Field Experience #3 - Literacy in Action, Virtual Field Trip

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I watched the two Field Experience videos online at the following links:
[8th Grade Literacy](#)
[5th Grade math lesson](#)

Literacy Strategies
- Name the instructional strategy observed by the literacy teacher. In addition to naming the strategy, address how the educator implemented the strategy and the positive impact on student learning.
    - The instructional strategy observed is modeling.

    - The educator asks students to choose a word or an emotion they feel when they look at the colored card. The teacher modeled the strategy by choosing the color blue. The visual aids of the colored cards were attention grabbing and engaging for the students. The colored cards facilitated a discussion on the symbolism in the story, The Giver.

- Name the instructional strategy used by the mathematics teacher.

    - The instructional strategy observed is prediction.

- Address how the educator implemented the strategy and the positive impact on student learning.

    - The educator instructs the students to predict how many almonds are in the cup. The instructor implemented the strategy by asking the students to use mental imaging or visualization to determine how many almonds are in the cup. The students used mental and mathematical strategies such as visualization, estimating, addition, multiplication, counting, guessing, and predicting to find answers. The teacher is asking the students to think about what strategy they used or will use to arrive at the answer or guess. He also asks the students to explain the strategy they used to each other. It is effective that the teacher uses student pairing and group activities to have the students share and communicate ideas.

Recommendations
- Discuss recommendations of the literacy teacher and how this recommendation promotes learning.

    - For the literacy video, the recommendation I suggested was to use student grouping. The instructor did use student grouping later on in the video. The teacher is using symbolism when she asks what word or emotion the color reminds the students of. The teacher demonstrates modeling how to do the activity, by giving examples of how the students should complete the activity. I observed that it was interesting that the teacher has to spell the words "ease" and "Autumn" for eighth grade students. I feel that the students in the eighth grade should know those words. Therefore, some aspects of vocabulary development might be good for this teacher's class.

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- ○ I observed that at first, the students were grouped at tables but not specifically working in groups. Therefore, my suggestion was that student grouping would be a good strategy to use. When a group activity is used, it is a good method for sharing ideas with peers and gaining new information and perspectives.

- ○ The teacher did not use any digital literacy. A video analyzing or explaining the story would have been helpful or an online annotated text. The students also could have taken notes or annotated portions of the text as they read.

- ○ Also, the teacher mentioned predictions. A graphic organizer specifically designed for predictions would have been a great addition to the lesson or an anticipation guide, which may have been used but we did not see that part displayed in the video.

- Discuss recommendations for the mathematics teacher and how this recommendation promotes learning.

  - ○ For the math video, the recommendation I used was that the teacher could have used a graphic organizer for the students to sort out data and questions on how fast a tortoise can travel in a certain number of miles. This would provide a chunking activity to separate the data. Though the students were thinking about and discussing one question at a time, a graphic organizer would help them to separate the questions and answers into separate categories and help them to think about and visualize them better.

  - ○ Visualization as a strategy worked well in the beginning when the students were predicting how many almonds were in the cup. My suggestion was that I think the students could pick a number such as 5 or 10, then determine or guess how many times they would have to multiply that number by the number they guessed to get the correct answer. Some of them formulated their answers in a similar way by counting rows and columns of almonds. Visualization promotes learning through creating pictures or images in the mind. Sometimes if students cannot physically draw a picture they can visualize and pictures images in their minds.

Digital Tools
- Discuss the digital literacy strategies you found of the literacy teacher and how this recommendation promotes learning.

  - ○ The literacy teacher did not use any digital tools, she only used a timer to time the students as they were creating different portions of the assignment. My recommendation is that the teacher could have used a video to analyze or explain the story, and that would have been helpful, or she could have provided the students with an online annotated text of "The Giver." The students also could have taken notes or annotated portions of the text as they read. Annotating a text helps with breaking down the elements of the story, vocabulary development, understanding theme and plot elements, and finding the main idea of a story.

- What is one recommendation you have for the teacher to use technology and how it would promote learning?

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- ○ The teacher mentioned making predictions. A graphic organizer specifically designed for making predictions would have been a great addition to the lesson or an anticipation guide, which may have been used but we did not see that step displayed in the video. An anticipation guide is a great tool to use for students to be able to predict what will happen in a story. The anticipation guide is used before and after the story is read for students to see, afterwards, how close their guesses and predictions were to the events that happened in the story.

- ● Discuss the digital literacy strategies of the mathematics teacher and how this recommendation promotes learning.

  - ○ In the math video, the teacher used several different videos and images to illustrate the lesson to the students. He used a computer and a projector. Sometimes he pulled the screen up to write on the board, which actually felt like an old-fashioned but memorable way of doing things. Then, he displayed a visual hundredths chart on the screen and passed out copies of it, to teach the students counting strategies. He used the teacher's class ClassDojo to select students to call on randomly. He also used exit slips as a formative assessment to test what the students learned or retained from the lesson. I would recommend using graphic organizers to separate questions, answers, thoughts, and ideas, but in this case the graphic organizer would probably be a handout and not used as a digital literacy.

- ● What is one recommendation you have for the teacher to use technology and how it would promote learning?
  - ○ I love the interactive learning website, www.mathisfun.com.
    There is a module on visual estimation:
    https://www.mathsisfun.com/numbers/estimation-visual.html
    I would give the students an opportunity to explore this module. There is extra practice at the end with opportunities to play estimation games.