned to enjoy reading at a much earlier age than I did. The important thing is I now love reading and get excited about books. I have learned from my experiences and my corrective reading course and I hope to take the knowledge to help my students and encourage them to be the best readers they can be.

### **Classroom Behavior Management**

While the other courses have helped me in how I plan to teach reading and writing, classroom behavior management helped me figure out how I want to set up and manage my classroom. Throughout the course I learned about many theorists and what their ideas and beliefs are. In learning about these theorists, I found particular beliefs and ideas with which I agree and would like to use in my classroom. Some of the theorists I

found I really like are Albert, Jones, Coloroso, and Glasser. All of these theorists had many ideas and beliefs I found interesting, but there are certain ones that really caught my attention. For example, I really like Albert's ideas of the three C's of cooperative discipline and the classroom code of conduct. Students need to have the opportunity to collaboratively come up with how they want their classroom to be and what the classroom rules and procedures should be. The teacher should have an idea of what she wants and guide her students toward that idea, but the students should and need to have a say.

Not only do I like Albert, but also I also really like Jones' ideas on classroom structure to discourage misbehavior, limit setting through body language, and using say, see, do teaching. It is important for students learn to make decisions and problem-solve, which is why I agree with Coloroso's ideas on teaching decision making and problem solving through inner discipline. The best way to prevent misbehavior from occurring often is to keep the students engaged and active. I really believe this and I think Glasser's idea of quality teaching is a great way to accomplish my goal. Lastly, I really like Nelson, Lott, and Glenn's idea of the eight building blocks to effective class meetings. I plan to use community circles in a variety of ways through my teaching and this is one particular way I think my students will really benefit from.

Not only did I gain knowledge about different theorists and their theories, but also I was also able to create my own discipline plan. The plan got me to really think about my philosophy of teaching and about the different theorists. I also had to pick out specific procedures and routines to have in my classroom. After figuring out what ideas and beliefs I had about what to do in my classroom, I had to figure out how I am going to

implement my management practices. I had to write a letter to the parents explaining my classroom management plan and why I have set it up that way. While this paper took a lot of time and work, it was a great assignment. I now have a pretty clear idea of what and how I want my classroom to be.

### **Special Education Courses**

I benefited a lot from the three special education courses I took. The three were Learners with Mild Disabilities, Mild Interventions: Strategies for Instruction, and Assessment and Implementation of Mild Interventions. Each of these courses challenged me in a variety of ways.

Through Learners with Mild Disabilities, I gained have a much better understanding of the different disabilities and what the most beneficial ways to work with these students are. As a class, we compiled a packet of brochures for each of the different causes of Mild Retardation. I also learned more about the people, laws, and processes that contributed to getting special education to where it is today.

In taking Mild Interventions: Strategies for Instruction, I was able to learn about the different ways to observe a student and how to record those observations. Observing students is a big part of the special education process. Not only did I learn about observing, but I also had the opportunity to conduct a behavior observation of a particular student through a field experience. The types of observation I used were shadowing, incomplete sentence inventory, and anecdotal record. Afterwards I wrote a narrative report on what I found through these observations. I was also able to work with a classmate in creating a behavior plan for the student. Both of these activities were a great learning experience for me.

My last special education course I took was Assessment and Implementation of Mild Interventions. In taking this course, I learned a lot about assessments. While working in pairs, I was able to administer, score, and interpret the Peabody Picture Vocabulary Test. While it was only a classmate I did this for, I think it was a great experience and opportunity. Another great activity I participated in, was interviewing a school psychologist on the different assessments she uses. I learned what assessments she uses, her administration procedures, how the results are scored and evaluated, and how she uses the results to plan for services to the assessed individuals. The last and probably more beneficial experience I had was working in a group of four to complete two IEPs (Individual Education Plan). Through this experience I learned how important flexibility and working collaboratively with others is. It was a challenging experience but I really think I benefited a lot from it.

In taking all my methodology and content classes, I have a much better understanding and knowledge of the kind of teacher I want to be and how I want to teach. Each of these courses gave me a lot of experience in specific areas and really challenged me. While I know I still have a lot to learn, I have already learned so much and really benefited from these courses. I plan to take this knowledge and my experiences and use them to be the teacher I want to and can be.