

This writer does a good job of describing the choices made in the lesson plan (though she may want to be clearer that she is the teacher in question), but she needs to work on forging more connections between theory and practice, especially in the Real World section. She claims that “it is very important that the teacher provides numerous opportunities for students to develop connections with the stories that they are reading,” but she does not back up this claim with any evidence, nor does she refer to theories elsewhere in the section. The writer does draw on Bloom’s Taxonomy in the section on Critical/Creative Thinking, but she could provide more explanation of each component of that taxonomy.

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Standard #4 (Real World Connections) & Standard #3 (Critical/Creative Thinking) Grade One

Real World Connections #4

It is very important that the teacher provides numerous opportunities for students to develop connections with the story that they are reading. This is vital because students comprehend text better. Also, when the teacher is determining the students’ connections to the text through questioning, the answers to these questions gives him or her an understanding of what the students already know and what the students need to know to comprehend the text.

In the directed reading thinking activity, a small group of students along with the teacher read a book called “Sloppy Tiger Bedtime” by Joy Cowley. Before the story was read, the teacher connected the book to the lives of the students with background questions. Because the book was about a tiger’s bedtime, the teacher wanted to establish a link between the students’ bedtime and the tiger’s bedtime. For this reason, the teacher started a discussion by asking the students a set of questions about their bedtime routines. These questions were, “What type of things do you do before bedtime?”, “What are some stories that you read or are read to you?”, “What do you bring to bed with you?”, “Who tucks you into bed ?” and “How do you feel about bedtime?”. Many students indicated that they brush their teeth, wash their face, read a book, and kiss their parents good night before bedtime. They also said that they read books like “Goodnight Moon”, “Chicken Little”, and “Cinderella”. The students then described that they bring books, toys, and teddy bears to bed and that their parents tuck them in. They also described how sometimes they liked to go to bed and sometimes they got upset when they had to go to bed. This information was necessary for the students to discuss because it helped them to better comprehend the difficulties that faced the tiger when it was time for his bedtime

Furthermore, the teacher conducted several comprehension checks during the reading activity in order to connect the students' lives with what they are reading. For example on pages four and five of the story, the teacher wanted the students to relate how upset the girl was when the tiger was making a mess to how upset their parents are when they made a mess. In order to do that, the teacher asked the students to describe a time that their parents were upset when they made a mess. Many of the students described how their parents yelled or sent them to their rooms. Again on pages nine and ten, the teacher asked the students to describe a time and place they hid from their parents before bed, just like the tiger in the story did. They explained that just like the tiger, they hid under the bed and behind chairs. Also on pages fourteen and fifteen, the teacher asked the students to tell about a time when they got scared before bedtime and what their parents did to make them feel better. The students described how they got scared from books and movies, and their parents sat with them until they were not scared anymore.

Critical/Creative Thinking #3

Benjamin Bloom's Taxonomy greatly applies to the importance of getting students to think critically and creatively when reading. Bloom developed six levels knowledge, comprehension, application, analysis, synthesis, and evaluation, which he thought, provided a great outline for moving learners to higher levels of thinking when processing new information. Through the directed reading thinking activity, the teacher touched on many of these levels in order to get the students to think critically and creatively.

One of the ways the teacher begins getting her students to think critically, which also relates to the knowledge level, is by asking the students to retell the story in their own words. When the students retold the story, they explained how the tiger did not want to go to bed so he made a mess. However, when the girl said she would read him a book he then went to bed. Yet, another level of critical thinking was achieved when the teacher asked the students to compare and contrast their bedtime routine to the tiger's. Many students indicated that they did similar things because they also watched television, they washed and brushed their teeth, and they read books. However, they said they were different from the tiger because they did not make such big messes before bed. The teacher then got the students to think more critically and creatively and move onto Bloom's evaluation level, by asking the students what they thought about the way the girl got the tiger to go to bed. The students discussed how the little girl should have been meaner

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Standards #4 and #3

and she should have never given the tiger things that he could use to make a mess. The teacher also got the students to think creatively and critically and focus on Bloom's level of application, when she asked the students to design their own plan for getting the tiger to go to bed. Many of the student's plans were that they would tell the tiger to brush his teeth and then go right to bed.