

Hello Katy!

I have been thinking a lot about how the students either did or did not meet the expectations for this lessons. They certainly met the objective. It was great to read their responses to the books and even better to read what they wrote about their own character later. I'm not sure if I should include that as part of this lesson because it was really more of a language arts lesson as a continuation on the character theme in my unit.

I'm attaching a sampling of the responses for this lesson.

I spoke to you about how my one Alaska Native boy had sort of given up on his onomatopoeia art project (felt like he messed it up) and had a lot of negative self talk as a result. He has slow processing issues and goes to resource for reading and math. I spoke to his speech pathologist the day after art and she said she's noticed his negative self talk lately too. There are new things going on at home, apparently. Weeks ago I gave him "A Boy Called Slow" during a time when he was done with his math across the hall but we were still working on our math and he needed something to read. He read the entire thing. He's a man of few words, usually, so it surprised me when he said, "I like this book...it's really good."

So, for THIS health lesson I intentionally put him in the group with "A Boy Called Slow" because I knew he liked it and having a preview of the story would only help him participate and understand. Or so I thought. As I checked on the groups he complained to me that he "already read this book." I was really surprised and disappointed. I thought it was good planning on

my part. He is such a sweet kid and he never acts out so he totally stayed with the group and completed the handout. He wrote a good response; identifying grit and bravery as the character traits. I was hoping that he would have ALSO enjoyed the book again. I think maybe I should have given him an opportunity to experience another book. Since the books were being read aloud and discussed, it would have probably been the same difference for him as long as the student reading didn't read too fast.

There is one student who exceeded my expectations but it took the entire lesson. As I made my rounds and checked on the group reading, "On a Beam of Light," about Albert Einstein, one student kept telling me the ONLY character trait in the story was curiosity. He kept saying it in a way that told me that he knew that spotting curiosity was too obvious/easy, there had to be another one, and he couldn't figure it out. I wasn't sure he, or even they as a group, would figure it out; I hoped they would. This student in particular stays stuck on things and needs a lot of support and nudging along. Once they got to the end they figured it out. They spotted grit in the story and they supported it with evidence. This particular student was so proud of himself, I think he may have been the one to figure it out.

I'm not sure I would do much different for this lesson. I maybe could have chosen a different group leader for one of the groups. One student said he didn't want to be a reader but another student in the group stepped up to the plate so it worked out. I hated to have to remove the one student from the group that was reading, "An A from Mrs. Keller," but it was a long read and he

was being too disruptive to the group. They would never have finished the book if he stayed in the group. I was very generous with the chances I gave him. I gave him other books as options to read on his own and he turned them down. He loves an audience. The next day he took the same book and sat on the floor and read it to some other students in earnest. He's a conundrum.

Alison Annis