



Video

FULL DETAILS AND TRANSCRIPT

## *Gertrude Took a Nose Dive: Identifying Problem and Resolution*

Lake Forest North Elementary School, Delaware • October 2010

Topic: Improving K-3 Reading Comprehension

Practice: Focus on Text Structure

### Highlights

- Erin Green, third-grade teacher at Lake Forest North Elementary School, demonstrates how to teach narrative text elements.
- During a read-aloud, Green focuses on helping students identify the problem and resolution in the story and models the use of the graphic organizer.
- Green incorporates multiple comprehension strategies throughout the lesson, such as thinkalouds, questioning, picture clues, and predicting.
- Students are provided with frequent opportunities to share with a partner throughout the lesson, and several examples of peer discussions are presented.

### About the Site

Lake Forest North Elementary School

Felton, Delaware

### Demographics

71% White

23% Black

- 4% Hispanic
- 1% Asian
- 53% Free or Reduced-Price Lunch
- 1% English Language Learners
- 13% Special Education

Lake Forest North's data-driven culture drives every aspect of the school. Administrators and instructional support staff work closely with teachers to ensure each classroom offers heterogeneous instructional practices.

- Strategies like whole group read-alouds and partner sharing, graphic organizers, and modeling and strategy explanation help students understand text structure.
- Comprehension instruction includes an emphasis on what good readers do and the strategies they use.
- Grade-level articulation meetings are held weekly with the reading coach for the purposes of collaborative planning and data review.
- Teachers build on student development of comprehension strategies across grade levels.
- Teachers are provided opportunities to observe peer instruction to better understand student learning in previous grades and comprehension goals in future grades.
- The principal provides strong leadership and motivates teachers to sustain effective comprehension practices, for example, through the use of classroom walk-throughs.

Targeted professional development is created from benchmark assessment data for improving teaching skills.

## Full Transcript

Erin Green: My name is Erin Green. I'm a third-grade teacher at Lake Forest North Elementary School in Felton, Delaware.

Green: Today's job is, you are going to be looking for what we call text elements.

Green: The students, last week, were taught how to identify character and setting within a story. So this week, I wanted to extend it a little bit further and have them focus on some more elements that make up the text. So that's why I have decided to include the problem and the resolution. The graphic organizer that I chose is a simple story map. I created it having the story elements as the main focus in the middle, and then it's broken up into the characters, the setting, the problem, the resolution, and the theme.

Green: Before we start our story, we're going to go over our organizers so that you know all the things that you need to be listening for as we read today.

Green: We'll start off as me modeling to show the students my thinking-aloud process of how I'm identifying the elements.

Green: Do we know what characters are in a story? My brain reminds me that we've talked about these before. Morgan, what are characters?

Morgan: They're people in stories.

Green: If I'm using the read-aloud, I will ask questions that focus on those elements, and I will have the students be listening and discussing with their partner the questions that I ask.

Green: As I read the story to you, I want you and your partner to be thinking about how we can answer these questions to help us fill in our organizer.

### **The Problem...**

Green: "Gertrude took a nose dive, caught an updraft, and sailed into a lazy glide. She did not, however, come down." Oh boy. I think we may have a—

Students: Problem.

Green: —problem. Talk to your partners. What is the problem?

Student: She won't come down, and she won't come back.

Green: I'm seeing a lot of my partners are already writing down this problem, which makes me excited because that means you think you know what it is. Can someone tell me, what's the problem? What should I add to my organizer? What is wrong? What's going on? Morgan?

Morgan: The cow won't come down.

Green: She will not come down from the what?

Morgan: The sky.

Green: —from the sky, very good. So if you would, for me, add that to our organizer: The cow will not....

Green: "Ms. Rosemary sat down and began to sew. She worked all through the night. Her sewing machine never stopped humming." This is a great picture clue to use in my brain to make a prediction or to draw a conclusion about what Ms. Rosemary's going to do with all of these materials. So take a look at this picture, and let's have partner twos tell partner one, what do you think Ms. Rosemary's going to do with all of these materials?

Student: She might use them to get her down.

### **The Resolution...**

Green: “Gertrude came down like a rocket. She landed squarely on Matilda and mashed her flat. Ms. Rosemary smiled and finished her scrambled eggs.” My brain just told me something; something has just happened. What have we just found out? Chelsea?

Chelsea: The resolution.

Green: What is it?

Chelsea: That Matilda worked.

Green: That Matilda worked. So when it says, “How did we solve the problem?” how did we solve this problem, or in other words, how did Ms. Rosemary solve this problem? What did she finally have to do to get the cow to come down? Tell your partners.

Student: Make Gertrude get jealous from the other fake cow.

Green: She solved the problem because she made Matilda, and because she made Matilda, that fake cow, she was able to solve her problem. The problem was the cow would not come down. So to fix it, we had to figure out a way to get the cow to come down out of the sky.

Green: One of the biggest ways that I can tell that my students are learning is just watching them interact with text. When they complete an activity or they complete an assignment during a week, and we come back to it the following week, especially in my low group, and I see them discussing with each other the strategies that we taught last week and using them on this new story, that really reassures me that the things that I have taught them they are holding on to, and they are then applying them to this new story that they’re reading.

Student: I think she’s going to catch Gertrude and pull her back into the farm.

Student: Oh, I got one: She wants it to be her way, not Ms. Rosemary’s way.

Green: You may be asked, later this week, to complete this organizer again, but on a different story. So I’ll make sure that I keep this up in this room so you can look at it for reference, and then I’m going to collect these so that I can look at all the things that you wrote down.

Green: Sometimes we teach a strategy, and then the kids never have to use it again. And they forget about it, or they don’t understand the reason behind using it. Even for my high-level students that I know are good comprehenders as well as great readers, I still always want to refer back to that organizer or back to that strategy just to make sure, for myself, that they’re not losing any of the things that I have taught them in previous lessons.