ITL 608 Signature Assignment

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**Key:**

Black- original learning plan

Green- feedback from teacher

Red- my corrections based on feedback

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| **Target:**(Academic standards CA-CCSS, Goals/Outcomes Group and Individual- Academic, Management/Behavioral/Social Skills, Social-Emotional | **Academic:** 1. [CCSS.ELA-LITERACY.W.K.3](http://www.corestandards.org/ELA-Literacy/W/K/3/)Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

1. [CCSS.ELA-LITERACY.W.K.8](http://www.corestandards.org/ELA-Literacy/W/K/8/)With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Social-Emotional:** 1. Students will work independently and cooperatively in small groups to develop their engagement and persistence, social relations with peers, expressive communication, encouragement, and shared use of space and materials.
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| **Teacher:**(Dispositions, Expectations of Students, Curricular Approaches, Guiding Tenets) | Students will be expected to use helpful, and positive language when working with peers. All students will be expected to participate in group work. Students will be urged to seek assistance from peers before utilizing the teacher as an aid.Additionally, students will be encouraged to use positive self-talk when working through challenging parts of the lesson. Phrases such as, “I can do it,” should be modeled by the teacher to foster this mindset.  |
| **Learners:**(Academic levels- upper, middle, lower; Life experiences/backgrounds, language considerations, interests, preferences, strengths, cognitive abilities, attitudinal factors- motivation) | **Classroom Demographics:**Grade: Kindergarten Total Students: 22Boys:12Girls:10Ethnicities: 93% Hispanic, 3.3% White, 1.2% Asian, 0.7% BlackELL: 62% of students classified as English Language Learners (mainly Spanish as first language). Some students have recently come from Mexico, with their parents unable to enter the country. Free and Reduced Lunch: 95% of students qualify for free or reduced lunchStudents with IEPs: 4 students have IEPs for speech. 2 of these students have additional needs on their IEPs. Most students at Bobier Elementary come from low-income, underprivileged households. There is about a third of the class in a “low” or below average academic group, a third in an average academic group and the remaining third in an above average academic group. They are all fairly motivated to progress in levels on Lexia, ST math, site words and reading books, and set their own corresponding learning goals. Students are learning how to use their words to express their feelings, how to solve interpersonal problems, how to support their peers, and how to encourage and motivate themselves and their peers.  |
| **Learner Accommodations**  | **Accommodations for students with ELL Classification:*** Picture sequencing cards will be used for the entire class as a section of this activity. Students will use picture cards to arrange the order of events for “Leprechaun Mischief.” Pictures are helpful for students learning English because they provide a visual representation of the words being said and aid in comprehension of unfamiliar words.
* While we will be using the Kagan Team Tools to randomize groups, students learning English will be hand placed in a group with at least one bilingual student. Having a peer buddy in their work group will help bridge the language barrier gap, as their peer can translate ideas for the group to the best of their ability.
* During these students’ pull- out time, they can narrate the “Leprechaun Mischief” experience in Spanish. Their ELL teacher can dictate their narration and share with their General Ed teacher.

