This was my round, and I was overall quite pleased with how it went. I think that almost every student met my objective of using the round sheet effectively to produce a well-written and properly organized piece of writing. At my round visitors found that almost every student could transfer their writing correctly, which I think defends my idea to take a step back and reorganize the way I was teaching my unit. I was so pleased that all of my students could access this lesson and participate in a meaningful way. This is definitely not always easy, and took careful planning when thinking about what allows my students to succeed and what are typical stumbling blocks. From now on I think I will definitely begin writing units with more structure before allowing kids to write about whatever they want. I think this “I do, we do, you do” structure works incredibly well with my young learners, and especially those on an IEP or ELL students lacking vocabulary.

Something I was concerned with during my round was my explanation. This was important because it needed to be clear enough for my students to then replicate on their own. I have also been struggling with explaining why their information needs to stay organized, and how this can be helpful. Overall I think I did a good job, judging from round reflections. I still think I could have done better explaining why we need to keep our topics organized, how give a more detailed real life reason. I did like how I had the other trade book as an example. Ultimately the students did get that one box matched up to one page, but I am not convinced that they know why. I will make sure that I in my next lesson I check for understanding and ask why we do this.

During my mini lesson I made sure to model exactly what I wanted my students to do. I used a green marker to write my heading, mimicking the green pen the students would use. I also modeled my thinking when transferring my writing. To cut down on time I did not copy everything from my graphic organizer and I worried that this would confuse students. Ultimately students have all of the writing they need on this organizer so all they need to do is copy everything over. I think most did do this, but if I were to redo this lesson I would try to be even more explicit about this process.

While ultimately I think my modeling led my students to be successful there is one other change I would make. I would have made another addition for my anchor chart that has the steps you need to use the graphic organizer. I think students would find this checklist helpful to refer back to during independent writing time.

During their writing time I walked around helping students complete their organizer, transfer their writing, and organizing their topic. I only caught one kid writing the entire text in a heading pen, which is great. Almost all students knew that the top of each box was the heading, and copied each box onto one page. I am excited to read these once they are done, and see how many details they have added.

Overall I think the organizers really helped my students gain some structure and support in their writing process, which will make them more prepared to approach this again on their own. I hope that students will be able to take what they learned about organizing their work and apply it when they have the freedom to work without an organizer and can choose any topic. I also think some students are still not ready to write without the organizer, and I will encourage them to continue to use them.