

Presentation Reflection

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I have no known conflict of interest to disclose.

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Introduction

In my Loom video lesson, I demonstrated a strategy to help students not just learn to read but read to learn. My goal was to make my thinking visible and show how good readers monitor their understanding while reading. In this reflection, I will summarize the strategy I demonstrated, evaluate the strengths of my presentation, identify areas for improvement, and explain how this lesson can serve as a model for future instruction.

Brief Summary of the Comprehension Strategy Demonstrated

In the lesson, I modeled a think-aloud strategy to show how students should be taught how to pause and reflect during reading. By showing other teachers that I intentionally verbalized my thought process, made predictions, asked questions, clarified confusing parts, and connected the text to prior knowledge during my lessons, I am aiming to teach students that reading is an active process that involves monitoring understanding and self-correcting when meaning breaks down. I also used the gradual release model (I do, we do, you do) to help students eventually apply the strategy independently.

Reflective Response

A. Strengths of My Presentation

One of the main strengths of my lesson was clarity. I explained the purpose of the strategy and modeled it step by step so students or in this case, the teachers, could easily follow my thinking. My use of verbal cues and metacognitive talk effectively showed how to slow down and make meaning from the text. Another strength of my lesson plan was student engagement. I encouraged students to join me in identifying confusing sections and discussing how to clarify meaning. I feel like if doing this in person, I would definitely include the audience in the presentation and have some hands-on learning opportunities.

B. Areas for Improvement

Overall, I think I did a good job but I did find some things to fix in the future. First, I could slow down my pacing. At times, my pauses were a little long. This makes it seem less organized

and prepared so I would spend more time practicing key points. If I were really doing this presentation in front of a group of people, I would have brought the actual read-aloud or modeled the actual lesson. I am a visual learner so having that example and actually showing the teachers first-hand the I do, we do, you do strategy would be more beneficial but the time frame did not allow for that.

C. Use as a Model Lesson

This lesson serves as a strong model for teaching comprehension strategies because it shows how to make thinking visible. If I were to use it for professional development or to train new teachers, I would highlight how I explicitly show the thought process behind comprehension. Again, bringing in the actual book or the digital versions of things and having the staff practice the strategies could have been more beneficial.

Conclusion

Creating and reviewing my Loom video was a valuable experience. I am proud of how clearly I modeled the comprehension strategy and emphasized metacognitive awareness. With a few adjustments to pacing, text selection, and student application, this lesson could serve as an even stronger model for teaching comprehension. The process reminded me that effective reading instruction requires both modeling and chances for students to practice thinking about their thinking, which is a key step in developing independent, confident readers.

[Loom Video Link](#)