**Accommodations for students with IEPs for Speech:*** Teacher will log their minutes with their speech teacher to ensure they are receiving the services outlined in their IEP.
* Having part of the assignment be to create a visual representation of the “Leprechaun Mischief” allows for students to express their understanding of the event through other means rather than verbal means.
* Class cheers will be used to affirm presenters when they present their projects. Students with speech disorders usually feel anxious or self-conscious speaking in class. The use of class cheers will hopefully create a safe and supportive environment for students to take risks in their speaking.
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| **Assessment:**(Formal/Informal Types, Student-self assessment) | **Multiple Means of Expression:** Students will have several ways to express their mastery of recalling and ordering events. After students practice ordering the events in pair shares, a group brainstorm and with picture sequencing cards, students will be asked to independently write about the Leprechaun Mischief. In their writing, they will use the sentence starters, “First…Next…Last.” Their writing will be collected and assessed for neatness, punctuation and accurate ordering of events. Once they complete this writing portion, they will work in small groups for the project portion. Students can use media, poster paper and crayons, or manipulatives, such as Legos or playdough, to create visual diagrams of what their classroom looked like before and after the Leprechaun Mischief. Using expressive communication, they will present their project to the class with their group. During their group work portion, the teacher will informally observe their collaboration and cooperation skills, offering helpful feedback and assistance if needed.  |
| **Instruction:**(Behavioral, Information-Processing, Social, Inquiry/Cognitive; Student-centered, teacher-directed’ culturally relevant pedagogy, technology) | Students have been working on narrative writing for the first trimester of Kindergarten. They have been taught the sentence stems, “First I…Next I…Last I…” These sentence starters are posted in the writing center for reference and should be familiar to students. As a follow up lesson to continue helping students write narrative essays, they will be asked to describe a shared classroom experience (Leprechaun Mischief) by detailing the order of events in this experience. This will be done in multiple formats listed below. **Multiple Means of Representation:** Students will come in to class from morning recess to a classroom overturned by the Leprechaun. Chairs will be turned upside down, gold glitter will be sprinkled on the tables, and green footprints will lead to a treasure chest with gold coins and a note from the Leprechaun about how he played a trick on their class. Students will practice ordering events of the Leprechaun Mischief through pair shares, a group brainstorm session, and picture sequencing cards (ordering first, second and third). Through these activities, students will be asked to think about what their classroom looked like before morning recess, after morning recess and finally, after they put their classroom back in order with new surprises from the Leprechaun.**Multiple Means of Engagement:** We will use group discussions to recount the events of the Leprechaun Mischief. Students will also work with pairs to articulate the events verbally, and work independently with picture sequencing cards to recount the events visually. |
| **Weekly Outline** | **Monday**: Students will walk into their classroom after lunch to their room overturned by the Leprechaun. After students reorganize their classroom and find treats left by the Leprechaun, they will use picture sequencing cards to order the events and room arrangements. At a following circle time, students will share their ideas around the events and the teacher will write/draw the correct order on the white board.**Tuesday**: Students will use partner talk to retell the sequence of events. Teacher will informally observe partners to listen in for their ordering of events.**Wednesday**: Students will use a pencil and paper to write out the sequence of events. They will use to sentence starters, “First, Next, Last,” to narrate the “Leprechaun Mischief.” Teacher will collect their papers to use as an assessment.**Thursday**: Students will work in groups to create visual diagrams of their classroom before and after Leprechaun Mischief. Manipulatives, clay, or media can be used for their diagrams.**Friday**: Students will present their group projects or have a gala walk to look at other groups’ projects depending on what activity would be most beneficial to this particular group of students.  |
| **Management:**(Classroom Management Models, Community building/Social, organizational strategies) | During the group brainstorm, students will be expected to sit in their own space, keeping their hands and feet to themselves. Students will be expected to raise their hands for comments and questions. Students will be expected to keep quiet mouths unless prompted to answer a question. Students will also be expected to track the speaker with their eyes to fully engage in active listening. During independent work, the expectation is that students will work quietly, so as to respect others and their ability to focus. Students can quietly raise hands and ask for peer or teacher assistance if needed.During the group work time, students are expected to use positive, kind and constructive language. Students are expected to attempt to solve their own conflicts before bringing them to the teacher. Groups of mixed ability will be created using the Kagan Team Tools so that the groups are randomized and equitable. Groups can work anywhere in the classroom as long as they respect materials and peers. Because students will get a choice in what materials they use for the group portion, they should be motivated to use the materials responsibly. If students should not use the materials responsibly after redirections from the teacher, they will be given more simplistic materials (crayons and paper) to complete the group project portion. For student misbehavior during any portion of the lesson, the Cognitive Approach to classroom management will be utilized. This approach focuses on the student’s ability to use reason to identify and assess his/her actions in school, utilizes logical consequences instead of punishments, and helps foster a supportive and reflective environment versus an environment of fear. Students will be asked about what caused their behavior and how they can make a better choice to solve the problem. This approach allows for the incorporation of students with IEPs or cultural differences because the teacher is always looking to the student to help assess and solve the situation together.  |

**Summary of Feedback:**

The first piece of feedback given from Mr. Jeffers was more specific information on his class demographics. It was helpful to get a fuller picture of his class, in terms of numbers, language backgrounds and students with IEPs. There were 4 students with IEPs, and 2 with additional needs in their IEPs, however, he did not elaborate on these needs. I was surprised to learn that some of his students have recently immigrated from Mexico without their parents. This is important information to have when trying to teach holistically and meet the basic needs of students.

Apart from this more technical feedback, he provided a potential weekly outline of how to implement the lesson plan. He made sticky notes for Monday, Tuesday and Wednesday, with the corresponding activities he would do on each day. He articulated that on Monday, students would use the picture sequencing cards to retell the order of events of the “Leprechaun Mischief,” on Tuesday, students would engage in partner talk to retell the events, and on Wednesday, students would write out the order of events using the focus sentence starters for narrative writing. This was helpful to see how to break up the different activities throughout the week used to express the same standards of recalling information from experiences to narrate the order of events through drawing, dictating and writing.

**Reflection on Feedback:**

 Based on the feedback that Mr. Jeffers provided, I began by adding in the basic demographics that I was missing. This allowed me to create a new section of my lesson plan titled, “Learner Accommodations.” Because he articulated that there were students learning English for the first time and students with speech needs in their IEPs, I created a list of accommodations for both of these subgroups of students. Some of these accommodations included using picture cards to help English Language Learners make the connection between new vocabulary and the visual being used to represent the vocabulary, ensuring that students with IEPs get their required weekly services, and using a bilingual peer buddy to help translate for Spanish only students. Being able to keep in mind learners with special needs is helpful when structuring how the lesson is implemented.

 Additionally, Mr. Jeffers provided a potential outline of activities for Monday, Tuesday and Wednesday to meet the learning targets. I used this feedback to create an outline of activities for Monday-Friday. I kept how he outlined Monday-Wednesday, with picture cards being utilized on Monday, partner talk being implemented on Tuesday and the writing portion being carried out on Wednesday. However, I added in the group activities, of creating and presenting a visual representation of their written narrations, for Thursday and Friday. By doing this, I was able to complete the week’s activities and round out the lesson plan. Having an outline of your goal activities to meet the target for each day is important so that you can evenly space out activities and keep your pacing on track. However, it is also important to use this document as one that is flexible, allowing for activities to be moved to different days or take additional days to complete depending on the needs of your students.