

Video Response: Guided Reading in a First Grade Classroom | Zoom Zoom Readers

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I am writing this reflection in response to the Guided Reading in a First Grade Classroom | Zoom Zoom Readers video, which primarily concentrates on implementing guided reading strategies to enhance text understanding and word recognition in students. This video also applies the silent and individual reading method (we discussed this method's benefits in class) and focuses on the comprehension of students from reading. By summarizing the activities that the teacher did in each stage of guided reading, I am outlining the challenges, strengths, and weaknesses of this process. As well as explaining my related personal and academic experiences.

Before the Reading | Setting the Purpose

- A small group of students with similar reading abilities has been created and the book has been chosen based on their experience and interests that ensure they will have an appropriate learning experience.

- Students are encouraged to highlight their thoughts about book titles and predict the story event.

- Students are encouraged to discuss the characters and setting of the book/story.
- Nice reactions are given by teachers to each student's thoughts.
- Teachers encourage students to read slowly to know the meaning of sentences and find words that make sense.

- Reread till you understand the content of the text!
- The teacher gives a great example to inform students about the flaws of Zoom Zoom reading.

Strengths: creating small groups with similar reading abilities can provide an interesting learning experience and choosing books aligned with students' experiences and interests fosters their reading engagements (Fountas & Pinnell, 1996). Encouraging students to talk about the

story and asking them to predict and describe the event, characters, and setting of the story enhances their self-expression, communication, and critical thinking skills (Mokhtar et al., 2011). Moreover, establishing good relationships and encouraging students motivate them to engage in the reading process.

My Experience: the way the teacher gave examples of her own experience about Zoom Zoom reading that made it difficult for her to make sense of what she read was commendable. She asks students who do not read like this. I also appreciate how the teacher starts talking about the book and makes students express their opinions about the story. I, as a student, enjoy Prof. Glenn and Prof. Tamara's classes, as they always encourage us to express our ideas, experiences, and the challenges/problems we faced and the strategies that enabled us to solve them. The nice feedback we received from them made us enjoy the class and motivated us to participate more. As we are talking about first-grade students, this method is highly beneficial for them. They express their own experiences and predict the story events; they will become owners of superior mindsets.

During Reading | Individual Conference

- Students are asked to read the text individually and whisper or even silently.
- Teacher observes and listens to students' reading and gives them feedback.
- In the integration of phonics, the teacher assists students in using the first letter of words to find the meaningful and appropriate word.
- Students are guided to use visual cues from pictures and sentences.
- Students are asked to reread the text carefully to find what makes sense to them.

Strengths: as we discussed in our class, individual reading is a beneficial method of reading and when it is supported by a teacher's feedback can be a notable strength. Using

phonics, visual cues, and rereading the text to find meaningful/correct words are also comprehensive approaches to decoding (Shepard, 1996).

Weakness: Prof. Glenn told us that when students can read the text, they should do silent reading to engage in reading strategies. In this video, students can read the text but struggle during reading and they need the teacher's feedback to find out the right words. I think the absence of activities for fluency development in students will be a weakness of this video, but as the teacher models for one of the students how storytellers read a story and do echo reading for her, she covers this weakness.

Challenge: focusing on finding words that make sense for you by integrating phonics to decoding words like using the first letter of a word could be a challenge for students. They may find any words that start with the same letter/sound and make sense but not the exact word written in the book. To cover this challenge, the teacher guides students to use visual cues. Focusing/seeing the pictures along with using phonics can make students able to find the correct word.

After Reading | Checking for understanding

- After reading, the teacher facilitates a discussion of the book for students to comprehend the story.
- The teacher checks students' understanding by asking them questions relating to the story.
- The teacher asks students to find examples in the book to support their answers.

Strengths: making connections between students and the story and asking questions about the story are learning comprehension strategies (Shepard, 1996). I appreciate the teacher who encourages students to express their ideas about the story to enhance their connections with

it. Moreover, asking students to prove their answers with supportive examples from the book not only can increase their decoding and comprehension skills (Catts et al., 2005), but also their critical thinking and communication skills.

My Experience: when I was a 4th grade student, I remember that our Persian Language teacher always asked us about what we understood from the text. Although he didn't ask us about our experience before reading the book, he always asked us to compare what we thought and knew about the story and what we know and understand now. We tried to express good and supportable ideas so we always thought in depth (critical thinking) about the topic and used our semantic, syntactic, and visual cues to make sense of the whole story. That was not a regular process of guided reading but I can say that I also somehow experienced this kind of strategy/method during my elementary school period.

In conclusion, the video effectively demonstrates how to apply guided reading strategies in first-grade classrooms, and highlights the importance of text understanding and word recognition. Setting the purpose before the reading stage and checking for understanding after the reading stage increases the value of this method. Although the lack of activities for the fluency development of students is covered by teachers' feedback during individual reading, I suggest more regular activities applied in this case. I find the video interesting and valuable and appreciate that it emphasizes the expression of students' experiences, ideas, and interests.

References

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